



SOLANO
COMMUNITY COLLEGE

SOLANO COMMUNITY COLLEGE 2023 INSTITUTIONAL SELF EVALUTION REPORT





Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by

Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534

to

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

December 2023

Certification


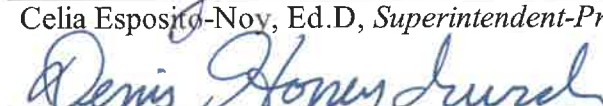
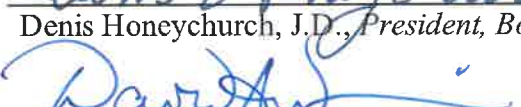
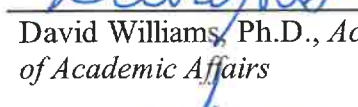

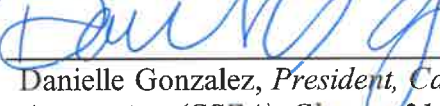

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Celia Esposito-Noy, Ed.D.
Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 Celia Esposito-Noy, Ed.D, <i>Superintendent-President</i>	<u>12-6-23</u> Date
 Denis Honeychurch, J.D., <i>President, Board of Trustees</i>	<u>12/6/23</u> Date
 David Williams, Ph.D., <i>Accreditation Liaison Officer, Vice President of Academic Affairs</i>	<u>12/6/23</u> Date
 Joshua Scott, <i>President, Academic Senate</i>	<u>12/7/23</u> Date
 Danielle Gonzalez, <i>President, California School Employees Association (CSEA), Chapter 211</i>	<u>12/12/23</u> Date
 Jeff Leifeldt, <i>President, Operating Engineers, Local 39</i>	<u>12-8-23</u> Date
 Diana Solis, <i>President, Associated Students of Solano College</i>	<u>12/13/23</u> Date

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Table of Contents

A. Introduction	1
College History	1
Solano College Student Enrollment Data	2
Student Demographic Data	8
Solano County Data	10
Labor Market Data	13
Specialized or Programmatic Accreditation	15
B. Presentation of Student Achievement Data and Institution-Set Standards	16
C. Organization of the Self-Evaluation Process	20
D. Organizational Information	21
E. Certification of Continued Compliance with Eligibility Requirements	36
F. Certification of Continued Institutional Compliance with Commission Policies	38
G. Institutional Analysis	47
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	47
A. Mission	47
B. Assuring Academic Quality and Institutional Effectiveness	53
C. Institutional Integrity	76
Standard II: Student Learning Programs and Support Services	89
A. Instructional Programs	89
B. Library and Learning Support Services	122
C. Student Support Services	136
Standard III: Resources	155
A. Human Resources	155
B. Physical Resources	176
C. Technology Resources	188
D. Financial Resources	195
Standard IV: Leadership and Governance	213
A. Decision-Making Roles and Processes	213
B. Chief Executive Officer	224
C. Governing Board	231
D. Multi-College Districts or Systems	N/A
H. Quality Focus Essays 1 & 2	242

INTRODUCTION



A. Introduction

College History

Solano Community College (SCC) was established in 1945 as Vallejo Junior College, under the authority of the Vallejo Unified School District. It gained independence in 1967 and opened its central campus in Fairfield, California in 1971. Currently, the Solano Community College District includes centers in Vacaville and Vallejo, serving roughly 10,000 students from various communities in Solano and Yolo counties. SCC offers classes at local high schools, specialized facilities such as an aeronautics facility in Vacaville and an automotive technology facility in Vallejo, and a shared space at Travis Air Force Base. With over 500,000 square feet of building space on 285 acres of land, the College provides educational and training opportunities in two main areas: Academic/Transfer and Career Technical Education/Vocational. It offers a wide range of courses, culminating in 92 degrees and 39 certificates of achievement. SCC hosts an Early College program on its Fairfield campus through a partnership with Angelo Rodriguez High School and has a well-established Rising Scholars program in the California Medical Facility, California State Prison Solano, and Solano County Jail.

Site Name	Address	Phone #
Fairfield Campus	4000 Suisun Valley Road, Fairfield, CA 94534	(707) 864-7000
Vacaville Center	2001 North Village Parkway, Vacaville, CA 95688	(707) 863-7836
Aeronautics Center	281 County Airport Rd, Vacaville, CA 95688	(707) 864-7000
Vallejo Center	545 Columbus Parkway, Vallejo, CA 94591	(707) 642-8188
Auto Tech Center	1687 North Ascot Parkway, Vallejo, CA 94591	(707) 864-7151

Vacaville Center

The original Vacaville Center opened in October 1996 across the street from its present location at 2001 North Village Parkway, Vacaville, California. The Grand Opening of the new Center took place in May 2010. A 40,000 square foot, two-story state-of-the art facility, the Center houses science and computer laboratories, classrooms, a 70-seat lecture hall, and a multi-purpose room for physical education courses and community events.

The Biotechnology and Science building addition, built using Measure Q funds, opened in Fall 2017 and has 32,088 square feet with laboratories for the bachelor's degree in Biomanufacturing and other science programs offered through the College. The space features four biotechnology labs, one of which is equipped with multiple bioreactors; two chemistry labs for general and organic chemistry classes; two biology labs; both a wet and dry anatomy lab; and prep areas for all labs.

Vallejo Center

The Vallejo Center opened on September 15, 2007 and is comprised of two sites: the Vallejo Center and the Automotive Technology Center. Located at 535 Columbus Parkway, the Vallejo Center is situated on a 10-acre site that includes eight classrooms; two computer laboratory rooms, including a Mac lab for digital media arts; a learning support center which provides library and tutoring services; two science laboratories; a large lecture hall; conference room; faculty and counseling offices; and a 3,762 square foot multi-purpose room.

The Vallejo Center also includes the Automotive Technology Center located at 1687 N. Ascot Parkway. This 31,000 square foot building houses automotive technology, alternative fuel, and hybrid vehicle maintenance training. The state-of-the-art facility includes classroom space; a computer laboratory; instructional bays; and stations for alignments, dynamometer, smog, and other automotive services. The 8.5-acre site includes additional acreage for future expansion for career technical education programs.

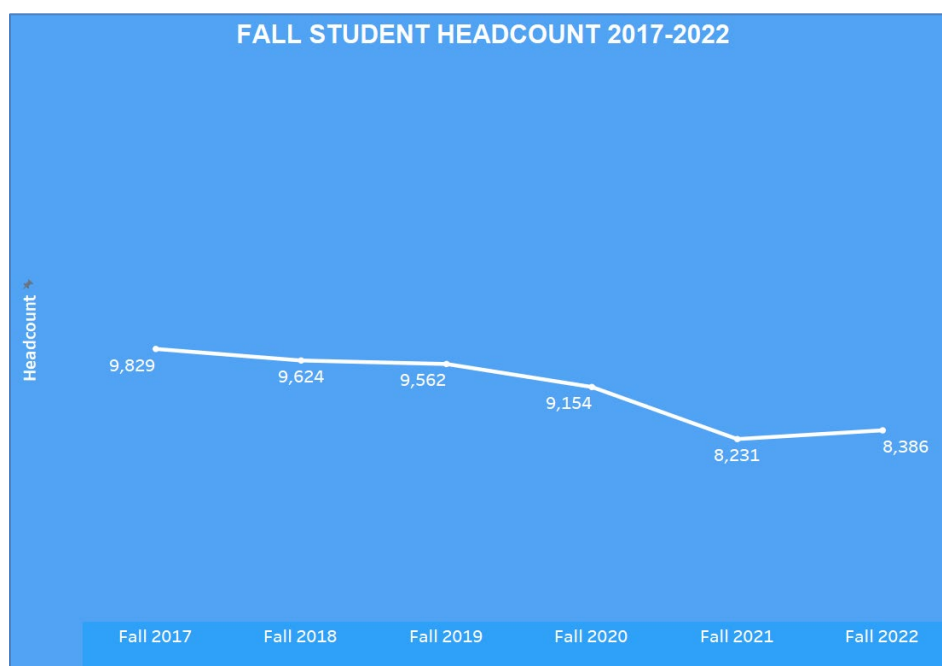
The Vallejo Center offers an array of courses leading to two-year associate degrees and certificates, employment and transfer to a four-year university. The Center also hosts Bachelor of Arts degree programs in Liberal Studies and Business Administration in partnership with Sonoma State University.

Solano Community College Enrollment

Current and historical College trends help assess how effective SCC has been in achieving its mission, and this data factors into the College's planning and decision processes. To gain an understanding of SCC, the following internal data has been collected for student headcount, enrollment status, student unit load, full- and part-time status, enrollments by educational site, student educational goal, and methods of instruction.

Student Enrollment by Headcount

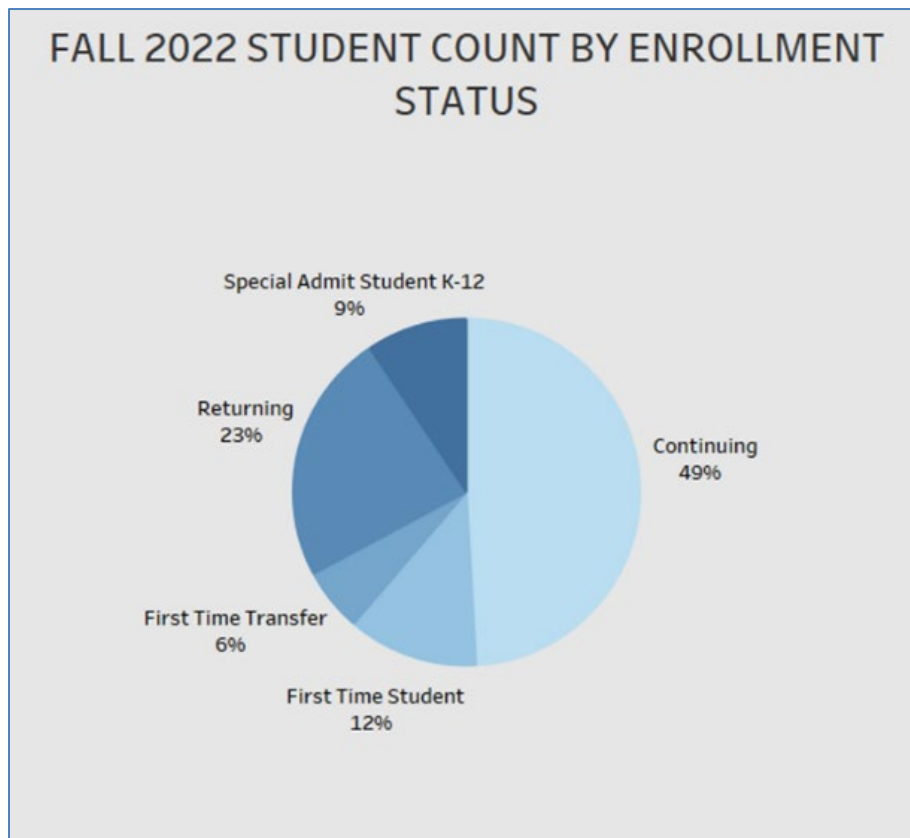
In the most recent six Fall semesters, student enrollment ranged from a high of 9,829 in Fall 2017 to a low of 8,231 in Fall 2021. This steady decline in student headcount mirrors similar downward trends statewide. The College understands the effects of lower enrollments and is making efforts to increase outreach to local schools. Additionally, SCC is exploring a pathways model to clarify and streamline student completion. Though Fall 2023 is still in progress, an encouraging upward trend in enrollment signals that the College is recovering from the pandemic-inspired downturn.



Data Source: Banner Student Information System Data Extract May 2023

Enrollment Status

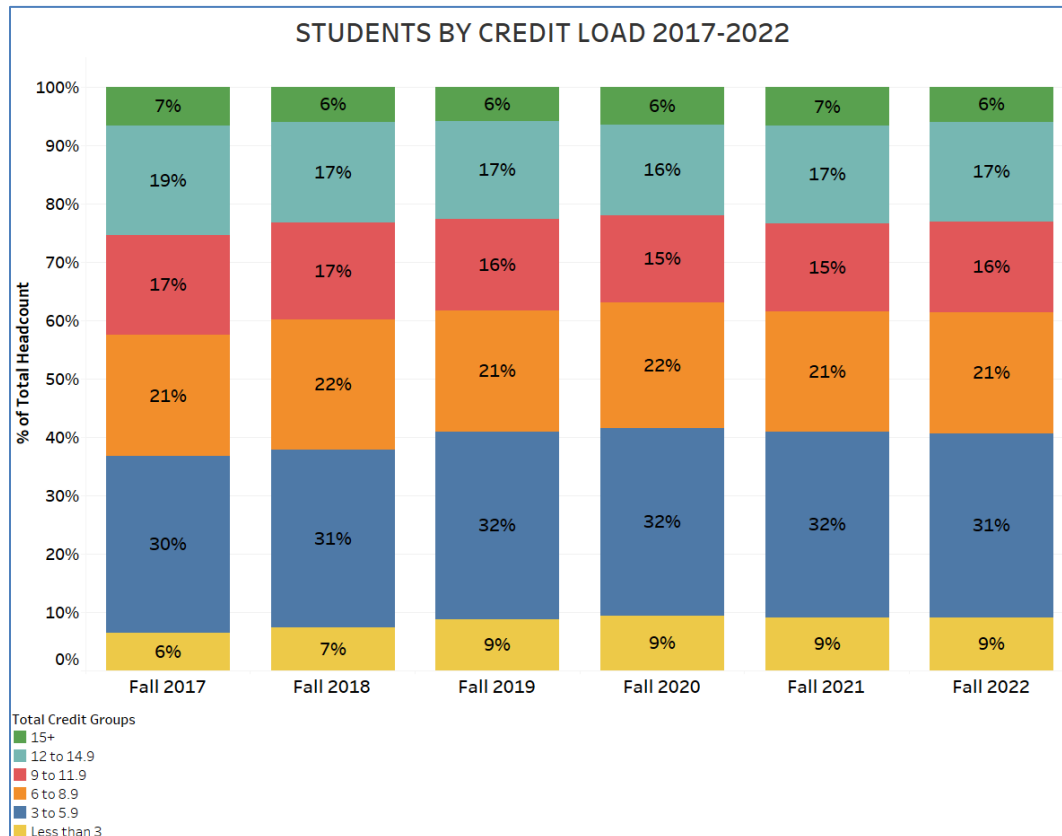
Almost half of Solano Community College's students are continuing students. In Fall 2022, most students (49%) continued their studies from the previous semester. 12% of the students were first-time freshmen, 23% returned to the College after an absence of one or more semesters, and 6% transferred from another college or university. Special-admit students (K-12) accounted for 9% of students.



Data Source: Banner Student Information System Data Extract May 2023

Student Unit Loads

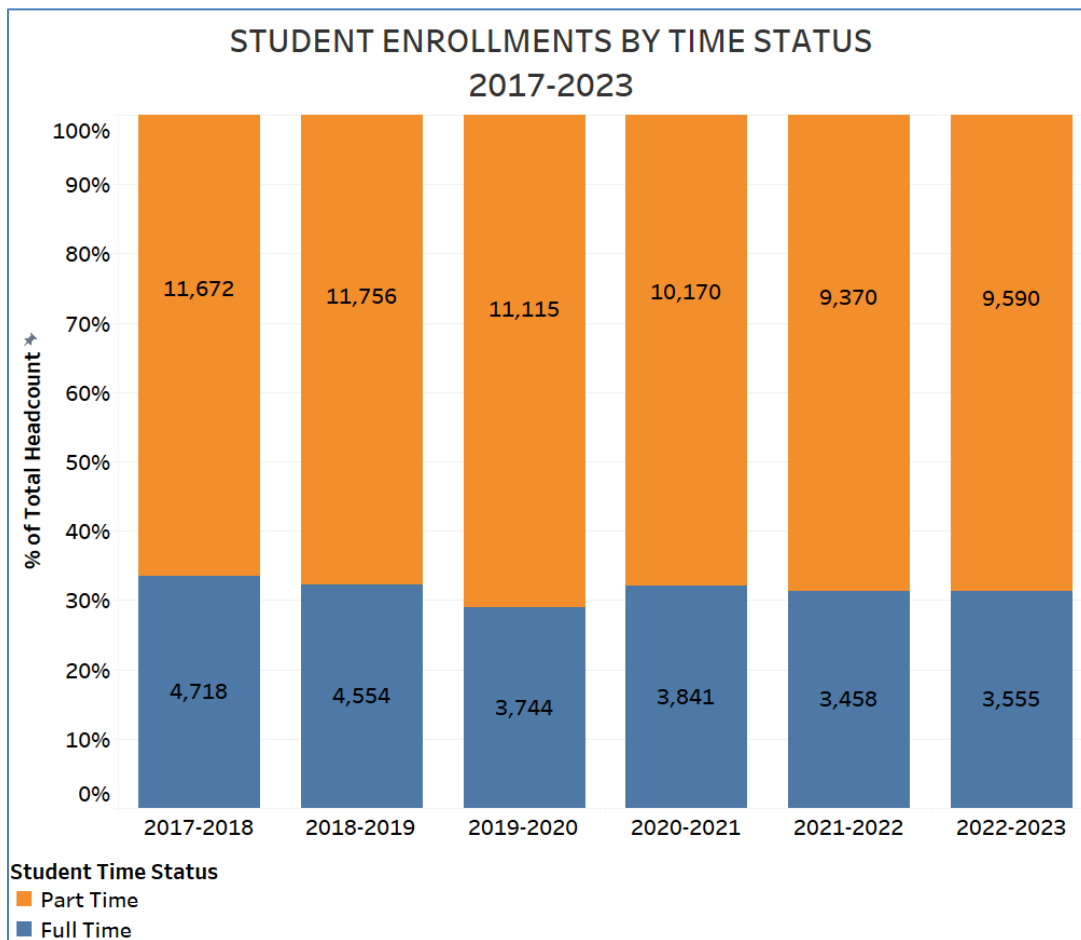
Approximately 6-7% of students are enrolled in over 15.0 credit units, indicating that they are considered full-time students. The percentage of students taking 12 or more units, making them eligible for financial aid, varied between a low of 23% in certain semesters and a high of 26% in Fall 2017. The majority of students, around 30-32%, are enrolled in the range of 3.0-5.9 units, while approximately 21-22% are taking between 6.0 and 8.9 units. The smallest group, consisting of roughly 6-9% of the students, is enrolled in 0.1-2.9 units. Consequently, it can be inferred that approximately one-fourth of Solano Community College students take enough units to qualify for financial aid.



Data Source: Banner Student Information System Data Extract May 2023

Student Full-Time and Part-Time Enrollment Status

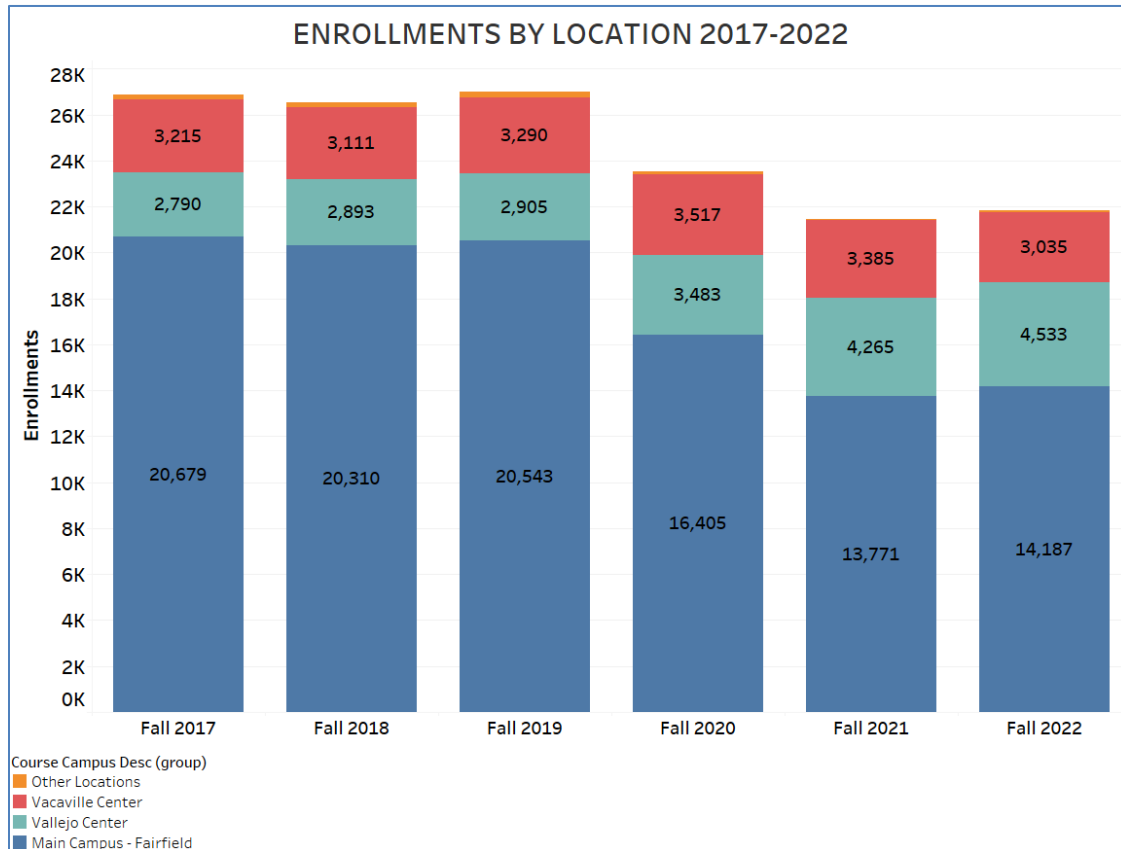
When looking at student enrollments by full-time and part-time status, Solano Community College serves mostly part-time students, defined in this context as students taking fewer than 12 units. Only around 10% of the courses in any given semester are taken by full-time students. This has implications in other areas of college life, since part-time students are less likely to spend time outside of class on campus socializing, utilizing student support services, or taking advantage of the library or cafeteria.



Data Source: Banner Student Information System Data Extract May 2023

Enrollment by Educational Site

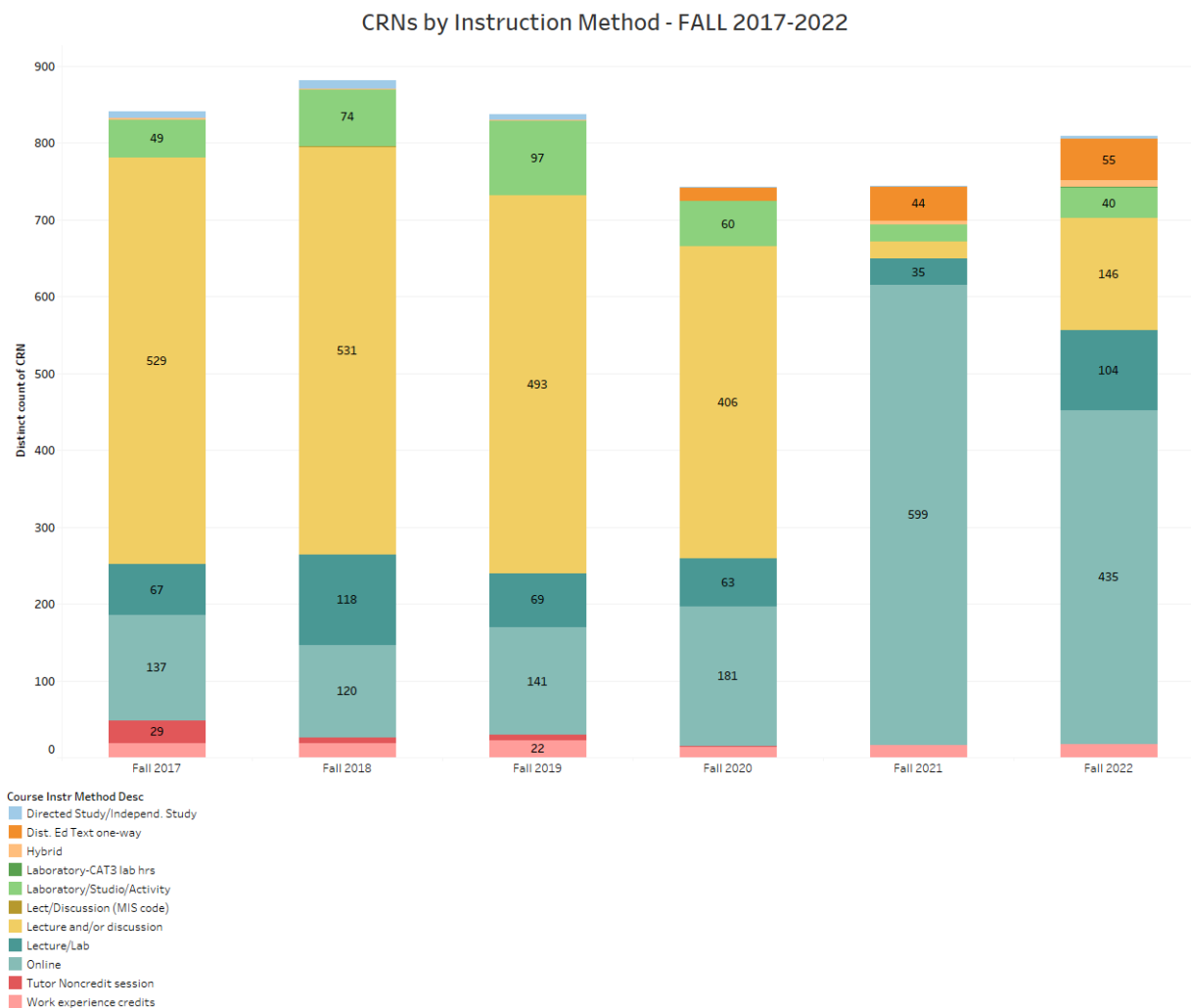
Enrollments at Solano Community College have shown variations across different campuses and semesters. The Fairfield Campus experienced a peak enrollment of 20,679 in Fall 2017, followed by a gradual decline to 13,771 in Fall 2021. While there was an increase in enrollments at the Vacaville and Vallejo Centers, the overall enrollment trend for the College has decreased (the increase in Vallejo Center enrollment is partially due to the expansion of the Rising Scholars program whose students are coded to the Center). These trends in enrollments reflect patterns observed statewide. However, SCC remains concerned and continuously seeks ways to ensure that more students can access a quality education at all its locations.



Data Source: Banner Student Information System Data Extract May 2023

Count of CRNs by Instructional Method

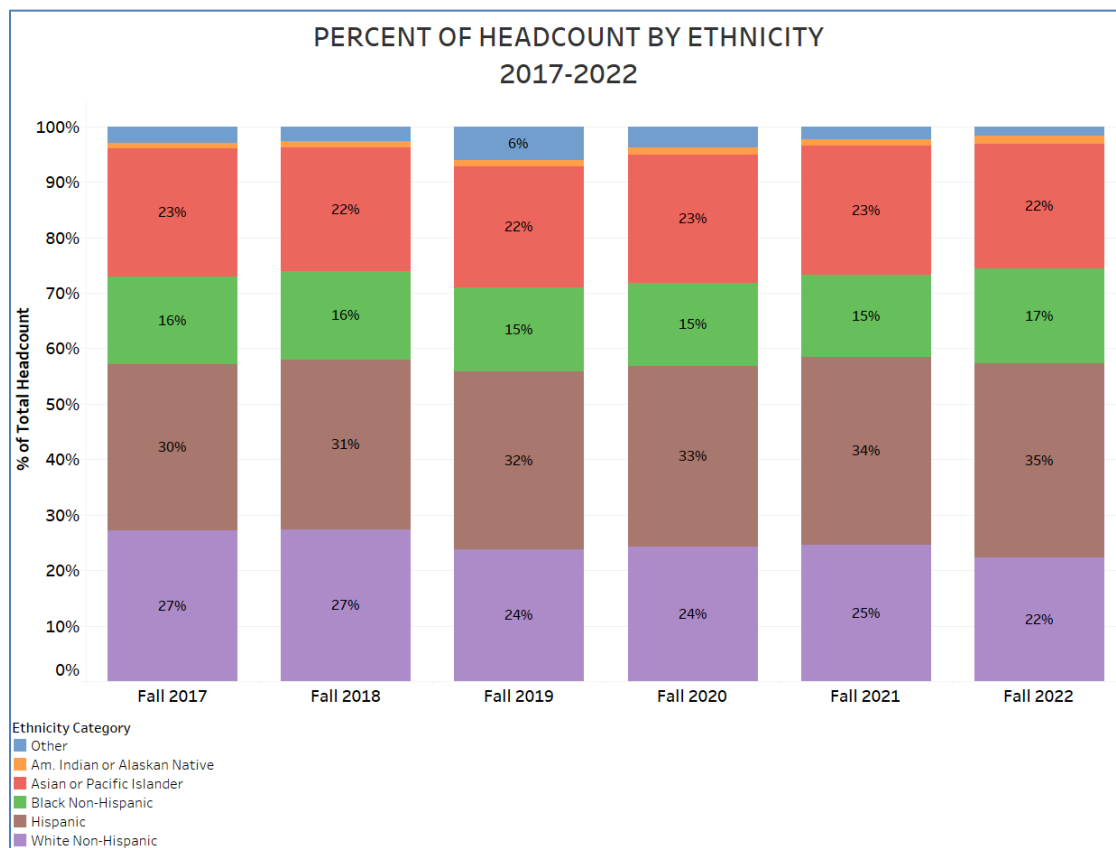
The chart presents data on the course instructional methods at Solano Community College over six years from Fall 2017 to Fall 2022. Traditional lecture and/or discussion methods consistently accounted for the majority of course offerings across most years. There is a noticeable shift in Fall 2020 with a significant increase in online course offerings, due to the impact of the COVID-19 pandemic. Over the years, other methods like hybrid, laboratory/studio/activity, and directed study/independent study show minor fluctuations, but the overarching trend indicates a more balanced distribution of instruction methods by Fall 2023.



Student Demographic Data

Ethnicity

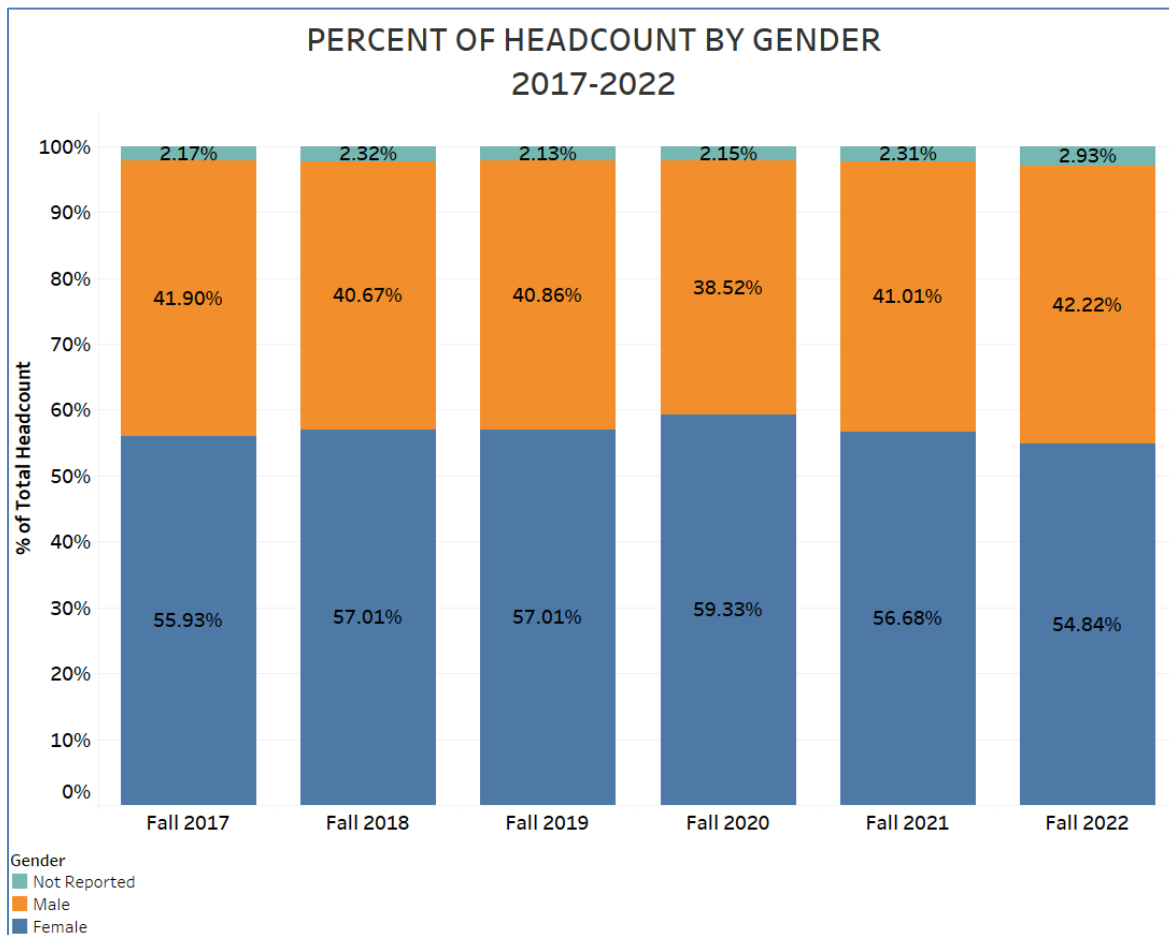
At Solano Community College, the percentage of Black students has remained relatively stable in the past six years, fluctuating between 15-17%, while the percentage of Hispanic students has risen from 30% to 35% between 2017 and 2022. Conversely, the proportion of white students dropped from 27% in Fall 2017 to 22% in Fall 2022. In addition, the percentage of students who are Asian/Pacific Islanders remained steady around 22-23% within this period. Compared to Solano County's population, the College enrolls a larger percentage of Asian, Black, and Hispanic students than are present in the general population.



Data Source: Banner Student Information System Data Extract May 2023

Gender

From Fall 2017 to Fall 2022, the ratio of male to female students remained relatively consistent, with women comprising the majority of the student population.



Data Source: Banner Student Information System Data Extract May 2023

Solano County Data

The two tables below show that while the population of Vallejo is greater than both Fairfield and Vacaville, the population of the county is clearly concentrated in these three cities where the College has its service sites. Further, the number of K-12 student enrollments in Fairfield is significantly larger than the other two cities, and the population density implies that those students are more spread out, a mix of rural and suburban, with farmland on the outskirts, older neighborhoods close to town, and newer housing tracts filling in between the two. (The areas vary-the rural land area is 675 square miles, the urban land area is 150 square miles and the water area is 84 square miles.) Smaller in size, Vallejo and Vacaville have a more concentrated population but where Vallejo has a more established community with some newer suburban neighborhoods, Vacaville has only recently (in the last 30 years years) seen a dramatic population surge with thousands of homes in planned neighborhoods built to accommodate the increase in Bay Area commuters. The story of these three towns is very much the story of Solano County over the last 30+ years and is reflected in the composition and experience of SCC students.

Cities by Population

City	Rank ^	State	2023 Population	2020 Census	Annual Change	Density (mi ²)	Area (mi ²)
Vallejo	1	California	123,001	125,839	-0.76%	3,990	30.82
Fairfield	2	California	119,461	119,827	-0.1%	2,900	41.19
Vacaville	3	California	103,895	102,672	0.4%	3,555	29.22
Suisun City	4	California	28,671	29,415	-0.85%	7,060	4.06
Benicia	5	California	26,381	27,041	-0.82%	2,055	12.84
Dixon	6	California	19,028	18,947	0.14%	2,693	7.07
Rio Vista	7	California	10,489	10,084	1.32%	1,594	6.58

CA Dept. of Finance

K-12 Student Enrollments

DISTRICT	TOTAL 2022-23
Benicia USD	4,372
Dixon USD	3,468
Fairfield-Suisun USD	20,559
Solano County Office of Education	1,025
Travis USD	5,340
Vacaville USD	13,253
Vallejo City USD	12,215
Total	60,232 Students

Solano County Office of Education

Solano County frequently ranks among the most diverse counties, not just in California but in the country, with Vallejo falling in the top ten most diverse cities for more than a decade. This is reflected in the student body at Solano Community College, where the percentages of Latino (34%), Black (15%), and Asian/Pacific Islander (23%) students exceed those in the general county population, evidence that the College is achieving its mission “to educate a culturally and academically diverse student population drawn from our local communities and beyond.”

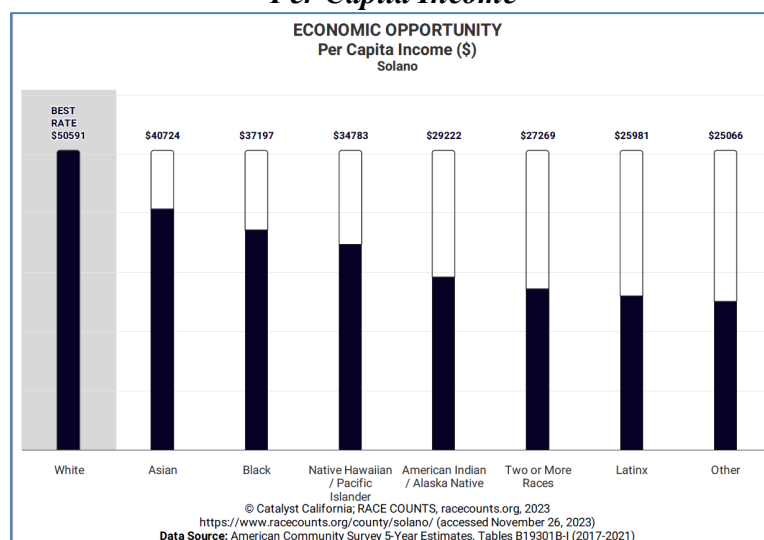
Race and Ethnicity

Ethnic Composition of Solano County Residents	2021 Population Estimates (year-end)	2025 Population Estimates	2030 Population Estimates
White, non-Hispanic	38.9%	38.4%	37.7%
Hispanic or Latino	26.3%	26.9%	27.6%
African American, non-Hispanic	14.4%	14.4%	14.5%
Asian, non-Hispanic	14.2%	13.9%	13.5%
Mixed Race, non-Hispanic	6.2%	6.4%	6.8%

Source: California Department of Finance, May 2021

Per capita income and median home values reveal an uneven distribution of earnings and wealth associated with ethnicity and location which are interrelated in that Vallejo and Fairfield, the two largest cities, have a higher Black and Latino population and lower home values than Benicia or Vacaville.

