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

MIDTERM REPORT

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

Certification of the ACCJC 2014 Midterm Report

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

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

DATE: October 15, 2014

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

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ACCJC 2014 Midterm Report Contributors

I. Statement on Report Preparation

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

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

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

Throughout Spring semester 2014, the Accreditation Coordinator presented information regarding Accreditation to the Academic Senate (AS), Shared Governance Council (SGC), Governing Board, Administrative Leadership Group (ALG), the various Schools, and the President's Cabinet. In Spring 2014 and Fall 2014, a Flex Cal session was dedicated to Accreditation [\[E0.5: \]](#) Subsequent drafts of the Report were sent to the entire College community again on May 20, 2014, August 8, 2014, and September (TBA), providing an extended opportunity for feedback from all constituents. After further comment and revision, the final Report was accepted by the Superintendent/President's Cabinet on [\[E0.6\]](#) approved by the Academic Senate on [\[E0.6: Academic Senate Minutes,\]](#), by the Shared Governance Council on [\[E0.7: SGC Minutes,\]](#), and by the Governing Board on [\[E0.8: Governing Board Agenda,\]](#). The final version of SCC's ACCJC Follow Up Report was signed on October____2014.

II. Eligibility Requirements

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

1. **Authority**: Solano Community College, located in Solano County, is one of one hundred twelve community colleges in California, is recognized by the California Community Colleges Chancellor's Office, and is authorized to provide educational programs in accordance with the California Education Code. Solano Community College is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC).
2. **Mission**: The current Mission Statement was adopted by the Governing Board in 2012. The new Mission Statement better reflects the diverse student population the College serves, as well as the College's commitment to student learning. Basic skills, workforce development, and a transfer level curriculum are the foundations of Solano Community College's mission. The College publicizes its Mission Statement through a variety of venues, including its Web site, the College Catalog, various College newsletters, and in other official publications.
3. **Governing Board**: The Solano Community College District Board of Trustees is an eight-member body that includes a Student Trustee. The Governing Board formulates policy, maintains institutional integrity, fiscal soundness, and ensures the fulfillment of the College's Mission. Seven members are elected by the electorate within the District. Board members are elected to 4-year, staggered terms. The Associated Students of Solano College elect a Student Trustee annually to represent the Student Body for a one-year term.
4. **Chief Executive Officer**: The Superintendent-President is the Chief Executive Officer (CEO) of Solano Community College. The CEO is hired by the District's Governing Board, and serves as the Secretary to the Board. The Superintendent-President is responsible for administering Governing Board policies, ensuring the quality of the Institution, providing leadership in budgeting, managing resources, and assessing Institutional effectiveness. The Superintendent-President also ensures that the Institution adheres to all applicable laws, regulations, and policies.
5. **Administrative Capacity**: The rigor of administrative oversight at Solano Community College is sufficient to ensure efficient management and operation of the College, as well as to ensure compliance with all laws, regulations, and mandates. The staff are fully qualified and meet or exceed minimum qualifications required for their positions. The Superintendent-President is

supported by a Vice President of Academic Affairs, a Vice President of Finance and Administration, a Dean of Research, Planning, and Institutional Effectiveness, and an Associate Vice President of Human Resources. In addition, as reflected in the SCC Organizational Chart, Solano Community College has a Chief Technology Officer, School Deans, Center Deans, a Dean of Counseling, a Dean of Student Services, Associate Deans, Directors and/or Managers, a Chief of Police, one Public Relations Officer, and Confidential Employees who comprise SCC's Administrative Leadership Group.

6. **Operational Status:** Solano Community College operates in a manner that is consistent with its authority and mission. In Fall 2014 approximately **(INSERT NUMBER)** students were enrolled at the College. The College offers its students a wide array of instructional programs and student services, a library collection and library services, and a wide selection of academic support services for both onsite and online students, as well as students enrolled in the Vacaville and Vallejo Centers. Student support services are available online, at the Main campus in Fairfield, at the Vacaville Center, and close by at the Vallejo Center.
7. **Degrees:** Solano Community College provides the courses needed to fulfill the requirements for 89 Associate Degrees and 39 Certificates. The majority of the College's course offerings apply toward Degree or Certificate completion. In 2013-14, the College awarded **(INSERT)** Associate Degrees and **(INSERT)** Certificates to students. The plan to create additional certificates in Auto Technology will add to SCC's Certificate opportunities.
8. **Educational Programs:** Solano Community College's Degree programs are consistent with its Mission to provide basic skills, workforce preparation, and a transfer curriculum. Its programs are based on recognized fields of study, reflect a wide variety of disciplines, and are evaluated and culminate in identified student outcomes. Some degree programs are two academic years in length. All courses and programs are reviewed through a curriculum review process and approved by the Governing Board.
9. **Academic Credit:** Solano Community College awards academic credit for coursework using standards established in the California Code of Regulations and formally accepted higher education standards.
10. **Student Learning and Achievement:** At Solano Community College, all courses have approved course outlines of record and are required to have student learning outcomes, methods of assessment of those outcomes, and an ongoing cycle of assessment. To ensure the quality of programs and services, Student Learning Outcomes (SLOs) have been developed for **(?)** of all courses active courses and, of those, **(?)** have been assessed **(?)** of College Programs have defined learning outcomes. Approximately **?** of the College Programs have been assessed. Institutional Learning Outcomes (ILOs) were assessed in **?** and will **continue to be assessed?** Solano Community College continues to maintain

progress to achieve proficiency in learning outcomes assessment and evaluation in order to provide quality student learning. All Schools have Coordinators to assist faculty to assess SLOs and the District continues to maintain an SLO Coordinator to oversee outcomes assessments.