Per Capita Income



The largest age group in Solano County is 20-35-year-old residents which positions SCC well to serve the community's needs for a bridge to four-year colleges and a site for career and technical education and certification, including the baccalaureate degree in Biomanufacturing. Further, these college- and working-age adults are the future homeowners, parents, and leaders of the community; thus, it is imperative that the College continues its work to forge mutually beneficial relationships with local businesses and community groups

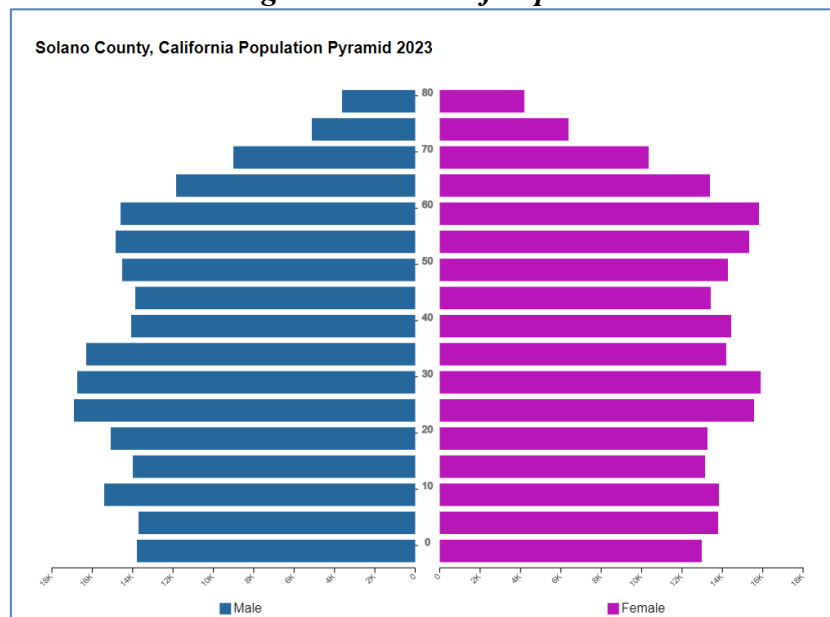
Median Home Values

SOLANO COUNTY CITIES MEDIAN HOME VALUES, YEAR-OVER-YEAR CHANGE, 2020-2021

CITY	March 1, 2021	March 1, 2020	% Change
Benicia	\$734,784	\$650,012	11.5%
Dixon	\$527,529	\$454,550	16.1%
Fairfield	\$543,013	\$474,437	14.5%
Rio Vista	\$439,837	\$390,629	12.6%
Suisun City	\$477,081	\$419,815	13.6%
Vacaville	\$542,485	\$473,319	14.6%
Vallejo	\$492,727	\$435,140	13.2%

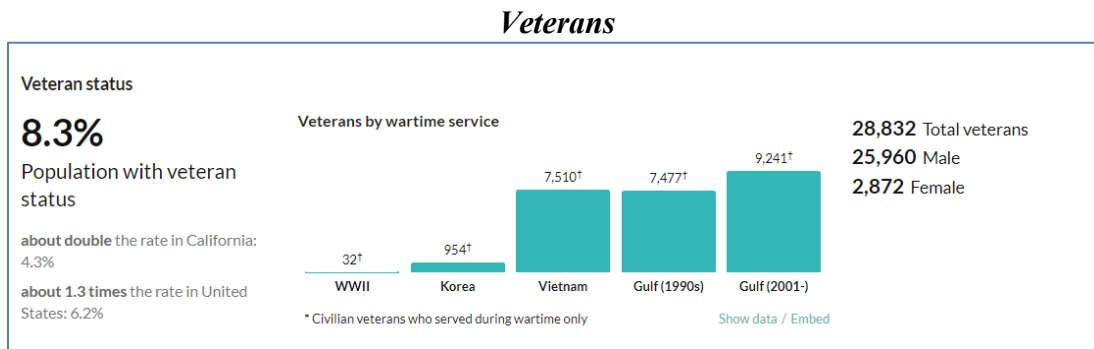
(Source: Zillow Research, a division of the Zillow® Group Real Estate Company)

Age Distribution of Population



US Census 2021 ACS 5-Year Survey (Table S0101)

Solano County is home to Travis Air Force Base (TAFB) and a veteran population nearly double the rate of California as a whole. To meet the educational needs of those serving our country, SCC offers a wide variety of courses at TAFB to active military and their dependents, both at the Base, on campus, and via online courses. The College posts a full-time student services generalist at the Base to assist students personally. Solano Community College is an approved educational institution by the California Department of Consumer Affairs Bureau for Private and Vocational Education. The Veterans Resource Center (VRC) aids Veterans, Active-duty, Reservists, National Guard, and eligible dependents of Veterans and Active-duty in their pursuit of an education, obtaining their Veterans Education Benefits (including VA work-study), DoD Tuition Assistance and My CAA. Students receive assistance in filing for benefits and counseling through our Veterans Counselor and Active-duty Counselor on staff. The Center acts as the liaison between Government Agencies and the student.



U.S. Census Bureau (2022). American Community Survey 1-year estimates. Retrieved from Census Reporter Profile page for Solano County, CA

Labor Market Data

Solano Community College continuously monitors employment trends in our service area. The top fifteen occupations in terms of projected growth are shown in the table below. The largest number of jobs is anticipated for Office and Administrative Support (890 new jobs). In terms of percent change, laborers in Personal Care and Service will see 53.9% growth at a wage of \$16.83/hour. Some of the higher wage occupations projected to grow include Management (\$54.22/hour), Healthcare Practitioners (\$53.57/hour), and Protective Service (\$44.06/hour).

Occupational Title	2022 Base Year Employment Estimate	2032 Projected Year Employment Estimate	2022-2032 Percentage Change	2022 First Quarter Median Hourly Wage	2022 First Quarter Median Annual Wage
Office & Administrative Support	15,100	15,990	5.9	\$23.73	\$49,359
Transportation & Material Moving	12,260	15,420	25.8	\$19.16	\$39,859
Sales and Related	13,600	14,950	9.9	\$17.15	\$35,666
Food Preparation & Serving Related	10,680	13,760	28.8	\$16.91	\$35,169
Healthcare Support	10,670	12,910	21	\$18.37	\$38,207
Healthcare Practitioners & Technical	9,710	11,600	19.5	\$53.57	\$111,431
Management	9,290	11,250	21.1	\$54.22	\$112,784
Construction & Extraction	9,680	10,950	13.1	\$31.2	\$64,892
Education, Training, and Library	8,040	8,950	11.3	\$31.22	\$64,946
Home Health & Personal Care Aides	7,110	8,530	20	\$15.29	\$31,790
Production	7,250	8,060	11.2	\$20.27	\$42,155
Business & Financial Operations	6,770	7,920	17	\$39.34	\$81,818
Installation, Maintenance, & Repair	6,240	7,320	17.3	\$30.31	\$63,039
Fast Food & Counter Workers	3,620	4,590	26.8	\$16.15	\$33,591
Personal Care & Service	2,840	4,370	53.9	\$16.83	\$35,009
Protective Service	3,930	4,360	10.9	44.06	\$91,638

Source: Employment Development Department, Labor Market Division, May 2023.

Specialized or Programmatic Accreditation

The College offers several programs that are accredited or licensed by agencies other than the Accrediting Commission for Community and Junior Colleges. These programs are subject to compliance in curriculum, training materials, or bylaws, and include the following:

Nursing: California Board of Registered Nursing

Certified Nursing Assistant: California Department of Public Health

Cosmetology: California Board of Barbering and Cosmetology

Aeronautics: Federal Aviation Administration

Auto Technology: National Automotive Technician Education Foundation (NATEF)

Emergency Medical Technician: Solano County Emergency Management Systems

Fire Academy: California State Fire Marshall

B. Presentation of Student Achievement Data and Institution-Set Standards

Institution-Set Standards

In 2017, the Academic Senate developed institution-set standards (ISS) and stretch goals for several achievement areas, as indicated in the chart below. To arrive at the standard, the Senate considered data from the previous five years and selected the lowest number as the standard. These institution-set standards and stretch goals are included in each year's annual accreditation report and shared with the Academic Senate and College Governance Council. In several metrics, the College has exceeded the stretch goal, greatly exceeded in the case of transfer rates; however, certificate and degree attainment has fallen, partially in tandem with overall enrollment declines. Notably, the Bachelor's degree awards reflect a developing program that has shown growth. As part of the College's regular cycle of ISS assessment, the Academic Senate reviewed the standards and stretch goals in Fall 2023 and will be making recommendations for new metrics.

ACCJC Annual Report Institution-Set Standards and Stretch Goals Fall 2023 Update

XX% = Did Not Meet ISS
XX% = Exceeded Stretch Goal

Course Completion Rates

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Institution-Set Standard	67%	67%	67%	67%	67%	67%	
Stretch Goal	73%	74%	74%	74%	74%	74%	
Actual	73%	74%	76%	74%	72%		

Certificates

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Institution-Set Standard	140	140	140	140	140	740	
Stretch Goal	142	160	180	180	180	180	
Actual	111	167	193	158	128		

A.A./A.S. Degrees

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Institution-Set Standard	718	718	718	718	718	718	
Stretch Goal	850	850	850	850	850	850	
Actual	633	651	600	697	833		

Bachelor's Degrees

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Institution-Set Standard	N/A	18	18	18	18	18	
Stretch Goal	N/A	24	24	24	24	24	
Actual	N/A	12	14	14	28		

Transfers

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Institution-Set Standard	775	775	775	775	775	775	
Stretch Goal	850	850	850	850	850	850	
Actual	775	912	997	891	957		

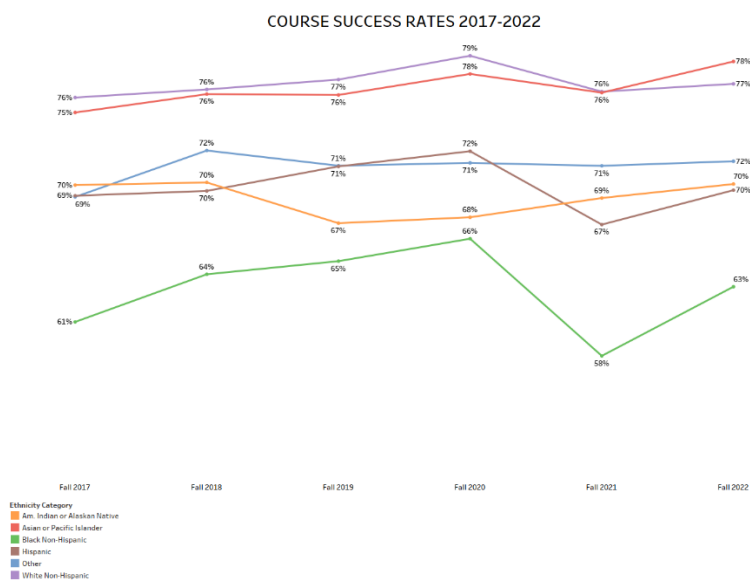
Course Success Rates

Course success, measured by the percentage of students earning grades of A, B, C, or P, is a crucial indicator of instructional effectiveness. In recent years, the average course success rate of students at the College has shown improvement, with an upward trend observed. Furthermore, initiatives aimed at accelerating completion of gateway English and Math, including multiple measures placement and co-requisite support in college-level courses, have shown promising results. Students not only access these gateway courses at a higher rate, but the overall success rate of these courses have remained the same, demonstrating that greater access with high support are effective success strategies.



Data Source: Banner Student Information System Data Extract May 2023

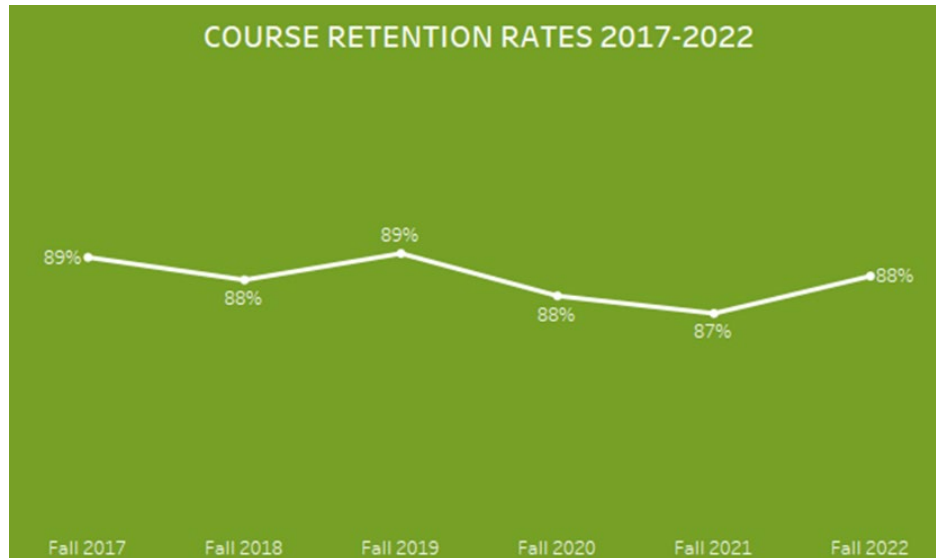
However, it is important to examine the disaggregated data to understand which student groups face disproportionate challenges in achieving course success. Efforts to address the disparities for Black and African American students are being addressed through the implementation of the [2022-2025 Student Equity and Achievement Plan](#) which addressed at multiple points in this Self-Evaluation Report and is the subject of [Quality Focus Essay #2](#).



Data Source: Banner Student Information System Data Extract May 2023

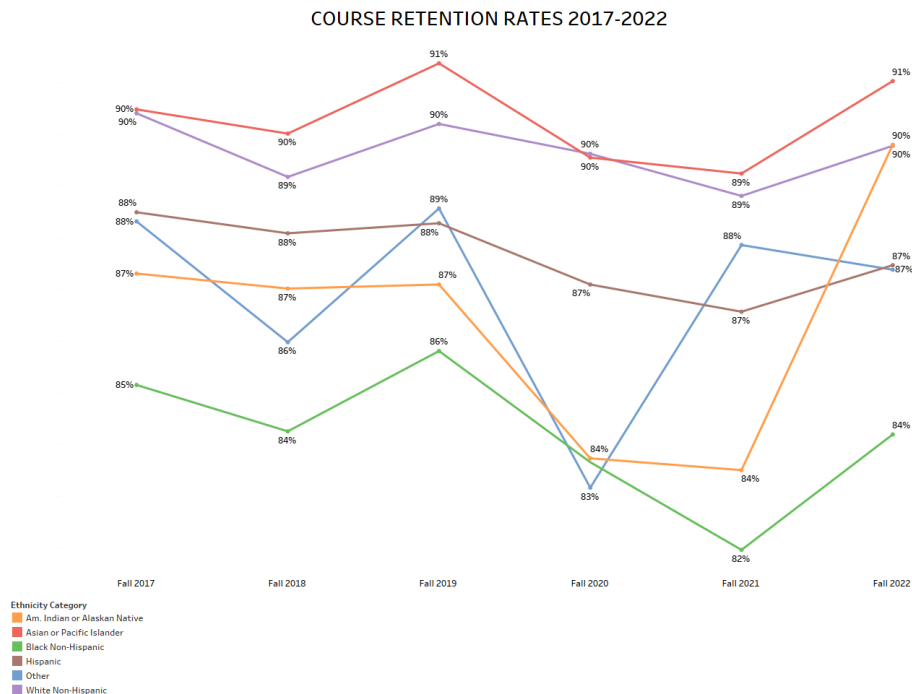
Course Retention Rates

Course retention rates (the percentage of students who complete a course without withdrawing) for academic years 2017-2022 show that retention rates remained relatively consistent at between 87% and 89% in the Fall terms, a testament to the quality of teaching at the College.



Data Source: Banner Student Information System Data Extract May 2023

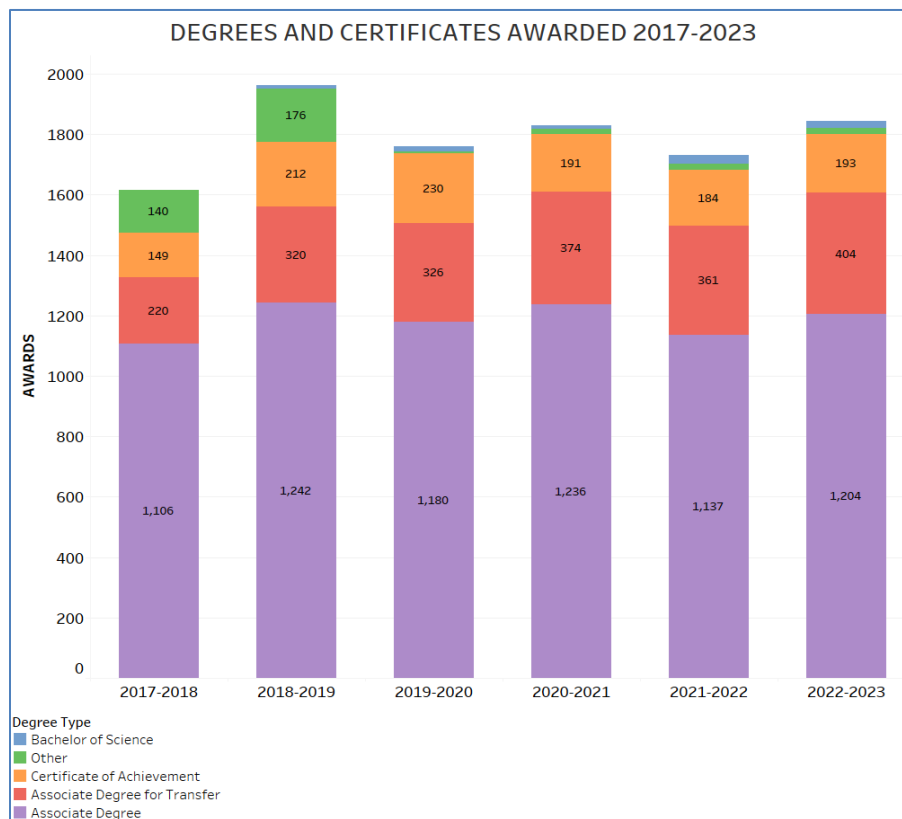
As with course success, Hispanic, Native American, and Black and African American students have lower retention rates than white and Asian students.



Data Source: Banner Student Information System Data Extract May 2023

Degrees and Certificates Awarded

Between the academic years 2017-18 and 2022-23, the number of degrees awarded to Solano College graduates has fluctuated from a high of nearly 2,000 in 2018-19 to a low of around 1,700 in 2021-22. Traditional associate degrees saw a gradual increase from around 1,100 in 2017-18 to a peak of 1,242 in 2018-19. Concurrently, the college expanded the number of associate degrees for transfer which has been an increasingly appealing pathway for students, taking the total of awards from 220 in 2017-18 to 404 in 2022-23. The most significant change is in the category “other” which reflects a streamlining in the process of awarding degrees and certificates, rather than a decline in students completing their educational goals.



Data Source: Banner Student Information System Data Extract May 2023

C. Organization of the Self-Evaluation Process

Immediately following the submission of the Midterm Report in 2021, the College appointed a three-person Accreditation Steering Committee (ASC):

- Accreditation Liaison Officer and Vice President of Academic Affairs, Dr. David Williams
- Lead Writer and English Faculty, Isabel Anderson
- Evidence Coordinator and Psychology/HSW Faculty, Dr. Saki Cabrera

In early Spring of 2022, the Accreditation Steering Committee attended an initial training with the ACCJC staff liaison. Recruitment of faculty, staff, and management Standard Leads and development of naming and archiving conventions began in April. The ASC established a timeline for collecting and analyzing evidence, drafting narrative, receiving feedback and approval from constituencies, editing and formatting, and submitting a completed report to the Commission ([C 2022-24 Accreditation Planning](#)).

At the beginning of the Fall 2022 semester, the Lead Writer, Evidence Coordinator, and ALO met with the faculty Standard Leads to pitch the plan for a shared OneDrive folder that would be organized by the major standards with subfolders for sub-standards, evidence, and useful examples from other colleges. Other resources, such as the ACCJC ISER template and Guide to Institutional Self-Evaluation Peer Review; Solano College's 2017 ISER and 2021 Midterm Report; and a guide to labeling evidence were posted in the shared folder. Links to their assigned OneDrive folders were sent to Standard Leads in early October and a FlexCal event was held by the ASC the following week to finalize plans for writing narrative and gathering evidence ([C ASC Planning Session 10-11-22](#)).

In Spring 2023, the writing began in earnest, with bi-weekly, working meetings hosted by the ASC for the purpose of working collaboratively to draft narrative, identify gaps, and delegate responsibility for tasks arising out of the process. The ASC presented the Academic Senate with a survey of options for the Quality Focus Essay and determined that a long-standing interest in student parents and the recent completion of the Student Equity Plan were among the top choices. Several faculty members and the VP of Student Services volunteered to develop those sections of the report. Academic Senate Subcommittees finalized revisions to Handbooks and Manuals and initial drafts of the standards were submitted ahead of the summer break.

The ASC spent much of the summer and early fall writing, revising, and tracking down evidence, while keeping in close contact to stay apprised of developments. Many members of the campus community also continued to contribute through the break and into the Fall semester. In August, Solano College's Accreditation Liaison Officer, VP of Academic Affairs, David Williams, and Dr. Mac Powel, President of the Accrediting Commission for Community and Junior Colleges, visited the Associated Students of Solano College to describe the accreditation process and invite students to contribute to the report ([C ASSC Minutes 8-30-23](#)).

The ASC presented a progress report to and requested additional examples of common evidence (syllabi, department/division meeting minutes, activity promotions) from the Senate on September

25th and to the Board of Trustees on October 18th ([C AS Minutes 9-25-23](#); [C BOT Agenda 10-18-23](#)).

A final draft of the report was sent to the entire campus community on November 1st and an open, hybrid forum was held on November 3rd for in-person or online feedback which was provided from students, staff, management, and the Board of Trustees' Accreditation Leadership Ad hoc Subcommittee. Accordingly, final revisions were addressed, approved, and signed by the Superintendent-President; the President of the Board of Trustees; the Accreditation Liaison Officer; the Academic Senate President; California School Employees Association (CSEA), Chapter 211 President; Operating Engineers, Local 39 President; and the President of the Associated Students of Solano College.

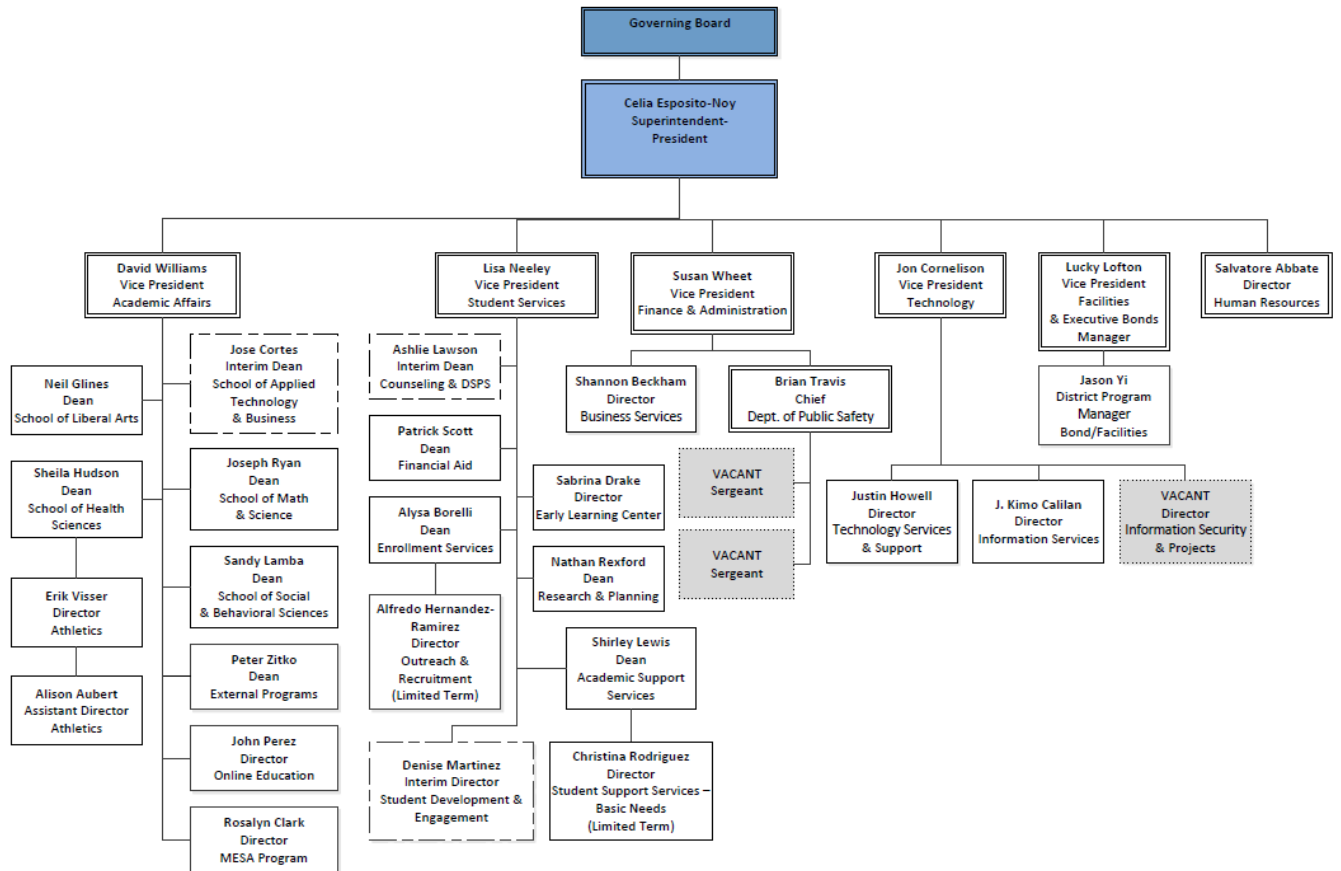
D. Organizational Information

The following 2023 organizational charts are provided for each sector at Solano Community College:

- Management
- Superintendent-President, Executives
- Educational Foundation
- Academic Affairs
- School of Social and Behavioral Sciences
- School of Health Sciences
- School of Liberal Arts
- School of Mathematics & Science
- School of Applied Technology & Business
- Learning Resources
- Athletics
- External Programs
- Student Services
- Academic Support Services
- Enrollment Services
- Financial Aid
- Counseling & Special Services
- Early Learning Center
- Research & Planning
- Finance & Administration
- Business Services
- Department of Public Safety
- Bond Positions
- Facilities
- Technology Services & Support
- Human Resources