11. **General Education**: Students seeking an Associate Degree from Solano Community College are required to take a number of General Education courses in order to gain a breadth of knowledge across a wide range of disciplines. Students have three options for the completion of the College General Education requirement. Option A is a 21 unit pattern of courses representing Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Cross-cultural Studies. The College has an additional local requirement in the area of Health and Physical Education. Option B is a pattern of classes matching the IGETC standards, and Option C matches the CSU GE standards. In both Options B and C, a student must include a cross-cultural course requirement.
12. **Academic Freedom**: The Solano Community College District adopted Board Policy 6430 regarding academic freedom in December 1984 and made revisions to this policy in 2007 and in 2009. Article 16.8 of the SCFA Collecting Bargaining Agreement also addresses academic freedom. The Institution maintains an atmosphere in which intellectual freedom and independence exist.
13. **Faculty**: Solano Community College employs 150 full-time faculty and approximately 253 adjunct faculty. Full-time faculty teach approximately 62% percent of the College's credit hours. **(CHECK THIS FIGURE)** All faculty possess the minimum qualifications of their teaching position as set forth by the California Community Colleges Chancellor's Office. The faculty develop and review curriculum as well as develop and assess student-learning outcomes.
14. **Student Services**: Solano Community College's Fairfield campus, along with the Vacaville and Vallejo Centers, provides a comprehensive array of student services to assist students in meeting their educational goals. Services reflect the values stated in the Mission Statement of the College and support the achievement of student learning. Students are oriented to avail themselves of various student services, and these services are widely publicized in the College Catalog, College Class Schedule, College web site, and other official College publications.
15. **Admissions**: Solano Community College's open admissions policy is consistent with its Mission, the Mission of the California Community Colleges system, and the California Education Code.
16. **Informational and Learning Resources**: Solano Community College is committed to provide informational and learning resources for all students. The primary resources include the Library at the main campus, which includes a repository of books, periodicals, and electronic databases, and recently expanded Library Services at the Vacaville and Vallejo Centers. Other resources include:

the Tutoring Center, the Math Activities Lab, the Reading and Writing Labs, Science labs, Student Computer labs, the Mathematics, Engineering, and Science Achievement (MESA) Center, Financial Aid Center, Transfer Center, the Academic Success Center, Veterans' Affairs, Online Student Services, and Services for Students with Disabilities (**What resources are missing here?**).

17. **Financial Resources:** Solano Community College District documents its funding base, financial resources, and plans for financial development adequate to support student learning programs and services, improve institutional effectiveness, and to assure financial stability. **The District's FY 2014-2015 adopted budgets reflect reserves of (12%???) of its unrestricted expenditure and transfer requirements, which is in excess of the 5% minimum established by SCC Board policy and required by the California Community College's Chancellor's Office (ACCURATE?).** These excess reserves position the District for state budget shortfalls, minimizing the need to borrow and permitting a thoughtful budget reduction planning process. Additionally, funds have been transferred to an irrevocable trust to pay for the costs of medical, dental and vision insurance benefits to eligible retirees. Furthermore, in November 2012, the District successfully passed a \$348 bond (referred to as the Measure Q Bond) that will ensure adequate funding for the construction of new facilities and modernization of existing buildings.
18. **Financial Accountability:** The Solano Community College District annually undergoes and publicizes an external independent, financial audit firm of all federal, state, grant, and bond funds. The report is widely presented to all oversight committees including the SCC Audit Sub-Committee of the Board of Trustees and the Citizen's Bond Oversight Committee; the final audit report is reviewed and accepted by the SCC Governing Board in public sessions. For **2012-2013, (INSERT 2014-2015???)** as in years past, the District continues to receive unmodified audit opinions. In addition, the District's financial statements are filed with the California Community College's Chancellor's Office and adhere to Board approved policies and procedures regarding fiscal matters.
19. **Institutional Planning and Evaluation:** Solano Community College is engaged in the ongoing development and implementation of effective Institutional planning, and provides institutional support to the Office of Institutional Research, Planning, and Effectiveness. The College's Mission, Educational Master Plan, Facilities Master Plan, the Strategic Plan, Institutional Learning Outcomes, and Program Reviews link planning initiatives across the Institution, connects these plans to resource allocations, and makes public (SCC website) our various goals and planning documents.
20. **Public Information:** The Solano Community College Catalog contains pertinent information to assist students. It is available in print and on the College website. The Catalog provides general information, the education mission, a statement on academic freedom, information on requirements for admissions, student fees, and

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

21. Relations with the Accreditation Commission:

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

III. Solano Community College Response to 2013 ACCJC Recommendations

Statements here from the Team Report

Recommendation 1: Modifying the Mission Statement

The College modified its mission statement in order to identify its intended student population and its commitment to achieving student learning. The College should consistently use the same mission statement in all documents and publications. Additionally, the mission statement should be used by the college as a primary force in decisions made by the College.

(Standards I.A, 1-4, IV.B.1.b)

The Shared Governance Council (SGC), at its May 14 meeting, reviewed and discussed if changes should be made to SCC's Mission Statement. The consensus was that the Mission Statement continues to be relevant for Solano Community College. The SGC voted to reaffirm the College's Mission Statement for 2014-2015 (?) [E1.1:SGC Minutes 5-14-14].

The Mission Statement is as follows:

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

Conclusion

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

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

Recommendation 2: Improving Institutional Planning

The College continues to build upon its progress in development of an integrated planning process. All planning processes are clearly linked to the fulfillment of the College mission and strategic goals to support continuous improvement of student learning and student success.

(Standards 1.B.17,II.A.2.ef, II.B.3a,II.B.4,III.A.6,III.B.2,III.C.2,III.D.1.a-d, IV.A.1,IV.A.2,IV.B.2b).

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

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

Written feedback was given to all service areas responsible for completing a program review, a copy was also provided to the VP overseeing that particular area, as well as to the Superintendent/President. [\[E2.1: Program Review and Planning Email to all Users\]](#) [\[E2.2: Sample Program Review Feedback\]](#).

Following from the update of individual area program reviews, we were able to extract future plans linked to strategic goals from the SCC Planning Database and collate a draft strategic plan. It was important for Administrative Leadership Group (ALG) to review this overall plan and understand how their individual projects were included in the plan.

A meeting was held on November 26th 2013 with all ALG managers to discuss the draft plan and explain how this plan was organized based on managers' individual submissions. [\[E2.3: ALG Meeting Invite\]](#) [\[E2.4: Draft Strategic Plan\]](#)
At the November 26th meeting, a number of handouts were provided to managers. One handout demonstrated their role in planning and explained how their individual work fed into the College's Strategic Plan. [\[E2.5: A Managers Role in Planning Handout\]](#).

Another worksheet given to managers at this meeting prompted them to become familiar with all of the potential inputs on their work. [\[E2.6: Sources of Work Plans\]](#)
This worksheet was particularly important as it educated managers of all the areas they need to be familiar with to effectively manage the expectations of their area. Going through this exercise would allow any manager to identify and prioritize future work projects.

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

The next major activity was a complete redesign of the Planning Database. This large project took into account feedback from users, observations during the training session, and an audit of data fields. The changes included:

- Removal of all date information and converted to semester values
- Cosmetic improvements to the interface
- Improved program review reporting
- Validation reporting for VPs

- Functionality Improvements.

All management users of the database were notified of the changes.

[\[E2.7: Planning Database Update Email\]](#)

To support the new changes, 7 distinct help sheets were designed and distributed. These help sheets covered the following areas:

- Setup and Introduction
- Outcomes Assessment
- Project Planning
- Database Reporting
- Adding a Project
- Adding an Outcome Assessment
- Completing a Program Review [\[E2.8: Database Help Guides\]](#)

The new database was discussed with all managers on the March 7th meeting of ALG.

[\[E2.9: ALG Meeting Notes\]](#)

Another major aspect of the database redesign was to include the governance of the College. It was important for reporting functions that every area responsible for planning and outcome assessment was assigned to the correct member of President's Cabinet as it added a layer of accountability at the top level of the institution that had previously been virtually absent. An email was sent to all members of SPC to confirm areas of responsibility

[\[E2.10: Verification Required – Planning Database Email.\]](#)

Accountability, control and validation at the highest level of the institution was a key part to strengthening planning at the college and making it relevant, accurate and useful. Part of this was achieved through the finalization of the major planning committee structures. The roles and composition of these structures was confirmed through meetings with ALG and SPC (**need minutes!).

[\[E2.11: Planning Committee Structures\]](#)

The first of these committees met on 1st May 2014 to begin looking at financial indicators for the colleges use in planning.

(** will update after the others meet**)

[\[E2.13: Financial Indicators Meeting Notes\]](#)

In addition to the new planning committee structure, a planning control calendar and rubric for evaluation of non-academic program review has been developed.

[\[E2.14: Planning Control Document\]](#) This document has been widely shared with ALG and SPC (**need minutes!). It clearly outlines timelines, responsibilities and expectations for the moving the planning process forward.

A key component is for SPC to begin reviewing validation reports from the planning database to identify potential errors.

[\[E2.15: Validation Report\]](#)

The Strategic Proposal Process, which is the main method by which funding is provided for materials and supplies linked to planning, was implemented again this year with \$300k worth of funding made available. The process was opened on the 11th of December with an email to everyone on campus.

[\[E2.16: Strategic Proposal Announcement\]](#)

38 proposals were received, with requests totaling almost \$1m in funding; the update summary of all received proposals was sent to the entire campus.

[\[E2.17: Strategic Proposals Received Update Email\]](#)

[\[E2.18: Strategic Proposals Summary\]](#)

The 38 proposals were a major source of discussion in several Shared Governance Council meetings.

On the 12th March to discuss process and scoring methods

On the 19th March to have an overview of proposals and confirm rating method

On the 26th March to confirm final recommendations based on rankings

S/PC was introduced to the recommendations on the following S/PC meeting on 21st April. SPC members were given a summary of all recommendations and access to all proposal submissions via email on 25th April. Final decisions were provided by SPC on 12th May and a status report with outstanding actions issued 14th May. All proposal authors were notified via email on 15th May [\[evidence here\]](#).

FUTURE ACTIVITIES

23rd May – Non Academic Program Review Evaluation

27th May Planning Review

Mid June Planning Review recommendations to SPC

Recommendation 3: Accelerate Progress on SLO Implementation

In the ACCJC Follow-up Evaluation Team Report of November 13, 2012, the Team concluded “Solano has fully met the expectations of Recommendation 3.”

(Standards I.B.3, II.A.1.c, II A.2a, IIA.2.f, II.A.2.g, IIB.4, II.C.2, ER10)

In the Spring of 2013, the SLO Committee recommended that all outcomes of all courses be assessed during the 2013-14 academic year, i.e., even-numbered courses would be assessed in the fall semester, odd-numbered in the spring. In addition, any new course or any course offered just once in the academic year regardless of the semester that it was taught must be assessed every spring semester. This SLO assessment schedule was the same schedule as set for the 2012-13 year. Faculty

were informed of the 2013-14 schedule at the August 9, 2013 required Flex day; a reminder was sent out to all faculty on November 20, 2013; the Interim Vice President of Academic Affairs sent out another reminder to all faculty on March 26th; and on June ___ the VP sent letters to all faculty who had not yet turned in their assessments for the Fall semester [E3.1: , E3.2; E3.3.3: E3.4 ;]. -

In December 2013, the Interim Vice President of Academic Affairs reconstituted the SLO Committee and renamed it the Assessment Committee. The purpose and activities of the committee were formalized at that time (e.g., provide support and training for faculty, deans, and staff regarding assessment methods and processes; review assessment instruments; develop plans and cycles for assessments) and its membership changed primarily to include faculty, i.e., School Coordinators, the Program Review Coordinator, the SLO Coordinator and other faculty, to include an adjunct representative [E3.5:] [E3.6:]

As of April 21, 2014, (264 out of 753 sections) of even-numbered courses have assessments in the SLO database [E3. 7:]. It is possible that there exists additional assessments that have not yet been placed into the SLO database, e.g., assessments were sent to the wrong person, School Coordinators received them but have not yet entered them into the database, or some courses have not been assessed to date. (Assessments for the odd-numbered courses are not due to the Coordinators until early June, so numbers will change here) Faculty assessed _____ of odd-numbered courses in the fall semester.

One of the faculty members of the Assessment Committee provided a workshop on the mechanics of assessment and its use (more detail here). [E3.8:] and the SLO coordinator scheduled drop-in times for assessment help [E3.9:]. A YouTube video covering assessment mechanics will be produced over the summer by Assessment Committee members and presented at Fall FlexCal [E3.10:]

Add School Coordinator evidence of help “sessions.” Faculty dialogue (Flex Cal? Division meetings?

How do we count multiple sections of one course taught by one faculty member, e.g. one person teaches three sections of English 1, but reports only 1 assessment.

Conclusion:

Assessment Committee is meeting August 8. Total assessments for SLOs have not been counted.....more information needed.