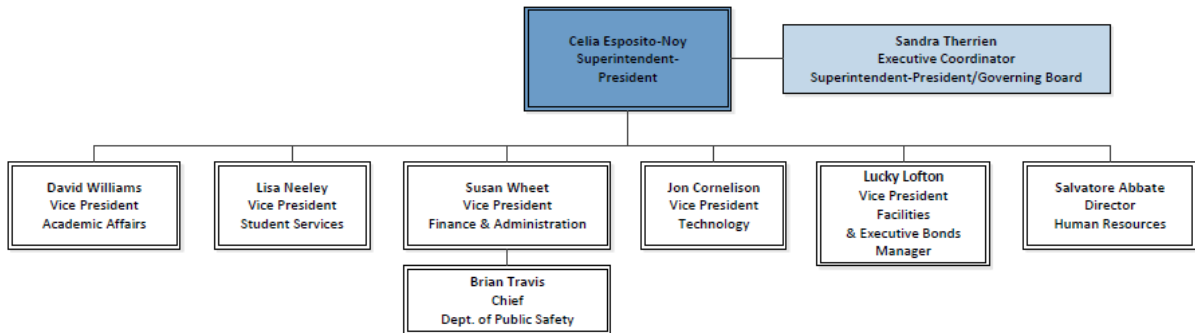
Solano Community College

Management 2023 – 2024



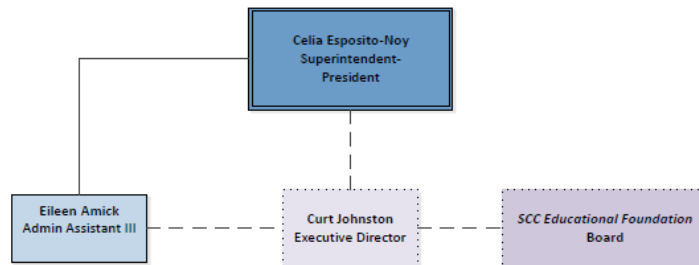
Solano Community College

Superintendent-President, Executives 2023 – 2024



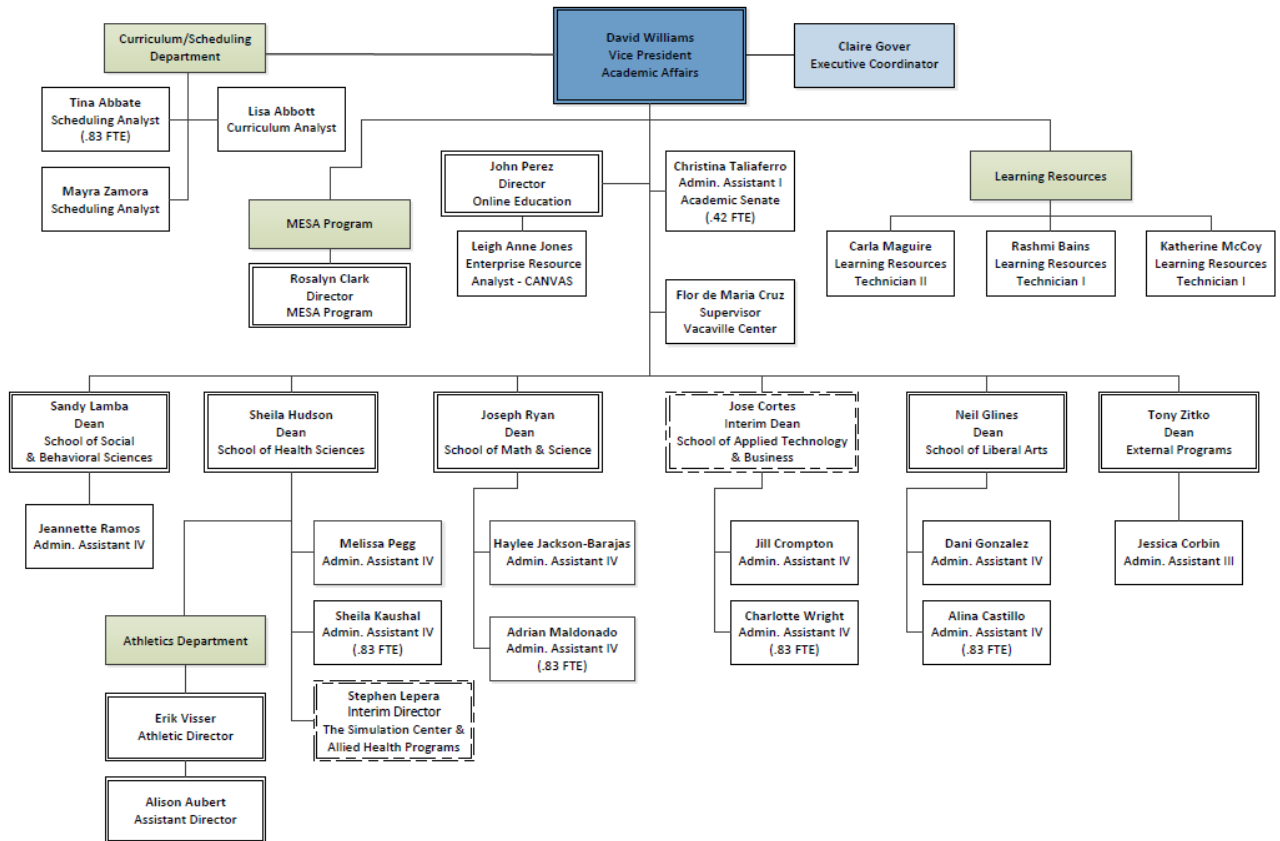
Solano Community College

Educational Foundation 2023 – 2024



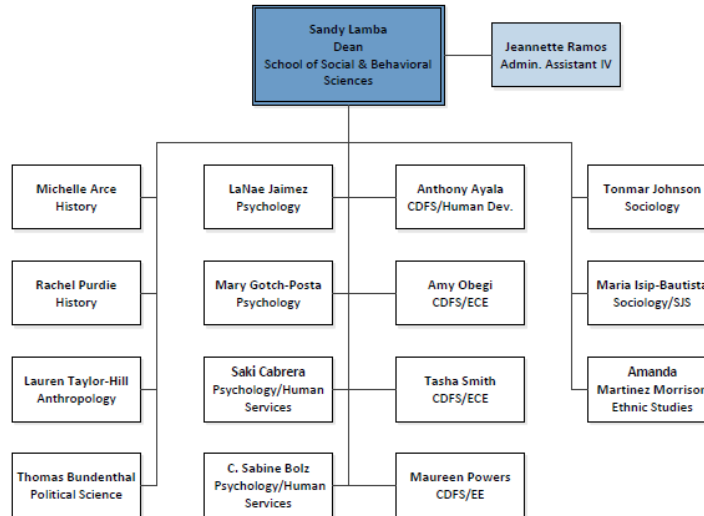
Solano Community College

Academic Affairs 2023 – 2024



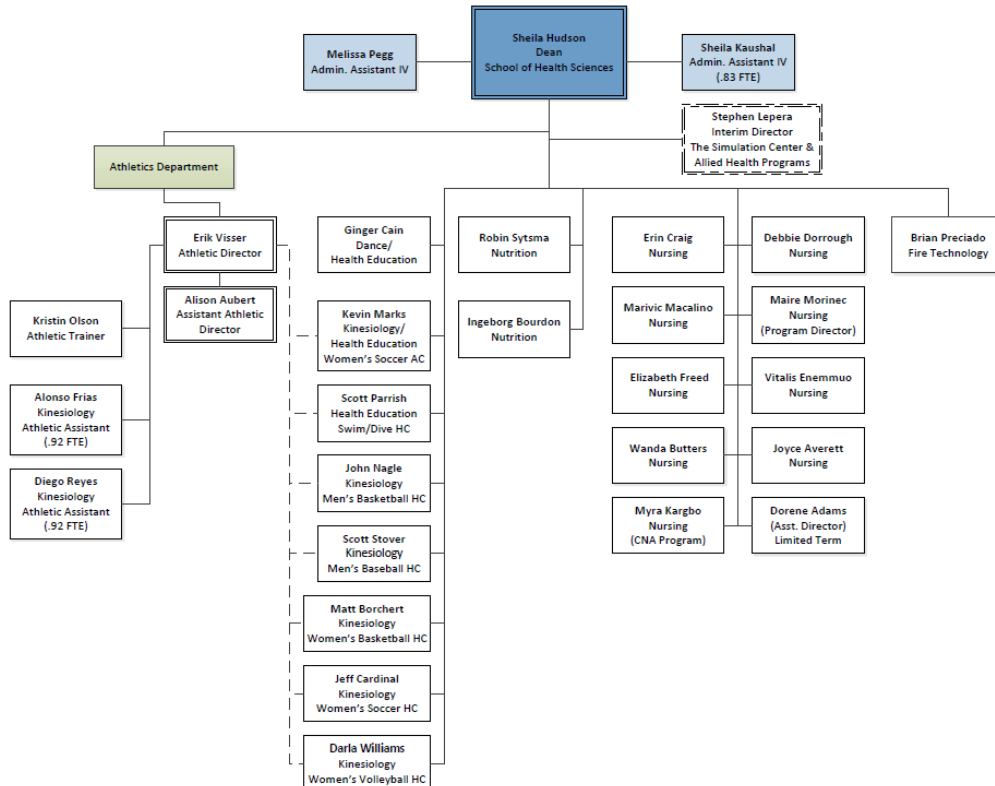
Solano Community College

School of Social & Behavioral Sciences 2023 – 2024



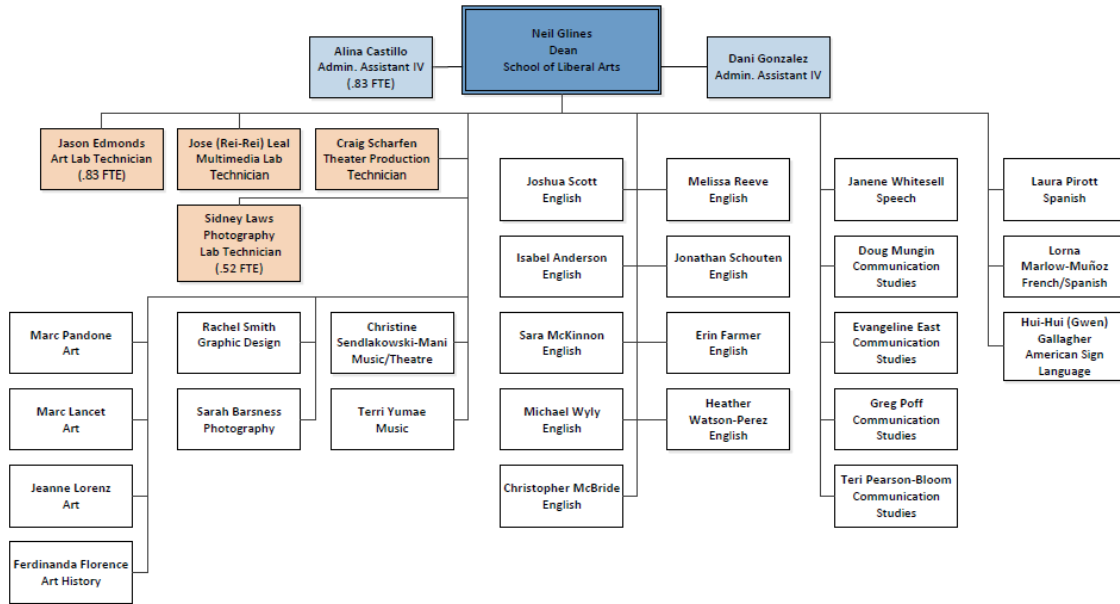
Solano Community College

School of Health Sciences 2023 – 2024



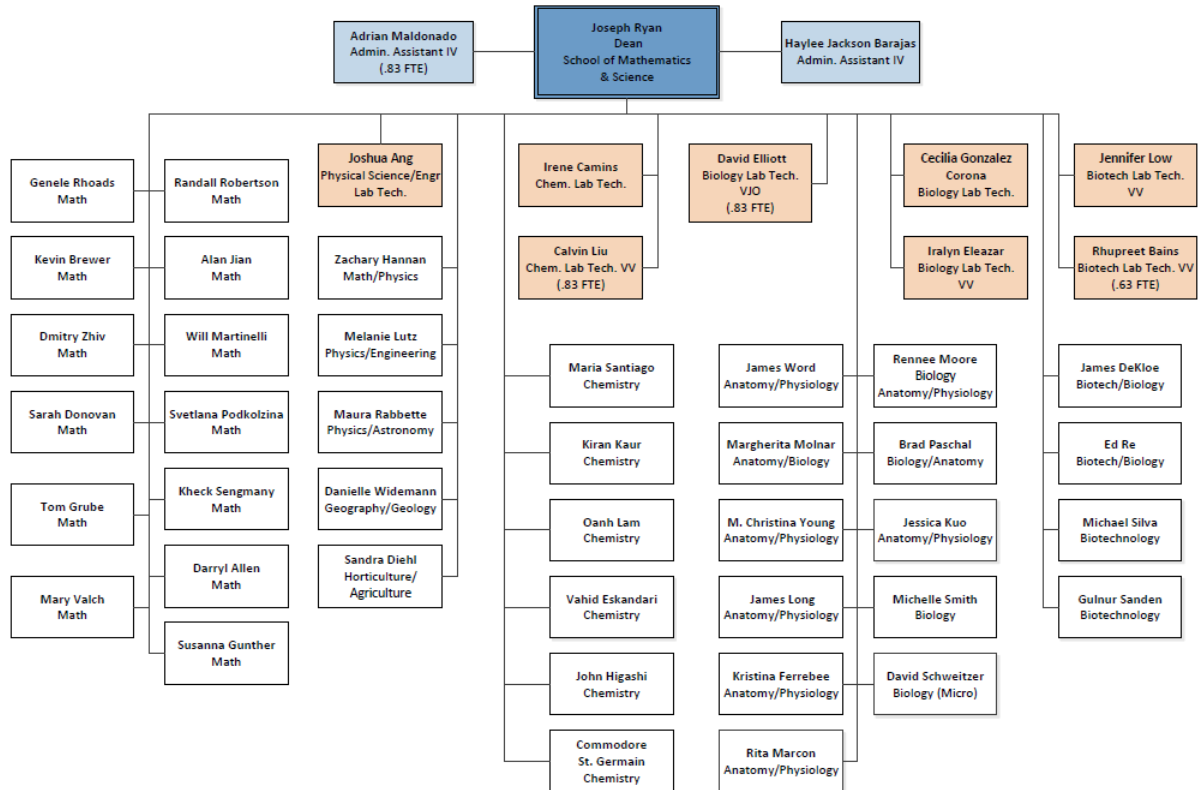
Solano Community College

School of Liberal Arts 2023 – 2024



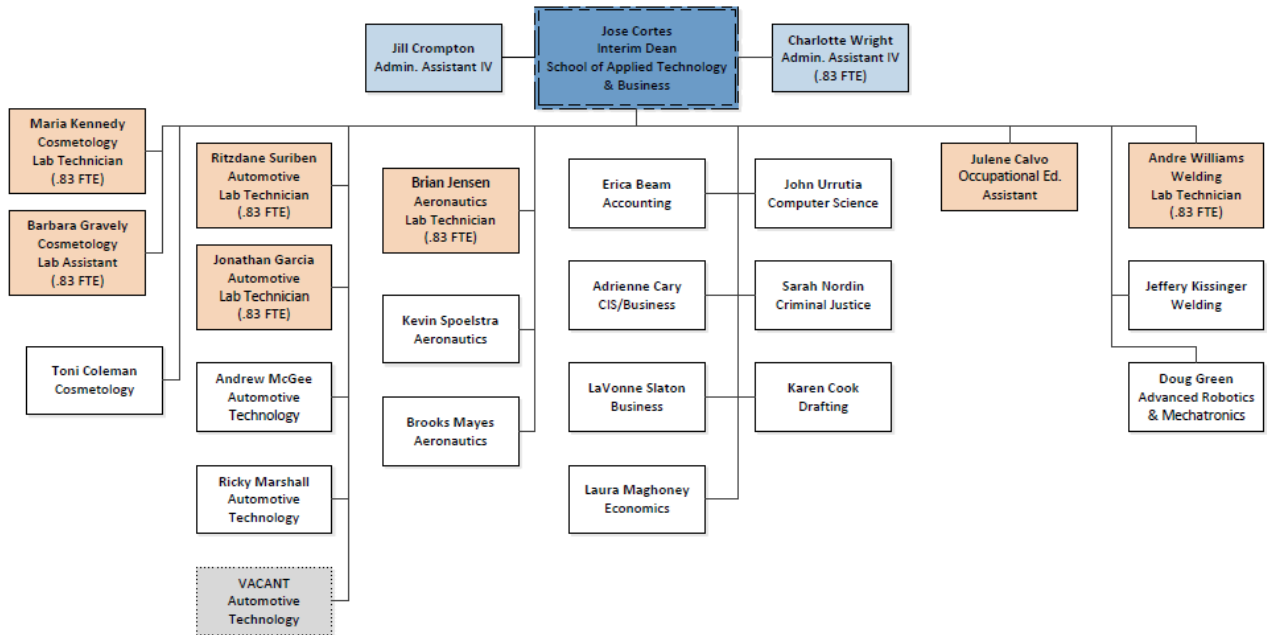
Solano Community College

School of Mathematics and Science 2023 – 2024



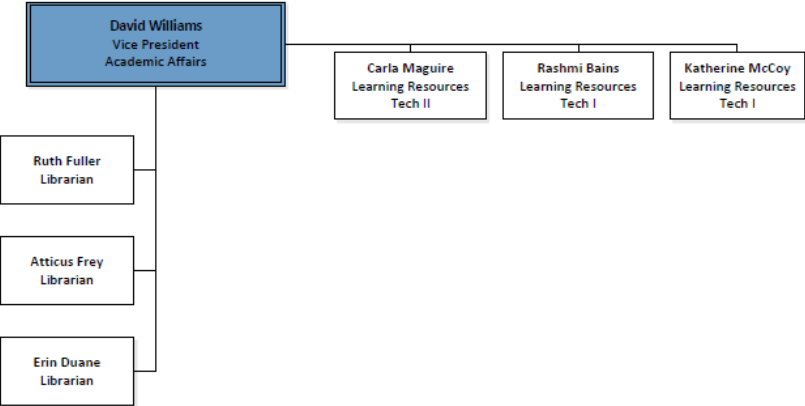
Solano Community College

School of Applied Technology & Business 2023 – 2024



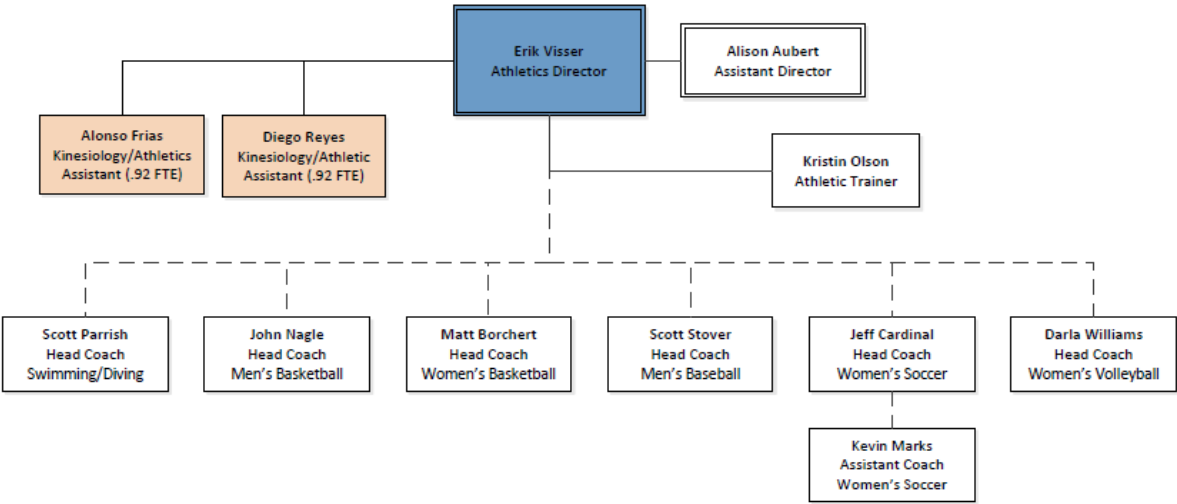
Solano Community College

Learning Resources 2023 – 2024



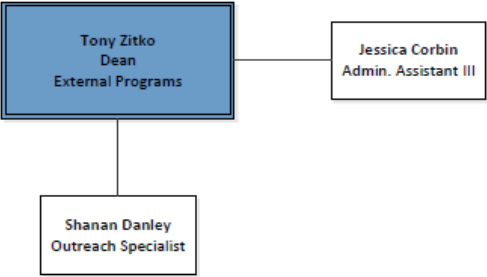
Solano Community College

Athletics 2023 – 2024



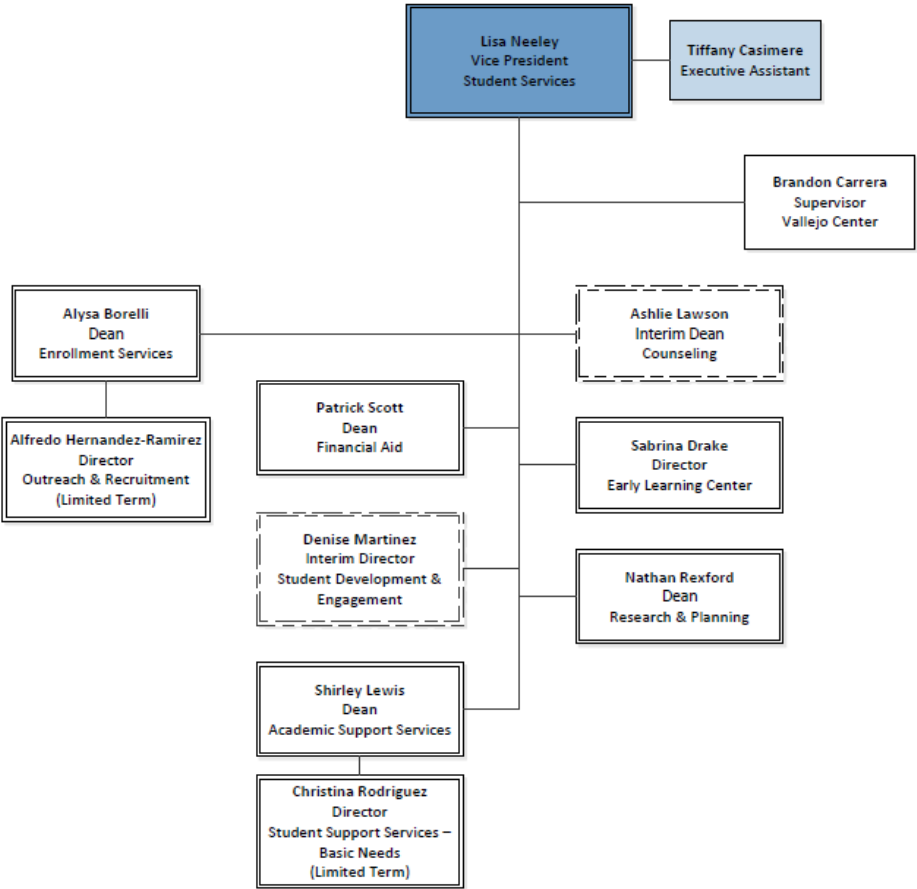
Solano Community College

External Programs 2023 – 2024



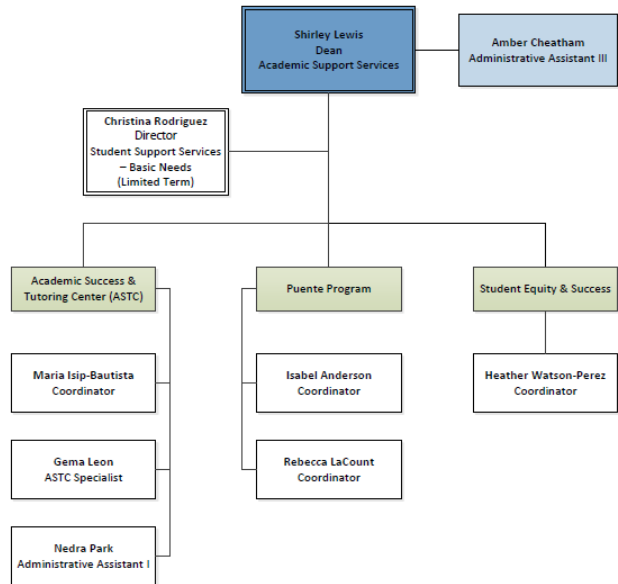
Solano Community College

Student Services 2023 – 2024



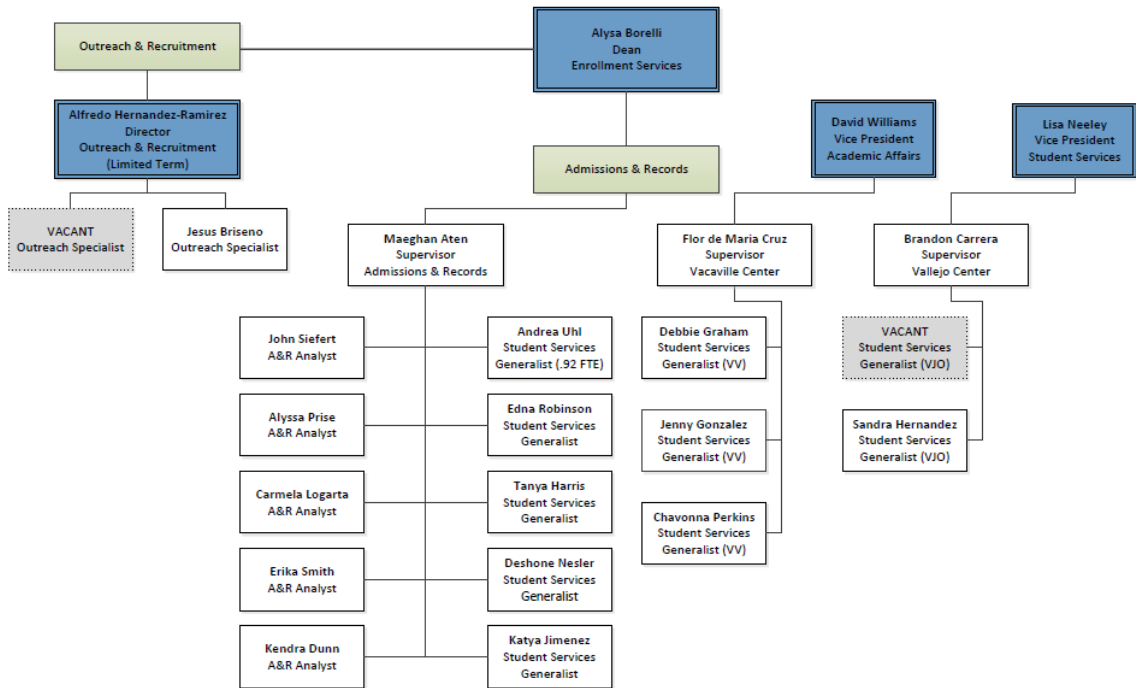
Solano Community College

Academic Support Services 2023 – 2024



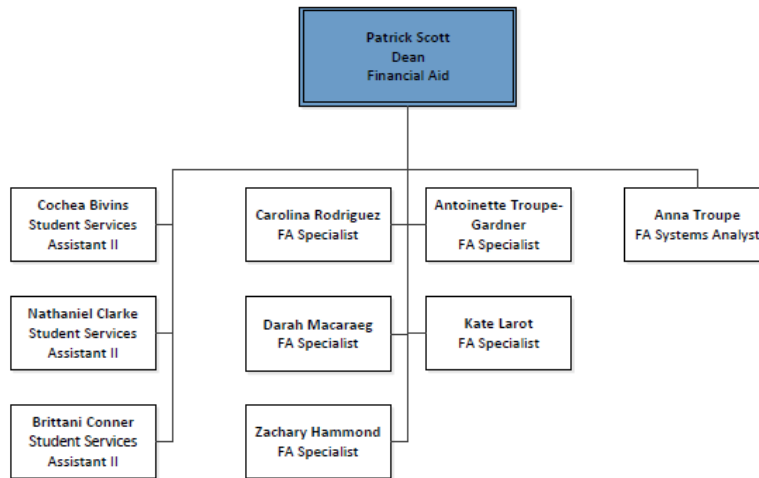
Solano Community College

Enrollment Services 2023 – 2024



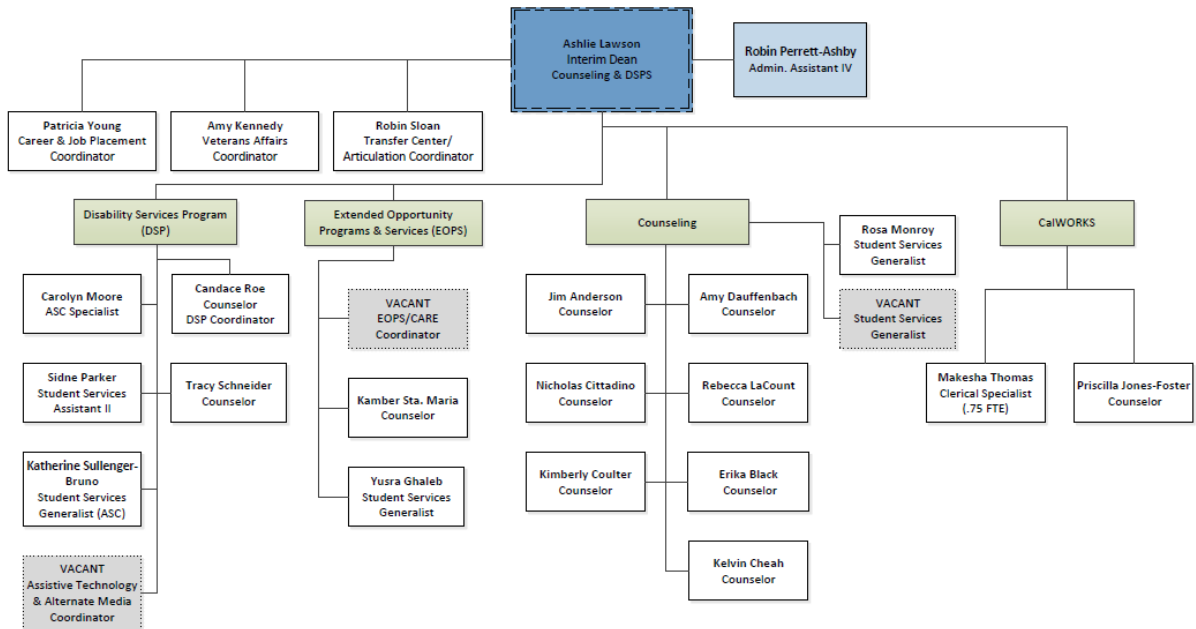
Solano Community College

Financial Aid 2023 – 2024



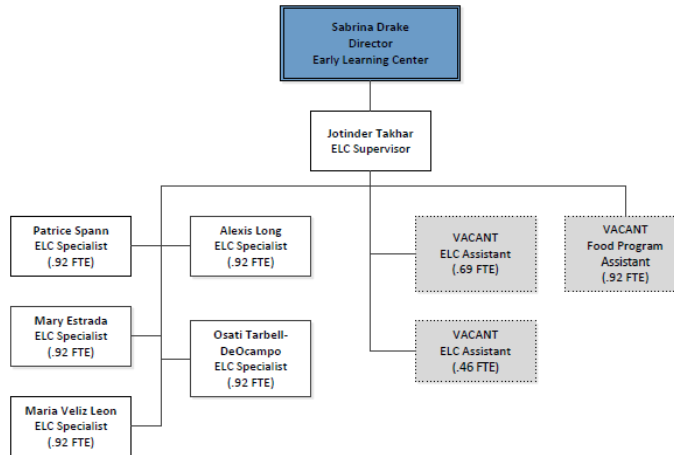
Solano Community College

Counseling & Special Services 2023 – 2024



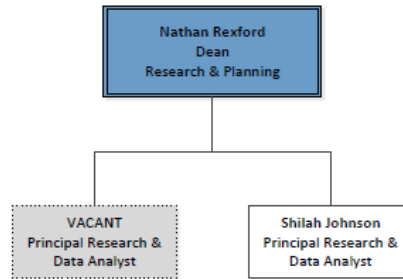
Solano Community College

Early Learning Center 2023 – 2024



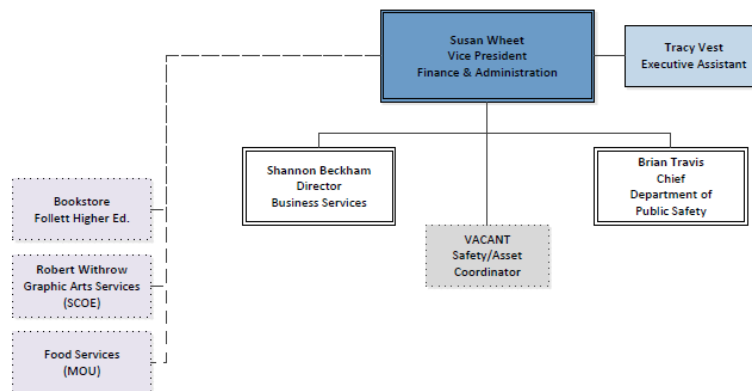
Solano Community College

Research, Planning & Institutional Effectiveness 2023 – 2024



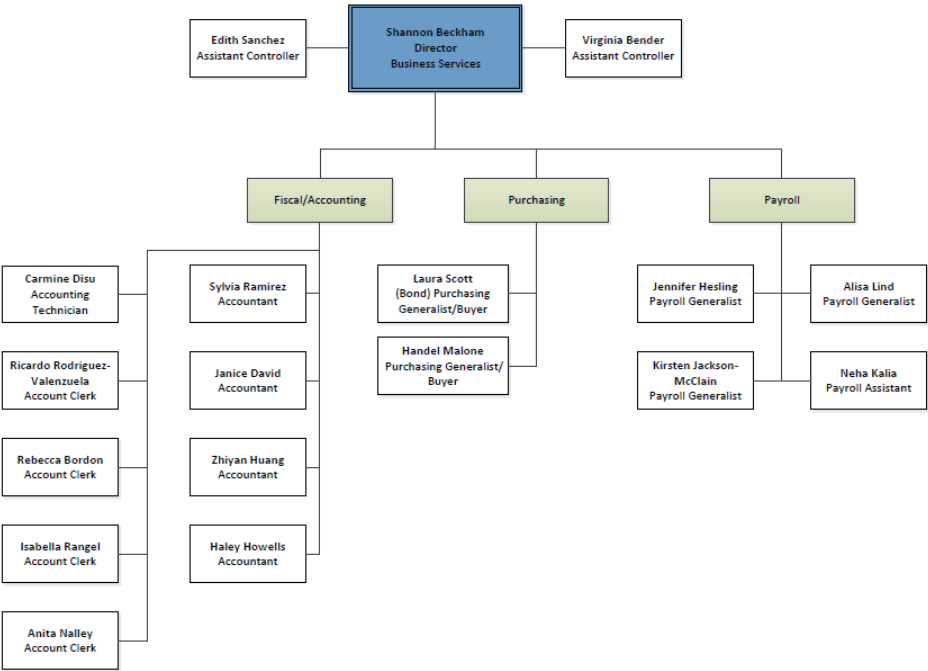
Solano Community College

Finance & Administration 2023 – 2024



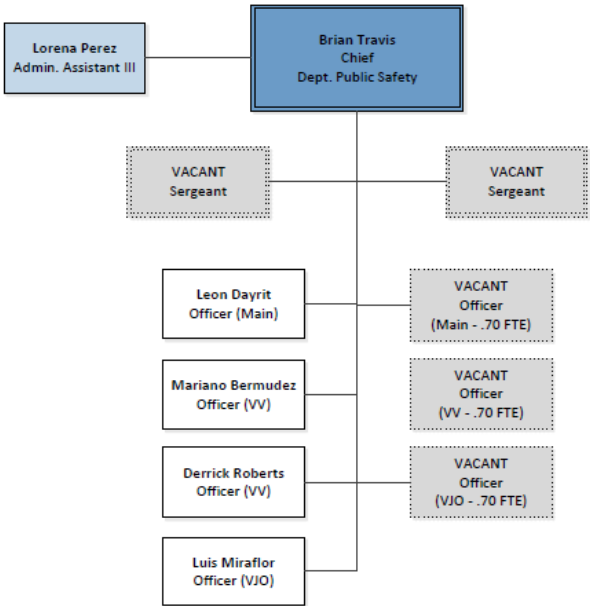
Solano Community College

Business Services 2023 – 2024



Solano Community College

Department of Public Safety 2023 – 2024



Solano Community College

Bond Positions 2023 – 2024

Celia Esposito-Noy
Superintendent-
President

Lucky Lofton
Vice President of Facilities &
Executive Bonds Manager

Jason Yi
Project Manager
Bond/Capital/Facilities

Solano Community College

Facilities 2023 – 2024

Lucky Lofton
Vice President
Facilities &
Executive Bonds Manager

Jason Yi
District Program Manager
Bond/Capital/Facilities

Taylor Ercole
Facilities Operations
Assistant

Isaias Loza
Supervisor
Grounds Maintenance

Steven Jones
Supervisor
Facilities

Eduardo Del Pilar
Supervisor
Custodial

Porfirio Loza
Courier

Connie Barron-Griffin
Warehouse Operator

Kelly Trujillo
Grounds
Maintenance Tech.

Steven Ercole
Grounds
Maintenance Tech.

Arthur Garcia
Grounds
Maintenance Tech.

Michael D. Rose
Grounds
Maintenance Tech.

Jordan Ford
Grounds
Maintenance Tech.

Peter Perez
Grounds
Maintenance Tech.

Danny Murillo
Carpenter

Richard Cross
Electrician

Jerry Uquillas
General Maintenance
Worker

Pitou Lor
General Maintenance
Worker

Teddy Estantino
Lead Engineer

Jeff Lehfeldt
Vehicle & Equipment
Mechanic

Herman Porter
General Maintenance
Worker

Oscar Gonzalez-Garcia
General Maintenance
Worker

Keith Willmschen
Lead Custodian

Alfonso Salinas
Custodian

Josamel Gonzalez
Custodian

Jose Corpus
Custodian

Laura Robinson
Custodian

Robert Ceja, Jr.
Custodian

Jake Perez
Custodian

Gavino Balabis
Custodian

Kahsay Kassa
Custodian

Delfina Veliz
Custodian

Pace Freeman
Custodian

Omar Tolentino
Custodian

Gloria Russo
Custodian

Tuyen Le
Custodian

Manuel Corpus
Custodian

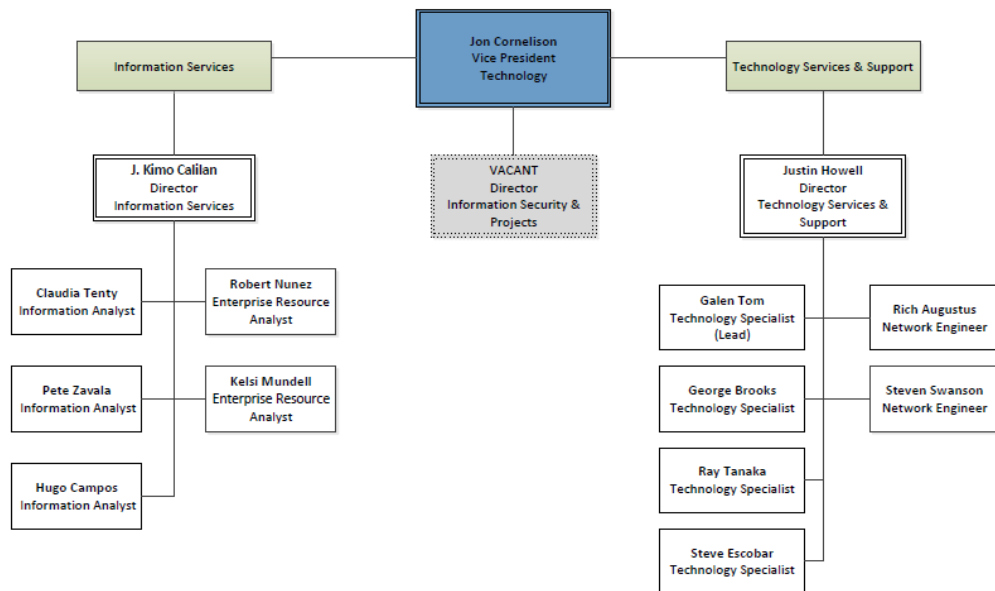
Erickson Bernal
Custodian

Adriel Ceja
Custodian

Melinda McKinnon-
Holmes
Custodian

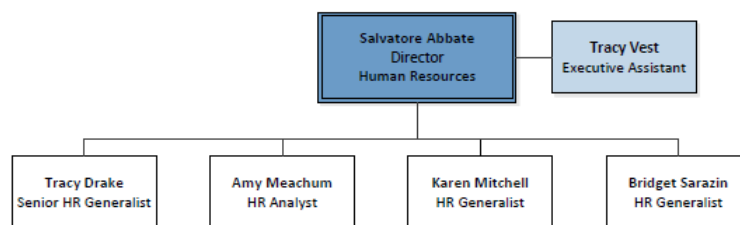
Solano Community College

Technology Services & Support 2023 – 2024



Solano Community College

Human Resources 2023 – 2024



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Solano Community College is an open-admission public, two-year community college that has been in continuous operation since 1945. It is one of 116 institutions comprising the California Community Colleges system and is authorized by the State of California. The College operates as an educational institution and awards certificates, associate degrees, and a baccalaureate degree under the authority of the Board of Governors of the California Community Colleges and is locally governed by an elected Board of Trustees. The College is authorized to operate as a post-secondary educational institution and to award degrees based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

In fall 2022 Solano Community College had 8,426 student enrollments. 44% of students declared their educational goal to be to transfer, with or without an associate degree. In academic year 2021-2022, graduates earned 1,724 awards: 202 certificates, 1,133 associate degrees, 361 associate degrees for transfer, and 28 bachelor of science degrees.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Solano Community College offers 62 Associate in Arts and Associate in Science Degrees. Additionally, the College offers 26 state-approved Associate Degrees for Transfer to the CSU System. The College catalog lists the requirements for all Associate Degrees. The Associate in Arts and Associate in Science degrees involve satisfactory completion of a minimum of 60 semester units with a "C" average or higher, including the semester units required in each area of emphasis and fulfillment of all Solano Community College, CSU, or IGETC general education (GE) options. The Associate Degrees for Transfer require a minimum of 60 CSU-transferable semester units with an overall average grade of "C" or higher. Twelve of these units must be completed at the College. Students enrolled full-time could complete the requirements in two academic years. During the 2021-2022 academic year 1,625 sections were offered in the major terms, with an additional 242 sections offered in the summer of 2022 ([E Solano Catalog 2023-2024](#); [E Solano Catalog 2023-2024 Addendum](#)).

In addition to the traditional two-year Associate degrees, in 2015, in response to SB 850

(Block), the College applied for and was approved as one of the first 15 community colleges to offer pilot Bachelor's degrees. In November 2016, the College was granted initial accreditation from the ACCJC for its Bachelor of Science Degree in Biomanufacturing. The College hosted its first cohort in the baccalaureate program in fall 2017. The degree requires the completion of 120 units and the length of the proposed program for a full-time student is four years. The baccalaureate program accepts students from other colleges who have completed an associate degree and wish to complete their final two years at Solano Community College ([E Biomanufacturing Webpage](#); [E Biomanufacturing BS at SCC 2023-2024](#)).

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Solano Community College District Board of Trustees has the responsibility for hiring and evaluating the Chief Executive Officer of the College and delegates full authority to the Superintendent-President to administer Board Policy and to oversee the general operations of the institution. The College's Board of Trustees appointed Dr. Celia Esposito-Noy as the College's Superintendent-President on November 23, 2015. Dr. Esposito-Noy took office in January 2016. The Superintendent-President is the chief executive officer of the College, whose full-time responsibility is to the institution. The Superintendent-President does not serve as the chair of the governing board but does serve as secretary.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Each year, Solano Community College undergoes and makes available an external financial audit by a certified public accounting firm, in accordance with the requirements of the California Community College Chancellor's Office. The auditing firm conducts the audit using generally accepted accounting principles. The annual District Audit Reports are presented to the Board of Trustees and are posted on the College website ([E Annual Reports Webpage](#); [E FAC Webpage](#)).

The College's Financial Aid Office coordinates the approval process and assists students in completing and submitting their Free Application for Federal Student Aid (FAFSA) forms. The College's three-year default rate on student loans from the 2019 cohort was 3.5%, down from 13.4% for the 2018 cohort ([E Cohort Rate Default History 2019](#)).

F. Certification of Continued Institutional Compliance with Commission Policies

Solano Community College certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

The Solano Community College accreditation liaison officer announced at the August 2, 2023 Board of Trustees (BOT) meeting that the accreditation peer review team would conduct a focused site visit at the College during the week of September 23, 2024 ([F Public Notification of Accreditation Visit](#)). This timeline was announced again during the October 8, 2023 BOT during an accreditation update ([F BOT Update on Accreditation 10-18-23](#)). In addition, the College has published timelines for the Institutional Self-Evaluation Report, including the date of the team visit, as well as a link to the ACCJC Third-Party Comment Form on the College's Accreditation webpage ([F Accreditation Homepage on SCC Website](#)).

The College complies with the Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions as to third-party comment.

Standards and Performance with Respect to Student Achievement

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

The College has established institution-set standards and aspirational stretch goals for several metrics of student achievement that are appropriate to the College mission ([F Institution Set Standards & Stretch Goals](#)). These can be found in Standard I.B.3 and in the Presentation of Student Achievement and Institution-Set Standards in Section B, and they are published on the College's accreditation webpage as part of the annual reports ([F ISS in 2022 Annual Report](#)). Led by the Academic Senate, initial determination of institution-set standards for course completion, certificate and associate degree completion, and university transfer rates was derived by considering the previous five years of performance and identifying the lowest rate. This was set as the institution-set standard moving forward. For the baccalaureate degree program, the institution-set standard for degrees awarded, since the program was new, was set at 75% of enrollees, or 18 (program capacity is 24). The remaining standards also apply to the baccalaureate program. Aspirational stretch goals are also set for each metric.

The College reports and monitors the student licensure pass rates and the job placements rates for each of its allied health programs in Registered Nursing and Emergency Medical Technician, and Cosmetology (in both the written exam and the technical exam). The College analyzes and monitors these metrics through the program review process and the annual reporting

process. The results can be found in Standard I.B.3 and in the Presentation of Student Achievement and Institution-Set Standards in Section B.

Job placement rates are tracked for several workforce programs, as well, and these are submitted in the ACCJC Annual Reports, posted on the College website ([F Job Placement Rates in Annual Report 2022](#); [F Job Placement Rates in Annual Report 2021](#); [F Job Placement Rates in Annual Report 2020](#)).

Departments submit program reviews in a collaborative process that encourages reflection on student performance outcomes based on data trends and data analysis, seeking improvement of student success, closing any equity gaps, and improving student learning outcomes. The Office of Research & Planning hosts an interactive data site that includes a variety of online data visualizations ([F Research & Planning Interactive Website](#)); instructional departments evaluate discipline-specific disaggregated data and outcomes assessment results during the program review process to develop action plans for improvement. More detailed narrative and additional evidence can be found in Standards I.A.3, I.B.1, and I.B.4.

Solano Community College complies with the Commission Policy on Monitoring Institutional Performance.

Credits, Program Length, and Tuition

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

Solano Community College conforms to the established criteria for degrees and certificates. All degrees require at least 60 semester units for an associate degree, including at least 18 units in a major area of study and additional general education units, and 120 semester hours for a bachelor's degree. The College has written policies and procedures defining a credit hour consistent with the Chancellor's Office Standard Formula for Credit Hour Calculations ([F Chancellor's Office Credit Hour Calculations Webpage](#)). The College holds two eighteen-week semesters (fall and spring) and an eight-week summer term. Following the Carnegie unit value, the college awards one unit of course credit per 16 to 18 of in-class lecture and 32-36 out-of-class hours; 48 to 54 in-class lab hours per semester corresponds to one unit of lab credit.

Both the associate and baccalaureate degrees conform to the 18-week semesters and summer term. The College does not offer direct assessment programs.

Tuition for associate and certificate courses is set at the state rate of \$46 per unit. For the baccalaureate degree program in biomanufacturing, an additional \$84 per unit is applied. This rate is still less than tuition in the California State University system ([F CSU Estimated Undergraduate Cost of Attendance 2023-2024](#)).

The College complies with the Commission Policy on Institutional Degrees and Credits.

Transfer Policies

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

Solano Community College publishes transfer policies in the College catalog. These policies include transfer of course credit from other institutions, including international coursework, as well as to other institutions ([F Transfer Center Agreements on Webpage](#)). Policies for student transfer into the baccalaureate program are available on the College website from the Board Policies and Procedures webpage as well as from the Biomanufacturing Bachelor's Degree webpage ([F Biomanufacturing Webpage](#)). More detailed narrative and additional evidence can be found in Standard II.A.10.

The College's Transfer Center webpage contains transfer of credit policies and identifies a list of institutions with which it has established an articulation agreement ([F Transfer Center Agreements on Webpage](#)).

Credit for prior learning provides a critical path to completion, and the College posts its policy and procedures on the College website ([F Credit for Prior Learning Webpage](#); [F AP 6041 Credit for Prior Learning](#)). Each CPL eligibility type will have different methods of assessment. These methods include: Military Service Credit (military transcripts); Credit by Examination; Portfolio Review (not available for all disciplines); Industry Certification/Accreditation or License; Life Experience Credit; and College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) exam scores ([F Credit for Prior Learning & Military Examples](#); [F Course Equivalency Exam & AP Examples SPAN 001-002-003-004](#)).

The College complies with the Commission Policy on Transfer of Credits.

Distance Education and Correspondence Education

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

Solano Community College offers distance education courses in online and hybrid formats. Online courses meet the same standards of academic rigor as face-to-face courses and are required to meet additional standards as prescribed by the College's Distance Education (DE) Committee ([F Online Instructor Certification Guidelines](#)). To receive approval to teach a course online, faculty must undergo 80 hours of training to ensure their familiarity with online pedagogy, Canvas technical features, and accessibility measures ([F Online Instructor Certification Guidelines](#)).

The College has procedures for developing and approving distance education courses ([F AP 6115 Distance Education](#); [F Curriculum Handbook DE Requirements](#)). While a course may be approved by the DE Committee, the decision to schedule the course is determined by the appropriate dean. DE courses may be observed during the faculty peer review process to ensure that regular and substantive interactions between faculty and students occur in a timely manner. Online courses are subject to student evaluations consistent with what is required of on-ground courses. Additionally, full-time faculty who teach an online course are required to provide at least one online office hour per week, while part-time faculty are encouraged to hold online hours for students.