Recommendation 4: Support for Institutional Research and Culture of Evidence

In order to meet the standards and to ensure institutional effectiveness, the team recommends that resources and support for institutional research be made available to provide necessary and timely data and information for program review,

evaluation of institutional effectiveness, documentation of assessment results, and tracking of planning processes. The results of these efforts should be used to demonstrate that the institution regularly uses data in all integrated planning processes and has developed a culture of evidence in all decision making (Standards: I.B, II.A.1.c, II.A.2.e, II.A.2.f, II.B.3, IV.B.2.b)

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

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

In addition to Argos reporting, the IR office has continued to utilize current data analysis software including Crystal Reports and Tableau. Linking analysis software to our comprehensive datamart has allowed us to speed up the availability of research. The use of current software has included standard program review and course level reports, as well as special custom reports. [\[E4.2: CME Progression Analysis\]](#)[\[E 4.3: Math Progression Analysis\]](#)[\[E4.4: Discipline Schedule Example\]](#)

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

Data based decision making is also evident in Enrollment Management issues. Historically the College simply looked at the number of sections to be added to reach FTES targets, but now the Enrollment Management Committee (EMC) Committee, supported by the IVP of Academic Affairs, the VP of Financial Affairs and the Lead Research Analyst have worked to bring forward other considerations such as efficiency (**define**), scheduling locations, and other methods to refine EMC decisions. EMC is also regularly looking at enrollment data trends to guide decisions. [\[E4.6: Enrollment Data Summary\]](#) [\[E4.7: Weekly Enrollment Report\]](#) [\[E4.8: FTES Model\]](#).

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

Future Events (Summer 2014)

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

Conclusion:

Report summer findings and future plans.

Recommendation 5: Integrate Equity Plans with Institutional Planning

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

In the ACCJC Follow Up Team Report, a statement was made that Recommendation 5 has only "partially met the standards." (Annette to add additional Report findings here)

STUDENT EQUITY

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

Student Equity Committee's Composition and Charge

Since the ACCJC Evaluation Team's visit in November 2013, the work of the Student Equity Planning Committee has been ongoing. The Student Equity Committee's composition includes representatives from:

- Academic Senate
- Academic Affairs administrator
- Student Services administrator

- Institutional Research
- Classified staff
- Associated Students of Solano College (ASSC)
- Ethnic Minority Coalition (EMC)
- Disability Services Program (DSP)
- Foster Youth program
- MESA
- Umoja
- EOPS
- CalWORKs
- Foster Youth Initiative
- Veterans Affairs

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

Specifically, the Committee is responsible for:

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

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

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

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

Integrated Student Equity Planning

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

Example: Student Equity Plan in Planning Database

Outcomes Assessment				
ACCESS	Assessment Status	First assessed on	Loop closed on	NAssessments
Outcome Description The proportion of underrepresented student enrollment matches or exceed that of the population within the district and community.	Never assessed			0
Assessment Strategy Compare the percentage of each group that is enrolled to the percentage of each group in the adult population of Solano County.	Links to Core Competencies IIB - Social Diversity & Civics		Links to Strategic Outcomes 2.4 Improve access 2.1 Support Underprepared Students	
	Success Criteria			
<hr/>				
BASIC SKILLS AND ESL COURSE COMPLETION	Assessment Status	First assessed on	Loop closed on	NAssessments
Outcome Description Increased of all students, especially of African American, Hispanic, male, ESL and disabled students, in basic skills and ESL classes who complete a college-level course in the same discipline goal.	Never assessed			0
Assessment Strategy Compare the basic skills and ESL course completion rate for each population group of Solano Community College students Compare the completion rates for students, in each population group, who started in basic skills and completed a college-level course in the same discipline.	Links to Core Competencies IA - Read IB - Write IIB - Computation		Links to Strategic Outcomes 2.1 Support Underprepared Students	
	Success Criteria			

Area Plans

Area **Student Equity Plan** Manager **Shirley Lewis**

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

Conduct Degree Audits

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

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Implement Degree Works	Implement degree audit (Le. Degree Works) program for Admissions and Records excluded in existing BANNER system.	01-Sep-13	01-Sep-15	<input type="checkbox"/>	

Enhance Staff and Faculty Development

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

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

Area Plans

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

Develop Declaration of Major Requirement

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

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

Implement Student Education Plan Requirement

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

Activity Title	Activity Description	Start	End Complete	Activity Notes
Finalize Ed Plan Service Delivery	Finalize plan and processes to deliver mandatory Student Educational Plan sessions, and where appropriate, in conjunction with assessment testine and orientation for	01-Sep-13	30-Jan-14	<input type="checkbox"/>

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

Integration with Educational Master Plan and Other Major Plans

Beginning Fall 2013, the College renewed its efforts to update its Educational Master Plan (EMP) and Facilities Master Plan (FMP). Under the leadership of the Interim Vice President of Academic Affairs, Chief Technology Officer, Chief Student Services Officer, and Executive Bond Manager, and with assistance of the Superintendent-President, Deans, Directors, faculty, staff, students and the community, the College updated the College's Educational Master Plan (EMP) to help guide the development of the Facilities Master Plan (FMP). The previous version of the EMP did not adequately address student success and support initiatives. The revised version has integrated the

Student Equity Plan (SEP) into the EMP. Chapter 6 of the EMP describes the essential programs, partnerships, and activities already in place to support student success at SCC, and identifies actions and plans for the future to further close performance gaps, break down enrollment barriers, and ensure that all students have equal opportunities to succeed academically.

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

:

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

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

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

That same month, the College learned that it was in jeopardy of exceeding the U.S. Department of Education's Cohort Default Rate thresholds and immediately convened a Default Prevention Taskforce, which included the Student Equity Committee, SSSP Committee, ASC, AS, and BSI representation. A clear connection exists between the rate

of Title IV student loan default rates and educational outcomes related to student equity and success rates. For example, the Cohort Default Rate (CDR) Prevention Plan includes activities to monitor progress of all students, including those at risk students targeted by student equity planning. SCC is the first of the fourteen so-called Tier 1 schools to have its plan approved by the U.S. Department of Education—a plan that now serves as a template for other California Colleges [E5.11: CDR Taskforce Meeting Minutes]; [E5.11: Solano Community College CDR Plan].