The College complies with federal regulations by implementing a single sign on process for

logging into online courses, meeting the requirement for authentication measures to ensure that the student who registers for an online course is the same student who participates ([F Student Authentication](#)).

To support the growing need for online courses and the requisite expectation that faculty receive ongoing training and support to improve the online learning environment, the College created a position called Director of Online Education ([F Director of Online Education Job Description](#)). This manager reports directly to the Vice President of Academic Affairs and oversees the robust distance education ecosystem of the College.

Solano Community College provides equitable learning and support services in an online format to meet the needs of students taking online classes. Online counseling services are provided to students. Each semester, counselors are identified who become responsible for responding to online requests for assistance, information, or advice. An email address and designated mailbox allows for easy communication with counselors who generally respond to email requests within 72 hours (3 business days). This timeframe is consistent with the wait time for students seeking an in-person counseling appointment. During the COVID-19 pandemic, counseling appointments offered via Zoom resulted in fewer dropped appointments by students and less waiting time.

Students may receive information via email from other support services, such as Admissions and Records, Financial Aid, and Veterans services. The College utilizes Tutor.com, an online tutoring service that is highly regarded and can provide faculty with immediate feedback regarding student challenges and violations of academic integrity. Online library services are also accessible. Students may email the reference librarian during normal business hours and access electronic resources 24/7 through Polaris. The Library also hosts online chats with reference librarians through a service called eReference, available 24/7 to students; this is especially helpful to students when the Library is closed ([F Library Website with Chat Link](#); [F Library Chat Stats 2021-2022](#)). The Library staff also provides feedback regarding resources to faculty proposing online courses.

The College complies with the Commission's expectation of advanced notification any time it intends to offer a program, degree, or certificate in which 50% or more of the courses will be available online. The College has in place mechanisms to verify student authentication in online courses by requiring students to use a secure log-in and password to access the Banner and Canvas systems. Student privacy is ensured by faculty communicating with students through Canvas, the College's Learning Management System (LMS). Faculty and staff understand that at no time may social security numbers or confidential student information be shared by email.

The College offers a limited number of correspondence courses in our Rising Scholars program. These courses are taught in our local correctional facilities where internet connectivity and security risks prohibit the delivery of online courses. As with distance education courses, all courses delivered via the correspondence format are approved by the Distance Education committee through a correspondence addendum submission process ([F Correspondence Addendum](#); [F Solano Correspondence Addendum-MATH 112](#); [F Solano Correspondence Addendum-PSYC 001](#)). This ensures that the correspondence courses contain the same level of academic rigor as traditional courses. Understandably, there are institutional restrictions in

correctional facilities that limit the amount of student-teacher and student-student interaction; to account for this, the College requires that faculty teaching correspondence courses provide regular feedback on submitted assignments. Additionally, each correspondence education student packet contains “Student-Instructor Interaction Forms” to facilitate regular contact ([F Student-Instructor Interaction Forms](#)).

For correspondence education courses, the College verifies that the student who registers in such a course is the same person who participates every time and completes the course or program and receives the academic credit by working closely with education coordinators at each correctional facility, processing enrollments as prepared by the correctional facility, and communicating regularly with the education coordinators who have direct contact with the incarcerated students.

Student Complaints

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

Solano Community College Board Policy 5350 and Administrative Procedure 5350 clearly define for students or the public the mechanism to share concerns or complaints ([F BP 5350 Student Grievance Non-Civil Rights](#); [F AP 5350 Student Grievance Non-Civil Rights](#)). The same information, in addition to information regarding student rights related to academic freedom and privacy, is included in the College catalog (College catalog, pp63-68). Students who believe a decision or action by an instructor, a College official, or another student has adversely affected their status, rights, or privileges as a student may follow the procedures described in the student rights and grievances process. The Student Rights Handbook also guides students in the process ([F Student Rights Handbook](#)).

In addition, a link to the accrediting commission’s complaints process can be found on the Accreditation webpage ([F Accreditation Homepage on SCC Website](#)).

The College complies with the Commission Policy on Student and Public Complaints Against Institutions.

Institutional Disclosure and Advertising and Recruitment Materials

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

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. The Solano Community College website has been completely redesigned since the last accreditation visit with an eye toward enhancing the student user experience. The College Catalog, previously made available as a .pdf document on the website, has now been adapted to include a web-based version ([F Solano Catalog 2023-2024](#)). Information about student support services and resources can be found on the Student Services web pages and are divided up into the categories of “Student Access,” “Student Success,” and “Targeted Services” ([F Student Services Web Pages](#)). Responsibility for the accuracy of the information lies with each area, including the offices of the Directors, Deans, Vice Presidents, and the Superintendent-President.

Information about the College’s accredited status can be found on the College website and in the

College catalog ([F Accreditation Homepage on SCC Website](#); [F Accreditation Status-page 7 of Solano Catalog 2023-2024](#)). Programs that have additional accreditation or licensing through their respective agencies, such as the Cosmetology program's approval through the California State Board of Barbering and Cosmetology, the Registered Nursing program's approval by the California State Board of Registered Nursing, and the Aeronautics program's certification through the Federal Aviation Administration, are also published in the College catalog ([F Accreditation Status-page 7 of Solano Catalog 2023-2024](#)).

The College complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status and the Policy on Representation of Accredited Status. More detailed narrative and additional evidence can be found in Standards I.C.1 and I.C.2.

Title IV Compliance

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.

Solano Community College and the Financial Aid staff utilize rigorous and appropriate methods for keeping student loan default rates well below the acceptable rate determined by federal regulations. The College offers federal financial aid in the form of Pell Grants, SEOG Grants, Federal Work Study, and Direct Subsidized and Unsubsidized Stafford Loans. All first-time borrowers of direct loans are required to complete entrance and exit counseling for each loan and sign promissory notes. The College's financial aid policies, procedures, and processes are reviewed and updated to remain current and compliant with Title IV and State Student Eligibility Requirements and Policies. The College has maintained loan default rates at an acceptable level, thereby complying with conditions defined by the USDE. The College's official three-year default rate on student loans is 3.5% based on the 2019 cohort information ([F Cohort Default Rate History 2019](#)).

The College's financial aid programs are evaluated annually through the independent audit process; the audit includes an assessment of the College's compliance with Title IV regulations. Results of the audit are submitted to the USDE. Findings from the 2022-2023 audit revealed that the College had addressed an ongoing issue with its NSLDS Enrollment Reporting by working with the National Student Clearinghouse and NSLDS to identify the procedural step that was leading to incorrect/untimely reporting of student enrollment for Title IV recipients. As a result, the College changed its procedures, and the current audit demonstrates that the College has brought its procedures in line with the regulations.

The College complies with the Commission Policy on Contractual Relationships with Non-Accredited Organizations and the Policy on Institutional Compliance with Title IV.

A-F Evidence List

- A. Active Duty and BOG Data
- B. 2022-2025 Student Equity and Achievement Plan
- B. Quality Focus Essay #2
- C. Accreditation Planning 2022-2024
- C. ASC Planning Session 10-11-22
- C. ASSC Minutes 8-30-23
- C. AS Minutes 9-25-23
- C. BOT Agenda 10-18-23
- D. SCC Organizational Chart 2023-2024
- E. Solano College Catalog 2023-2024
- E. Solano Catalog 2023-2024 Addendum
- E. Biomanufacturing Webpage
- E. Biomanufacturing BS
- E. Annual District Audit report on webpage
- E. Cohort Rate Default History
- F. Public Notification of Accreditation Visit
- F. BOT Update on Accreditation 10-18-23
- F. Accreditation Homepage on SCC Website
- F. Institution-Set Standards and Aspirational Stretch Goals
- F. ISS in 2022 Annual Report example
- F. Annual Reports on webpage
- F. Job Placement Rates in Annual Report 2022
- F. Job Placement Rates in Annual Report 2021
- F. Job Placement Rates in Annual Report 2020
- F. Research & Planning Interactive Website
- F. Chancellor's Office Credit Hour Calculations
- F. CSU Estimated Undergraduate Cost of Attendance 2023-2024
- F. Transfer Center Agreements on Webpage
- F. Biomanufacturing Bachelor's Degree Webpage
- F. Credit for Prior Learning Webpage
- F. AP 6041 Credit for Prior Learning
- F. Course Equivalency Exam & AP Examples SPAN 001-002-003-004
- F. Credit for Prior Learning & Military Examples
- F. Online Instructor Certification Guidelines
- F. AP 6115 Distance Education
- F. Curriculum Handbook DE Requirements
- F Student Authentication
- F Director of Online Education Job Description
- F. Library Website with Chat Link
- F. Library Chat Stats 2021-2022
- F. Correspondence Addendum
- F. Solano Correspondence Addendum -MATH 112
- F. Solano Correspondence Addendum-PSYC 001
- F Student-Instructor Interaction Forms

F. BP 5350 Student Grievance Non-Civil Rights
F. AP 5350 Student Grievance Non-Civil Rights Procedures
F. Student Rights Handbook
F. Digital SCC Catalog on the Webpage
F. Student Services Web Pages
F. SCC Accreditation Status on Accreditation Homepage on SCC Website
F. 2023-204 SCC Catalog, page 7
F. Cohort Default Rate History

STANDARD I

Mission, Academic Quality
and Institutional Effectiveness and Integrity



G. Institutional Analysis

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence:

The mission guides all aspects of Solano Community College and serves as the basis for all institutional planning and strategic goal setting, including assessment criteria for achieving those goals and resource allocation to continually improve in all areas of student success and achievement. In keeping with the mission of community colleges, the College offers academic programs and services in general, transfer, and career education, as well as lifelong learning opportunities for a diverse student population.

The mission statement is:

Solano Community College District'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. Solano Community College transforms students' lives with transfer courses, career and technical education, and basic skills preparation leading to certificate programs, associate's degrees, bachelor's degrees, and lifelong learning opportunities ([IA1 Board Attachment Mission Statement 11-1-23](#)).

The Vision Statement speaks to the aspirational and inspirational role the College plays in the community:

Solano Community College will be a recognized leader in educational excellence — transforming students' lives.

Analysis and Evaluation

The mission statement of the College meets the appropriate standards of the accreditation standard for an institution that also grants a baccalaureate degree. We are committed to the diversity of student journeys through different kinds of learning and instruction, culminating in a variety of

awards and outcomes.

The mission statement is reviewed on a semi-regular basis, and adjustments to the mission statement, such as the most recent revision, are subject to review by a wide set of college constituencies.

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The Board of Trustees (BOT) hears reports on student success data specific to programs during study sessions. In Spring 2023, the BOT requested a study for bringing football back to Solano College which was discontinued in 2012. The presentation included a history of the sport at the College, data-based student equity considerations, a facilities and financial assessment, and injury-related concerns. Ultimately, the BOT determined that students would be better served if the College were to prioritize other projects and programs ([IA2 Board Study Session - Football](#)). To that end, the BOT has supported using funds to expand the Early Learning Center, renovate the renovation of the Cosmetology Building, a program that is heavily represented by disproportionately impacted populations, increase security at both of the Vallejo sites, and create a new quad at the center of the Fairfield campus which will benefit the entire community ([IA2 BOT Five Year Construction Plan 6-21-23](#)).

Solano Community College's program review and planning process requires all programs and departments to examine relevant qualitative and quantitative data to assess how effectively they are meeting the College mission, identify areas for improvement, and request resource allocations (Program Review Handbook). The Office of Research and Planning, Assessment Coordinator, and Program Review committee provide programs and departments with data and guidance for the purpose of evaluating their performance and identifying gaps in enrollment or achievement by disproportionately impacted student groups, aligned with the College mission and commitment to diversity, equity, inclusion, and accessibility.

The College uses multiple types of data in the hiring process to ensure the educational goals of students are prioritized in the allocation of resources. In addition to FTEs, fill rates, and full-time to part-time faculty ratios, the hiring request process includes consideration of SLO assessments and student survey data from the program review process. For example, the Biological Sciences department recently requested three full time positions across multiple programs: one in Chemistry and two in Anatomy, pointing to the high fill rates of their classes, the demand for science courses as a result of the Biotechnology and Biomanufacturing programs in Vacaville, feedback from the program review student survey in which "22.5% of students answered 'The course(s) I needed were full,' 22.5% of students answered 'The course(s) I needed were not offered at convenient times,' and 14.5% of students answered 'The course(s) I needed were not offered at convenient locations'" ([IA2 Biomedical Sciences Faculty Hiring Requests 2024-2025](#)). As a result of a past program review, the Biological Sciences department also added an associate's degree and certificate in Biomedical Science which, according to that department's 2022-2023 program review, "led to an increase in the number of declared majors, degrees, and

certificates” and added to the pressure for full time faculty teaching lower division classes such as chemistry and anatomy, particularly those “experienced in teaching Human Anatomy with the use of cadavers.” Further, the department noted that many transfer and graduate programs only accept credit obtained through in-person laboratory courses ([IA2 Biomedical Sciences PR](#)).

In order to prepare for the hiring process, the Academic Senate invited the Dean of Research and Planning to present an overview of the data, metrics, and external and internal considerations for hiring in advance of reviewing, evaluating, and ranking requests. The Senate then evaluated hiring requests which ask departments to refer to recent program reviews and consider the impact on student learning and achievement whether or not the position is filled ([IA2 Faculty Prioritization Data Review](#); [IA2 Faculty Hiring Requests 2024-2025](#); [IA2 Faculty Hiring Rubric](#); [IA2 Hiring Ranking Results 2024-2025](#)). The management team, including deans, vice presidents, and the Superintendent/President, carefully consider these factors when making final decisions about resource allocations which is why both Chemistry and Anatomy were included in the approved hires for 2024-2025 ([IA2 Hiring Rankings w S-P 2024-2025](#)).

The overall hiring results included a range of faculty and counselors who will teach career and technical, transfer, and upper-division (baccalaureate) courses, and work with students in-person, online, and in our Rising Scholars program. ([IA2 Hiring Ranking Results for 2024-2025](#)) The next step will be for the Senate to review and assess the process to ensure that the policies and procedures allowed for a collegial, open, effective process and adhere to the College’s mission.

Student surveys are conducted by the institution, service locations, programs, and departments to determine how effectively the College is providing academic support services to meet the educational needs of students. For example, the Vacaville Center conducted a student survey in Fall 2022 to better understand students’ needs and preferences in regard to classes, resources, and community building activities ([IA2 Vacaville Center Presentation w Student Survey Data](#)). The Academic Senate’s Scheduling Taskforce has taken the results into account and worked closely with the Directors at both Centers to recommend course planning to meet the needs of students ([IA3 Scheduling Taskforce Notes 3-22-23](#); [IA3 Taskforce Recommendations GE courses Spring 24](#)). In terms of resources, the Library, Academic Success and Tutoring Center, Counseling, Basic Needs program, and other support services have expanded hours of availability at each of the Centers ([IA3 Spring 2023 Student Services Hours](#); [IA3 Fall 2023 Student Services Hours](#)). Finally, the Student Life Office and Office of Student Services have been mindful of programming cultural events and community building activities at all three locations ([IA2 FALL 2023 Events Guide](#); [IA2 2023 Black History Month Events Calendar 1-30-23](#); [IA2 Día de los Muertos 2023](#)).

The process for developing the Student Equity and Achievement Plan (SEAP) began with an assessment of disaggregated student success data provided by the Office of Research and Planning, guiding informed discussions and goal setting to align with the five metrics identified by the Chancellor’s Office: enrollment, persistence, math/English success, transfer, and completion ([IA2 SEA Plan](#)). The SEAP working group, led by the Vice President of Student Services and made up of representatives from critical departments and organizations such as Academic Support Services, Academic Counseling, Academic Senate, Associated Students, Guided Pathways Steering Committee, Student Equity and Success Council, A2Mend chapter,

and the Minority Coalition, met bi-weekly in an extensive and collaborative process. Updates were provided through various college governance channels, including Academic Senate, College Governance Council, cabinet and management meetings, Associated Students, Student Equity and Success Council, with final approval from the District Governing Board in October 2022. Subsequently, the plan received certification from the Chancellor's Office in November 2022 (Please review the evidence listed in IB1).

Analysis and Evaluation

Solano Community College is committed to serving one of the most diverse populations in the country and, using a variety of data-collection instruments, assesses how effectively it is accomplishing its mission to ensure the mission determines institutional priorities and planning.

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

All planning begins with the College's mission, vision, and core values, from the Student Equity and Achievement Plan and Guided Pathways to the Strategic, Facilities, and Technology Master Plans.

Solano College's programs at each of its Centers, both of which were the result of long-term planning and bond measures approved by Solano County voters, highlight the emphasis on its commitment to helping students complete certificates and degrees. A 30,000 square foot, state-of-the-art AutoTech facility housed in Vallejo, and a pathway that takes students from an Associate of Science in Biotechnology through a Bachelor of Science degree in Biomanufacturing at the Vacaville Center which features four biotech labs, one of which is equipped with multiple bioreactors, and both a wet and dry anatomy lab. Each Center serves a "culturally and academically diverse population." Thus, Phase 2 of the Guided Pathways Plan examines the intersection of Guided Pathways and the College's Student Equity and Achievement Plan, identifying areas of improvement to better support Black and African American students at all of our locations and specifically in the areas of completion of transfer level math/English, persistence from first to second primary semester, completion, and transfer ([IA3 SCC - Guided Pathways Work Plan - Phase 2 Report Plan 2022-23](#)).

Another long-term project, funded by the Measure Q bond, is the College's new Library and Learning Resource Center (LLRC). Located at the heart of the Fairfield campus, the LLRC is a modern building designed to meet the needs of a new generation of collaborative learners. Multiple meeting rooms, the Academic Success and Tutoring Center, group and individual study spaces, conversational seating arrangements, and natural light from a state-of-the-art skylight create opportunities for students to learn together. A television studio for instructional programs and a faculty-developed professional development space called the Center for Educational Excellence round out this campus centerpiece ([IA3 Library Project Update Informational Board Item](#)).

At all stages, programs and services rely on the curriculum development, outcomes assessment,

and program review process to ensure that Solano College's programs and services are tied to the mission of "transform[ing] students' lives with transfer courses, career and technical education, and basic skills preparation leading to certificate programs, associate degrees, bachelor's degrees, and lifelong learning opportunities."

To meet the needs of a diverse student population that lives in the broad geographic boundaries of the District, the College's Centers in Vacaville and Vallejo hosted the Academic Senate to share interests of those students regarding such areas as student demographics, preferred course offerings, and requested services ([IA3 Vallejo Center presentation to the Senate](#)).

Each year, the Academic Senate sets goals to ensure that they are advocating for the diverse student population. These goals cover all areas of instructional services and support programs ([IA3 Academic Senate Goals 2022-23](#)).

Analysis and Evaluation

The College's mission informs decision-making, planning, and resource allocation at every level across programs and services to support student learning and achievement.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The mission is established by Board Policy 1003 and is posted on the College website and in the College catalog ([IA4 Governing Board Policy1003 Mission Statement](#); [IA4 Mission Statement in Catalog](#)).

The College reviews its mission every seven years as part of the Institutional Self-Evaluation Report process. Since the last ISER, the College has added a baccalaureate degree in Biomanufacturing which necessitated revision. In the review process, input was provided by the Academic Senate, the College Governance Council, and the Board of Trustees. Additional edits streamlined the mission statement but did not substantially change the College's focus. The current version of the mission was approved by the Board in Fall 2023 ([IA4 Governing Board Agenda 11-1-23](#)). It will be published immediately on the College website and in the upcoming version of the catalog.

Analysis and Evaluation

Solano Community College's mission is reviewed during each accreditation cycle with input from various constituencies and is approved by the governing board. It is published on the College website and in the catalog.

Conclusions on Standard I.A: Mission

Solano Community College is committed to its mission to "transform students' lives." The revised mission accurately describes the College's broad educational purpose with an understanding of the vibrant diversity of the student body. The mission guides decisions on resource planning, aided by consideration of data reflecting student achievement.

Improvement Plan(s)

Not applicable.

Evidence List for Standard IA

IA1 Board Attachment Mission Statement 11-1-23
IA2 2023 Black History Month Events Calendar 1-30-23
IA2 Biomedical Sciences Faculty Hiring Requests 2024-2025
IA2 Biomedical Sciences PR
IA2 Board Study Session Football
IA2 BOT Five Year Construction Plan 6-21-23
IA2 Dia de Los Muertos 2023
IA2 Faculty Hiring Requests 2024-2025
IA2 Faculty Hiring Rubric
IA2 Faculty Prioritization Data Review
IA2 FALL 2023 Events Guide
IA2 Hiring Ranking Results 2024-2025
IA2 Hiring Rankings w S-P 2024-2025
IA2 SEA Plan
IA2 Taskforce Recommendations GE courses Spring 2024
IA2 Vacaville Center Presentation w Student Survey Data
IA3 Academic Senate Goals 2022-2023
IA3 Library Project Update Informational Board Item
IA2 Scheduling Taskforce Notes 3-22-23
IA3 Student Services Hours Fall 2023
IA3 SCC - Guided Pathways Work Plan-Phase 2 Report 2022-2023
IA3 Student Services Hours Spring 2023
IA3 Vallejo Center presentation to Senate
IA4 Governing Board Agenda 11-1-23
IA4 Governing Board Policy 1003 Mission Statement
IA4 Mission Statement in Catalog

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Conversations related to diversity, equity, inclusion, and accessibility, academic quality, and institutional effectiveness take place across campus and are led by board members, administrators, faculty, staff, and students with participation from every member of the Solano College community. At the center of these interchanges are the passion and ambition for student learning and achievement that are the mission of community colleges.

Convocation is a frequent site of presentations and workshops focused on diversity, equity, and inclusion, innovative teaching methodologies, and continuous improvement of student learning and achievement. Morning sessions, led by a keynote speaker, are followed by more in-depth sessions that offer practical, actionable ideas and set the tone for the semester. Recent topics have included HyFlex course modality, implementing generosity with our students, addressing racial inequity in post-secondary education, trauma and healing, and the increasing challenge of responding to and incorporating AI technologies in the classroom ([IB1 Convocation Agendas](#); [IB1 School Meeting Agenda SBS 11-17-23](#)).

In Fall 2022, the Vice President of Student Services assembled a task force to develop the College's 2022-25 Student Equity and Achievement Plan (SEAP), focused on narrowing or eliminating equity gaps in students' achievement of five milestone and completion metrics. Taskforce membership included management, faculty, staff, and student representatives. Taskforce meetings centered on robust dialog through a process of examining data; selecting a specific disproportionately impacted group (African American / Black students) as the focus of planning efforts; brainstorming problems and solutions around each of the five achievement metrics; identifying measurable improvement targets; and refining these elements into a cohesive planning document. Presentations to the Academic Senate, Administrative Leadership Group (ALG), College Governance Council, and the Associated Students of Solano College (ASSC) invited broad stakeholder input at various stages of the Plan's development. Substantive dialog around student equity and achievement has continued through Spring and Fall 2023, with the formation of teams around each of the major projects identified in the Student Equity Plan ([IB1 SEA Plan Workgroup Mtg Agenda 8-5-22](#); [IB1 SEA 2.0 Plan Working Calendar Fall 2022](#); [IB1 SEA 2.0 for Senate 8-22-22](#); [IB1 SEA 2.0 - Planning team Updates 9-2-22](#); [IB1 Metric Groups Brainstorm 9-9-22](#); [IB1 SEA Planning Prep for 9-23-22 Meeting](#); [IB1 SEA Plan Next Steps](#); [IB1 Meeting Prep 10-7-22](#); [IB1 SEA 2.0 follow up to 10-7-22 meeting](#); [IB1 SEA 2.0 Faculty Senate Forum PPT 10-17-22](#); [IB1 SEA Next Meeting - Friday 1-21-22 12pm](#); [IB1 SEA Plan Draft Project List](#)).

The Academic Senate, its subcommittees, and other college-wide committees facilitate a variety of guided, focused conversations related to academic quality and institutional

effectiveness. The Senate supports the Program Review Committee, Curriculum Committee, Assessment Committee, Student Equity and Success Committee, and Distance Education Committee as they address their respective purviews related to ensuring continuous improvement of student learning and achievement to ensure that all students, regardless of their background or circumstances, have equal opportunities to succeed and benefit from the educational experience, addressing disparities in outcomes among different student groups. Each committee engages in a self-assessment at the beginning, middle, and end of the academic year. Each committee reports back to the Academic Senate once a month ([IB1 2022-23 APR Committee Goals Self-Assessment](#); [IB1 2022-23 PDFC Committee Goals Self-Assessment](#)).

The Academic Senate examines disaggregated student success data to understand any disproportionate impacts, such as an assessment of distance learning and limited in-person services during the pandemic, to analyze what students learned, their skills and knowledge, and how well they achieved their educational goals over that time ([IB1 AS Agenda COVID Data 4-18-22](#); [IB1 Covid-DE Era Success-Drop Rates](#)). These assessments inform conversations and plans related to supporting students in and out of the classroom.

The Academic Senate also reviews and provides input on the Student Equity and Achievement Plan every three years ([IB1 AS Agenda 8-22-22 v2](#)), including gathering feedback on the plan and soliciting ideas from the community ([IB1 SEA Faculty Senate Forum PPT 10-17-22](#)). This feedback is then incorporated into later drafts of the plan, ensuring that the curriculum, teaching methods, and resources provided are of a high standard and meet the needs of students. The Senate occasionally invites non-faculty for joint sessions on specific topics, such as meeting with the Deans to agree on a definition of (and measurements for) student success, with a special emphasis on equity, standards, personal responsibility, the impact of the larger community, and the value of being “allowed to fail” ([IB1 AS Agenda 1-12-23-Definitions of Success](#)); and a meeting with the Associated Students of Solano College, the student government body, to share goals and discuss how to work together more effectively, which was added to the priorities for both bodies in Spring 2023 ([IB1 ASSC Minutes 12-6-22](#); [IB1 AS Minutes 1-12-23](#)).

The Assessment Committee guides faculty and departments in the process of assessing student learning outcomes at the course and program level. Since the implementation of the new curriculum management system, eLumen, the Assessment Coordinator has hosted a series of FlexCal sessions to establish best practices for outcomes assessment, such as developing department-wide assessment rubrics and reflective questions for each course and compiling and analyzing multi-term reports for curriculum and program review ([IB1 Assessment Flex Mar 2021](#); [IB1 Assessment Flex Examples](#)).

In Fall 2022, Solano Community College students were invited to participate in the National Assessment of College Campus Climates (NACCC) survey, a census survey focused on the racial climate on campus conducted by the USC Race and Equity Center. The survey assesses college campuses in six key content areas, offering goals and recommending actions items for each. The results were overwhelmingly positive with few students reporting that they experience either overt racism or racial microaggressions and most saying that they feel they matter in the classroom and are supported by their instructors when they speak in class.

Additionally, the vast majority of students report that they have learned about “the historical, social, institutional, and systemic relationships of power - specifically related to race and racism - in the United States” during their time at Solano and that the College is committed to equity and diversity. An area where the College has an opportunity to improve is in the facilitation of conversations about race and racial power dynamics within the student body. This is especially relevant given the high prevalence of racism students reported experiencing in the surrounding community and on social media ([IB1 NACCC 2022](#)).

The Student Equity and Success Council is a site of open and collaborative discussions of student outcomes, equity, academic quality, and institutional effectiveness. The Council serves as the recommending body to the Academic Senate and has a significant role in the development of the SEA Plan, an integral piece of the institutional planning process at the College ([IB1 SESC Agenda--Discussion of SEA 12-2-22](#); [IB1 SEA Plan Presentation to Senate](#); [IB1 Equity Brainstorm 2021](#); [IB1 SESC Annual Senate Report 2021-2022](#); [IB1 SESC Goals 2021](#)). Ongoing work on campus includes focusing on equity in hiring, anti-racist pedagogy, diversifying curriculum, student and faculty onboarding and engagement, and student and faculty advocacy. Membership is intentionally inclusive of representatives from all campus constituencies.

Teaching for Equity (T4E) is a cohort-led initiative designed by Solano Community College faculty to create an opportunity for faculty to engage in anti-racist, equity-minded pedagogy. T4E seeks to tackle issues related to instruction and embrace equitable practices that improve the classroom experience, utilizing an equity framework to encourage individual faculty to critically examine their teaching methods while working collaboratively to advance cultural competency and anti-racist practices on campus. T4E focuses on a ‘teach the teacher’ cohort model of community practice, analyzing current attitudes and approaches related to curriculum, syllabi, assignments and grading, and classroom management strategies.

Currently, T4E has several entry points for participation in the program: T4E small cohorts, T4E Academy, and EquityFest. T4E cohorts are formed around departmental shared interests and affinities and/or individual schedules; 1-2 cohort leaders lead the 3-7 participants through a deep dive of personal pedagogy, reflections, and personal success data, as well as exploring theoretical and practical application of ideas. In Academic Year 2021-2022, College administrators participated in a Management for Equity cohort. Currently, a cohort of academic deans is participating in a discourse focused on radical teaching and their role in supporting equity in the classroom. T4E Academy is focused on the practical application of ideas, and whereas cohorts are semester-long communities of practice, T4E Academy is offered as twice-monthly professional development opportunities for anyone in the campus community to drop into as needed and as interested in the topic for the month, such as syllabi revisions, classroom policies, and re-designing assignments ([IB1 T4E Academy](#)). Finally, EquityFest is an end-of-academic year conference during which participants reflect on the year as well, attend student panels, and participate in discussions and community building activities ([IB1 EquityFest](#)). To date, 53 faculty and 17 administrators have gone through the program ([IB1 T4E Annual Report 2022-23](#); [IB1 T4E Syllabus Deep Dive PPT](#); [IB1 T4E Academy - Getting the Message 3-14-23](#); [IB1 T4E Academy - Engaging Students all Semester Long](#); [IB1 T4E Academy - Democratizing Materials Apr 2023](#)).

Analysis and Evaluation

Solano Community College demonstrates a sustained, substantive and collegial dialog about outcomes, quality, effectiveness, and continuous improvement of student learning and achievement in multiple arenas across the district. The College engages in ongoing, meaningful, and collaborative discussions involving various stakeholders within the institution, including faculty, administrators, staff, and students to ensure that there is an active and continuous exchange of ideas and information.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

All courses and programs offered at Solano Community College have student learning outcomes (SLOs) that are stored in the eLumen curriculum management system and posted on the College website. Program learning outcomes (PLOs) are also listed in the College catalog. SLOs are defined as measurable objectives that provide students with a clear understanding of what they will be able to do when they complete the course.

The Assessment Committee is a standing sub-committee of the Academic Senate whose purview is over curricular outcomes and assessments. In addition to chairing the Assessment Committee and reporting directly to the Academic Senate, the Assessment Coordinator sits on the other two committees that have a direct impact on outcomes and assessments: Curriculum Technical Review and Academic Program Review.

Like many other processes, SLO assessment was interrupted by the shift to distance learning during the COVID-19 pandemic. Many faculty had not completed the eLumen training but then were required to focus on becoming certified for Distance Education and familiarizing themselves with the Canvas learning management system. The Assessment Coordinator continued to offer trainings during this crisis, and the committee used this time to update guidelines and create a series of tutorial videos and checklists for faculty to get through the process ([IB2 2022 eLumen Guidelines for Creating & Submitting SLO Assessments](#); [IB2 SLO Assessment Checklist](#); [IB2 eLumen Quick Guide](#)). Those videos are available in the institution's portal to the Vision Resource Center and pre-approved for faculty to earn optional Flex credit for viewing them. ([IB2 Assessment Tutorial Videos Webpage](#))

As part of a continuing effort to improve the process and usefulness of outcomes assessment, the Assessment Committee identified a weakness in the assessment process regarding “closing the loop” and moved to add a question to prompt reflection on past assessments ([IB2 2022 eLumen Guidelines for Creating and Submitting SLO Assessments pg. 11](#); [IB2 SLO Assessment Self-Reflection Template](#)). Further, the Committee has created a repository of reports containing all past “missing” self-reflection data to further assess the difficulties faced moving from assessment to improvement ([IB2 Psychology Department SLO Assessment Report](#)).

The new platform has also prompted larger conversations regarding how the language of objectives and outcomes function together in the Course Outline of Record (COR). As a sitting

member on the Curriculum Committee, the Assessment Coordinator is now working with faculty and departments, during the curriculum development process and curriculum review cycle, to better understand the causal relationship between course objectives and outcomes to increase the efficacy of the SLO assessment process.

The Assessment Committee is also responsible for aiding in the creation of Program Learning Outcomes (PLOs), and the direct creation of General Education Learning Outcomes (GELOs), and Institutional Learning Outcomes (ILOs). PLOs have been regularly addressed through the Academic Program Review process. In February 2023 the Assessment Committee voted to add a new equity-focused ILO ([IB2 2023-02-03 Assessment Meeting Minutes](#)). A March 2023 Flex session was held to invite input from a wider array of College constituents, and the resulting ILO was approved unanimously by the Academic Senate ([IB2 2023 ILO Revisions New DEIA ILO](#); [IB2 AS Minutes 5-8-23](#)).

Since the implementation of eLumen, College faculty have assessed almost every course that has been offered during the Fall and Spring semesters. Although the report indicates that roughly 50% of all courses have been assessed, the correct amount is closer to 85% (eLumen includes all courses within our catalog on the report and does not have an option to exclude courses that have not been offered). The report also revealed that there are courses which are offered during summer sessions only, which have been flagged for off-schedule assessment ([IB2 Solano Community College - Institutional Statistics 2022](#)).

Moving forward, the College has set a goal of a 100% assessment submission rate as well as a return to a staggered master schedule. Additionally, the Assessment Committee is developing a plan to integrate the assessment process with Canvas, which will require more training. Finally, a new handbook is in development which will house all “eLumen” processes: articulation, assessment, curriculum, and program review. In preparation, each committee has recently updated their individual handbook or manual. As part of its revisions to the Assessment Handbook, the Assessment Committee is revisiting ILO and GELO assessment policy and procedure from the 2018 handbook which, as a result of the move to eLumen, the focus on distance learning during the pandemic, and the attention required to get up-to-date on SLO assessments, were never put into practice. The Committee is reconsidering the feasibility and efficacy of the assessment plan and will present the Academic Senate with a proposal by Spring 2024 which will go into effect with the Fall 2024 assessment cycle ([IB2 Assessment Committee Agenda 10-24-23](#)).

The College’s Biomanufacturing Bachelor’s degree builds on the Industrial Biotechnology Associate degree, allowing students to complete the AS and continue to the BS to complete the upper-division course requirements. In order to open as many pathways to the BS as possible, the department has taken great measures to evaluate not only the lower-division SLOs, but also those of programs at other community colleges and possible feeder institutions, and initiated supplemental bootcamps and support courses, as needed, to help non-Solano College students prepare to meet the SLOs and PLOs for the baccalaureate program’s learning outcomes; these involve higher levels of depth and rigor than the associate degree’s PLOs ([IB2 Biomanufacturing Pathways](#)). According to the most recent Program Review report, faculty design

projects and test questions that determine every student's fulfillment of the Student Learning Outcomes of each course. The faculty use this information to "close the loop" for continuous improvement of the courses. The high course success rates [over 90%] offer suggestive evidence that the students are mastering the SLOs and that this continuous improvement process is working. The faculty meet periodically to discuss SLOs. Each faculty member specializes in a particular course and designs their own rubric ([IB2 PR BioTechnology BioManufacturing](#)).

Student and learning support services that offer courses in addition to services, such as Puente, Counseling, and the library, have both course-level SLOs and service area outcomes based on the District's Strategic Plan Goals and Objectives as well as the Metrics and Goals of the Student Equity Plan. Outcomes assessments are conducted and reported to the campus community, including services provided, students served, success rates (based on predetermined indicators), and areas for improvement ([IB2 Academic Support Services Program Review 2020-21](#); [IB2 Puente End of Year Summary Report](#); [IB2 Puente Data 2022-2023 SCC](#); [IB2 ASTC Program Review June 2022](#)).

In Fall 2021, the College Governance Council reviewed and approved a common template and a 3-year review cycle for non-instructional programs, including the offices of the Superintendent-President, Vice Presidents, deans, student services, fiscal, facilities, and human resources departments, among others ([IB2 CGC Minutes 9-8-21](#); [IB2 Administrative Program Review Template](#)).

Analysis and Evaluation

The College has established SLOs and assessments for all instructional programs, learning support services, and student support services. A long, arduous transition to a new curriculum management system just as the College (and the world) shifted to pandemic-driven distance learning meant a shift in the focus for training and attention, such that SLO assessment is only recently back on the radar for all faculty. However, as familiarity with eLumen has improved, momentum has increased.

A new assessment handbook is going through the approval process this semester and will be followed by a manual that brings together articulation, assessment, curriculum, and program review to fulfill the goals of the more iterative and interconnected process for assessing student learning that was established when the College made the change to eLumen.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

All service and administrative areas at Solano Community College have established standards for student achievement that align with the strategic goals of the College which are derived from the College's mission and vision ([IB3 Institution Set Standards](#)). These institution-set standards (ISS) are assessed regularly to measure the extent to which each area is meeting its

goals and, ultimately, the mission and goals of the College as a whole.

Student achievement is assessed in terms of ISS, goals, and actual success, including course completion rates, as well as number of certificates and degrees awarded (including baccalaureate degrees) and number of student transfers to 4-year colleges. Additionally, Applied Technology and Business (formerly Career and Technical Education) programs are evaluated based on licensure examination pass rates and job placement. The results of ISS assessments are submitted in the Annual Report to the ACCJC and disseminated to campus constituents through presentations and the District's Accreditation website ([IB3 Institution Set Standards Annual Report 2021](#); [IB3 Institution Set Standards Annual Report 2022](#)).

The College regularly reviews the measures and metrics of its ISS and Stretch Goals to ensure continuous improvement of student achievement. While stretch goals are aspirational and give the College a goal to work toward, the student-centered funding formula changes some of the accounting in regard to degrees and certificates awarded. In that light, in Spring 2021, the Academic Senate reviewed ISS, stretch goals, and actual degrees awarded and transfers in the previous three-year cycle and approved an adjustment to stretch goals, effective 2022-2023 ([IB3 AS Approved Minutes 3-29-21 final Institutional Set Standards](#); [IB3 ISS and Goals Review for Senate 2021](#); [IB3 Institution Set Standards 2017-2020](#)).

Of note in the 2021-2022 report, the College's enrollment decline was relatively minimal, at 5-6%, and completion rates remained high at 74%. Since the stretch goal was 67%, the Academic Senate and College Governance Council agreed to consider an increase to 70% at the next revision of the ISS in Fall 2023 ([IB3 CGC Minutes 4-27-22](#)).

Analysis and Evaluation

Solano Community College has an established process for setting, assessing, and reporting institution standards, goals, and achievements for the purpose of improving programs and services. The College has included ISS, stretch goals, and actual degrees awarded for the Bachelor of Science in Biomanufacturing since the first eligible class in 2019.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The integrated planning process and Master Schedule guides how the College identifies, collects, and assesses data for the purpose of improving support for student learning and achievement ([IB4 Master Assessment Schedule](#)). Student learning outcomes are used to assess individual courses over the period of a program review cycle when departments use the results to assess program learning outcomes for areas of strength and weakness.

Per Academic Senate bylaws, several chairs of subcommittees are standing members of other committees, allowing for increased collaboration on the interconnected aspects of assessment ([IB4 Academic Senate Bylaws](#)). For example, the Program Review Coordinator sits on the Assessment Committee, bringing the perspective of faculty who are using the data from SLO assessment to evaluate student learning and achievement at the program level. Further, the

Assessment Coordinator sits on both the Curriculum Technical Review Committee and the Program Review Committee to support faculty who are writing or revising SLOs on the front end of the process and aid faculty compiling SLO assessment data for the sake of program evaluation on the back end. One result of this collaboration is that the Assessment Committee determined that the process of program mapping for each department should be integrated into the curriculum review process while faculty are revising courses and degree programs in eLumen.

A Master Schedule of Assessment for student learning outcomes, program review, and curriculum review serves to organize those processes in support of student learning and achievement ([IB4 Master Assessment Schedule](#)). The schedule was first developed in Fall 2018, approved by the Academic Senate and implemented in January of 2019, but revised in 2021 as a result of pandemic-related delays. The schedule was designed to help coordinate the assessment process at the College: student learning outcomes and program level outcomes support program review which informs curricular changes (curriculum review), the College's hiring prioritization process, and resource allocation.

The Academic Program Review template currently prompts faculty to review disaggregated student success data and to compare different groups to each other, looking for trends and disparities. The APR Committee set a goal to review and update the current template during the Fall 2023 semester. The Committee plans to recommend that faculty compare disaggregated student success data to the Institution Set Standards. Faculty will be prompted to set goals for improving student success and identify interventions and needed resources to address student success rates that fall below the ISS ([IB4 APR Goals AY 2023-2024](#)).

Analysis and Evaluation

Solano Community College uses a variety of assessment tools, including program review, student surveys, and disaggregated student success data to reflect and improve on student learning and achievement goals.

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The College mission is central to the planning process and, therefore, to student learning outcomes development and assessment and program review. Every Solano Community College department, whether academic or non-instructional, participates in regular, robust program review to evaluate goals and objectives and student achievement by program type and mode of delivery.

The Academic Program Review Committee (APRC) initiates and implements a standardized process to evaluate academic degree and certificate programs, provide feedback on academic program review (APR) reports, and periodically review APR processes and make policy recommendations to the Academic Senate, and to serve as a resource for departments/programs

under review ([IB5 Program Review Handbook](#); [IB5 APR Process Timeline](#); [IB5 Oct 2023 Flex](#); [IB5 ATB Minutes 2-10-23](#)). As part of its report to the Academic Senate, the APRC presents the committee's Goals and Self-Assessment for each Academic Year including initiatives, accomplishments, and progress to date ([IB5 APR Committee Goals and Self-Assessment 2020-2021](#)). Due to the pandemic, the timeline for APR completion had to be revised several times, and the master calendar was updated in April 2021. The School of Health Sciences and Counseling completed their program review in academic year 2021 – 2022 and the School of Mathematics and Science in academic year 2022 – 2023 ([IB 5 Sample Program Review Report Biomedical Sciences 2023](#)). The CTE programs in the School of Liberal Arts have started their 2-year Abridged Program Reviews which will be completed by the end of Fall 2023.

The current templates for Six-Year and Two-Year (Abridged) APRs were revised in Fall 2020 to streamline the process and increase the focus on data generated by the student survey ([IB5 APR Six Year Template](#); [IB5 APR Two Year Abridged Template](#)). APR includes analysis of quantitative, disaggregated data such as trends in student populations served sorted by gender, age, and race/ethnicity and identifies efforts to optimize access through scheduling and sequencing. For example, the Sociology department noted that “students are typically taking SOC 001 and 002 first, before taking the other courses, which is an appropriate sequence” and that they have opted for “a policy of not over-filling online courses” because they have seen a large no-show rate for those sections ([IB5 Sociology APR 2020](#)). Every APR report also lays out disaggregated student success data by gender, age, ethnicity, and modality (online vs. face-to-face) for the purpose of assessing trends and planning action to increase student success and equity.

Currently, eLumen does not automatically populate the program review template with success data or SLO assessment data. To remedy this, success data and “Course Statistics and Evidence” reports are pulled and distributed to the various departments and are attached to the template as evidence ([IB5 Program Review Biological Sciences Success Data](#); [IB5 Course Statistics and Evidence Engineering](#)). Departments use the data reports to evaluate their programs. In addition, student surveys are conducted and used in APR to evaluate barriers to student success, student perception of support, and their understanding of program level outcomes ([IB5 Student Survey Program Review Chemistry](#)). At its most recent meeting, the Academic Program Review Committee voted to add success data by course, offer individual faculty success data beginning with the next review cycle (2024-2025), and add a section related to equity goals in support of the College's commitment to DEIA ([IB5 APR 6-yr Template for Review](#)).

Analysis and Evaluation

Program review is used by departments to guide curriculum change and development and to communicate their needs in a variety of areas such as staffing, technology, facilities, and equipment, as well as student support, to College administration.

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and

other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Solano Community College disaggregates and analyzes learning outcomes and achievement for subpopulations of students and uses this information to make decisions around allocation of resources. As an example, the College's Strategic Plan centers on the five student performance metrics highlighted in the Chancellor's Office Vision for Success ([IB6 Solano College Strategic Plan](#); [IB6 Local Goal-Setting Guidance Memo 11-5-18](#)). In crafting the plan, the Strategic Plan Workgroup, comprised of representatives from each constituent group on campus, decided to align the first five College goals to the Vision for Success goals. The Committee then added an additional three goals that were College-specific (strengthening ties to the community, maintaining adequate and sustainable fiscal resources, and maintaining a campus culture that honors and empowers teaching and learning).

In aligning the bulk of the College Strategic Plan to the Vision for Success, the College identified two to three objectives for each goal to mitigate performance gaps. In Goal #1 for, example, the Vision for Success goal focuses on Completion: "Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets." To support this system-wide goal, the first goal of the College's Strategic Plan focuses on Guided Pathways and the Student Equity and Success Program. The three objectives for this goal center on creating clear and accessible guided pathways for all degrees and certificates, ensuring access for all students to support programs, and fostering a culture of belonging ([IB6 Solano College Strategic Plan](#)). Clear performance metrics were established for each objective ([IB6 Strategic Plan Outcomes Handout 9-20-23](#)). A recent analysis of the data revealed that the College helped students meet several of the targets, while highlighting that there is still work to be done.

Solano Community College demonstrated a concerted and inclusive effort in crafting the 2022-2025 Student Equity and Achievement Plan (SEAP). Throughout the 2022-2023 academic year, administrators, faculty, and staff engaged in an extensive and collaborative process. Spearheaded by the Vice President of Student Services, a bi-weekly workgroup was established, incorporating representatives from critical departments and organizations such as Academic Support Services, Academic Counseling, Academic Senate, Associated Students, Guided Pathways Steering Committee, Student Equity and Success Council, A2Mend chapter, and the Minority Coalition.

The development process for the SEAP was underpinned by data-driven insights provided by the Office of Research & Planning, aiding informed discussions and goal setting to align with the five essential metrics: enrollment, persistence, math/English success, transfer, and completion. Progress updates were consistently communicated through various College governance channels, including the Academic Senate, College Governance Council, cabinet and management meetings, Associated Students, Student Equity and Success Council, and culminated with approval from the District Governing Board in October 2022. Subsequently, the plan received certification from the Chancellor's Office in November 2022 (evidence listed in IB1).

The Academic Senate (AS) used retention and success data during the period of COVID-19 distance learning (Spring 2020 through Fall 2021) with a focus on disproportionately impacted populations to develop appropriate strategies (policies, practices, professional development opportunities) to mitigate any disparities in outcomes. Two reports were presented to the AS at the beginning of Spring of 2022. The first focused on the use of COVID Withdrawal/Excused Withdrawal (CW/EW) options which were made available to all students without required documentation during the time period in question ([IB6 CW & EW 2019-2021](#)); and one that looked at end-of-term data for Fall 2019, 2020, and 2021 by way of comparison pre-, mid-, and post-pandemic statistics, including enrollment, success, and retention ([IB6 Fall 2019-2021 End of Terms Report](#)). Both reports disaggregated data by race, gender, socioeconomic status, and other DI indicators. The end-of-term report also looked at the College's "special populations" students, those who are enrolled in student support programs such as Puente, EOPS, Accessibility Support Center (formerly Disability Services Program), and former foster youth, with mixed results. Overall, the data revealed a disproportionate impact on Black Non-Hispanic students' course success and end-of term-retention rates, whether in online or face-to-face courses. Those same students were overrepresented in the CW/EW data for Fall 2021, a semester that the College continued to offer most classes through remote instruction. This data revealed the urgency of scaling up outreach, in-person offerings, student support services, and community building activities. The result has been a robust, sustained, campus-wide effort involving the allocation and reallocation of human, physical, fiscal, and technology resources to ensure that all students have equitable opportunities and support to succeed in their educational pursuits ([IB6 F22 Find the Falcon Resource Events](#); [IB6 Vallejo Center Open F22](#); [IB6 Solano CARES Employee Newsletter 10-17-22](#); [IB6 Spring 2023 - Vallejo Center Student Hours & Services](#); [IB6 Fall Falcon Welcome Packet 2023](#); [Falcon Welcome Day fall 2023 Program Schedule](#)).

Through its work with faculty and administrators, the Teaching for Equity (T4E) Committee routinely analyzes data and student learning outcomes at the individual instructor, course, program, and institutional level. As a result, T4E has identified performance gaps, including college-readiness among disproportionately impacted populations, specifically African American, Hispanic men, and LGBTQ students. As a result, they developed trainings and curriculum to encourage participants to think more critically about the historical experiences of those student populations and the value of radical inclusion and transformational pedagogy. In recognition of the value of the work of T4E, the College has continued to renew and grow T4E, scaling up from the original faculty cohort program to include Management for Equity, T4E Academy, and EquityFest. To support the growth of T4E, the College supports a Program Coordinator and multiple facilitators through reassigned time and provides a stipend for faculty participants ([IB6 T4E Calendars, Flyers, Reports, Presentations](#); [IB6 SEA Project Fund Request Form T4E AY 2023-2024](#)).

Because the College has a cycle for each of the review processes, divisions and departments are able to collect data to assess student achievement in order to identify gaps for the purpose of implementing new strategies. The Liberal Arts Division included a review of student success data at the beginning of the curriculum review process during the 2021-2022 cycle. The Dean provided individual-, program-, and division-level enrollment and success rates that disaggregated by Pell Grant and California Promise Grant recipients and by ethnicity over a

period of three academic years. Departments were tasked with taking these statistics into consideration as they reviewed and revised courses, including SLOs, objectives, and resources, and in the mapping of programs ([IB6 Student Success Data Presentation Fall 2021](#); [IB6 Liberal Arts Student Success Data](#); [IB6 English Department Student Success Data](#); [IB6 LA Division Meeting Aug 2021](#)). In response, the English Department decided to move from a co-requisite model for students falling below the transfer-level course on the multiple measures placement and instead offer a “super-sized,” 5-unit course, English 1X: College Composition with Support, eschewing the need for students to enroll in two separate CRNs and revising the course outline to include not only the discipline-specific elements of basic reading and writing skills but also student skills and student affective issues, such as a sense of belonging, self-confidence, and self-awareness. Additionally, the ESL/English faculty decided to eliminate the ESL pathway in favor of a 5-unit College Composition for Non-Native Speakers course supported by a faculty-staffed ESL lab in the Academic Success and Tutoring Center ([IB6 ENGL001X COR](#); [IB6 ENGL001E COR](#)). Both courses have been approved by CSU, UC, and IGETC for Spring 2024.

The Math Department made multiple changes to placement and the math pathway for STEM and Statistics Liberal Arts Mathematics (SLAM) students, including removing structural barriers of student success in transfer-level math courses by eliminating six pre-transfer courses in 2019-2022 and adding a co-requisite course for Statistics. Additionally, the department created curriculum to support under-prepared STEM students (Math 002, Math 020, and Math 021) and revised College Algebra and first-year Calculus courses by switching from a solely lecture format to a combination of lecture and lab. Beginning in the summer of 2023, these three classes were offered as three-hour lecture and three-hour lab courses. Further, math classes for liberal arts majors and business calculus students were increased by an hour to provide just-in-time remediation. According to the department’s 2021 program review, faculty have also been highly involved in Guided Pathways initiatives, updating program maps, meeting frequently with the Counseling Department, and leading the effort to restore the MESA program.

As a result of these assessment-based changes, achievement gaps identified in the Student Equity and Achievement Plan, and a successful application for funding from the Chancellor’s Office, the English and Math Departments have formed an AB1705 Student Success Committee ([IB6 SEAP Metric 2 - Math and English](#)). In English, this means implementing a strategy for radical support for ENGL1X/1E students, beginning with creating a coordinator position that would empower an instructor to recruit, hire, and train Teaching Apprentices (a program that was in place in the past but struggled after the pandemic), offer training and seek out professional development opportunities for faculty, and serve as a liaison with student and academic services, outreach and recruitment, and counseling to deliver resources and support directly to the students in the classroom ([IB6 AB1705 Support in Gateway English and Math Courses Taskforce 9-22-23](#); [IB6 English Success and Equity Coordinator –Draft JD](#)). The Math Department is exploring professional development opportunities and developing a faculty-staffed Math Lab in the ASTC. Both the Math and English Department will seek to braid a combination of Student Equity and Achievement and AB1705 funds to accomplish short- and long-term goals related to enrollment and success in first year math and English ([IB6 SEA Project Fund Request Form 2023-24 Template](#)).

Assessment also offers opportunities to look beyond traditional data for other indications of enrollment and success gaps. During its Program Review cycle in 2022-2023, the Digital Media Arts department ran a report of the College's top 10 feeder high schools and discovered that enrollment from the Vallejo high schools – Jesse Bethel and Vallejo High – is no longer in the top ten for the DMA program. To grow the program and the relationship with the community, new computer labs were installed at the Vallejo Center using Strong Workforce development funds. Additionally, the department increased outreach, developed an articulation agreement with Vallejo High School (and has one in process with Jesse Bethel), and made a conscious effort to establish a greater presence in the community by offering more resources ([IB6 Vallejo Media Lab Proposal](#); [IB6 SCC Vallejo computer labs get a reboot Times Herald Online](#)).

Analysis and Evaluation

Solano Community College analyzes data to identify and address disparities among different student groups, allocate resources as needed, and continually assess the effectiveness of these efforts. This process aims to ensure that all subpopulations of students have equitable opportunities and support to succeed in their educational goals.

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Shared Governance is guided by Board Policy and Procedure 2005 which state that the cooperative engagement of relevant College stakeholders is paramount in shaping the institution's future direction and in formulating policies, procedures, and recommendations that govern and oversee College operations. The participation of faculty, staff, administration, students, and the Board in this collaborative process is not only encouraged but considered an essential responsibility and commitment. The composition of committees is designed to include representation from College faculty, staff, administration, and students to ensure a well-rounded and comprehensive decision-making process ([IB7 BP2005 Shared Governance](#)).

The Academic Senate and its subcommittees are responsible for developing and regularly evaluating policies and practices related to academic and professional matters, including those related to the baccalaureate program, to assure effectiveness in supporting academic quality. Subcommittees of the Academic Senate – the Curriculum Committee, the Assessment Committee, the Distance Education Committee, the Program Review Committee, and the Student Equity and Success Council – each have established policies to guide Committee purview and membership and ensure implementation and assessment of the various processes in place to ensure the effective integration of instructional programs, student support services, and resource management. Committees report to the Academic Senate as a standing item on the bi-monthly agenda in addition to providing an annual “Goals and Self-Assessment” report ([IB7 AS Minutes 4-18-22](#)).

The Academic Program Review process is regularly assessed to assure effectiveness in

supporting academic quality and accomplishment of the mission. In response to concerns that the “design makes the report weighty, its scope broad and overlapping with other committees,” the APR Committee worked with eLumen to identify areas for technological support, engaged with constituent groups, and analyzed the roles of contributors to student assessments (faculty, Deans, Research and Planning) to develop a revised template for both two- and six-year program reviews ([IB7 APRC Minutes 9-14-20](#); [IB7 APRC Minutes 9-28-20](#)). Recently, the APRC has begun another review of the process, using both an analysis of the current program reviews completed by Liberal Arts (two-year) and Applied Technology and Business (six-year) and an evaluation of the two templates. APRC representatives will solicit feedback from area faculty and the APRC Chair will present any changes to Academic Senate for formal approval ([IB7 APRC Minutes 10-23-23](#); [IB7 APRC Minutes 11-9-23](#)). The goal is for the new processes and templates to be in effect for the next cycle of review.

The College Governance Council (CGC) and Fiscal Advisory Committee (FAC) are made up of constituents from across the campus and meet regularly to evaluate institutional planning and resource management ([IB7 CGC Proposed Board Policy Changes](#); [IB7 CGC Schedule and Membership](#)). Each committee also regularly assesses its own membership, policies, and practices. Recently, the FAC committee evaluated its membership structure and voted to designate upper administrative representatives as “advisory” to limit undue influence over the other representative groups ([IB7 FAC Membership Breakdown](#)).

The College modifies policies that impact student success when opportunities arise. For example, a policy on reciprocity for GE credit was created when it became clear that the College was not honoring some credit courses that students had earned at other colleges ([IB7 APBP 6206 GE Reciprocity](#); [IB7 AS Agenda 5-14-18 GE Reciprocity](#)). In another instance, the title of the Board Policy on Academic Renewal was updated to “Academic Renewal Without Course Repetition” to clarify that this recourse was available to students without having to take courses again ([IB7 Academic Renewal Petition](#); [IB7 BP 5110 Academic Renewal Without Course Repetition](#)).

Analysis and Evaluation

Solano Community College regularly reviews and evaluates policies and practices related to all aspects of the institution, including academic and student support programs, institutional plans, resource management, and governance processes in accomplishing the mission and vision. Assessment of policies and practices are conducted in a variety of spaces and with representatives from a broad array of campus constituencies to ensure diverse and comprehensive decision-making.

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College’s shared governance structure facilitates the dissemination of results from assessment and evaluation throughout the institution from faculty up through administration and vice versa. Faculty attend department and division meetings, sit on Academic Senate and subcommittees, take part in Teaching for Equity cohorts and academies, attend convocation and

Flex sessions, and participate in institutional planning activities such as those related to the Student Equity and Achievement Plan, Guided Pathways, or the Strategic Plan. Management meetings of all academic and non-academic Deans, all Vice Presidents, and the Superintendent-President take place weekly to maintain communication across areas. College-wide committees, such as the Fiscal Advisory Committee, College Governance Council, and Minority Coalition offer an opportunity for representatives from the student, faculty, staff, and administrative bodies to participate in College governance, bringing the perspectives of their constituents to bear on the purview of each committee and reporting out to assure that the entire campus community has entrée to the process.

The campus community and public have access to student success data through the Interactive Online Factbook ([IB8 Research & Planning Interactive Data Website](#)) which allows for data to be disaggregated by term, modality, location, course, and student demographic information. Institutional evaluation plans and reports, such as the Strategic Master Plan, the Facilities Master Plan, the Technology Master Plan, and the Student Equity and Achievement Plan, all of which rely on assessment and evaluation data to support strategies for continuous improvement, as well as data sets such as the IPEDS Feedback Report, Online Factbook, and Enrollment Management and Labor Market Data are available on the College's website.

The Superintendent-President produces a bi-monthly employee newsletter, SolanoCARES, to keep the campus community up to date on assessment and evaluation, as well as events, activities, and opportunities. In addition to news about enrollment, student success, financial aid data, accreditation, COVID policies, and facilities plans, she also uses the bulletin to spotlight the work of individual staff and faculty and highlight alumni who have gone on to make a difference in the community. Employees can also submit a brief narrative and pictures or graphics to share highlights from events, tell program and student success stories, or invite colleagues to participate in future activities. The newsletter is sent out via email and posted to the S-P's webpage ([IB8 Solano Cares Webpage](#)).



SCC Alumna is Woman of the Year



Solano graduate and current Vice-Mayor of Suisun City, Wanda Williams, received a [Woman of the Year Award](#) last month.

Every year, Rep. John Garamendi, D-Solano, honors women in his district who have made significant contributions to their community.

Meetings of the Board of Trustees are open to the public, available to stream live online, and posted on the College website for access at any time. The Board regularly hears reports on the College's outcomes related to academic quality, student support, completion, and equity, as well as plans and actions for improvement. For example, as the College increased face-to-face classes in Fall 2022, the Board heard reports from the Associated Students of Solano College, the Academic Senate, the Superintendent-President, and others on the partnerships, resources, services, programs, and events being offered to support student learning and well-being ([IB8 Governing Board Minutes 11-16-22](#)).

Other assessment and evaluation activity includes the National Assessment of Collegiate Campus Climates (NACCC), a quantitative national survey of undergraduate students conducted by the University of Southern California Race and Equity Center, that examined the racial climate at the College and students' experience ([IB8 CGC Agenda 10-11-23](#)). In Spring 2023, a UC Davis Wheelhouse Report, "Identifying Opportunities to Enhance Community College Outreach and Recruitment of Latinx/a/o Students," was presented to the Board of Trustees ([IB8 UCD Latinx Solano Students Report 2023](#)) which led to contracting the researchers for a similar study of Black and African American students in support of the College's SEA Plan. Also in Spring 2023, the Academic Senate held meetings at each of the Centers, with tours of the facilities and presentations from the Center Directors, both of which included enrollment and demographic data, an overview of student and faculty support services, student survey data, and an action plan to meet the needs identified ([IB8 Vacaville Center Presentation w Student Survey Data](#); [IB8 Vallejo Center Presentation w Student Survey Data](#)).

Analysis and Evaluation

The strengths and weaknesses of Solano Community College as identified by the assessment and evaluation activities are used to set institutional priorities and are clearly communicated to the community.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Three principles inform Solano Community College's current strategic planning process: first, the College values broad participation by all constituency groups, so it is important that faculty, staff, student, trustee, and administrative voices are heard. Second, the College's goals should align with statewide goals set by the Chancellor's Office. Third, every decision must address what is in the best interest of Solano Community College students.

The Strategic Planning Workgroup, formed by the Academic Senate President and Vice President of Academic Affairs, consisted of staff with expertise in all areas of campus operations, from instruction to student services to facilities to fiscal services. The eventual membership of the workgroup included everyone from front-line staff to senior managers. Additionally, the workgroup was careful not to duplicate or contradict planning efforts already underway at the College. Thus, where existing committees were already addressing strategic planning objectives, those groups took leadership in the development of goals and objectives. For example, the Student Equity and Success Council led efforts to address improvements in the success of our disproportionately impacted student groups; the Guided Pathways Steering Committee wrote the objectives related to timely completion; and the Fiscal Advisory Committee developed language informing the College's responsibility to be fiscally ethical and prudent ([IB9 SCC Strategic Plan](#)).

Faculty and departments address short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources through the collation and analysis of information from completed SLO assessments and program reviews. The assessment process is more efficient and thorough now that reports are housed on the eLumen platform which allows for individualized reports that share a program's goals/needs with different departments at the college or an academic program's needs in all areas with the dean ([IB9 eLumen Generated example of PR Report](#); [IB9 Faculty Staffing Requests 2021](#); [IB9 Hiring Ranking Results 2024-2025](#)). The College then uses information from academic and student services program review to guide the development of the Facilities Master Plan for the purpose of resource allocation and reallocation ([IB9 Facilities Goals from PR Reports](#); [IB9 Facilities Master Plan Data](#); [IB9 PR Resource Requests](#)).

The 2022-2025 Student Equity and Achievement Plan (SEAP) examines wide-ranging policies and practices to effect institutional, transformational change by building on the existing Guided Pathways framework. Analysis of program reviews, data assessment, and student surveys indicated past successes that came out of the last SEAP (2019-2022) such as programs supporting formerly incarcerated, juvenile detention, and foster youth students; embedded Teaching Apprentices in English classrooms; and equity-focused professional development. However, this process of reflection revealed a lack of race-conscious design and led the

planning efforts for the 2022-25 SEAP to focus on ways to dismantle systemic barriers facing students of color, specifically Black and African American students ([IB9 SEAP 2019-2022](#); [IB9 SEAP 2022-2025](#)).

Following the guidance from the California Community College Chancellor's Office, the SEAP relies on a set of specific metrics (enrollment, persistence, math/English completion, transfer, and completion) and requires a comprehensive, three-year plan for programs and services, involving human, physical, technology, and financial resources. The SEAP is addressed more thoroughly in the College's Quality Focus Essay #2: Increasing Support, Improving Outcomes for Black and African American Students.

The Academic Senate is responsible for ensuring that course and program assessment, as well as data analysis, are the basis for continuous, broad based, systematic evaluation and planning. For example, in 2022, in response to concerns with the hiring prioritization process, the Academic Senate created a Taskforce to work with the Academic Deans to develop a system that reflects the collective will of the faculty and administration while improving the College's ability to support its mission, SEA plan, and county demographics and employment needs. A new two-part system was piloted in Fall 2022 after which all parties concluded the process was more consensus-driven and based on more transparent criteria, including results of program review and student success data, availability of qualified faculty, and the impact hiring (or an absence of) will have on the program and the College ([IB9 Proposal Modified Hiring Process](#); [IB9 Rubric for Faculty Staffing Requests 2023-24](#); [IB9 Hiring Ranking Results 2023-2024](#)). In Fall 2023, the Senate invited the Superintendent-President, both Vice Presidents, the Dean of Research and Planning, and the President of the Associated Students of Solano College to participate in the discussion ahead of reading hiring requests and hearing department presentations ([IB9 AS Minutes 10-9-23](#)).

Another recent and developing project taken up by the Academic Senate that examines short- and long-range needs is the availability of General Education (GE) courses, certificates, and degrees at the Centers. As mentioned in I.B.9, in Spring 2023, the Senate held meetings at each of the Centers in Vacaville and Vallejo that included tours of the facilities and feedback from faculty, staff, and students at those sites. In both meetings, there was an interest in ensuring that a robust offering of courses at the Centers; additionally, participants identified possible inefficiencies in scheduling that might prevent some students from taking an entire course load at one Center. For example, students typically have been able to take only one or two classes at a Center and then had to drive or take the bus to the Fairfield campus, where the majority of classes are held. The Senate considered if this could be hurting enrollment at the Centers, highlighting a problem that predated the pandemic: faculty and deans had worked to ensure schedules honored GE needs and Pathways within a Division, but there was not a defined process to ensure schedules were compatible across Divisions.

To address these questions, the Senate created a work group which included the Senate President, a counselor, several faculty, a dean, and the directors of the Vallejo and Vacaville Centers tasked with recommending a more student-centered schedule. The work group met multiple times to create a draft schedule of more than thirty (30) commonly offered GE courses which they brought to a deans' meeting and then shared as a FlexCal activity in August 2023

([IB9 Scheduling Taskforce Notes 3-22-23](#); [IB9 Scheduling Taskforce Notes 2-24-23](#); [IB9 Taskforce Recommendations GE courses Spring 2024](#)). The resulting schedule recommendations were approved by the Senate on August 11th, 2023 and academic deans used it as guidance for scheduling classes in Spring '24. The committee met again on September 27th to consider next steps, including a more explicit connection to Pathways, to ensure courses that go through Curriculum are connected to Pathways, and to expand the recommendations beyond the core GE courses. The group met again on October 19 to look at the Spring 2024 schedule draft and make recommendations to adjust courses, as needed, to ensure students can successfully take a full GE load in person at the Fairfield, Vallejo, or Vacaville campuses ([IB9 Scheduling Taskforce Notes 9-27-23](#); [IB9 Scheduling Taskforce Notes 10-19-23](#)).

Analysis and Evaluation

Solano College integrates program review, planning, and resource allocation to accomplish its mission and improve institutional effectiveness and academic quality. Institutional planning considers short- and long-range needs for academic programs and services and for resources.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Solano College engages in continuous and substantive collegial dialogue about student outcomes and equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Through course, program, and institutional outcomes assessment, the College analyzes quantitative and qualitative data to evaluate how well it is meeting its mission, vision, and goals, including addressing equity gaps.

The College regularly reviews policies and procedures related to assessment, program review, and resource allocation to ensure continued effectiveness and improvement in the accomplishment of the mission. The responsibilities for review and assessment are clearly delineated, with defined roles and timelines.

Planning, assessment, and resource allocation are collaborative processes, and the results are communicated broadly with the College community.

Improvement Plan(s)

Standard	Needs Improvement	Timeline	Responsible Parties
IB2	The offices of the Superintendent-President, Vice Presidents, deans, student services, fiscal, facilities, and human resources departments will complete Non-Instructional Program Reviews, using the approved template and 3-year review cycle.	2024-25: Administration, Academic Affairs 2025-26: Finance & Business Services 2026-27:	Superintendent-President; Vice Presidents; Deans

		Student Services	
IB3	Under the guidance of the VPAA and Dean of Research & Planning, the College will review and revise Institution Set Standards and Stretch Goals	Fall 2023-Spring 2024	VP of Academic Affairs; Dean of Research & Planning Academic Senate; Board of Trustees
IB6	<p>Following the completion of a new shared governance and integrated planning process, described below, the Dean of Research and Planning will continue to lead the development of the 2025-2028 Strategic Master Plan:</p> <ul style="list-style-type: none"> • Review of data from 2019-2022 SMP • Form SMP working group with representatives from all areas of campus • Present draft of SMP for feedback and approval: Student Senate, Academic Senate, College Governance, Fiscal Advisory, and Board of Trustees 	<p>Fall 2023</p> <p>Fall 2024</p> <p>Spring 2025</p>	Dean of Research & Planning; SMP Working Group; S-P; Student Senate; Academic Senate; College Governance; Fiscal Advisory; Board of Trustees
IB7 & IB9	The Academic Senate will engage the campus community in a broad-based effort to update the shared governance and integrated planning policies and procedures, including students, full- and part-time faculty, staff, managers, and board members.	Spring 2024	SCC campus community

Evidence List for Standard IB

IBI 2022-23 APR Committee Goals Self-Assessment
 IBI 2022-23 PDFC Committee Goals Self-Assessment
 IBI AS Agenda 1-12-23-Definitions of Success
 IBI AS Agenda 8-22-22 v2
 IBI AS Agenda COVID Data 4-18-22
 IBI AS Minutes 1-12-23
 IB1 ASSC Minutes 12-6-22
 IB1 Assessment Flex Examples
 IBI Assessment FLEX Mar2021

IB1 Convocation Agendas
IB1 Equity Brainstorm 2021
IB1 Equity Fest
IB1 Meeting Prep 10-7-22
IB1 Metric Groups Brainstorm 9-9-22
IB1 NACCC 2022
IB1 School Meeting Agenda SSBS 11-17-23
IB1 SEA 2.0 Planning team Updates 9-2-22
IB1 SEA 2.0 Faculty Senate Forum PPT 10-17-22
IB1 SEA 2.0 follow up to 10-7-22 meeting
IB1 SEA 2.0 for Senate 8-22-22
IB1 SEA 2.0 Plan Working Calendar Fall 2022
IB1 SEA Faculty Senate Forum PPT 10-17-22
IB1 SEA Next Meeting - Friday 1-21-22 12pm
IB1 SEA Plan Draft Project List
IB1 SEA Plan Next Steps
IB1 SEA Plan Presentation to Senate
IB1 SEA Plan Workgroup Mtg Agenda 8-5-22
IB1 SEA Planning Prep for 9-23-22 Meeting
IB1 SESC Agenda--Discussion of SEA 12-2-22
IB1 SESC Annual Senate Report 2021-2022
IB1 SESC Goals 2021
IB1 T4E Academy S23
IB1 T4E Academy - Democratizing Materials Apr 2023
IB1 T4E Academy - Engaging Students all Semester Long
IB1 T4E Academy - Getting the Message 3-14-23
IB1 T4E Annual Report 2022-23
IB1 T4E Syllabus Deep Dive PPT
IB2 2022 eLUMEN Guidelines for Creating & Submitting SLO Assessments
IB2 2023 ILO Revisions New DEIA ILO
IB2 Assessment Meeting Minutes 3-2-23
IB2 Academic Support Services Program Review 2020-2021
IB2 Administrative Program Review Template
IB2 AS Minutes 5-8-23
IB2 Assessment Committee Agenda 10-24-23
IB2 Assessment Tutorial Videos Webpage
IB2 Biomanufacturing Pathways
IB2 Biotechnology Biomanufacturing PR
IB2 CGC Minutes 9-8-21
IB2 eLumen Quick Guide
IB2 Psychology Department SLO Assessment Report
IB2 Puente Data 2022-2023 SCC
IB2 Puente End of Year Summary Report
IB2 SLO Assessment Checklist
IB2 SLO Assessment Self-Reflection Template
IB2 Solano Community College - Institutional Statistics 2022

IB3 AS Approved Minutes 3-29-21 final Institutional Set Standards
IB3 CGC Minutes 4-27-22
IB3 Institution Set Standards & Stretch Goals 2017-2020
IB3 Institution Set Standards Annual Report 2021
IB3 Institution Set Standards Annual Report 2022
IB3 Institution Set Standards
IB3 ISS and Goals Review for Senate 2021
IB4 Academic Senate Bylaws
IB4 APR Goals AY 2023-2024
IB4 Master Assessment Schedule
IB8 Solano CARES Employee Newsletter 11-6-23
IB8 Solano CARES Employee Newsletter 12-4-23
IB8 Solano Cares Webpage
IB5 APR 6-yr Template for Review
IB5 APR Committee Goals and Self-Assessment 2020 -2021
IB5 APR Process Timeline
IB5 APR Six Year Template
IB5 APR Two Year Abridged Template
IB5 ATB Minutes 2-10-23
IB5 Course Statistics and Evidence Engineering
IB5 Oct 2023 Flex
IB5 Program Review Handbook
IB5 Program Review Biological Sciences Success Data
IB5 Sample Program Review Report Biomedical Sciences 2023
IB5 Sociology APR 2020
IB5 Student Survey Program Review Chemistry
IB6 AB 1705 Support in Gateway English and Math Courses Taskforce 9-22-23
IB6 CW & EW 2019-2021
IB6 ENGL001E COR
IB6 ENGL001X COR
IB6 English Success and Equity Coordinator -Draft JD
IB6 Falcon Welcome Day F12 Program Schedule
IB6 English Department Student Success Data Fall 2021
IB6 Student Success Data Presentation Fall 2021
IB6 F22 Find the Falcon Resource Events
IB6 Fall 2019-2021 End of Terms Report
IB6 Fall Falcon Welcome Packet 2023
IB6 LA Division Meeting Aug 2021
IB6 Liberal Arts Student Success Data
IB6 Local Goal Setting Guidance Memo 11-5-18
IB6 Solano College Strategic Plan
IB6 SCC Vallejo computer labs get a reboot Times Herald Online
IB6 SEA Project Fund Request Form 2023-24 Template
IB6 SEA Project Fund Request Form T4E AY 2023-2024
IB6 SEAP Metric 2 - Math and English
IB6 Solano CARES Employee Newsletter 10-17-22

IB6 Solano College Strategic Plan
IB6 Spring 2023 - Vallejo Center Student Hours & Services
IB6 Strategic Plan Outcomes Handout 9-20-23
IB6 T4E Calendars, Flyers, Reports, Presentations
IB6 Vallejo Center Open F22
IB6 Vallejo Media Lab Proposal
IB7 Academic Renewal Petition
IB7 APBP 6206 GE Reciprocity
IB7 APRC Minutes 9-14-20
IB7 APRC Minutes 9-28-20
IB7 APRC Minutes 10-23-23
IB7 APRC Minutes 11-9-23
IB7 AS Agenda 5-14-18 GE Reciprocity
IB7 AS Minutes 4-18-22
IB7 BP 5110 Academic Renewal Without Course Repetition
IB7 BP2005 Shared Governance
IB7 CGC Proposed Board Policy Changes
IB7 CGC Schedule and Membership
IB7 FAC Membership Breakdown
IB8 CGC Agenda 10-11-23
IB8 Governing Board Minutes 11-16-22
IB8 Research & Planning Interactive Data Website
IB8 Solano Cares Webpage
IB8 UCD Latinx Solano Students Report 2023
IB8 Vacaville Center Presentation w Student Survey Data
IB8 Vallejo Center Presentation w Student Survey Data
IB9 AS Minutes 10-9-23
IB9 eLumen Generated Example of PR Report
IB9 Facilities Goals from PR Reports
IB9 Facilities Master Plan Data
IB9 Faculty Staffing Requests 2021 – not in the report
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IB9 PR Resource Requests
IB9 Proposal Modified Hiring Process
IB9 Rubric for Faculty Staffing Requests 2023-24
IB9 SCC Strategic Plan
IB9 Scheduling Taskforce Notes 10-19-23
IB9 Scheduling Taskforce Notes 3-22-23
IB9 Scheduling Taskforce Notes 9-27-23
IB9 Scheduling Taskforce Notes 2-24-23
IB9 SEAP 2019-2022
IB9 SEAP 2022-2025
IB9 Taskforce Recommendations GE courses Spring 2024

I.C. Institutional Integrity

I.C.1. The institution 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. (ER 20)

Evidence of Meeting the Standard

The Solano Community College mission statement is posted on the College website and in the College catalog and printed course schedule. To reinforce the College's commitment to its mission statement, printed mission statement posters are framed and posted across the campus and educational sites and prominently displayed in classrooms, conference rooms, and offices of support staff ([IC1 Mission Statement](#)). The mission statement is reviewed every seven years as part of the Institutional Self-Evaluation process and is presented to campus constituents before being approved by the Governing Board.

Student learning outcomes are available on the College website in a publicly facing curriculum page ([IC1 Curriculum Public View for SLOs Example](#)) and on course syllabi which are provided to students at the first class meeting each semester and collected and stored by academic deans ([IC1 BIO004 Syllabus with SLOs](#); [IC1 HIST 028 Syllabus with SLOs](#)). SLOs and educational programs are reviewed as part of the Curriculum Review process every six years and follow guidelines laid out in the Curriculum Handbook. ([IC1 Curriculum Handbook 2023-2024](#)). All new courses, degrees, and certificates require approval by the Technical Review Committee, the Assessment Coordinator, the Distance Education Committee (as applicable), the Curriculum Committee, and the Board and are available to view online and in the College catalogue ([IC1 Solano Catalog 2023-2024](#); [IC1 Solano Catalog 2023-2024 Addendum](#)). Course descriptions and details are pulled directly from eLumen, the curriculum management system, into the Class Schedule on Banner ([IC1 Class Schedule & Information on WebPage](#)).