The Student Equity Committee has also participated in SSSP planning activities that address technology and innovative program solutions. These discussions prompted efforts to make improvements to Solano Community College website, including the revamped MySolano “log in” page. [E5.12: Shemila Johnson, Marketing/Outreach Webinar ~~re: statewide activity~~ re: CCC Apply and Links to SB 145 Core Services]. [E5.13: SSSP Meeting: Demo on K-12 Bridge Program, October 31, 2013]. **Note: Include Roger’s Board presentation on Technology Plans.**

Other examples of how student equity planning and implementation at SCC are integrated into Institution-wide planning have been the inclusion of student equity **discussions (examine evidence)** and the Student Equity Plan itself in Accreditation Task Force meetings, Academic Senate meetings, Deans meetings, Student Services Managers, and Basic Skills Initiative meetings, **as well as in the** increased focus of professional development of staff and faculty. [E5.14: Accreditation Taskforce Meeting Minutes of December 2, 2013]; [E5.15: Student Services Managers Minutes]; [E5.16: Student and Staff Equity and Diversity Training Workshop, January 19, 2014]. **INCLUDE increased funding: i.e. Umoja, Basic Skills, Participation in NSILC, Olympia, WA; etc.**

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

Examples of increased focus on professional development related to student equity:

- Members of the Student Equity Committee and Equity and Inclusion Advisory Committee (EIAC) attended a five-hour joint diversity and equity training on January 9, 2014, at the Vacaville Center. College administrators, faculty, staff, and students reflected on working definitions of equity, inclusion, diversity, culture, and ethnicity, and discussed the significance of curriculum, environment, and perception in equity and inclusion.
- Representatives from Student Services, Academic Affairs, and Human Resources, as well as the Supt.-President, attended the Equity Summit in Oakland, in March 2014. **Summarize the equity summit w/ SP article.**
- Six faculty, a counselor, and the Chief Student Services Officer attended the National Summer Institute on Learning Communities, July 14-18, 2014, and developed a plan to enhance and scale the existing SCC Puente, Umoja, and First-Year Experience Learning Communities.

- In addition, the Fall 2014 Flex Cal Planning Committee has developed required activities that focus on student equity and success. [[E5.17: Spring 2014 Flexible Calendar Schedule](#)]; [[E5.18: Fall 2014 Flexible Calendar Schedule](#)]. [[E5.19: Minutes and Flex Cal Agenda](#)]

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

Evaluation of the Student Equity Plan

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

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

The Student Equity Committee has examined data from the recently released *SCC Student Success Scorecard 2012-13* and compare those findings with the prior *SCC Student Success Scorecard 2011-12* findings to determine where improvement or no improvement is being made. [[Evidence 5.20: Comparison of 2011-12 and 2012-13 Student Success Scorecard Data](#)]. In addition, the Committee analyzed updated SEP data compiled by the Office of Institutional Research and will issue its findings in August 2014. These findings are included in the update to the 2013-18 Student Equity Plan scheduled to be completed in early September 2014.

In keeping with the SEP evaluation plan, the Student Equity Committee is gathering evidence of actual results and progress in achieving the SEP goals and objectives and implementing required activities. [[E5.21: Sample SEP email \(Jaimez\) to Responsible Parties](#)]; and [[E5.22: Student Equity Plan 2014 Evaluation Report – in progress](#)]

Conclusion

Solano Community College has met the Accreditation Standards required to fulfill Recommendation 5, by updating its Student Equity Plan, continuing to integrate the Plan into campus wide planning efforts, to include the Educational Master Plan. Furthermore, the Student Equity Committee has established the framework and processes to assess and ensure accountability in implementing the planned activities to address the complex

needs of our increasingly diverse student body and monitor the educational success of all students.

STAFF EQUITY

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

HOW IS STAFF EQUITY INTEGRATED IN EMP? IPP? STRATEGIC PROPOSALS?

Non Faculty Prioritization Process

The requests for non-faculty new positions were submitted by management to HR in early April for 2014-2015 fiscal year. ALG subcommittee reviewed and prioritized the list on April 28, 2014 [E5. 1 ALG subcommittee Minutes, 4-28-14]. Once the list was developed, the process moved to Position Control Review Committee (PCR) on April 30, 2014 [E5.2: PCR Minutes 4-30-14]. The PCR committee formulated questions to management regarding specific positions and forwarded these questions to the various managers. In addition, HR presented an update to the Superintendent/President's Cabinet in early May for review [E5.3 SPC Agenda 5-5-14].

PCR committee met again on May 16, 2014 and made recommendations for changes to job descriptions for two new positions. The positions required further review by unions to ensure accuracy, these two positions were not finalized in time for the next step. [E5.4 PCR Minutes 5-16-14]. The PCR committee had no further recommendations for the remaining new positions, therefore, those positions were presented to Shared Governance on June 11, 2014 for information, there were no recommendations regarding any of the new proposed positions [E5.5 New Non Faculty positions - Shared Governance 6-11-14]. HR presented the prioritized list to Cabinet on June 30, 2014 and the list was approved [E5.6 SPC Agenda 6-30-14]. The new positions were presented to Governing Board on July 16, 2014 and approved.

To review the effectiveness of the Non Faculty New Position process, a survey was sent to hiring managers on July 15, 2014. Managers had concerns with the process due to slow turn around and follow up on status of positions. In addition, there were recommendations for changes in the committee groups and consolidating some processes to ensure efficiency [E5.7 Non Faculty New Position Process - Survey Results]. HR will review survey results (when?) with all committees and Cabinet for evaluation of process [evidence here].

Equity and Inclusion Advisory Council

The EIAC met monthly meetings during the 2013/2014 academic year, a significant change from quarterly meetings of the past. Of importance was the decision to sponsor formal workshops to engage the College community in discussions of diversity and equity. The first workshop was held during January Flex Cal and was a useful activity in which the EIAC and the Student Equity Committee joined together

in a 5-hour workshop. A second workshop is planned for the August Flex Cal; at this workshop, Facilities and Maintenance Staff will engage in dialogue to expand their understandings of equity and diversity. [E5.5: Workshop Program]. The August Flex Cal agenda included a session hosted by members of EIAC to bring awareness to advocacy efforts for diversity and equity and to encourage ideas to strengthen equity and inclusion at the College. (more detail to follow here) [E5.]

In October 2013, EIAC created a survey inquiring into Student Equity concerns. A major finding is that students have requested more evening services, but overall, students seemed to find diversity and equity in their educational experience at SCC [E5:6: Survey results].