The College website has clear links to student support services and student resources through a traditional dropdown menu and with a "Quick Links" option on the main page that provides access to information about basic needs, health and wellness, housing, food, Chromebook lending, and other services. Further, students are presented with a resource packet during Falcon Welcome Day ([IC1 Fall Falcon Welcome Packet 2023](#)). Information is frequently reviewed and updated as services are enhanced or modified. The College regularly communicates with students via social media, email, and the Canvas Dashboard to share just-in-time information regarding activities, dates and deadlines, and resources ([IC1 Canvas Dashboard Announcements](#); [IC1 Instagram Examples](#)).

The College provides accurate information about its accreditation status to students and the community via the accreditation page on the College website which includes all official communications between the College and the ACCJC and clearly and accurately identifies the Commission, including providing physical address, phone numbers, email addresses, and the website address of the Commission if anyone wants to contact them directly or file a complaint. There is a direct link on the College homepage to the accreditation information ([IC1](#)

[Accreditation Homepage on SCC Website](#)).

Analysis and Evaluation

Solano Community College 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 College uses multiple forms of communication, including its website, to inform students and the public about its course offerings, policies, services for students, and accreditation status. Other forms of communication include newsletters, the College catalog, local newspaper stories, press releases, and internal updates via email. Additionally, the College gives accurate information to students and the public about its accreditation status with all of its accreditors.

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

The College catalog contains a wealth of information about the College, its services to students, and its academic programs ([IC2 Solano Catalog 2023-2024](#); [IC2 Solano Catalog 2023-2024 Addendum](#)). Information provided in the catalog includes:

- Name, address, telephone numbers, and website address of the institution and its centers
- Name, address, and telephone number of the Accrediting Commission and notification of the College’s accreditation status
- Information on the governance and funding structure and memberships in other organizations
- College Mission and Vision Statements, Core Values, Code of Ethics, and Strategic Goals
- Institutional Learning Outcomes (ILOs), General Education Outcomes (GELOs)
- General campus information and policies
- Student Services, including academic support and financial aid
- Academic policies and standards of student conduct
- Graduation requirements, including general education options and transfer programs
- Certificate and degree programs, including Associate Degrees for Transfer and the Baccalaureate degree in Biomanufacturing
- Rosters of administration, faculty, and staff

Analysis and Evaluation

Solano Community College provides both a print and an online catalog for students and prospective students. These catalogs strive to present precise, accurate, and current information on all facts, requirements, policies, and procedures. A limited number of catalogs are printed each year for use by College staff, including those in Admission and Records, Counseling, academic departments, and other services. The online version of the catalog is a direct copy of the paper version and is available to all students, prospective students, and community members through a link on the College homepage to view online or download.

I.C.3. The institution uses documented assessment of student learning and evaluation of

student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The Office of Research & Planning website directs interested parties to a wealth of data resources. One resource is an interactive factbook ([IC3 Research & Planning](#)). This directs readers to a Tableau data system, a web-based data-on-demand program with tabs leading to up-to-date and accurate performance measures at the College, course, and site level, including:

- Fill rates
- Headcount
- FTEF count
- Enrollment by location
- Enrollment by modality (face-to-face versus online)
- Section counts by discipline

Licensure pass rates and job placement data for programs in Applied Technology and Business are included in the Annual Report and on program pages in the Guided Pathways portal under “Explore Majors” ([IC3 EMT Website Pass Rates Tab](#); [IC3 Transfer Volume to ISP](#); [IC3 Degree Certificate Completion](#)).

Analysis and Evaluation

The Office of Research & Planning maintains an active and prolific research agenda and shares data regarding student success across numerous metrics on a regular basis to the campus community, the Board of Trustees, and the public.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Both the College website and print catalog list certificates and degrees ([IC4 Solano Catalog 2023-2024](#); [IC4 SCC Catalog 2023-2024 Addendum](#)). 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. Each listing also outlines the number of units required for completion, including general courses, if required, courses within the major, and the grades acceptable for completion ([IC4 Biology Program](#)).

The website and catalog posting for the baccalaureate degree in Biomanufacturing clearly describe the purpose, content, course and program requirements, learning outcomes, and full- and part-time options for completion ([IC4 Biomanufacturing Catalog Description](#)).

Brochures for individual certificate and degree programs are available at each of the College’s sites and used in promotional activities ([IC4 Accounting Brochure](#); [IC4 CNA Brochure](#); [IC4 EMT Brochure](#)). Each program has a dedicated page under the “Explore Majors” tab which takes visitors to the Guided Pathway Webpage that offers a variety of entry points, including career assessment, general “areas of interest,” and specific majors ([IC4 Guided Pathways Webpage](#)). Program pages include detailed information about courses, certificates, and degrees,

as well as average starting salary, job opportunities, and faculty contact ([IC4 Accounting Brochure](#); [IC4 CNA Brochure](#); [IC4 EMT Brochure](#)).

Analysis and Evaluation

The Institution satisfies the reporting requirements for its degrees and certificates regarding purpose, content, course requirements, and expected learning outcomes by disclosing this information in an appropriately maintained catalog released each year, available to current and prospective students online or in print, by request.

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College subscribes to the Community College League of California's Board Policy and Administrative Procedure Service to remain in compliance with the latest legislative and system-wide policy changes. This service includes access to Board Policy and Administrative Procedure templates, legal updates to ensure that board policies and administrative procedures reflect recent revisions in federal/state statutes and regulations as well as changing accreditation standards, and participation in Board of Trustees retreats and workshops for classified staff involved in policy updates ([IC5 Board Procedures](#)).

The College Governance Council (CGC), a central hub for the participatory governance system at the College, meets bimonthly and serves as a forum for procedures, plans, recommendations, proposals, and strategic priorities. Topics include review of Board Policy, communication with members of the campus community, review of reports and publications, and committee membership and purview ([IC5 CGC Minutes 8-24-22](#); [IC5 CGC Minutes 11-9-22](#); [IC5 CGC Minutes 8-23-23](#)).

College publications, including web content, social media posts, and outreach materials, are regularly reviewed for accuracy and integrity. Catalog, program, and course information is imported from the eLumen curriculum management system and course schedules go through a series of verifications for accuracy.

Analysis and Evaluation

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.

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College displays the cost of education in the "Getting Started" section of the print and

online catalog. This features a list of all fees including: Enrollment Fee, Health Fee, Parking Permit Fee, Non-Resident Tuition Fee, Non-Resident Capital Outlay Fee, Student I.D. Card Fee, Student Center Fee, Student Representation Fee, and the Student Transportation Fee. All fee descriptions include the amount of the fee and how to secure a refund, if necessary ([IC6 Tuition Fees](#); [IC6 Parking Fees](#)).

Textbook costs are clearly displayed on the College bookstore website ([IC6 Bookstore Textbook Prices](#)). On the Textbook page, students can search for their courses and see textbook requirements. Information includes the name of the book, author(s), the ISBN, the editor, and the publisher. Additionally, students can search for Zero Textbook Cost (ZTC) or Low Textbook Cost (LTC) courses in the Advanced Class Finder on MySolano ([IC6 ZTC & LTC Search](#)).

Analysis and Evaluation

Solano Community College informs current and prospective students and the public of the total cost of education through a variety of online and printed resources. This includes information about tuition, fees, and other required expenses, including textbooks. To ensure accuracy, the yearly program review process is used to update and collect program information regarding textbooks, fees, and other program costs.

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The student handbook includes the College's policy on Academic Freedom for students which states that "every student is guaranteed the right of full expression and advocacy" ([IC7 Student Handbook](#)).

Board Policy 6430 clearly maintains that academic freedom applies both to faculty and students:

The Solano Community College District affirms its belief in the academic freedom of its full and part-time faculty and students to engage in any campus or off-campus teaching, studying, research, writing, and criticism deemed appropriate by such individuals to the spirit of free inquiry and the pursuit of truth ([IC7 BP 6430 Academic Freedom](#)).

Solano Community College supports faculty members in their teaching, research, and quest for knowledge. Per Article 16.9 of the current collective bargaining contract between Solano Community College District and the Solano College Chapter of CCA/CTA/NEA, members are entitled to exercise academic freedom, which includes the freedom to investigate, discuss topics in the classroom, choose instructional materials, assign exercises, and evaluate student work without interference from the District, except as permitted by law. Additionally, faculty

members are protected from any form of unlawful harassment or interference based on their political beliefs ([IC7 CTA Article 16.9 Academic Freedom](#)).

In March 2023, the Senate and Union jointly hosted an Academic Freedom FLEX activity, facilitated by Julie Bruno (past ASCCC president) and Juan Arzola (ASCCC at-large representative) on the topic of local and state-wide initiatives related to textbook adoption, the inclusion of DEIA competencies in the evaluation/tenure process, and constantly evolving expectations regarding curriculum and pedagogy. Members of the Academic Senate, the Union Executive Board, and the Curriculum Committee were in attendance with the intent to agree on a distinction between academic freedom and freedom of speech and then begin to develop more specific language establishing policies, limits, and criteria for how academic freedom will be enacted and protected on our campus ([IC7 Flex 3-15-23](#)). A second discussion took place at the mid-semester Flex ([IC7 Flex 10-10-23](#)), and a brainstorming session was hosted by the College's Center for Educational Excellence and T4E Coordinators ([IC7 DEIA In Evaluations Conversation](#)).

Analysis and Evaluation

Solano Community College is committed to academic freedom and responsibility, and as such uses and publishes governing board policies that make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College's Student Handbook communicates clear policies and procedures that promote honesty, responsibility, and academic integrity ([IC8 Student Handbook](#)). The student Academic Honesty Policy states that "The College community functions best when its members treat one another with honesty, fairness, respect and trust. Therefore, an individual should realize that deception for the purpose of individual gain is an offense against the members of the College community." The handbook then lays out the consequences of academic dishonesty, including the possibility of a failing grade on an assignment or, in extreme cases, suspension.

The Student Handbook also contains Student Conduct Standards, including violations related to academics (as previously described), computer usage, behavior, substance use and possession, and weapons possession ([IC8 Student Conduct Form](#)). Types of disciplinary action and discipline procedures as outlined in Board Policy 5300 are also included in the Handbook ([IC8 BP 5300 Student Conduct](#)).

Board Policy 4100, the District's Code of Ethics, is available on the College website along with Board Policy 4770 which distinguishes between probationary and permanent employees and defines the causes for and types of disciplinary action that may be taken. The process for

disciplinary action is laid out in Board Procedure 4770 which secures the rights and responsibilities of all parties involved ([IC8 BP 4100 Code of Ethics](#); [IC8 BP 4770 Disciplinary Action Procedure](#)).

Faculty include individual course policies that promote honesty, responsibility and academic integrity in course syllabi and refer students to the college website and student handbook for the District's academic integrity and plagiarism policy and consequences ([IC8 BIO 015 Syllabus F23](#); [IC8 EMT 112 Syllabus F23](#); [IC8 ANTH 001 Syllabus F23](#)). Announcements are sent from the VP of Academic Affairs, and information sessions and faculty discussions regarding student conduct and disciplinary processes take place during FlexCal, and committee, division, and department meetings ([IC8 VPAA Start of Semester Email](#); [IC8 FlexCal Mar 2021](#)).

Analysis and Evaluation

Solano Community College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The current contract between faculty and the district stipulates that faculty have the freedom to discuss their own areas of expertise in the classroom, as well as other controversial topics, provided they distinguish between personal opinions and facts ([IC9 CTA Article 16.9 Academic Freedom](#)). Regarding freedom from restraints or pressures, the statement on academic freedom in the Faculty Handbook states, "Since these rights of academic freedom carry responsibilities with them, each faculty member and student should strive to be accurate, should exercise appropriate restraint, show respect for the opinions of others, and must indicate that he or she does not speak, necessarily, for the College" ([IC9 Faculty Handbook](#)).

Faculty are subject to periodic performance review, and both the administrator's rating form and the student evaluation of faculty form allow feedback on whether the faculty member presents the course material in an objective and evidence-driven manner. On the Instructional Faculty Performance Evaluation, which is included in the Faculty Handbook, administrative reviewers can rate the faculty member on various metrics, including "Demonstrates sensitivity to students from diverse backgrounds" and "Instruction is consistent with the stated and approved goals and content of the course."

Analysis and Evaluation

Faculty at Solano Community College distinguish between personal conviction and professionally accepted views in a discipline, presenting data and information fairly and objectively. Faculty evaluations provide a routine and documented way for instructors to demonstrate their continued commitment to this cause.

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Solano Community College requires students and staff to conform to certain standards of conduct, but the College does not seek to instill specific beliefs or worldviews. College staff are allowed free expression of political beliefs in accordance with the rights of citizenship, subject to the conditions outlined in Board Policy 4210 ([IC10 BP 4210 Political Activity](#)). This policy lays out four conditions for employee engagement in political processes:

(1) Campaign activities may be undertaken only at times when the employee is not scheduled to work or required to perform duties for the District; and (2) District funds, services, supplies or equipment (includes use of e-mail) may not be used to campaign for or against a candidate or issue; and (3) Reasonable steps must be taken to clarify that the District employee is acting in an individual capacity and does not represent the District; and (4) All other restrictions imposed by the Political Reform Act of 1976 and other provisions of law are followed.

Student Conduct Standards, including academic, computer usage, behavior, substance, and weapons violations, are defined in the Student Handbook, along with types of disciplinary action and disciplinary procedures. The Student Handbook is published on the College website and available for free, upon request, from the Office of the Vice President of Student Services ([IC10 Student Conduct Standards](#)). Board Policy 5300, which covers student conduct policies for faculty, staff, and administration, is posted on the College website and included in the Solano College Faculty Handbook ([IC10 BP 5300 Standards of Student Conduct](#)).

Analysis and Evaluation

Solano Community College does not seek to instill specific beliefs or world views. While students, faculty, staff, and administrators are expected to conform to required codes of conduct, these policies are clearly communicated with the campus community.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Solano Community College does not operate in any foreign locations. This standard does not apply.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College discloses information required by the Commission to carry out its accrediting responsibilities. All Commission letters, College Accreditation documents, and links to Accreditation resources are posted on the College website ([IC12 Accreditation Page on SCC Website](#)). The link to the Accreditation web page is featured prominently on the College homepage so that all resources are no more than one internet click away from the homepage ([IC12 ACCJC Review Letter](#)).

The College's Accreditation website includes an announcement of the ACCJC peer review visit, during the week of September 23, 2024, with a link to the Third Party Comment form which was posted on July 14th 2023 and announced at the August 2nd Board of Trustees meeting ([IC12 BOT Minutes 8-2-23](#)).

Analysis and Evaluation

Solano Community 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. This is evidenced by the College's timely and thorough responses to the Commission's Accreditation Recommendations during the previous review cycle.

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

In addition to the ACCJC, select Solano Community College programs are subject to the authority of other regulating bodies, including:

- California State Board of Registered Nursing: The Registered Nursing Program at Solano Community College is a 2-year Associate Degree Program fully approved by the California State Board of Registered Nursing and subject to its regulations regarding the education and training of nurses ([IC13 Nursing Program Information on SCC Website](#)).
- Emergency Services Bureau: This Bureau, which is part of the Solano County Health & Social Services Department, approves the College's Emergency Medical Technician (EMT) job-direct certificate ([IC13 EMT Program Information on SCC Website](#)).

Analysis and Evaluation

Solano Community College advocates and demonstrates honesty and integrity in its relationships with external agencies and complies with all applicable regulations and statutes. As noted in the College's core values statement and Code of Ethics, integrity in interpersonal and professional relationships is at the heart of the College's mission, practices, and outcomes, as well as its relationships with external agencies, including the ACCJC. This commitment to honesty and integrity is demonstrated at all levels of the institution, as well as programmatically, and among faculty and staff.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Members of the Board of Trustees are subject to Board Policy 1019 ([IC14 Policy 1019 Conflict of Interest](#)). This policy ensures that Board members are not financially interested or involved in any contract before the Board or are employed in any capacity that is at odds with the performance of their duties as a Board member. In accordance with California Law, board policy designates Trustees and specific managers who are required to file the Form 700 annually.

Analysis and Evaluation

Solano Community College is a public, not-for-profit college and therefore is not indebted to investors, parent organizations, or external interests.

Conclusions on Standard I.C: Institutional Integrity

Solano Community College demonstrates institutional integrity throughout its decisions, communications, policies, procedures, and plans, conducting all work with integrity and accuracy, and clearly presenting programs, services, degrees, costs, data, and accreditation status to students and the community. College materials, including resources such as the catalog, are easily accessible and convey clear information to students, staff, and the community. The College's commitment to high standards and educational quality is evident in its policies on academic freedom, student conduct responsibilities, and conflict of interest, which are regularly reviewed and widely published.

Improvement Plan(s)

None

Evidence List for Standard IC

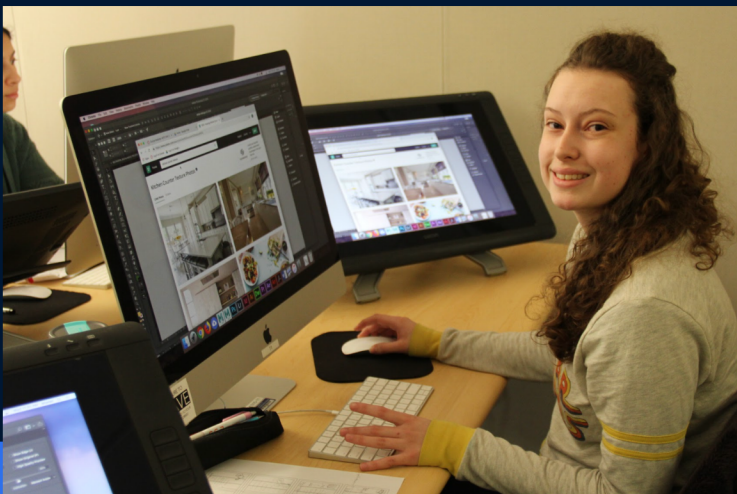
IC1 Accreditation Homepage on SCC Website
IC1 BIO004 Syllabus with SLOs
IC1 Canvas Dashboard Announcements
IC1 Class Schedule & Information on WebPage
IC1 Curriculum Handbook 2023-2024
IC1 Curriculum Public View for SLOs
IC1 Fall Falcon Welcome Packet 2023
IC1 HIST 028 Syllabus with SLOS
IC1 Instagram Examples
IC1 Mission Statement
IC1 Solano Catalog 2023-2024 Addendum
IC1 SCC Catalog 2023-2024
IC2 SCC Catalog 2023-2024 Addendum

IC2 SCC Catalog 2023-2024
IC3 Degree Cert Completion
IC3 EMT Website Pass Rates Tab
IC3 Research & Planning
IC3 Transfer Volume to ISP
IC4 Guided Pathways Webpage
IC4 SCC Catalog 2023-2024
IC4 SCC Catalog 2023-2024 Addendum
IC4 Accounting Brochure
IC4 Biology Program
IC4 Biomanufacturing Catalog Description
IC4 CNA Brochure
IC4 EMT Brochure
IC5 Board Procedures
IC5 CGC Minutes 8-23-23
IC5 CGC Minutes 8-24-22
IC5 CGC Minutes 11-9-22
IC6 Bookstore Textbook Prices
IC6 ZTC & LCT Search on Class Finder
IC6 Parking Fees
IC6 Tuition Fees
IC7 BP 6430 Academic Freedom
IC7 CTA Article 16.9 Academic Freedom
IC7 DEIA In Evaluations Conversation
IC7 Flex 3-15-23
IC7 Flex 10-10-23
IC7 Student Handbook
IC8 ANTH001 Syllabus F23
IC8 BIO 015 Syllabus F23
IC8 BP 4100 Code of Ethics
IC8 BP 4770 Disciplinary Action Procedure
IC8 BP 5300 Student Conduct
IC8 EMT 112 Syllabus F23
IC8 FlexCal Mar 2021
IC8 Student Conduct Form
IC8 Student Handbook
IC8 VPAA Start of Semester Email
IC9 CTA Article 16.9 Academic Freedom
IC9 Faculty Handbook
IC10 BP 4210 Political Activity
IC10 BP 5300 Standards of Student Conduct
IC10 Student Conduct Standards
IC12 ACCJC Review Letter
IC12 Accreditation Page on SCC Website
IC12 BOT Minutes 8-2-23
IC13 EMT Program Information on SCC Website

IC13 Nursing Program Information on SCC Website
IC14 Policy 1019 Conflict of Interest

STANDARD II

Student Learning Programs and Support Services



Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional programs offered at Solano Community College align with the College's mission to "educate a culturally and academically diverse student population" that "helps students achieve their educational, professional, and personal goals." The College achieves this mission by offering academic programs that lead to certificates, associate degrees, baccalaureate degrees, transfer to four-year institutions, and gainful employment. All courses and certificate and degree programs, including those offered via distance and correspondence education and at all campuses and correctional facilities, are subject to a thorough curriculum approval process and are reviewed and updated at least once every six years.

To ensure that SCC programs are appropriate to higher education, faculty adhere to the College's philosophy and criteria for the Associate Degree and general education as formally presented in Administrative Procedure 6205 ([IIA1 BP 6205 AA & GE Philosophy & Criteria](#)). The College's philosophy and criteria for the Baccalaureate Degree and general education is formally presented in Administrative Procedure 6205B ([IIA1 BP 6205B BA Philosophy & Criteria](#)). The development of all courses and programs is regulated by Board Policy 6100: Program, Curriculum, and Course Development ([IIA1 BP 6100 Program, Curriculum, & Course Development](#)).

Central to curriculum development and approval is the Curriculum Committee, a subcommittee of the Academic Senate. Program curricula are reviewed by the committee in a multi-step process that encourages broad participation and evaluation. Members are trained on state requirements for community college curricula using the state's Program and Course Approval Handbook (PCAH) and the College's Curriculum Committee Handbook ([IIA1 Curriculum](#)).

[Handbook 2023-2024](#)). Additional templates and checklists for crafting program descriptions are available on the Curriculum Committee website under Curriculum Resources ([IIA1 ADT Narrative Template](#); [IIA1 Local Degree Narrative Template](#)). When applicable, the College has obtained C-ID approval for courses that articulate to the California State University (CSU) system ([IIA1 C-ID Approved Courses College Catalog](#)) and has created twenty-six Associate Degree for Transfer programs which offer guaranteed admission to the CSU system ([IIA1 ADTs College Catalog](#)).

All programs include Program Learning Outcomes (PLOs) that are achieved through the individual course student learning outcomes of the program's core curriculum. To ensure that PLOs are consistent and align with the College's mission, meet the depth and rigor of college-level work, and are the culmination of course work within a discipline, guidelines for the development of Program Learning Outcomes are clearly delineated in the Assessment Handbook ([IIA1 Assessment Handbook](#)). PLOs are reviewed by the Academic Program Review Committee as part of the regular program review process. As a result of program review, faculty may adjust, revise, update, or add PLOs to improve student learning and achievement of educational credentials. For example, the Journalism Department recently deactivated its local associate degree in favor of an Associate Degree for Transfer, updating required courses, program map, and PSLOs to reflect current standards and values in the discipline ([IIA1 Journalism AA](#); [IIA1 Journalism AA-T](#)).

In 2017, the College began offering a Bachelor of Science degree in Biomanufacturing. In preparation for this program, the Curriculum Committee developed Board Policies and Administrative Procedures related to Graduation Requirements ([IIA1 BP 6200 Degree & Certificates Grad Requirements](#); [IIA1 AP 6200 Degree & Cert Grad Requirements](#); [IIA1 BP 6200B BA Grad Requirement](#); [IIA1 AP 6200B BA Grad Requirements](#)) and Philosophy and Criteria for Baccalaureate Degree and General Education ([IIA1 BP 6205B BA Philosophy & Criteria](#)). The Biotechnology program works closely with the City of Vacaville, the City of Fairfield, the Solano County Economic Development Corporation, and the California Biomanufacturing Center to promote retention and expansion of biotechnology companies in Solano County. The program was explicitly acknowledged in "Actions to Enable an Equitable and Innovative U.S. Bioeconomy," published by the Engineering Biology Research Consortium in May 2022 ([IIA1 EBRC Actions to Enable an Equitable and Innovative U.S. Bioeconomy](#)).

Solano Community College's Rising Scholars Program offers a high-quality education leading to a variety of transferrable Associates Degrees to a diverse population of incarcerated students at the correctional institutions served by the college: California Medical Facility (CMF), California State Prison – Solano (CSPS), and Solano County Jail. In addition to general education coursework, justice involved students are able to take classes that culminate in an ADT in Business Administration, Political Science, Psychology, or Sociology ([IIA1 Rising Scholars Info on Webpage](#)). The College is currently exploring the possibility of expanding the Rising Scholars program to the Juvenile Detention Facility in Vallejo.

The Curriculum Development and Curriculum Review process includes a separate approval process for courses that will be taught in a fully online or hybrid modality, including

“adaptations of delivery/instruction/evaluation methods, as well as [a] required sample assignment” ([IIA1 Curriculum Handbook 2023-2024](#); [IIA1 DE Addendum eLumen](#)). Faculty who teach online must complete 80 hours of mandatory training through @ONE or the equivalent courses offered through Solano’s Distance Education office, which includes 40 hours of ADA training, and undergo a successful Canvas shell review ([IIA1 Online Instructor Certification Guidelines](#)).

SCC’s Guided Pathways website, under “Explore Majors” from the home page, offers the public an opportunity to view program descriptions, PSLOs, degrees and certificates available at the College, courses in the discipline, required courses for the AA, ADT, or certificate, and program maps for efficient completion. Physical copies of the College catalog and program-specific brochures are available at each of the College’s locations ([IIA1 Accounting Brochure](#); [IIA1 Aeronautics Brochure](#); [IIA1 Automotive Technology Brochure](#); [IIA1 Biotechnology Brochure](#); [IIA1 EMT Brochure](#)).

Analysis and Evaluation

The courses and programs offered by the College are the same for justice involved, online, and face-to-face students, and taught by full- and part-time Solano Community College faculty who meet minimum qualifications for the discipline. SCC offers undergraduate degrees and certificates that support the College mission to educate a culturally and academically diverse local community. Additionally, the Baccalaureate program in Biomanufacturing and courses and programs in career and technical education prepare students for a diverse workforce. All degrees and certificates conform to recognized fields of study in higher education and can be completed in two years or fewer. Finally, student completion outcomes, including employment and transfer data, are reviewed regularly, via the Academic Program Review process, to inform decisions on program improvements.

II.A.2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

The Curriculum, Program Review, and Assessment Committee all ensure faculty are evaluating methods of instruction regularly as defined by the Master Review Cycle Schedule ([IIA2 Master Schedule updated Feb 2023](#)). Additionally, the Professional Development FlexCal Committee offers numerous activities every semester that help faculty assess and improve their methods of instruction and assessment.

The Curriculum Committee, overseen by and primarily composed of faculty (including adjunct), engages in continuous quality improvement by reviewing all proposals for new and modified courses and programs and overseeing regular curriculum review. Curriculum proposals must originate with faculty and the committee guides them through the process of

development and approval. The committee meets regularly during the school year alternating between a technical review and full curriculum committee review ([IIA2 Curriculum Calendar 2022-2023](#); [IIA2 Curriculum Committee Minutes 5-3-22](#)). The committee chair and articulation officer establish and publish the Fall curriculum calendar in advance to meet the need for faculty training; account for required curriculum review (based on Master Schedule) and spontaneous curriculum changes (new or modified courses); and set timelines for submissions and approvals while aligning with deadlines set by the Chancellor's Office, California State University, University of California, and other articulation processes. Agendas for the Spring curriculum calendar are set in December and based on submissions, to date ([IIA2 Curriculum Calendar 2023-2024](#)).

The Course Outline of Record for every class taught at Solano Community College contains all elements required by the California Community College Chancellor's Office Program and Course Approval Handbook and the California Code of Regulations Title 5, including course units, contact hours, requisites, methods of instruction, catalog description, course content, and student learning outcomes ([IIA2 Math 311 COR](#); [IIA2 ETHN 001 COR](#); [IIA2 BIOT 401 COR](#); [IIA2 ADVM 121 COR](#)). Courses that are taught in fully online or hybrid mode are subject to a rigorous review process with standardized expectations for methods and regular, substantive contact ([IIA2 DE Addendum eLumen](#)).

The Curriculum Committee offers support, guidance, and trainings for faculty at all stages of the process. This includes workshops, presentations during FlexCal events, individual meetings with faculty, and video and written materials shared via email and posted on the Curriculum Committee website ([IIA2 Curriculum Presentation to AS F23](#); [IIA2 Curriculum Committee Basics and Resources](#); [IIA2 Curriculum Workshop and Video Links Email](#); [IIA2 Articulation FlexCal March 2023](#)). In addition to the originator, each course is reviewed by two area faculty, the Curriculum Committee representative for the division, the division dean, the articulation officer, a librarian, the assessment officer, and the Distance Education Director.

The Academic Program Review (APR) committee is a subcommittee of the Academic Senate and, as such, engages in continuous quality improvement through goal setting and self-evaluation ([IIA2 APR Committee Goals and Self-Assessment 2022 -2023](#)). APR is carried out by faculty within each academic division on a set cycle with the support of deans and the Vice President of Academic Affairs ([IIA2 Master Schedule updated Feb 2023](#); [IIA2 Assessment Flex March 2021](#)). The APR process is laid out in the Academic Program Review Handbook and completed reports are housed in eLumen and on the college website ([IIB2 APR Process Timeline](#); [IIA2 Program Review Handbook 2020](#)).

APR is intended to provide faculty members an opportunity for self-reflection, review, and assessment. APR is also central to the College's overall planning, becoming the basis for goal setting, resource allocation, and needs assessment. As departments are undergoing program review, FlexCal sessions, Division and department meetings are set aside for trainings and workshops to ensure faculty are supported through the process ([IIA2 FlexCal October 2022](#); [IIA2 ATB Minutes 2-10-23](#)).

A student survey is conducted as a component of program review in an effort to understand

student experiences and preferences related to educational goals, course modality and location, and barriers to enrollment and success. To evaluate how well individual course learning outcomes are leading to program outcomes, students are also asked to reflect on their understanding of the PLOs and whether the courses they have taken have effectively prepared them to succeed in the PLOs. The results of the student survey are combined with SLO assessments and disaggregated student success data to identify strengths and weaknesses, develop goals, and request resources and support ([IIA2 APR Biomedical Sciences](#); [IIA2 PR Biotechnology Biomanufacturing BS](#)).

Faculty have the opportunity to revise their APR report to integrate feedback at all steps, each of which is governed by a timeline to ensure timely completion of the process. The review of the six-year APR self-study report is comprised of feedback from the dean, APR Committee, and the Vice President of Academic Affairs (VPAA).

Career Technical Education programs must also submit an abridged program review every two years in order to be eligible for Perkins funding, per state requirements. As a part of the abridged program review, faculty report on advice provided by Advisory Boards and verify that the program's curriculum is up-to-date and meets industry standards and that there is sufficient funding to support the program. If additional funding is needed to maintain workforce currency, this is requested, and the dean considers this when working with faculty and the VPAA on yearly funding allowances ([IIA2 Perkins Application Guidelines 2022-2023](#); [IIA2 Perkins V Funding Request Application 2022-23](#)).

Solano Community College is committed to addressing equity gaps for all success measures beginning with course and program development and following through to course assessment and program review processes. The Curriculum Committee has hosted workshops and trainings to facilitate critical self-examination of curricula to identify and revise (intentional or unintentional) racist or inequitable language, methodologies, or other components of curriculum, and to intentionally include anti-racist and pro-equity content ([IIA2 Spring 2022 Curriculum Workshops](#); [IIA2 DEI in Curriculum Model Principles and Practices](#); [IIA2 Curriculum Antiracism Checklist](#); [IIA2 DEI in the Curriculum Process](#)). In addition to advising faculty crafting course-level student learning outcomes during the curriculum process, the Assessment Committee has led conversations and trainings to embed DEIA language and practices into Program Learning Outcomes (PLOs) and develop a new Institutional Learning Outcome with a DEIA focus ([IIA2 FlexCal Mar23](#); [IIA2 2023 ILO Revisions & New DEIA ILO](#); [IIA2 Photography AA](#)).

Program review at the College asks area faculty to explicitly consider issues of equity in their assessment of the student survey, student success data, and goals and planning. In addition to identifying disparities in enrollment, success, and completion, departments have recently recognized the need for discipline-specific DEIA courses. For example, as a result of Program review, the Chemistry Department has developed Chemistry 020: Chemistry and Society which will address equity by including topics such as health disparities by race and ethnicity and racial disparities in pollution exposure ([IIA2 PR Chemistry](#)). Similarly, the Biomanufacturing program identified the need to develop “a course that examines equity issues in the biotechnology field,” particularly considering the \$3 million CIRM COMPASS grant the

College was awarded in support of increasing diversity in the field ([IIA2 PR Biotechnology Biomanufacturing](#)).

Through its work with faculty and administrators, the Teaching for Equity (T4E) Committee routinely analyzes data and student learning outcomes at the individual instructor, course, program, and institutional level. As a result, T4E has identified performance gaps, including college-readiness among disproportionately impacted populations, specifically African American students, Hispanic men, and LGBTQ students. To address these gaps, the committee developed trainings and curriculum to encourage program participants to think more critically about the historical experiences of those student populations and the value of radical inclusion and transformational pedagogy. In recognition of the value of the work of T4E, the college has continued to renew and grow T4E, scaling up from the original faculty cohort program to include Management for Equity, T4E Academy, and EquityFest. To support the growth of T4E, the College supports a Program Coordinator and multiple facilitators through reassigned time and provides a stipend for faculty participants ([IIA2 T4E Annual Report 2022](#)).

Analysis and Evaluation

The College's well-established Academic Program Review process ensures that faculty engage in regular review of program outcomes, curriculum, and resources to ensure that students receive a high-quality education that is compliant with the academic standards of higher education. Courses and programs are evaluated every two and/or six years, and faculty utilize student learning data and advice from advisory boards, where relevant for career-technical programs, to improve their programs.

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

All courses, programs, certificates, and degrees have learning outcomes developed by faculty using established policies and procedures. Course outlines of record list SLOs, evaluation methods, and sample assessment assignments which are reviewed by the curriculum technical review committee and full curriculum committee ([IIA3 NUTR 010 Syllabus](#); [IIA3 PSYC 006 COR](#); [IIA3 Psychology Department SLO Assessment Report](#)).

Guidelines for creating and assessing SLOs and PLOs are provided in the Assessment Handbook and through a series of videos posted to the Assessment Committee website ([IIA3 Assessment Handbook](#)). Regular workshops are offered on FlexCal days and at Curriculum Committee Workshops ([IIA3 Assessment FLEX Mar2021](#); [IIA3 FlexCal Mar23](#); [IIA3 FlexCal October 2022](#)). The Master Schedule lays out the cycle of review for SLOs, which lend to assessment of student success in the Program Review report process ahead of course-level and program-level improvements during Curriculum Review ([IIA3 Master Review Cycle Schedule](#)).

Every faculty member is required to include course SLOs on their syllabi. Guidelines are provided in the Faculty Handbook and by Deans and Administrators at the start of each semester ([IIA3 Syllabus Requirements](#); [IIA3 School Meeting Agenda SSBS 8-11-23](#); [IIA3 ATB Minutes 2-10-23](#)). Syllabi are collected and reviewed for accuracy by Division offices and stored in a college-wide database for future reference and in the event of an audit ([IIA3 ADVM 130 Syllabus F23](#); [IIA3 ASL 002 Syllabus F23](#); [IIA3 BIO 015 Syllabus F23](#); [IIA3 CDFS 062 Syllabus F23](#); [IIA3 ECON 001 Syllabus F23](#); [IIA3 HIST 037 Syllabus F23](#); [IIA3 RE 172 Syllabus F23](#); [IIA3 SPAN 001 Syllabus F23](#); [IIA3 MUS 001 Syllabus F23](#)).

Analysis and Evaluation

Solano Community College ensures that student learning outcomes are assessed following defined procedures, and these outcomes are a required element of every course syllabus.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Until the full implementation of AB 705, the College offered precollegiate-level, credit-based curriculum in math, English, and English as a Second Language (ESL). The College distinguishes this curriculum from college-level curriculum in the College catalog, class schedule, and course outlines of record (CORs), indicating which courses are and are not applicable toward a degree. SCC utilizes a course numbering system that clearly identifies courses into the following categories: those that qualify for the A.A./A.S. degree and transfer to most four-year institutions (001-099), those that may qualify for the local associate's degrees but do not transfer to four-year institutions (100-199), vocational credit courses (200-299), pre-collegiate courses (300-399), courses that apply to the baccalaureate degree (400-499), and non-credit courses (500-599) ([IIA4 Course Numbering System in College Catalog](#)).

The College catalog and COR identify necessary skills and/or knowledge required by all precollegiate courses in the form of outcomes that directly align with and prepare students for success in transfer-level courses ([IIA4 ENGL310D Catalog Description](#); [IIA4 Math Corequisite Catalog Descriptions](#); [IIA4 ENGL 001 COR](#); [IIA4 ENGL 310D COR](#); [IIA4 MATH 011 COR](#); [IIA4 MATH 311 COR](#)).

Leading up to the implementation of AB 705, faculty in the affected disciplines deleted most pre-collegiate courses, leaving only a few co-requisite support classes for students entering SCC with little to no preparation for college-level coursework. The determination of which students fit that profile closely follows the Chancellor's Office-approved multiple measures placement recommendations. For example, students entering the College with a high school GPA of <2.60 are required to take ENGL 001: College Composition with a co-requisite, pre-collegiate, support class, ENGL 310D: Advanced English Skills Lab. Similarly, non-STEM students whose highest math course in high school was Pre-Algebra, are offered the option of taking a Statistics co-requisite support course, MATH 311: Elementary Statistics Support. In no instance is a student required to take stand-alone pre-collegiate coursework. Placement requirements and recommendations are sent to students upon their application to the College,

and College Counselors work with students to identify the most appropriate course path ([IIA4 English and Math Placement College Catalog](#); [IIA4 Corequisites and Prerequisites College Catalog](#)). Effective Spring 2024, English 001/310D will be a single, 5-unit course, English 1X: College Composition with Support and, in Fall 2024, a 5-unit course for ESL students will be added to the schedule: English 1E: College Composition for Non-Native English Speakers ([IIA4 English 1X Spring 2024](#)).

SCC provides multiple learning support services to help students succeed. The Academic Support and Tutoring Center (ASTC) offers in-person peer tutoring, a faculty-staffed ESL lab, as well as access to 24/7 online tutoring via NetTutor. The Puente Program offers a learning community cohort for first generation Latinx students, with culturally relevant curriculum, Counseling classes and support, mentoring, and co-curricular activities such as 4-year college tours ([IIA4 Puente End of Year Summary Report](#)). In Fall 2023, the College re-launched a Mathematics, Engineering, and Science Achievement (MESA) program, dedicated to serving the learning needs of underserved students pursuing STEM fields.

Analysis and Evaluation

The College offers credit curriculum that utilizes a numbering system to distinguish college-level from pre-collegiate level curriculum. All courses are developed by faculty and approved by the Curriculum Committee to ensure appropriate rigor. Pre-collegiate offerings have been reduced and comply with AB 705/AB1705, leading to more students directly entering collegiate-level coursework, greatly reducing their time to completion. Robust support services, including the ASTC and learning communities like Puente and MESA, assist students in successfully completing coursework.

II.A.5. The institution's degrees and programs follow 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. (ER 12)

Evidence of Meeting the Standard

The Curriculum Committee is responsible for degree and program approvals, and they ensure that all educational programs are of the appropriate length, breadth, depth, and rigor for an institution of higher learning. Additionally, the Curriculum Committee, via the Technical Review sub-committee, ensures that educational programs have defined course sequencing plans, are of sufficient length such that students can complete them within two years, and synthesize learning via defined course student learning outcomes that are mapped to program learning outcomes.

The Curriculum Committee follows guidelines set forth in the Program and Course Approval Handbook [PCAH] and the local Solano College Curriculum Handbook ([IIA5 SCC Curriculum Handbook](#)). Based on rules outlined in these documents, all associate degrees offered at Solano College comprise a minimum of 60 units of degree-applicable coursework, including 18 units in a major area of study and completion of general education courses. Program requirements are laid out in Board Policy and Academic Procedure 6200: Graduation Requirements for

Degrees and Certificates ([IIA5 BP 6200 Degree & Certification Grad Requirements](#); [IIA5 AP 6200 Degree & Certification Grad Requirements](#)). The local associate degree requires demonstration of competency in English composition, rationality, natural science, arts and humanities, social and behavioral studies, cross cultural studies, and health and kinesiology. The transfer degrees require successful completion of the Intersegmental General Education Curriculum (IGETC) or the CSU General Education Breadth coursework. Following passage of AB 1460: Ethnic Studies Transfer Alignment, all transfer degrees require a 3-unit course in ethnic studies ([IIA5 Graduation Requirements in College Catalog](#)).

Solano Community College's baccalaureate degree in Biomanufacturing requires completion of a minimum of 120 units, including 33 units of lower-division courses in the major, 36 units of upper-division major courses, 9 units of upper-division general education electives, and completion of the CSU or UC lower-division education pattern. Program requirements for the bachelor's degree are laid out in Board Policy and Academic Procedure 6200B: Graduation Requirements for Baccalaureate Degree ([IIA5 BP 6200B BA Grad Requirement](#); [IIA5 AP 6200B BA Grad Requirements](#); [IIA5 BS Biomanufacturing College Catalog](#)).

Analysis and Evaluation

The Technical Review and Curriculum Committees, in close cooperation with the Articulation Officer, guide faculty in the development and ongoing review of programs to be sure that all degrees adhere to common standards of higher education as well as state and local standards, including appropriate sequencing and credit requirements.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Solano Community College schedules classes on campuses in Fairfield, Vacaville, and Vallejo in a variety of modalities to meet student interests and needs. In the major terms, SCC offers classes in a traditional 18-week format, along with 8-week classes and other short-term classes as needed to meet students' need for accelerated learning. In the summer session, the College offers an 8-week session and a 6-week session. To support access and completion, classes are offered on-campus face-to-face, online synchronous and asynchronous, and hybrid (combined face-to-face and online). Classes in the local correctional facilities are offered in-person and through correspondence as part of our Rising Scholars program, using the same scheduling patterns.

Preparation of the schedule of classes is the responsibility of the Office of Academic Affairs, in close collaboration with academic deans, the directors of the Vacaville and Vallejo Centers, and discipline faculty. The College's associate degree programs are designed to be completed in two years for students who progress in a timely manner ([IIA6 SCC Strategic Plan 1.1, 2.3, 3.2](#)). Academic deans work with faculty to plan course rotations that will meet these needs. For example, the English Department looks at courses that made enrollment minimums in the previous semester when developing the subsequent-term schedule; additionally, the department maintains a careful rotation of major coursework in order to ensure that students have access to

the courses required to complete the ADT within a two-year span ([IIA6 ENGL F23 for S24 Scheduling](#)). Similarly, the Dean of Social and Behavioral Sciences sends a template to each department under his purview with notes addressing suggested adjustments to meet demands, avoid class cancellations, and maintain degree pathways ([IIA6 PLSC Scheduling Email and Spreadsheet](#); [IIA6 Psych Scheduling Email](#); [IIA6 SOC and SJS Scheduling Email](#)).

To protect program integrity, the Collective Bargaining Agreement between SCC faculty and the District requires consultation with faculty alongside consideration of programmatic impacts prior to class cancellation decisions ([IIA6 19.7 Class Cancellation CTA Contract](#)). Deans and faculty work together to ensure that capstone courses are offered, even at reduced enrollment, to ensure student completion. Additionally, to ensure robust offerings at the College's education centers in Vacaville and Vallejo, the Vice President of Academic Affairs allows courses with lower than full enrollment to run. Students have the option to apply for a course substitution if their timely completion is negatively impacted by a class cancellation ([IIA6 Course Substitution Form](#)).

The scheduling process for each academic year follows a prescribed timeline to ensure that faculty have opportunities to suggest schedules, deans can utilize these suggestions to draft robust class offerings, the scheduling office can enter courses into the Banner ERP system and validate attendance accounting rules, and the Office of Academic Affairs and deans can review the completed schedule to ensure accuracy and variety of options for students. In early Spring 2023, the Academic Senate created a taskforce to consider how to ensure students can complete schedules in person on each campus or online in a timely manner ([IIA6 AS Minutes 2-13-23](#)). The taskforce, composed of discipline faculty, counselors, and an academic representative, analyzed past course schedules and submitted recommendations for a distribution of courses that would allow students on the main Fairfield campus, at the Centers in Vacaville and Vallejo, online, and in the evening to complete an entire IGETC general education pattern for each site and modality ([IIA6 Scheduling Taskforce Recommendations Spring 24](#)). This recommendation was accepted by the Vice President of Academic Affairs and guided the deans in their Spring 2024 schedule development process.

Some cohort programs have structured schedules to meet student completion goals. For example, full-time students in the Bachelor of Science in Biomanufacturing program all enroll in the same sections of the same major classes in the same sequence. To achieve this, the class schedule is designed specifically to ensure that there are no conflicts and students follow a convenient and practical full-time schedule. Soon after its inception, faculty in the program began noticing that interest in the baccalaureate program was not limited to full-time students, but that there was also strong interest from working professionals in the biotechnology industry seeking additional credentials. To meet this need, the dean and faculty devised a part-time structure for those students which can be completed on a three- or four-year timeline ([IIA6 Biomanufacturing Program Map](#)).

Lower Division	Biotechnology Associate Degree or equivalent preparation
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Upper Division, Year One	Fall Term <ul style="list-style-type: none"> · Biomanufacturing Process Sciences (5 Units) · Advanced Topics in Quality Assurance and Regulatory Affairs (4 Units) · Upper division GE: Technical Writing (3 Units) · Elective (3 Units) 	Spring Term <ul style="list-style-type: none"> · Design of Biomanufacturing Facilities, Critical Utilities, Processes and Equipment BIOT403 (4 Units) · Bioprocess Monitoring and Control BIOT404 (5 Units) · Design of Experiments for Biomanufacturing BIOT402 (4 Units) · Elective (3 Units)
Upper Division, Year Two	Fall Term <ul style="list-style-type: none"> · Supply Chain and Enterprise Resource Planning (3 Units) · Emerging Biomanufacturing Technologies (3 Units) · Six Sigma and Lean Manufacturing (4 Units) · Upper division GE: Bioethics (3 Units) · Electives (3 Units) 	Spring Term <ul style="list-style-type: none"> · Methods in Quality Improvements, Investigations and Audits (4 Units) · Emerging Trends in Biomanufacturing Quality (3 Units) · Upper division GE: Project Management and Enterprise Resource Planning (3 Units) · Elective (3 Units)

A somewhat similar schedule of classes is created for the cohort of students pursuing our Nursing degree. Students are divided into clinical groups and pursue courses as a cohort in a recognizable rotation of nursing disciplines such as foundations of nursing, medical/surgical, pediatrics, and psychiatry ([IIA6 AS Nursing Program Map](#)).

In the Rising Scholars program, careful attention is paid to course offering to ensure students have access to not only the general education courses needed, but also the major coursework required and in the most efficient and effective sequence for students to complete the ADTs available to them ([IIA6 RS Course Offerings Master](#); [IIA6 RS Courses Offered F23](#); [IIA6 RS Courses Offered F21](#)). While the pandemic created a severe disruption in face-to-face classes, SCC was able to continue correspondence courses. As a result, the Rising Scholars office has developed a detailed, systematic set of trainings, guidelines, and sample materials for faculty who are teaching in person and via correspondence which has allowed for a significant expansion in the courses that the College can offer to incarcerated students ([IIA6 Correspondence Handbook](#); [IIA6 RS Assignment Package Instruction](#)).

During the COVID-19 pandemic, SCC faculty each completed an 80-hour sequence of @One courses to become certified to teach online to meet the needs of students remaining at home for the safety of the community. The increased need for online courses has continued in this post-pandemic environment, so the College has taken steps to join the California Virtual College (CVC), to help students across the state complete their courses and programs in a timely and safe manner. Solano Community College is transitioning to Banner/SaaS ILP (cloud data management) and, because of this change, will need to have the technology and data updated prior to moving forward as a Teaching College through the CVC which is a tech-heavy process. SCC has secured October 2024 with the CVC for our Teaching College Cohort. In preparation for this project, the Distance Education team is working on establishing SCC as a “Local Peer Online Course Review (POCR) Badging” college as identified by the CVC. The DE team has created a POCR review team to review Canvas course shells and provide

suggestions for improving the quality of online offerings at the college. At the end of the Local POCR Badging project, the College will receive formal certification from the CVC to assign the POCR badge to shells that meet our local standards ([IIA6 DE Agenda 8-25-23](#); [IIA6 AS Minutes 9-25-23](#)).

Analysis and Evaluation

Solano Community College considers a variety of factors when creating the class schedule, including previous semester wait lists, fill rates, the need for capstone courses, and the growth and nurturing of the College's educational centers. SCC responds to enrollment patterns as they develop and has considered recommendations from the Academic Senate taskforce in order to stay flexible to the shifting demands of student interest.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Solano Community College effectively uses an array of delivery modes, teaching methodologies, and learning support services that reflect the educational needs of its diverse student body. After a rapid transition from primarily in-person to online learning to meet the demands of the COVID-19 pandemic shelter-in-place orders and continued safety concerns, the College has slowly shifted to a relatively equal balance of online and face-to-face course modalities, with some correspondence (in our correctional facilities) and hybrid modalities filling out the course schedule. SCC's overall goal is to transform students' lives by supporting equitable outcomes for all students, regardless of their academic preparation or social and emotional readiness for college.

Prior to the pandemic, in order to be certified to teach online, faculty were required to complete training in online pedagogy and Canvas development tools and submit a Canvas shell for a particular course for review by the College's Distance Education (DE) Committee. Once approved by the committee, faculty could then teach that course in an online format. When the need for more online offerings became apparent, the DE Committee changed its policy to allow the use of a sample course shell to certify an instructor's competency in online pedagogy and adherence to accessibility standards in course design, allowing them to teach any of their courses online. The new structure facilitated an expedited approval process that allowed more online courses to be scheduled to meet student needs. Since all faculty needed immediate training to meet the certification requirements by Spring 2021, the College provided multiple opportunities and offered a stipend to encourage and ease compliance ([IIA7 Summer and Fall 2020 DE Courses](#); [IIA7 COVID-19 MOU May 2020](#)).

The DE Committee uses the California Community Colleges California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric to evaluate Canvas shells for approval ([IIA7 Online Instructor Certification Guidelines](#); [IIA7 DE Meeting Minutes 4-3-20](#); [IIA7 DE Meeting Minutes 5-1-20](#); [IIA7 DE Meeting Minutes 12-2-22](#)). As part of the curriculum process, departments are required to submit a Distance Education Addendum to the Course Outline of Record for each course taught online or in hybrid format which must be

evaluated and approved by the DE Committee ([IIA7 DE Addendum eLumen](#); [IIA7 DE Addendum Submission Instructions](#); [IIA7 DE Addendum Tracking Sheet](#); [IIA7 Steps for DE approval](#)).

In its most recent Program Review, the Biomedical Sciences Department reported that enrollment went down as a result of distance-only learning and students reported that online lab courses were a barrier to their success ([IIA7 APR Biomedical Sciences](#)). Overall, faculty in the sciences advocated strongly for the importance of resuming face-to-face lab sections once pandemic-related restrictions were lifted. In their Distance Education addenda, they indicated that online labs could only be offered in extreme quarantine-like conditions, and the dean has honored that request ([IIA7 BIO014 DE Addendum](#); [IIA7 BIO014 COR](#)). In-person labs also meet the needs of students planning to transfer to a University of California campus, since that system has indicated that it would no longer accept online labs for transfer.

Because of accelerated training in online teaching strategies and the continued interest by students in registering for online classes, the number of online offerings has remained high compared to pre-pandemic levels ([IIA7 Student Survey Course Modality F21](#)).

<i>Term</i>	<i>In-Person Fill Rate</i>	<i>Online Fill Rate</i>
Fall 2021	63.11	75.08
Spring 2022	59.44	73.77
Fall 2022	70.84	74.99
Spring 2023	66.27	73.58

Data provided by Office of Research & Planning

At the initial point of scheduling, faculty, deans, and the Office of Academic Affairs seek to schedule a relatively even mix of face-to-face and online classes, but as enrollment trends become evident, deans maintain the right, in consultation with affected faculty, to convert low-enrolled face-to-face classes to an online modality to improve enrollments.

The College has instituted a number of programs to encourage equity-minded teaching methodologies to ensure equitable success for all students in all modalities. The Teaching for Equity (T4E) program, for example, is a faculty-created and faculty-run professional development opportunity for all instructors. When the College remained fully-online in Fall 2020, the T4E committee began offering recommendations for infusing equity into all aspects of distance education ([IIA7 Equitable Practices in Online Teaching](#)). In the T4E cohort program, peer facilitators take participants through various modules exploring equitable teaching practices like creating a welcoming syllabus, instituting innovative grading policies like “ungrading,” and revising classroom policies using an anti-racist and equity-informed approach ([IIA7 T4E Academy S23](#); [IIA7 Equitable Grading Presentation](#); [IIA7 Equity Fest](#); [IIA7 T4E Annual Report 2022-2023](#)).

Solano Community College participates in the optional Flexible Calendar program, and faculty offer multiple workshops each year focused on innovative teaching methodologies. Guest

speakers at recent flex events and convocation have focused on topics like hyflex ([IIA7 Fall 2022 Flex schedule with Brian Beatty](#)), employing generosity with our students ([IIA7 Spring 2023 Flex with Emilian Simon-Thomas](#)), addressing racial inequity in post-secondary education ([IIA7 Spring 2022 flex with Frank Harris III](#)), the increasing challenge of responding to and incorporating AI technologies in the classroom ([IIA7 Fall 2023 flex with Jarek Janio](#)), and anti-racist activism ([IIA7 Oct 2023 Flex with Kyle Williams and Kamal Carter](#)).

In addition to offering a variety of instructional modalities and incorporating equity-minded teaching methodologies, SCC supports students' differing learning needs through an array of programs and services. A number of learning communities support students from various ethnic backgrounds, such as:

- Puente Project, focusing on students from Latinx backgrounds,
- a newly revived Math, Engineering, and Science Achievement (MESA) program,
- an A2MEND cohort for Black and African-American students, and
- an IMANI program focused on Black female student success.

The College provides academic support and drop-in tutoring services at all sites through the Academic Success and Tutoring Center (ASTC). All three locations offer assistance with writing, math, and other subject areas. An ESL Lab offers drop-in assistance to English language learners in any course they are registered in. Additional student success workshops are offered throughout each term ([IIA7 ASC Success Workshops F23](#); [IIA7 ASC Success Workshops S23](#); [IIA7 ASC Success Workshops S22](#)).

The Athletic Academic Mentoring Program (AAMP) is designed to assist student-athletes in the academic transition from high school to college ([IIA7 AAMP Webpage](#)). Student-athletes from various teams are assigned a mentor who provides academic support and encouragement through frequent meetings, presentations, tutor assignments, and supervision of educational plans to maintain eligibility and timely graduation. The goal of AAMP is to increase the number of students who meet or exceed their educational goals as outlined in their Ed Plan (AA degree, Transfer, Certificate).

In 2020 Solano Community College established a Pre-med Pathway to support students who wish to become Physicians. Beginning with the creation of a Premed Club as a springboard, Solano has formed a partnership with Napa Valley College and several North Bay branches of Kaiser Permanente for students to participate in a 2-year extracurricular program: the KP Medical Scholar Pathway which provides unique opportunities for structured experience in clinical research, leadership training, shadowing of Physicians, and transfer support, while students are attending SCC, allowing them to develop a solid, competitive resume, thus increasing their chances of admission to Medical School ([IIA7 1st Year MSP Application](#)).

In an effort to make learning materials more accessible, the College has both an Open Educational Resources (OER) liaison and a Zero-Textbook-Cost (ZTC) faculty coordinator position to facilitate expanding available OER resources and increase the number of ZTC courses offered each term. The campus OER liaison regularly updates and maintains a dedicated webpage on the library's website that is devoted to navigating OER platforms and

information. The ZTC coordinator is currently managing the disbursement of grant funds allocated by the Chancellor's Office to create ZTC program pathways. Interested faculty submit requests for stipends to learn/adopt/create open access materials in the pursuit of converting their high-cost textbook curriculum into ZTC course materials through the help of the ZTC coordinator and the grant funds available. Updates are sent to the campus community regularly via email and posted on the OER/ZTC website ([IIA7 Updates to OER Resources Available](#); [IIA7 OER-ZTC Homepage](#)).

Analysis and Evaluation

The College has responded to the various educational needs of our diverse student body by providing courses in a variety of modalities using equity-minded teaching methodologies and supported by numerous effective learning support services.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

In courses and/or programs requiring accreditation or licensure specific to a given industry, standardized exams are provided and monitored by the relevant accrediting or credentialing bodies. Students entering the Registered Nursing Program at Solano College must take the Test of Essential Academic Skills (TEAS) and meet a minimum score of 62% within the first two attempts. The TEAS test is administered through Assessment Technologies Institute and is based on 20 years of progressive data analytics to predict student success. The test is available online or in-person at a proctored testing site ([IIA8 TEAS Exam Information](#)).

Direct assessment of prior learning at Solano Community College may be earned through various processes, including via credit-by-exam and various other methods of earning credit for prior learning (CPL) ([IIA8 Transfer College Catalog](#); [IIA8 AP 6041 Credit for Prior Learning](#)). The CPL policy outlines the eligibility requirements, as well as the steps students should take to earn credit, and compensation for faculty assessing prior learning. Assessment of a student's prior learning is at the sole discretion of discipline faculty and requires the student to demonstrate mastery of the learning outcomes of an existing course at the College. The various methods of demonstrating mastery include achievement of a satisfactory score on an Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP) standardized exam ([IIA8 AP, IB, 7 CLEP Webpage](#)); evaluation of a military Joint Services Transcript (JST); presentation of a sample portfolio; or satisfactory completion of a department-wide course examination (credit-by-exam), typically the final exam for a course. The World Languages department is a common area where credit-by-exam is frequently used, specifically by students who are proficient in some level of Spanish or French. In those cases, the School of Liberal Arts office arranges for the student to sit for a prepared exam which is then forwarded to a designated faculty member in the department ([IIA8 SPAN 001 Credit by Exam](#); [IIA8 SPAN 003 Credit by Exam](#)). The College provides professional development for faculty to ensure that awarding credit for prior learning is consistent across departments and is a reliable and authentic reflection of a student's learning.

The Credit for Prior Learning Assessment Petition, developed by the Office of Admissions and Records, requires faculty who conduct prior learning assessments to indicate the evidence used to determine the student's proficiency in the learning outcomes of the identified course and attach supporting documentation ([IIA8 Credit for Prior Learning Assessment Petition](#)). The College has held discussions and workshops during FlexCal, Open Curriculum Committee Meetings, and at the Division and Department levels to establish assessment policies and practices for granting CPL ([IIA8 Spring 2022 Curriculum Workshops](#); [IIA8 FlexCal Mar 2022](#)). Students may also submit a request for substitution of degree requirements based on coursework completed at previous, non-traditional institutions by providing a transcript, course description, and syllabus ([IIA8 Substitution Waiver w BA&BS](#)).

Through the Veterans Resource Center (VRC) on campus, Solano Community College is part of the Military Articulation Platform (MAP) cohort and regularly awards credit for satisfactory completion of several courses taken while on active duty, including DD295 or DD214 with Honorable Discharge which meet the requirements for Solano College GE Option A Health and Kinesiology & CSU GE Option C Area E ([IIA8 SCC Named as MAP Cohort – Email](#); [IIA8 MAP Cohort Website](#); [IIA8 Substitution Waiver w Military Sub Highlighted](#)).

DD214 reflected on student transcript

Unofficial Transcript									
000000: DD214 Military Discharge									
Subject	Course	Title	Grade	Credit Hours	Quality Points				
GE	000T	DD214 Transfer Credit	P	6.000					0.00
		Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA		
Current Term:		6.000	6.000	6.000	0.000	0.00		0.00	

JST reflected on student transcript

TRANSFER CREDIT ACCEPTED BY INSTITUTION -Top-									
Institution: Joint Services Transcript									
Subject	Course	Title	Grade	Credit Hours	Quality Points				
GE	000T	JST Transfer Elective Credit	P	24.000					0.00
		Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA		
Current Term:		24.000	24.000	24.000	0.000	0.00		0.00	

Every student who uses their VA Education Benefits is required to complete the Substitution of Degree Requirements Petition as part of their VRC New Student Packet intake for benefits. When students order their military transcript (JST) online the database sends the official transcript to the VRC and the Veteran's Affairs Coordinator's email addresses. Upon receipt of the JST, the VRC staff completes the Request for Transcript Review Form on behalf of the student and submits the form and official JST to Admissions & Records for processing. If a student wants their JST credit to go towards a major and/or GE, the Veterans Affairs Coordinator evaluates the transcript for those purposes, completes the Substitution of Degree Requirements Petition and submits it, with the JST, to the appropriate department for review.

Analysis and Evaluation

The College has clear policies and procedures outlining how students can gain credit for prior learning to progress more quickly to certificate and degree completion. SCC is pursuing professional development for faculty and counselors to emphasize the importance of directing students to credit for prior learning opportunities.

II.A.9. The institution awards course credit, degrees and certificates based on student

attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Solano Community College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Course- and program-level learning outcomes are a standard part of every course and program outline of record as advertised on the SCC website and in the catalog. All course outlines of record (COR) indicate the content to be covered along with the methods for evaluating to what extent students are mastering the information and skills of the course. Learning outcomes for each new course and each course undergoing periodic update are submitted to the College's Assessment Coordinator, a faculty member with reassigned time, for review and approval (Assessment Handbook). These outcomes are then reviewed by the full Curriculum Committee for final approval. Additionally, all CORs include the minimum number of hours of work per unit of credit awarded for both lecture and lab courses, based on the Carnegie unit definition ([IIA9 COSM 100 COR](#); [IIA9 BIOT 404 COR](#)). The College does not currently have any clock hour programs. Per Board Policy, units of credit follow the guidelines as set forth in the PCAH, which in turn is consistent with accepted norms or equivalencies in higher education ([BP 6100: Program, Curriculum, and Course Development](#)). The Curriculum Committee Handbook further details the process for course and program development at SCC ([IIA9 Solano Curriculum Handbook](#)).

Board Policy 6410 requires that course grading adhere to the system established by Title 5 and Administrative Procedure 6410 which describes the Academic Record Symbols and Grade Points. The College uses only whole grades (A, B, C, D, F) and Pass or No Pass (P/NP) for evaluation of completed courses ([IIA9 BP 6410 Grading & Academic Symbols](#); [IIA9 AP 6410 Grading & Academic Symbols-Procedures](#)). An explanation of grading policies, symbols, and calculations is available online or in the College catalog ([IIA9 Grades from College Catalog](#)). Faculty are required to include grading policies, expected hours of work outside of class, and SLOs as stated in the approved COR ([IIA9 Syllabus Requirements](#)). At the start of each semester, syllabi are collected, reviewed, and then maintained by the division ([IIA9 COMM 001 Syllabus](#); [IIA3 SPAN 001 Syllabus](#)).

Analysis and Evaluation

Solano Community College follows Title 5 and California Code of Regulations standards for all degree- and certificate-applicable credit courses. The College has policies and procedures in place to ensure that the awarding of credit for coursework and the conferral of certificates and degrees is based on student achievement of specified learning outcomes as determined by faculty qualified in the discipline.

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified,

the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

To facilitate the mobility of students between institutions, without penalty, Solano Community College provides clear policies, procedures, and tools for students seeking to transfer credits into the College as well as to transfer credits to other colleges and universities.

Transfer and Exam Credits for Incoming Students

For students coming from other colleges and universities, the College grants credit from regionally accredited institutions for courses that match degree requirements at SCC. Board Policy and the College catalog provides information about the various ways that incoming students can receive transfer credits, including Credit for Prior Learning, Credit-by-Examination ([IIA10 BP 6040 Credit By Examination](#)), Military Transcript Evaluation ([IIA10 Substitution Waiver of Requirements](#)), Advanced Placement, CLEP, International Baccalaureate (IB), and via courses with matching C-ID numbers ([IIA10 Transfer Credits from College Catalog](#); [IIA10 AP, IB, & CLEP Webpage](#)). When course equivalency is questioned, the Counselors and student services evaluators, in consultation with discipline faculty, review the course descriptions, syllabi, and other relevant documents provided by the student to ensure alignment of learning outcomes.

For the Baccalaureate program in Biomanufacturing, required coursework and how to apply is clearly identified on the website ([IIA10 Biomanufacturing Webpage](#); [IIA10 Biomanufacturing Eligibility Requirements](#)). In the early stages of the program, the College's entrance requirements closely matched the local degree in biotechnology; once faculty determined that this was too limiting for students attempting to transfer credits from other programs with slightly different local degree requirements, the pathways were made more flexible and support courses and equivalencies were made available, resulting in more students transferring in to complete their bachelor's degree.

Transfer to Other Institutions

The Transfer Center webpage contains helpful links for students seeking information on requirements for transfer to other institutions, including a comprehensive list of transfer and articulation agreements. Special sections of this webpage are devoted to the CSU Associate Degree for Transfer and the University of California Transfer Admission Guarantee (UC TAG) ([IIA10 Transfer Center Webpage](#)). Additionally, there is a section of the webpage devoted to Historically Black Colleges and Universities (HBCUs) as well as a list of both private in-state universities and colleges, and out-of-state schools with which SCC has established agreements ([IIA10 Additional Transfer Agreements List](#)).

The College's articulation officer works closely with faculty on proposals for course submissions and revisions to ensure they articulate with four-year institutions. Once a course is determined to be transferable, it is subject to review by the CSU Chancellor's Office. Community college courses that are transferable to all campuses of the University of California (UC) are identified on the UC Transferable course list. Solano Community College has a guaranteed transfer agreement with our closest CSU campus, Sonoma State University ([IIA10 SSU Guaranteed Admissions](#)). Furthermore, students interested in attending Sonoma

State University to complete their Bachelor's degree have the option of attending SSU courses at the Solano Community College campus. Sonoma State offers SCC students the ability to complete a B.A. in Liberal Studies or B.S. in Business Administration – Management Concentration degrees while taking the required courses at the Vallejo Center, online, or a combination of the two ([IIA10 SSU BA & BS Course Schedules 2023](#); [IIA10 Sonoma State BA & BS Webpages](#)).

Analysis and Evaluation

Solano Community College has policies and procedures that address the transfer of course credit from and to other institutions. These are published on the College website and in the catalog. The College works closely with four-year institutions to establish and maintain articulation agreements to assist students in seamless transfer between institutions.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Solano Community College maps various outcomes in order to include program and institutional level outcomes in each course, so Student Learning Outcomes (SLOs) map to Program Learning Outcomes (PLOs) which map to Institutional Learning Outcomes (ILOs). If a course is designated as a general education course, then the SLOs first map to General Education Level Outcomes (GELOs) then to PLOs ([IIA11 Biology AST SLOs to PLOs Map](#); [IIA11 Geography AAT SLOs to PLOs Map](#)).

Since 2018, the College has mapped to the following nine (9) I.L.O.s ([IIA11 ILOs & GELOs College Catalog](#)):

ANALYTIC INQUIRY: Students will engage in critical thinking to discover and apply information to the analysis and/or solutions of problems.

COMMUNICATION COMPETENCY: Students will effectively communicate ideas and information through writing, speaking, performance, art, or other modes of expression.

ETHICS: Students will identify ethical issues and apply ethical principles to discipline specific problems.

GLOBAL AWARENESS: Students will demonstrate an understanding of how diverse cultural beliefs and practices impact behavior and forms of expression. They will be able to articulate how social, economic, environmental, and political events impact society.

INFORMATION COMPETENCY: Students will be conversant in the vocabulary and concepts of the discipline and be able to use discipline-appropriate tools to locate and retrieve relevant information effectively, upholding academic and ethical integrity.

STUDENT HEALTH AND WELL-BEING: Students will be able to maintain personal health and well-being (both physical and mental), including engaging in self-reflection to facilitate personal insight and their responsibility to their community and others.

PROFESSIONAL DEVELOPMENT: Students will demonstrate effective workplace behaviors in an academic setting, such as appropriate communication, professionalism, decision-making, and time management.

QUANTITATIVE COMPETENCY: Students will solve problems and interpret findings using appropriate mathematical, statistical, and scientific techniques.

TECHNICAL COMPETENCY: Students will demonstrate the technical skills and strategies required of the discipline.

As part of the Institutional Self-Evaluation process, in Spring 2023, the Assessment Committee reviewed the existing ILOs and held a FlexCal session to engage with faculty, after which, some minor revisions to language were made, including changing “Personal Growth” to “Student Health and Well-Being.” Additionally, it was determined that none of the existing ILOs captured the full spirit of our efforts towards diversity, equity, and inclusion so a new tenth (10th) ILO was created:

DIVERSITY, EQUITY, INCLUSION AND ACCESSIBILITY: Students will demonstrate knowledge and sensitivity toward diverse communities and cultures.

On May 8, 2023, the Academic Senate voted to accept all revisions and the newly created DEIA ILO. The Assessment Coordinator subsequently made the appropriate changes in eLumen ([IIA11 2023 ILO Revisions New DEIA ILO](#); [IIA11 AS Minutes 5-8-23](#)). This coincides with regular presentations, workshops, mentorships, working groups, and trainings that offer faculty opportunities to diversify and equitize their course curricula and policies.

Assessment of PLOs takes place during program review when discipline faculty evaluate course level outcomes assessments and feedback from the student survey which asks students to determine both their familiarity with the PLOs as well as their level of confidence that their course work is preparing them for mastery of the PLOs at the conclusion of their program ([IIA11 APR Handbook](#); [IIA11 Astronomy PR](#)). Additionally, student Education Plans, created in consultation with Academic Counselors, include all required courses for a degree, including courses that satisfy both ILOs and GELOs ([IIA11 Sample Education Plan](#); [IIA11 Learning Outcomes for Degrees College Catalog](#)).

SLOs and PLOs in the baccalaureate degree in Biomanufacturing are developed by discipline faculty in consultation with the articulation officer to certify consistency with accepted norms in higher education. All courses are approved by the Curriculum Committee, including the Assessment Coordinator and Vice President of Academic Affairs, and the Board of Trustees.

Analysis and Evaluation

Solano Community College has adopted program learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The College has continued in its efforts to infuse DEIA policies and practices at every level of the institution by adding a DEIA-focused ILO and providing frequent, ongoing training for faculty to implement anti-racist and inclusive practices in their classes. Learning outcomes are assessed regularly to drive program improvements.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

All degree programs at Solano Community College require successful completion of a general education pathway identified in the College catalog. The College offers three general education pathways for students seeking the Associate in Arts or Associate in Science degree:

- Solano Community College General Education ([IIA12 SCC GE Local Non-Transfer](#))
- Intersegmental General Education Transfer Curriculum ([IIA12 SCC IGETC](#))
- CSU General Education-Breadth ([IIA12 SCC CSU Breadth](#))

For students pursuing the Bachelor of Science degree in Biomanufacturing, entrance into the program requires completion of a lower division IGETC or CSU GE Breadth pattern, and completion of the program requires ten upper-division major courses, an additional three 3-unit upper division general education courses, and electives for a total of 120 units ([IIA12 BS Biomanufacturing College Catalog](#)).

The associate degree GE pattern follows the philosophy in Board Policy 6205 ([IIA12 BP 6205 AA & GE Philosophy & Criteria](#)) and the baccalaureate general education pattern follows the philosophy outlined in Board Policy 6205B ([IIA12 BP 6205B BA Philosophy & Criteria](#)). In addition, the College catalog outlines the General Education Outcomes (GELOs) in the areas of Communication and Critical Thinking, Scientific Inquiry and Quantitative Reasoning, Arts and Humanities, Social Sciences, and Lifelong Learning and Self Development. The College also requires a local GELO and graduation requirement in Cross-Cultural Studies.

The appropriateness of each course for inclusion in the general education curriculum falls under the purview of the faculty-led Curriculum Committee, which considers the student learning outcomes and competencies appropriate to the associate or baccalaureate degree. Because transfer to a four-year institution is a major part of the College's mission, guidelines

set forth by the University of California (UC) and California State University (CSU) systems also play a role in these determinations. The Articulation Officer, a faculty role, is a member of the Curriculum Committee and helps faculty find comparable courses at the UC and CSU campuses to ensure the course will be transferable, especially as it relates to IGETC or CSU GE-Breadth transferability.

As part of its revisions to the Assessment Handbook, the Assessment Committee is revisiting the ILO and GELO assessment policy and procedure from the 2018 handbook which, as a result of the move to eLumen, the focus on distance learning during the pandemic, and the attention required to get up-to-date on SLO assessments, were never put into practice. The committee is reconsidering the feasibility and efficacy of the assessment plan and will present the Academic Senate with a proposal by Spring 2024 which will go into effect with the Fall 2024 assessment cycle ([IIA12 Assessment Committee Agenda 10-24-23](#)).

Analysis and Evaluation

Solano Community College displays general education requirements for its degree programs in the College catalog and on the College website to ensure that students understand the graduation requirements of the institution. Faculty expertise has determined both the philosophies of general education for the associate and baccalaureate degrees and the courses that satisfy the GE requirements. The College's General Education Learning Outcomes include a broad range of coursework leading to competency in academic and civil areas.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Most associate degree programs at Solano Community College include a focused area of study composed of at least 18 units, following Title 5, Section 55063(c)(1). For students not interested in transferring, the College has an Interdisciplinary AA Degree in Wellness and Self Development and an Interdisciplinary AA Degree in Liberal Studies, both established interdisciplinary core programs ([IIA13 AA Wellness and Self Development](#); [IIA13 AA Liberal Studies](#)).

For the bachelor's degree in Biomanufacturing, students must earn a total of 120 units, with at least 25% of those units in general education ([IIA13 Title 5 - 71850](#)). This degree 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. The lower division preparation includes 28 semester units of Biology, Chemistry, and Biotechnology coursework, and the upper division includes 10 biotechnology courses totaling 39 units, for a total of 67 units within the major area of study. Each course is designed around key student learning outcomes designed by faculty discipline experts ([IIA5 BS Biomanufacturing College Catalog](#)).

Development of new degrees is led by faculty subject-matter experts who establish requirements in the area of focus, ensuring that the required courses have learning outcomes that meet current standards within the discipline and include mastery of the key theories and practices within the field of study. As part of the program development process, faculty develop program learning outcomes (PLOs), which are reviewed by the Assessment Committee for relevance and measurability. All PLOs are published in the College catalog. Course-level SLOs for required courses in a program are mapped to the PLOs for that program to ensure that the courses provide opportunity for students to develop and demonstrate mastery, at the appropriate degree level, of key theories and practices in the field ([IIA13 Math AST SLOs to PLOs Map](#); [IIA13 Biology AST SLOs to PLOs Map](#); [IIA13 Geography AAT SLOs to PLOs Map](#); [IIA13 Chemistry AST SLOs to PLOs Map](#)).

Analysis and Evaluation

Every degree program at Solano Community College is comprised of a focused area of study or an interdisciplinary core of courses that include appropriate key theories and practices. Faculty work with discipline colleagues and the College Curriculum Committee and Assessment Committee through detailed processes to identify appropriate courses for the major area of study.

IIA.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

All career technical education (CTE) programs at Solano Community College are subject to the same rigorous curriculum approval and program review processes as other degree or certificate programs ([IIA14 Automation Technology CA POR](#); [IIA14 Cosmetology CA POR](#); [IIA14 Real Estate AS POR](#)). In addition, faculty submitting CTE certificate and degree programs demonstrate a need for the program by conducting a labor market analysis using standard labor market data sources ([IIA14 Real Estate AS Rationale](#); [IIA14 LMI Photography June 2023](#)). Each program must also convene an advisory board composed of representatives from industry, as well as members representing groups such as college faculty, students, high school partners, and transfer institutions. These advisory boards meet regularly with faculty to provide input on curriculum and ensure that program requirements and content are current with industry standards ([IIA14 ECE Advisory Committee Minutes 10-20-22](#); [IIA14 CDFS Advisory Board Agenda Spring 2023](#); [IIA14 Bay Sector-Profile Education 2022-2023](#)).

The College's CTE programs, housed in the Department of Applied Technology and Business (ATB), match faculty expertise with industry experience. One example of this is the collaboration between the faculty in the Biomanufacturing bachelor's degree program, who worked closely with biotechnology company Genentech to develop the coursework for the degree. Many graduates of the program have gone directly into well-paying jobs in the industry, while others have matriculated to master's degree programs in universities across the country ([IIA14 North Bay Business Journal Article](#)). ATB frequently hosts career fairs, tech and trade expos, and industry-specific events to connect students and employers on site ([IIA14 ATEC Career Fair Sept 23](#); [IIA14 Department of Defense Visits SCC](#)).