Two members of the EIAC also attended the first Equity Summit hosted by the CCC League [E5:7.]. Following the session, the members, along with the Chair of the Student Equity Committee, submitted a report to the President of the College summarizing highlights from the Equity Summit, along with a recommended reading list of various papers and reports pertaining to equity, inclusion, and diversity [E5:8]

Coordination with the SCC Police Chief regarding the Clery Act was a major goal of EIAC. The EIAC held a special meeting with the SCC Police Chief to discuss staff awareness of campus crime. The police are now working to more regularly publicize timely information so as to create awareness of any crimes that occur at the main campus and our Centers. Arrangements have been made to publicize a crime report in the Student newspaper [CHECK WITH TEMPEST] [E5.]. INCLUDE CLERY UPDATE WITH CHIEF.

In May, the EIAC decided to revise its purpose in order to be more active in advocating for diversity and equity [E5:] More workshops targeting issues pertaining to equity and diversity are being planned (evidence) and the EIAC is more involved in reviewing and analyzing hiring data, with the end result being to improve recruitment for hiring and to refine and revise SCC's training processes for hiring. The E.I.A.C. is also reviewing its Purpose document and intends to revise its by-laws in Fall 2014. The group met once during summer 2013 to begin to create a list of goals for 2014-2015 and revised its Purpose document [E5.9:]. Instrumental in their future planning is to contribute information to a College-wide Student Survey that will be designed and implemented during Fall 2014.

Equal Employment Opportunity Training

EEO training is ongoing for all employees who participate on hiring committees [E5:]. HR department is reviewing both EEO online and on-site trainings to ensure that the District utilizes resources that will improve our hiring practices to ensure fair and equitable inclusion. The EIAC has urged that more comprehensive training be put in place by HR as some hiring committees have needed additional training [E5:]. The review of these trainings will be discussed with E.I.A.C. (EVIDENCE??).

Faculty and Staff Hiring Policies

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

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

Applicant Tracking System

The HR department is utilizing the new applicant tracking system, NEOGOV. HR has identified some challenges ([Evidence goes here](#)) with the initial set up and structure of NEOGOV for reporting purposes. For example, in Spring 2014 and Fall 2014, new postings were entered into NEOGOV through an ad-hoc process. As a result, tracking selected candidates for the position were not necessarily captured in NEOGOV. HR has now requested NEOGOV support to review the system set up and structure to mirror the District's HR Information Systems structure. HR will be attending NEOGOV training in Fall of 2013 [[E5. NEOGOV Training Agenda](#)] to increase effectiveness and efficiency of NEOGOV to SCC.

The first NEOGOV data sets were generated in Fall 2013 and an analysis of the data sets were initiated to establish a baseline. CCCCCO MIS data pertaining to the workforce and County demographic data was also examined. An ongoing data set analysis cycle and evaluation will be determined in Spring 2014 and Fall 2014 [E5:]. Here HR staff is working with the IR Dean and staff to further refine data base comparisons, i.e. expand County demographic data criteria to include education, age factors, etc. [[evidence](#)] **UPDATE**

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

Recruitment Efforts

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

In Fall of 2013 and Spring 2014, SCC HR recruiters participated in job fairs to attract top talent and increase accessibility for applicants. HR provided step-by-step instructions at the job fairs for applicants to apply [E5.12 Employment Opportunities and Online Instructions 4-3-14]. Currently, HR staff is preparing a plan to improve recruitment efforts ([Evidence needed!](#)).

Diversity Awareness for Faculty, Staff, Administration, and the Community - Annette
SCC has sponsored and promoted many diversity activities, to include long-standing activities such as Martin Luther King Jr. Celebration Day, Cinco de Mayo, Ethnic Studies Guest Lecture series, Black History Month activities, Women's History Month activities, Foreign Language night, and much more. This year SCC added an Hispanic/Chicano/Latino graduation ceremony, an Early Childhood Education graduation ceremony, and has engaged in many community outreach activities (Art History Mural Project, Soccer athlete planning, etc. The Superintendent-President regularly participates in community events and continues to establish partnerships with many community organizations and businesses [E5. [LINK TO SP Direct](#)]. In June 2014, the Administration sponsored once again a Leadership Academy.

HERE WE NEED TO DOCUMENT ALL THAT WE DO, e.g., Ethnic Studies Lecture Series, Peace Activities, Foreign Language Night, multi-cultural graduation celebrations, Leadership Institutes, Community activities.....PLEASE SEND ANY DOCUMENTATION (EVIDENCE) OF EVENTS.

Human Resources Staffing Plan

A revised HR staffing plan was submitted to the President's Office in April 2014 [[E: Staffing Plan](#)], but limited staffing slowed the implementation of the revised HR staffing Plan. **Name staffing positions.**

In the 2013-14 year, an Associate Vice President [[Evidence JD goes here](#)] was hired, but his tenure at SCC was brief having served only 5 months in the position.

A new Associate Vice President was hired and began working for SCC in early July 2014. His vision includes the complete staffing of a fully operational and professional level human resources function. Thus far three permanent HR employees (**What are the positions?**) have been hired {Evidence; JDs} in addition to the AVP, with a current position (**namely**) moving forward **????** to be filled [[Evidence; JD](#)].

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

Opportunities for Internships

SCC's Counseling Department continues to provide opportunities for graduate students at CSU Sacramento and St. Mary's College to intern at SCC [E.5:] An agreement with CSU Sacramento was signed in February 2013 to establish opportunities for CSU interns to take advantage of partnerships with the School of Liberal Arts and is now being realized as we (EVIDENCE GOES HERE!). [E5.: SCC Agreement with CSU Sacramento]. In Fall 2013, a graduate student intern from Southern Illinois University worked with the College's Superintendent-President [E5.: S-P Internship—ONGOING?]. The Minority Coalition is currently investigating options to institute a Faculty Internship Program at SCC and has made presentations to the Shared Governance Council [E: SGC minutes] Student internships at SCC hold the promise of providing peer support to SCC students, and Faculty Internships allow faculty and administration to mentor future leaders and to expand SCC's outreach to attract a more diverse workforce within the College.

Evaluating and Revising the EEO Staff Plan

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

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

DATA BASE SCREEN SHOT HERE

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

Conclusion

Solano Community College has met ACCJC standards cited in Recommendation 5 and has fully resolved the issues noted in Recommendation 5 (Standards II.A.1.a, II.A.2.d, II.B.3.d, III.A.4.a-c) to improve staff equity planning by expanding its data collection and fully integrating the EEO Plan into the Institutional planning processes. The College will continue to monitor and evaluate its Human Resource needs as it seeks to continue to evaluate progress to increase equity opportunities for all staff.

Recommendation 6: Learning Support for Distance Education

In order to meet the standards, the team recommends that the College develop mechanisms and learning support systems to ensure that students enrolled in distance education courses are achieving stated learning outcomes at a level comparable with students enrolled in onsite programs and courses.

(Standard II.A.1.b-c).

The ACCJC Follow Up Team Report of December 6, 2013 states that DE has only “partially met the Standards.” **(Elaborate Report findings here)**

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

SLOs in Online Courses

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

Student Support Services

Since October 2013, the Distance Education Program at Solano College has made significant progress in expanding Learning Support Systems for SCC’s online students. Key developments include the following:

- Expanded DE staff to include an Administrative Technician (also referred to as DE Technician) dedicated to providing walk-in and online Help Desk support to online students. [E6.2: DE Technician Job Description]
- Implemented a Distance Education Ticket “Help Desk” System for faculty and students. Over 1100 student “Help” tickets were successfully processed during the Spring 2014 semester. **(EVIDENCE??)**
- Created a Canvas Student Orientation that has been posted to SCC’s web site [E6.3: Student orientation & success Course Links]
- The DE Technician hosted two Canvas Drop-In Troubleshooting Workshops for students in March, 2014. **(EVIDENCE?)**
- The DE Committee obtained a campus-wide Respondus 4.0 and LockDown Browser License in December 2013 **(Brief explanation needed here)**. In May 2014 we deployed several Respondus updates, including a new screenreader capability that provides audio reading of test questions for vision-impaired students.
- Added links to Student Services on Canvas homepage and the SCC Online Classes web page:

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

- The DE Technician will host orientation workshops at the Main campus in Fairfield and the Centers during June for the incoming Summer 2014 online students and during August for the Fall 2014 semester students. (EVIDENCE)

Online Writing Lab

SCC Online Writing Lab continues to serve students in both online and face-to-face classes. [E6.4: Online Writing Lab Hours]

Beginning with the Fall 2013 semester, students, faculty, and staff had access to a range of video and “paper” materials concerning various elements of writing. The first offerings are intended to meet areas of greatest needs for students. [E6.5: Online Writing Lab Instructional Videos] ARE WE DOING ANYTHING OTHER THAN WHAT WE HAD LAST YEAR? ARE WE ASSESSING THIS ONLINE WRITING LAB? DO WE ADVERTISE ITS EXISTENCE?

Embedded Tutors

The Distance Education Program, in conjunction with the campus Tutoring Center, has been investigating potential sources of online tutoring. (ANY EVIDENCE HERE?)

These sources include Tutor.com and Smarthinking.com. After reviewing these programs, we have decided to focus on developing our own in-house tutoring service for our online students. In-house tutoring services will be designed through the SCCs Tutoring Center and the Academic Success Center (WHAT IS THE TIMELINE FOR THIS PROJECT?)

Program Review Data Analysis

The October 2013 Follow-Up Report included analysis of student retention & success data through Fall 2013 semester. DE Committee will extend the analysis through the Spring 2014 semester as soon as the data becomes available. (EVIDENCE GOES HERE. ARE YOU DOING ANOTHER SURVEY?)

We outlined in our October 2013 report an “Action Plan” based on the evaluation of the DE success and retention data. Since then, we have successfully implemented a “First 3-Day Semester Start Program.” [E6.6: 3-Day Start Program]. The DE Committee discussed the results of the program at our February 2014 meeting (DE Minutes?). Several faculty reported that they saw a significant increase in initial student retention as a result of the new 3-day procedures. We will continue to implement this program and evaluate and revise it as needed. (WAS THE ACTION PLAN LIMITED TO THE 3-DAY START PROGRAM OR ARE THERE OTHER ELEMENTS THE COMMITTEE IS TACKLING?)

Faculty Training

We are now requiring that all faculty be trained in online teaching before they are scheduled to teach an online class. Since October 2013, 58 faculty (How does this compare with the total number of faculty teaching online?) have successfully completed the training process.

Other faculty training:

- DE Coordinator conducted face-to-face faculty Canvas training sessions in January 2014.
- DE Technician conducted one-on-one Canvas training with 7 faculty members totaling 9 ½ hours during February 2014.
- DE Technician conducted one-on-one Canvas training with 18 faculty members totaling 28 ½ hours during March 2014.
- DE Technician conducted one-on-one Canvas training with 5 faculty members totaling 11 ½ hours during April 2014.
- DE Technician conducted one-on-one Canvas training with 4 faculty members totaling 9 ½ hours during May 2014. [[Evidence Flex Cal Programs? Emails?](#)]

Course Shell Review and Approval

As reported in SCC's October 2013 Follow-Up Report, all courses to be offered in our online program must now be approved by the DE Committee through our Course Shell Review process. Since October 2013, 108 courses have been approved for our online program. [[E6.7: Course Approval Status Report](#)]. 76 additional courses are scheduled to be approved in time for the Spring 2015 semester.

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

Course Orientations

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

Conclusion:

Recommendation 7: Incorporate SLOs into Faculty Evaluation

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

(Standards II.A.1.c, II.A.2.e, II.A.2.f, III.A.1.c)

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

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

The College responded to the Team’s Recommendation and during the October 2013 negotiations between the Solano Community College District and the Solano College Faculty Association, a change in the evaluation instrument that administrators use to evaluate faculty was agreed upon **(DO YOU WISH TO INCLUDE CONTRACT LANGUAGE HERE AS YOU DID FOR THE NEXT ITEM?)** In addition, the Tentative Agreement signed October 4, 2014 also authorized additional pay for the Adjunct Faculty for completing SLO assessments:

“...adjunct faculty may work on the SLO/SAO cycle and be compensated for a maximum of 7 hours of category 3 pay per semester for SLO/SAO work.” [\[E7.1: SCFA Tentative Agreement, October 4, 2013\]](#)

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

“The College provided evidence, and the team verified, that recommendations 7 and 9 have been addressed and that the College now meets Standards II.A.1.c, II.A.2.e, II.A.2.f **(Recommendation 7) ...**” [\[E7.2: ACCJC letter 2-7-2014,\]](#)

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

All of the Deans surveyed were aware of the new Contract language in the evaluation instrument and all of them had carried out evaluations of Faculty members where the discussion of SLOs and assessments had been part of the evaluation process. As a direct result of the addition of the new Contract language, the incorporation of a discussion of SLOs as a function of the faculty evaluation has now become routine: two [of four] Deans had used the new evaluation instrument for 100% of the evaluations performed, and another had used it for a majority of the evaluations.

The Deans reported that they were providing assistance to faculty for carrying out SLO related professional tasks; they were especially relying on and encouraging the participation of the Coordinator of their School and of the campus SLO Coordinator to assist faculty to assess their SLOs. Furthermore, the Deans expressed that now that they have had some experience with implementing the current evaluation process and having used the evaluation **criteria**, that **(the evaluation process??)** could be improved **(needs specific information here)**. The current procedures place the burden of assuring SLO compliance on the Deans rather than the faculty member being evaluated. The Deans

believed that additional training on best practices (Whose?) would benefit the College community and felt that additional refinement is required to truly “close the loop” by using the lessons learned during the completion of SLO assessments to make programmatic, curricula, or pedagogical changes in the classroom.

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

Conclusion:

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

Recommendation 8: Increase Services at Centers

The College continues to provide equitable access to appropriate, comprehensive, and reliable services to students who are taking classes at the Vacaville and Vallejo Centers and online and to continue to regularly evaluate the services in conjunction with the needs of their students

(Standards II.B.3.a, II.C.1)

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

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

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

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

2. While the counseling hours have remained constant, the Centers have enhanced Counseling access with additional "drop-in" appointments [E8.8: Counseling Department, Walk-ins Memo]. In addition, the Centers have added Transfer Counseling once a week [E8.9: Counseling Department, Transfer Counseling Memo]. The Centers are also offering Orientation Sessions to incoming students [E8.10 Counseling Department, Orientations Memo].
3. The Vacaville Center has received additional library hours [E8.11: Library Hours, Vacaville Center]. Moreover, the Centers received additional faculty support in the Learning Labs which added a Drop-In Writing Lab component to the existing services there [E8.12: English Department, Writing Labs Memo]. Also, the Vallejo Center is now offering Late Night Study Hall during the last week of the term to assist students in completing their course assignments [E8.13: Late Night Study Hall Memo]. Furthermore, the Centers provide drop-in Computer Lab assistance via the computer courses offered [E8.14 Computer Lab Memo]. Each course generally makes one hour of open lab time available. The Vallejo Center provides two or more hours per week. The Vacaville Center offers lab hours beyond this as it must feature more computer courses to meet the student demand at that location.
4. The Associated Students of Solano College has instituted polling stations at the Centers for the Associated Students of Solano College (ASSC) elections [E8.15: Student Development Elections Memo]. Furthermore, Student Health Services have just been increased to twice a month at the Vallejo Center and will likewise be increased at the Vacaville Center at the beginning of the next full term [E8.16: Student Health Office Memo, Increased Visits Memo]. Lastly, the campus security coverage at the Centers has been increased to include all the hours in which they are open, 7:30 A.M. to 10:30 P.M. [E8.17: Law Enforcement Staffing Deployment].
5. The District has redefined and reorganized all Student Services Support personnel which includes the Centers, along with Admissions and Records, Counseling, and

Financial Aid. These individuals all function under an expanded Student Services Generalist job description [E8.18: Student Services Generalist Job Description]. The Student Service Generalists all provide a wider range of service to the students and are able to be of mutual support to other locations-including the Centers-during times of peak demand. Additionally, they assist in outreach events at the local schools and communities [E8.19: Outreach Events Table, Vallejo Center]. Also, the student services phone system has been unified so that any campus can respond to all calls (clarify here). For the Centers and other localities, the revised phone system increases the efficiency in answering the phones by reducing wait times and holding dropped calls to a minimum [E8.20: Admission & Records, Phoning Memo]. Furthermore, since its opening in 2010, the Vacaville Center upgraded its food service on specified days to included foods catered by a local deli [E8.21: Food Catering Service Memo]. The Vallejo Center, at its opening, included these items in its vending service such as soups, sandwiches, and beverages, so did not add other food service at this time.

The Centers believe that the efforts to upgrade the student services at these locations have translated into a higher level service to their students. An indication of this is found in the fact that the “virtual student” services, via live video conferences with the Fairfield campus, is not now being utilized. **IS VJO CENTER USING VIDEO? SCHOOL MEETINGS BROADCAST FROM/TO CENTERS? WHAT ABOUT STUDENT USE OF VIDYO? SHOULD 5 YEAR PLAN BE INCLUDED IN EVIDENCE?**

Conclusion

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

Recommendation 9: Develop a Code of Ethics

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

The District’s Code of Ethics, adopted in March 6, 2013, has been in place for slightly over one year. During that time, it has served as a formal set of ethical guidelines for staff and faculty. In some cases, the Code of Ethics has been useful when the resolution of issues have not lent themselves to specific Contract language [Evidence here].

During Spring 2014, the Code of Ethics was assessed by the California School Employee Association (CSEA) [Evidence here; email to members]. In the CSEA review, some recommendations were proposed [Cite specific recommendations in an evidence document and/or list some items].

The Academic Senate also reviewed the current Code of Ethics and proposed an alternative document for consideration [Evidence: AS Minutes]. The Code of Ethics will be brought to Shared Governance in Fall 2014 for review by all College constituents.

Conclusion:

Overall, the current Code of Ethics appears to reinforce the Core Values set forth by Solano Community College. **Expand conclusion.**

IV. Solano Community College Responses to 2011 Planning Agenda Items

The 2011 Planning chart (attachment) is a composite of SCC's Planning Agenda Items listed in the College's 2011 Self-Study. The College must response to each Planning Agenda Item in its Midterm Report (this report). There are 42 Planning Agenda Items and these items are address in separate documents: Planning Agenda I, Planning Agenda 2, Planning Agenda 3, and Planning Agenda 4. **Eventually these items will be merged into this Midterm Report.**