Students completing programs leading to licensure are eligible to sit for exams, and results are collected annually and submitted to the ACCJC. In all cases, our graduates pass their licensure examinations at rates higher than the institution-set standards. Further evidence of the College's commitment to high-quality workforce preparation is the employment rates for our graduates, which also exceed institution-set standards ([IIA14 Annual Report ACCJC 2021](#); [IIA14 Annual Report ACCJC 2022](#)).

Information about Solano Community College's 44 career technical education degrees, 41 certificates of achievement, and bachelor's degree in Biomanufacturing are available on the college's website, in the catalog, and in the form of brochures and other promotional material on campus and in the community, including course requirements, preparation for external licensure or certification, and career opportunities ([IIA14 Aeronautics Brochure](#); [IIA14 EMT Brochure](#); [IIA14 Dance Brochure](#)).

Analysis and Evaluation

All new and modified career technical education programs include a narrative, labor market information, advisory committee input, and courses that have gone through Curriculum Committee approval. Students completing programs leading to licensure are eligible to sit for exams, and results are collected annually and submitted to the ACCJC. Students graduating with credentials in CTE programs possess the skills necessary for employment as demonstrated by their high employment rates.

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

SCC's Program Discontinuance Policy, based on Title 5, Sections 51022 and 55130 and following guidance from the statewide Academic Senate, ensures that if circumstances warrant the discontinuance of any program, the College will honor the "spirit of access and equity for students" ([IIA15 BP 6105 Program Discontinuance Policy](#); [IIA15 AP 6105 Program Discontinuance Procedures](#); [IIA15 Program Discontinuance: A Faculty Perspective](#)).

According to the Administrative Procedure, when a program is identified for possible discontinuance, an Evaluation Committee comprised of members from the faculty (including a Counselor), students, administration, and classified staff reviews materials pertinent to the discontinuance and then submits a recommendation report to the Curriculum Committee. The recommendation from the Evaluation Committee can fall into one of three outcomes: Continuance, Continuance with Qualification, or Discontinuance. The recommendation must provide either a way for currently enrolled students to continue their programs of study (i.e., a "teach out") or a plan for them to meet their educational objectives through alternative means. The Administrative Procedure dictates the remainder of the process, culminating in a recommendation from the Curriculum Committee to the Superintendent-President and eventually to the Board of Trustees for action.

In the current accreditation cycle, the Journalism program was brought up for discontinuation, but in the process, a recommendation to Continue with Qualifications was approved by the evaluation committee and the Academic Senate. Because the College did not have a journalism instructor, a faculty member in English pursued a graduate-level credential in journalism and revised the degree to be able to offer a more streamlined, efficient program. Additionally, interdisciplinary faculty began working on a Journalism Certificate that better prepares students for the current state of web-influenced media and journalism ([IIA15 Journalism Discontinuance Assessment](#); [IIA15 AS Minutes 3-1-21](#); [IIA15 AS Minutes 5-9-22](#); [IIA15 Proposed Solano Journalism AA T](#)).

When students are affected by course elimination or addition to a program, an alternate course to meet the requirement is identified and approved through a Course Substitution Petition. Course substitutions are approved by discipline faculty and signed by the academic dean responsible for the program ([IIA15 Substitution of Degree Requirements Petition](#)). When program requirements change, students have catalog rights as outlined in Board Policy 6210 ([IIA15 BP 6210 Catalog Rights Policy](#)). However, students may choose to adopt a more recent catalog if doing so benefits their chance of completion ([IIA15 AP 6210 Catalog Rights Procedures](#)).

Analysis and Evaluation

When programs are eliminated or program requirements are significantly changed, Solano Community College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. In cases of program discontinuance, the College guarantees that students currently enrolled in the program are given the opportunity to complete their studies, either through a “teach out” or through faculty-identified alternate coursework.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Solano Community College conducts program review in each of its five Schools (Applied Technology and Business, Health Sciences and Counseling, Liberal Arts, Mathematics and Science, and Social and Behavioral Sciences) on a 6-year cycle, with CTE programs conducting additional 2-year abridged reviews on a cycle that aligns with their 6-year review. A Master Schedule was developed with input from the Program Review, Distance Education, Curriculum, and Assessment committee chairs ([IIA16 Master Schedule updated Feb 2023](#)). The Master schedule demonstrates how program review is scheduled so that it can be used to inform curriculum review. In addition, SLO and PLO assessments are scheduled for each School.

In the last few years, the Fire Technology program has continuously revised its certificates,

degree, and pathways to meet the needs of students and employers in Solano County. At a recent meeting of the advisory committee, it was determined that the County would benefit from offering a Certificate of Achievement in Fire Administration which would benefit current fire department members and future fire prevention employees, particularly those going into inspection roles. The new certificate and changes to the existing programs will go into effect in Fall 2024 ([IIA16 June 2023 Fire Technology Advisory Committee](#)).

In their 2016 Program Review, the Astronomy Department noted that they were serving the largest number of students in any of the Physical Science programs at SCC. The faculty determined that it would be appropriate to develop an Associate degree in Astronomy which, ultimately, was made available beginning Fall 2019. The most recent program review, completed in Fall 2023 reveals that enrollment in courses has remained high and majors are participating in internships at UC Davis and UC Berkeley ([IIA16 Astronomy APR](#)). Additionally, the online factbook shows that one student has received an AS in Astronomy ([IIA16 Factbook Awards ASTR](#)).

Institutional plans, including the Strategic Plan, Guided Pathways (GP), and the Student Equity and Achievement Plan (SEAP) are used, in part, to assess the quality, currency, efficiency, and accessibility of instructional programs and to guide improvements therein. Each of these plans uses disaggregated data to analyze a variety of student success metrics, including completion of transfer-level math and English and takes into consideration delivery location and modality. For example, while a review of the data reveals an improvement in completion rates from the baseline set in the 2019 SP, the target goal was not reached for Black and African American students ([IIA16 SCC Strategic Plan 2019-2022](#); [IIA16 Strategic Plan Outcomes](#)). In turn, both the SEAP and the Guided Pathways Phase II Plan acknowledge the “lower success rates in general and for Black and African American students in particular,” in online courses and recommend increasing face-to-face offerings of first-year English and math at all campuses and at varying days and times ([IIA16 SEAP Metric 2](#); [IIA16 Guided Pathways Work Plan - Phase 2 Metric 3](#)). To support this effort, the Academic Senate’s scheduling task force recommended that the College offer at least 75% of math classes in-person, with 10% at each of the Centers and 5% at night, and 50-60% of English classes in-person, with a maximum of 30% of classes offered during the daytime at the Fairfield campus ([IIA16 Taskforce Recommendations GE courses Spring 24](#)). This has the added advantage of placing faculty on site and at most times when the campuses are open.

A recent review of the Spring 2024 schedule reveals that the College is close to meeting these goals, accomplishing an important step in the SEAP and GP Plans ([IIA16 Scheduling Taskforce 10-19-23](#)). Additional measures underway include establishing an English Equity and Success Coordinator who will recruit, hire, and train embedded Teaching Apprentices for sections of English 1X: College Composition with Support and coordinate with student services and Counseling to provide services and resources directly to students in those classes; staffing ESL (begun Spring 2023) and math (to begin Spring 2024) faculty in the Academic Support and Tutoring Center; and working with the Office of Research & Planning to collect and analyze student data, including conducting student surveys ([IIA16 AB1705 Taskforce Notes 9-22-23](#)).

The implementation of the SEAP is further discussed in the Quality Focus Essay 2.

Analysis and Evaluation

Solano Community College consistently assesses, in order to improve, the quality and currency of all instructional programs offered, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, irrespective of delivery mode or location.

Conclusions on Standard II.A: Instructional Programs

All instructional programs at Solano Community College meet the standards set by ACCJC and the U.S. Department of Education. Faculty serve an essential role in creating, delivering, and assessing curriculum, with support from classified staff, the administration, and industry and community partners. The College's mission is to help students attain their educational goals efficiently, while meeting emerging workforce needs. Courses and programs are offered in a variety of modalities and locations to support timely degree and certificate completion, transfer, and employment. As part of its ongoing efforts to meet students' needs, SCC will continue to develop new courses and programs aligned with workforce needs (especially in local sectors with notable labor market demand); enhance non-traditional learning opportunities such as Rising Scholars and Early College High School; increase collaboration with local business and industry; and further reduce equity gaps for disproportionately impacted and traditionally underrepresented students through continued diversity, equity, inclusion, and accessibility efforts.

Improvement Plan(s)

Standard	Needs Improvement	Timeline	Responsible Parties
II.A.12	With the guidance of the VPAA the Assessment Committee will assess and revise, as needed, current policies and procedures for GELO and ILO assessment, gather input from the Program Review Committee and Academic Senate, and document new process in the Assessment Handbook.	Fall 2023-Spring 2024	VPAA; Assessment Committee; Academic Senate
	The Assessment Coordinator and/or Committee will plan and hold faculty trainings for GELO and ILO assessment.	Fall 2024 (ongoing)	Assessment Coordinator; Assessment Committee
	Faculty will complete regular assessments of GELOs and ILOs according to the established process and cycle.	Fall 2024 (ongoing)	VPAA; Assessment Committee; Faculty

Evidence List for Standard IIA

IIA1 Assessment Handbook
IIA1 Accounting Brochure
IIAI ADT Narrative Template
IIAI ADTs College Catalog
IIA1 Aeronautics Brochure
IIA1 AP 6200 Degree & Cert Grad Requirements
IIA1 AP 6200B BA Grad Requirements
IIA1 Assessment Handbook
IIA1 Automotive Technology Brochure
IIA1 Biotechnology Brochure
IIA1 BP 6100 Program, Curriculum, & Course Development
IIA1 BP 6200 Degree & Certificates Grad Requirements
IIA1 BP 6200B BA Grad Requirement
IIA1 BP 6205 AA & GE Philosophy & Criteria
IIAI BP 6205B AA & GE Philosophy & Criteria
IIA1 BP 6205B BA Philosophy & Criteria
IIA1 C-ID Approved Courses College Catalog
IIA1 Curriculum Handbook 2023-2024
IIA1 DE Addendum eLumen
IIA1 EBRC Actions to Enable an Equitable and Innovative U.S. Bioeconomy
IIA1 EMT Brochure
IIA1 Journalism AA
IIA1 Journalism AA T
IIA1 Local Degree Narrative Template
IIA1 Rising Scholars Info on WebPage
IIA1 Online Instructor Certification Guidelines
IIA2 2023 ILO Revisions & New DEIA ILO
IIA2 ADV121 COR
IIA2 APR Biomedical Sciences
IIA2 APR Committee Goals and Self-Assessment 2022 -2023
IIA2 APR Process Timeline
IIA2 Articulation FlexCal March 2023
IIA2 Assessment FLEX March 2021
IIA2 ATB Minutes 2-10-23
IIA2 BIOT401 COR
IIA2 Curriculum Antiracism Checklist
IIA2 Curriculum Calendar 2022-2023
IIA2 Curriculum Calendar 2023-2024
IIA2 Curriculum Committee Basics and Resources
IIA2 Curriculum Committee Minutes 5-3-22
IIA2 Curriculum Presentation to AS F23
IIA2 Curriculum Workshop and Video Links-Email
IIA2 DE Addendum eLumen
IIA2 DEI in Curriculum Model Principles and Practices

IIA2 DEI in the Curriculum Process
IIA2 ETHN 001 COR
IIA2 FlexCal March23
IIA2 FlexCal October 2022
IIA2 Master Schedule updated Feb 2023
IIA2 MATH 311 COR
IIA2 Perkins Application Guidelines 2022-2023
IIA2 Perkins V Funding Request Application 2022-2023
IIA2 Photography AA
IIA2 PR Biotechnology Biomanufacturing
IIA2 PR Chemistry
IIA2 Program Review Handbook 2020
IIA2 Spring 2022 Curriculum Workshops
IIA2 T4E Annual Report 2022
IIA3 Assessment FLEX March 2021
IIA3 ADVM 130 Syllabus F23
IIA3 ASL 002 Syllabus F23
IIA3 Assessment Handbook
IIA3 ATB Minutes 2-10-23
IIA3 BIO 015 Syllabus F23
IIA3 CDFS 062 Syllabus F23
IIA3 ECON 001 Syllabus F23
IIA3 FlexCal Mar23
IIA3 FlexCal October 2022
IIA3 HIST 037 Syllabus F23
IIA3 Master Review Cycle Schedule
IIA3 MUSC 00I Syllabus F23
IIA3 NUTR 010 Syllabus F23
IIA3 PSYC 006 COR
IIA3 Psychology Department SLO Assessment Report
IIA3 RE 172 Syllabus F23
IIA3 School Meeting Agenda SSBS 8-11-23
IIA3 SPAN 001 Syllabus F23
IIA3 Syllabus Requirements
IIA4 Corequisites and Prerequisites College Catalog
IIA4 Course Numbering System in College Catalog
IIA4 ENGL 001 COR
IIA4 ENGL 310D Catalog Description
IIA4 ENGL 310D COR
IIA4 English IX Spring 2024
IIA4 English and Math Placement College Catalog
IIA4 Math Corequisite Catalog Descriptions
IIA4 MATH 001 COR
IIA4 MATH 311 COR
IIA4 Puente End of Year Summary Report
IIA5 AP 6200 Degree & Cert Grad Requirements

IIA5 AP 6200B BA Grad Requirements
IIA5 BP 6200 Degree & Certificates Grad Requirements
IIA5 BP 6200B BA Grad Requirement
IIA5 BS Biomanufacturing College Catalog
IIA5 Graduation Requirements College Catalog
IIA5 SCC Curriculum Handbook
IIA6 19.7 Class Cancellation CTA Contract
IIA6 AS Minutes 2-13-23
IIA6 AS Minutes 9-25-23
IIA6 AS Nursing Program Map
IIA6 Biomanufacturing Program Map
IIA6 Correspondence Handbook
IIA6 Course Substitution Form
IIA6 DE Agenda 8-25-23
IIA6 ENGL F23 for S24 Scheduling
IIA6 Graduation Requirements College Catalog
IIA6 PLSC Scheduling Email and Spreadsheet
IIA6 Psych Scheduling Email
IIA6 RS Courses Offered F23
IIA6 RS Assignment Package Instruction
IIA6 RS Course Offerings Master
IIA6 RS Courses Offered F21
IIA6 SCC Strategic Plan - 1.1, 2.3, 3.2
IIA6 Scheduling Taskforce Recommendations Spring 24
IIA6 SOC and SJS Scheduling Email and Spreadsheet
IIA7 Athletic Academic Mentoring Program Web Page
IIA7 APR Biomedical Sciences
IIA7 ASC Success Workshops F23
IIA7 ASC Success Workshops S22
IIA7 ASC Success Workshops S23
IIA7 1st Year MSP Application
IIA7 BIO 014 COR
IIA7 BIO 014 DE Addendum
IIA7 COVID-19 MOU May 2020
IIA7 DE Addendum eLumen
IIA7 DE Addendum Submission Instructions
IIA7 DE Addendum Tracking Sheet
IIA7 DE Meeting Minutes 4-3-20
IIA7 DE Meeting Minutes 5-1-20
IIA7 DE Meeting Minutes 12-2-22
IIA7 Equitable Grading Presentation
IIA7 Equitable Practices in Online Teaching
IIA7 Equity Fest
IIA7 Fall 2022 Flex Schedule with Brian Beatty
IIA7 Fall 2023 Flex with Jarek Janio
IIA7 Oct 2023 Flex with Kyle Williams and Kamal Carter

IIA7 OER-ZTC Homepage
IIA7 Online Instructor Certification Guidelines
IIA7 Spring 2022 flex with Frank Harris III
IIA7 Spring 2023 Flex with Emilian Simon-Thomas
IIA7 Steps for DE Approval
IIA7 Student Survey Course Modality F21
IIA7 Summer and Fall 2020 DE Courses
IIA7 T4E Academy S23
IIA7 T4E Annual Report 2022-2023
IIA7 Updates to OER Resources Available
IIA8 AP, IB, & CLEP Webpage
IIA8 AP 6041 Credit for Prior Learning
IIA8 Credit for Prior Learning Assessment Petition
IIA8 FlexCal Mar 2022
IIA8 MAP Cohort Website
IIA8 SCC Named as MAP Cohort Email
IIA8 SPAN 001 Credit by Exam
IIA8 SPAN 003 Credit by Exam
IIA8 Spring 2022 Curriculum Workshops
IIA8 Substitution Waiver w BA&BS
IIA8 Substitution Waiver w Military Sub Highlighted
IIA8 TEAS Exam Information
IIA8 Transfer College Catalog
IIA9 AP 6410 Grading & Academic Symbols-Procedures
IIA9 BIOT 404 COR
IIA9 BP 6100 Program, Curriculum, & Course Development
IIA9 BP 6410 Grading & Academic Symbols
IIA9 COMM 001 Syllabus F23
IIA9 COSM 100 COR
IIA9 Grades from College Catalog
IIA9 Solano Curriculum Handbook
IIA9 Syllabus Requirements
IIA9 SPAN 001 Syllabus
IIA10 AP, IB, & CLEP Webpage
IIA10 Biomanufacturing Eligibility Requirements
IIA10 Biomanufacturing Webpage
IIA10 BP 6040 Credit By Examination
IIA10 Sonoma State B.A. & B.S. for SCC Students Webpages
IIA10 Substitution Waiver of Requirements
IIA10 SSU BA & BS Course Schedules 2023
IIA10 SSU Guaranteed Admissions
IIA10 Additional Transfer Agreements List
IIA10 Transfer Agreements on Transfer Center Webpage
IIA10 Transfer Center Webpage
IIA10 Transfer Credits from College Catalog
IIA11 2023 ILO Revisions New DEIA ILO

IIA11 APR Handbook
 IIA11 AS Minutes 5-8-23
 IIA11 Astronomy PR
 IIA11 Biology AST SLOS to PLOS Map
 IIA11 Geography AAT SLOS to PLOS Map
 IIA11 ILOs & GELOs College Catalog
 IIA11 Learning Outcomes for Degrees College Catalog
 IIA11 Sample Education Plan
 IIA12 BS Biomanufacturing College Catalog
 IIA12 BP 6205 AA & GE Philosophy & Criteria
 IIA12 BP 6205B BA Philosophy & Criteria
 IIA12 Assessment Committee Agenda 10-24-23
 IIA12 SCC CSU Breadth
 IIA12 SCC GE Local Non Transfer
 IIA12 SCC IGETC
 IIA13 AA Liberal Studies
 IIA13 AA Wellness and Self Development
 IIA13 Biology AST SLOS to PLOS Map
 IIA13 BS Biomanufacturing College Catalog
 IIA13 Chemistry AST SLOS to PLOS Map
 IIA13 Geography AAT SLOS to PLOS Map
 IIA13 Math AST SLOS to PLOS Map
 IIA13 Title 5 - 71850
 IIA14 Aeronautics Brochure
 IIA14 Annual Report ACCJC 2021
 IIA14 Annual Report ACCJC 2022
 IIA14 ATEC Career Fair Sept 23
 IIA14 Automation Technology CA POR
 IIA14 Bay Sector-Profile Education 2022-2023
 IIA14 CDFS Advisory Board Agenda Spring 2023
 IIA14 Cosmetology CA POR
 IIA14 Dance Brochure
 IIA14 Department of Defense Visits SCC
 IIA14 ECE Advisory Committee Minutes 10-20-22
 IIA14 EMT Brochure
 IIA14 LMI Photography June 2023
 IIA14 North Bay Business Journal Article
 IIA14 Real Estate AS POR
 IIA14 Real Estate AS Rationale
 IIA15 AP 6105 Program Discontinuance Procedures
 IIA15 AP 6210 Catalog Rights Procedures
 IIA15 AS Minutes 3-1-21
 IIA15 AS Minutes 5-9-22
 IIA15 BP 6105 Program Discontinuance Policy
 IIA15 BP 6210 Catalog Rights Policy
 IIA15 Journalism Discontinuance Assessment

IIA15 Program Discontinuance A Faculty Perspective
IIA15 Proposed Solano Journalism AA T
IIA15 Substitution of Degree Requirements Petition
IIA16 Guided Pathways Work Plan - Phase 2 Metric 3
IIA16 AB1705 Taskforce Notes 9-22-23
IIA16 Astronomy APR
IIA16 Factbook Awards ASTR
IIA16 June 2023 Fire Technology Advisory Committee
IIA16 Master Schedule updated Feb 2023
IIA16 SCC Strategic Plan 2019-2022
IIA16 Scheduling Taskforce 10-19-23
IIA16 SEAP Metric 2
IIA16 Strategic Plan Outcomes
IIA16 Taskforce Recommendations GE courses Spring 2024

II.B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

In March of 2022, Solano Community College opened the long-anticipated Library and Learning Resource Center (LLRC), a 60,000 square foot, state-of-the-art facility located at the heart of the Fairfield campus which was funded through the local Measure Q Bond and Proposition 51 funds. Replacing the old 100 “library” building, built in 1971, the LLRC serves as a versatile hub for students, addressing a multitude of needs, including opportunities for social interaction, focused study sessions, and relaxation, with traditional library print resources, multiple computer stations, study rooms of varying sizes, and a computer classroom. Additionally, it houses the Academic Success and Tutoring Center, an audio-visual arts television studio, the campus IT department, and a dedicated faculty training room.

LIBRARY

Access

Reference librarians are available to provide in-person research support to all students at each SCC location. Students have access to live, online reference services (before and after operating hours) through the eReference chat widget on the library website which is linked on the navigation pane of each Canvas shell ([IIB1 Library linked in Canvas](#); [IIB1 Library Resources on Webpage](#); [IIB1 Library How To](#); [IIB1 Library Information in College Catalog](#)). SCC Librarians staff eReference and augment off days/times with the 24/7 service which is staffed by consortium librarians ([IIB1 Library Chat Stats 2021-2022](#)). Hours of services are posted to the library website and updated each semester.

With the opening of the new LLRC, the District hired an additional full-time classified staff person, a part-time staff person for the Vacaville Center, and expanded the librarian adjunct pool ([IIB1 Library Hiring Committee Prep](#)). The new building includes general and reference stacks; internet-connected computer stations, electrical outlets and USB ports, study tables, chairs, and couches; thirteen study rooms, which students can reserve in one-hour blocks via an online booking system linked on the homepage of the library website; two levels for noise zoning; and a dedicated silent study space ([IIB1 Library Study Rooms](#)).

During the pandemic, the library was easily able to pivot to fully-online service access, in part due to the Springshare software collections that provide access to informational resources, A-Z databases, librarian chat and reference services, LibGuides, and (upon reopening) reservations for study rooms and event calendar ([IIB1 Library Resources on Webpage](#)). The Springshare suite also ensures that the library’s pages remain intact and functional (and embedded in

Canvas) in the event that an outage of the campus-wide website.

Librarians regularly connect with faculty to help them learn about, use, and share access to library resources. Orientations ([IIB1 Nursing Orientation](#)), Flex Presentations ([IIB1 Flex Program 2021 SP Liquid Syllabus](#); [IIB1 Flex Fall 2021 Updates on OER and Lowering Textbook Costs](#)), emails ([IIB1 Spring 23 Library Textbook Purchase Requests](#)) and discipline specific outreach ([IIB1 Art Faculty Outreach](#); [IIB1 Psychology Faculty Outreach](#)) are regular methods of connecting library resources to faculty. Additionally, the library regularly engages with the campus-wide community about accessing our resources ([IIB1 Library Services Welcome Back Email 2021 Spring](#); [IIB1 NYT Access - Campuswide Outreach](#); [IIB1 FOD Campuswide Outreach](#); [IIB1 NYT Swank and Flipster- Campuswide Outreach](#); [IIB1 SolanoCARES Submission August 2023](#); [IIB1 SolanoCARES Submission Feb 2023](#); [IIB1 SolanoCARES Submission Jan 2023](#)) also creating materials for faculty to embed or learn to embed in their courses such as Faculty “[How to Embed the Library](#)” Libguide and Psychology Research Videos ([IIB1 Librarian Created Materials for Faculty](#)).

Collections

The Solano Community College Library offers a rich array of physical and electronic information resources. The library’s website is a main access point, with emphasis on digital collections to serve all three campus locations as well as our Distance Education courses ([IIB1 Library Resources on Webpage](#)).

On the Fairfield campus, in the LLRC, the library maintains physical stacks, print periodicals, reference materials, and reserve collections, including textbooks, bones, calculators, laptops, and ChromeBooks. While the library spaces at the Centers are much smaller, each space includes physical materials, computer and wi-fi access, study space, library reference, and LR10 instructional support from librarians. Students who take classes at the Centers and are unable to travel to Fairfield may have materials delivered to any Center by inter-campus mail. ([IIB1 Library Link Plus](#)) also provides access to the collections of over 50 college, university, and city libraries throughout the states of California and Nevada. Lockers have been installed in an effort to provide delivery of library materials to the Centers as of Spring 2023, piloting weekend checkouts for textbooks ([IIB1 Library Textbook Locker](#); [IIB1 Library Reserve](#)).

Electronic Resources

The library subscribes to an expansive range of online databases, giving students, faculty and staff free electronic access to hundreds of thousands of periodicals, films, images, e-books, and more such as the A-Z database ([IIB1 Library Resources on Webpage](#)). The contents of nearly all of the databases are integrated into one searchable interface for students’ convenience ([IIB1 Library OneSearch](#)). The pandemic shutdown shifted our spending and access priorities to digital content. The library acquired a streaming film database and a digital magazine subscription, Flipster, which contains 86 titles selected across our campus curriculum and also serving general interest needs ([IIB1 Library Flipster](#)). These magazines have been integrated into our discovery layer, making them accessible via our website, to assist in ease of access ([IIB1 Library Flipster in OneSearch](#)).

Reserves

The library's reserve collection supports student equity by providing access to required course materials such as textbooks, calculators, ChromeBooks, bones and minerals, and DVD drives for students who are unable to purchase their own for all or part of the semester ([IIB1 Library Reserve](#)). In the past, funding for this collection has varied, but the library now has repeatedly acquired \$25,000 in Student Equity and Achievement funding to maintain and update the materials based on faculty requests and coordination with the campus bookstore ([IIB1 Library Textbook Funding Amazon Account](#); [IIB1 SEA Project Fund Request Form 2023-24](#); [IIB1 Collection Development-Art Faculty](#)). Over 1,000 reserve textbooks are available for student use at the Fairfield campus library and in the library rooms at the Vacaville and Vallejo Centers. The collection is housed primarily at the Fairfield campus library, with revolving collections made available at the Centers each semester depending on course offerings. Locker systems facilitate textbook acquisition and usage beyond library hours at all three library locations ([IIB1 Library Locker Plans – FF](#); [IIB1 Library Locker Plans – VACA](#); [IIB1 Library Locker Plans – VJO](#)). Depending on quantities, usage, and faculty requests, expanded circulation options have been implemented for various textbooks, such as extended checkouts beyond our standard “2 hours, library use only. The library has been able to secure at least one copy of every textbook, in an ongoing manner, for several semesters now.

Training and Instruction

Library faculty offer introductory library and research workshops to classes at the request of individual faculty. Professors in any discipline may sign up for these presentations either to be given in their classroom or, whenever possible, in the “Bib Lab,” inside the new Fairfield campus library or a computer classroom at one of the Centers. Upon request, librarians will also provide customized instruction to meet the research needs of individual classes and departments; they can use the Faculty LibGuide: Embedding the Library ([IIB1 Librarian Created Materials for Faculty](#)).

The library's one-unit class, LR 010: Information Skills for College & Beyond, is linked as a corequisite to every section of English 001: College Composition. As such, nearly every degree-seeking student enrolled at the college comes into contact with a librarian and library services while they attend the College. LR010 resources include an LR 010 Info Page, LR 010 Syllabus, LR10 post-class surveys, and a “What is LR 010?” video ([IIB1 LR 010 Resources](#)).

The library supports students enrolled in courses at California State Prison, Solano (CSP-S), via three LR10 courses with hopes to expand services in the future. A non-SCC prison librarian is employed at CSP-S and students have access to CSP-S approved EBSCOhost databases.

ACADEMIC SUCCESS AND TUTORING CENTER (ASTC)

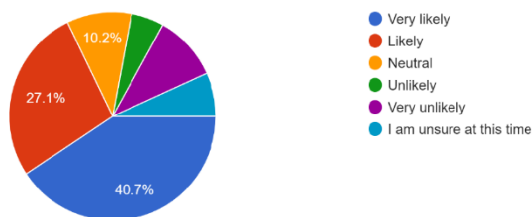
Access

Currently, Peer Floor Tutors (FTs) and degreed Instructional Assistants (IAs) are available at the Academic Success and Tutoring Center (ASTC) both in-person and online. The Fairfield campus ASTC, located in the LLRC, is open Monday through Thursday 9am – 4pm. Limited tutoring services are available at the ASTCs in Vacaville and Vallejo Centers. A proposal for Student Equity Funding has been approved to hire Site Leads in order to increase services ([IIB1 ASTC SEA Funding Request](#); [IIB1 ASTC Site Lead JD](#)). Additionally, a faculty-staffed ESL lab is open four days a week in the Fairfield ASTC ([IIB1 ELS Lab Flyer](#)) and the College has

plans to develop a faculty-staffed drop-in math lab beginning Spring 2024.

Tutoring sessions for Fall 2020, Spring 2021 and Summer 2021 were strictly online through NetTutor or Solano FTs/IAs via Canvas. The ASTC provided 195 tutoring sessions in Fall 2020, but then, as availability and awareness of services increased, tutoring sessions more than tripled in Spring 2021, to 642, revealing a strong demand for student support during a time of distance-only learning. A survey conducted that same semester showed that 68% of students were “likely” or “very likely” to return to in-person tutoring with appropriate public health precautions in place for Fall 2021. In-person tutoring remains the most popular delivery method of support, though tutors continue to be available over Zoom and will be into the foreseeable future for students who rely on it ([IIB1 F2F Student Survey F2F Tutoring](#)).

How likely are you to return to campus to access face-to-face tutoring at the ASTC, provided that the ASTC follows all appropriate Solano County Public Health regulations?
59 responses



Since Spring 2022, following a soft opening in the new LLRC, the ASTC has been scaling up in-person tutoring over the last few years. The ATSC was moderately well-staffed and utilized in Fall 2022, considering the College offered a limited number of in-person classes. In Spring 2023, the Fairfield campus Center was open full time, and the Vacaville Center was open several days a week due to the ASTC Coordinator teaching a class there and available to serve as supervisor for peer tutors. In Fall 2023, the Vallejo Center reopened as well, and preliminary numbers from September and early October show a robust start to the term. Reports from the last two terms show that most students come to the ASTC for help with math (especially statistics), chemistry, and/or biology ([IIB1 ASTC Usage Courses Spring 2023](#); [IIB1 ASTC Usage Courses Fall 2023](#)).

A faculty survey was conducted in Fall 2021 to see how the ASTC could better collaborate with faculty ([IIB1 ASTC Faculty Survey](#)). Results indicate that communication from the ASTC Coordinator is adequate and appropriate, but the suggestion was made to hold additional presentations at division meetings and on FlexCal days, which was instituted the following semester ([IIB1 FlexCal Mar 2022](#)). The survey also revealed concerns about the lack of tutoring services at the Centers, hence the directed opening of the ASTC at the Vacaville Center in Spring 2023 and Vallejo Center in Fall 2023. The biggest barrier to opening the ASTCs at the Centers continues to be a lack of supervision for student tutors and lack of available tutors to staff all three College locations.



Signage posted in multiple locations at each site, on Canvas and social media, and handed out as flyers at campus events include locations and phone numbers for the ASTC as well as a QR code that will take students to the website for more information and the most up-to-date tutoring schedule.

Materials and Services

The COVID-19 pandemic proved a challenge to the ASTC, requiring a pivot from a normal, robust Spring 2020 semester with the vast majority of tutoring services in-person to a fully online semester with a fraction of the staffing (student workers and administrative) within just a few weeks in March 2020. The emergency stopgap provided by the Chancellor's Office was NetTutor, a free online tutoring platform that connects Solano students to tutors nationwide, sometimes in a matter of minutes. NetTutor was (and continues to be today) mildly-to-moderately utilized by students so the College has continued to contract with the service, albeit at a minimal level of commitment. A Fall 2020 survey showed that only 10.4% of students used NetTutor, and many were unhappy with the availability and/or the quality of tutors on the platform ([IIB1 Net Tutor Survey Fall 2020](#)). The College has decided to maintain a relationship with NetTutor so students have 24/7 access to support in high-needs subjects like Math and English ([IIB1 Net Tutor Minutes Used](#)). The College has 250 hours of free service each academic year courtesy of the Chancellor's office; however, due to its low approval with students, the College does not advertise NetTutor, instead promoting the ASTC's well-trained peer tutors who offer support in person and online. The College has not purchased additional NetTutor hours since January 2022.

Training and Instruction

Academic Success and Tutoring Center information can be found on page 45 in the College Catalog, on the College website, and in the ASTC Canvas site which is linked as a navigation tab for all faculty to include in their course shells ([IIB1 ASTC in Catalog, p. 45](#); [IIB1 ASTC Webpage](#)). Web-based instructions on how to use in-person, and online tutoring are presented on our website ([IIB1 How to Access the ASTC Online](#)).

The ASTC Coordinator and Specialist provide faculty with information about services prior to the beginning of the semester through email, FLEX presentations, and flyers ([IIB1 Tutoring Center PPT Fall 2023](#)). Faculty have the option to schedule a visit to the ASTC with their class for an orientation or can request that a representative visit their classroom.

Analysis and Evaluation

Solano Community College is dedicated to evaluating and ensuring the effectiveness of its library and learning support services through a comprehensive assessment that considers factors such as quantity, quality, depth, and variety. This evaluation process is well-established and aims to determine that the library holds an array of learning resources, including technological support, to accommodate the diverse learning requirements of students. The College places a strong emphasis on equitable access to library services, ensuring that all campus locations, student demographics, and college instructional programs receive equal support and accessibility. This commitment extends to both Distance Education, Rising Scholars (incarcerated students) students, and traditional on-campus students, ensuring that learning support services are provided fairly. Additionally, the library staff has led the effort for Zero and Low Textbook Cost adoption, systematized providing course textbooks for the reserves shelf, and delivering books to the Centers via the book lockers. The College recognizes the importance of adequately resourcing its baccalaureate degree program, with a focus on maintaining the quality, currency, rigor, and depth necessary for this level of education while also tailoring resources to meet the unique needs of the Biomanufacturing program.

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

LIBRARY

Solano Community College librarians work collaboratively with faculty to keep materials current and relevant to the College's course offerings and to the library use patterns of 21st-century college students, in order to support student learning.

The library aims to maintain a collection that is responsive to the curricular needs of the campus by maintaining a librarian's seat on the Curriculum Committee; a librarian's sign off is required for new course proposals so that courses and disciplines in need of additional support and collection materials can be identified ([IIB2 eLumen Library Resources Check](#)).

Librarians regularly seek discipline faculty requests to inform purchasing decisions for the general collection and Textbook Reserves Collection ([IIB2 Collection Development - Art Faculty](#); [IIB2 Library Materials Purchase Suggestion Form](#); [IIB2 Spring 23 Library Textbook Purchase Requests](#)). To provide a systematic mechanism to review and update library resources in each discipline, the librarians created a library section of the Academic Program Review form in Fall 2017 ([IIB2 Library PR Collection Assessment Form -](#)

[Chemistry](#)). This new system ensures that every part of the library collection is reviewed and updated every six years, in accordance with the Academic Program Review cycle. In addition, the library program review form provides a more accurate assessment of the areas of greatest need, allowing for a more refined allocation of resources in developing and maintaining the collections.

In their 2023 program review, the Chemistry department used the library resources form and consulted with librarians to determine the strengths and weaknesses of the library collection for their subject. One outcome of this process was that the library agreed to purchase digital access to *The CRC Handbook of Chemistry & Physics* (CHEMnetBASE) to support the instructional needs of the Chemistry department which was accomplished in Fall 2023. Ongoing, collaborative projects include developing a Chemistry specific LibGuide (a curated collection of relevant databases and citation guides), culling and updating physical materials in the library's collection, and maintaining current textbook reserves ([IIB2 APR Chemistry Library Needs](#)).

In addition to direct input from faculty, SCC library staff monitor usage data to evaluate usage of library resources ([IIB2 2020-2021 ebook Usage Summary](#); [IIB2 eReference Chat8-2021 to 8-2022](#); [IIB2 2022-2023 EBSCO Overall Usage Report](#); [IIB2 2022-2023 Flipster Usage Report](#)). The library's partnership with Napa Valley College and Napa Public Libraries includes on-demand, comprehensive usage reports for the physical book collections accessed via the Polaris Integrated Library System ([IIB2 Circulation Stat Example](#)).

In preparation for the new Ethnic Studies requirement, the library purchased a new DEIA audiobook collection to enhance our existing DEIA resources ([IIB2 DEIA Audiobook Widget](#)). The library also created Heritage Month Library Guides to showcase library resources and vetted information tools to celebrate and support learning for diverse groups and populations. Each month a new, curated guide is linked on the library homepage with an accompanying book-river ([IIB2 Library - Heritage Month](#); [IIB2 Heritage Month Book example](#)). Such diverse resources support the new ILO that focuses on DEIA where students will demonstrate knowledge and sensitivity toward diverse communities and cultures ([IIB2 New DEIA ILO 2023](#)).

The library maintains equipment sufficient for supporting student learning in collaboration with the College's IT department. Just-in-time requests for software programs, updates, and repairs via the college's HelpDesk ticket system work well to address immediate needs ([IIB2 HelpDesk Ticket – AutoCAD](#)).

ACADEMIC SUCCESS AND TUTORING CENTER (ASTC)

The ASTC performs regular program reviews to assess depth, variety, and quality of equipment and materials and works closely with expert faculty to determine tutoring services, communication strategies, and training ([IIB2 ASTC Program Review 2022](#); [IIB2 ASTC Faculty Survey](#)).

The new space in the Library and Learning Resources Center gave ASTC staff an opportunity to assess the Center's textbooks and eliminate any that were outdated or redundant. In

collaboration with faculty, the ASTC Specialist applied for funding and added \$800 worth of textbooks (two mathematics and one kinesiology) to the collection.

The ASTC has 38 desktop computers (36 PCs and 2 Macs), which have an assortment of specialized computer programs such as: Access; Adobe Acrobat, After Effects 2020 and 2022, Bridge 2020 and 2022, Creative Cloud, Illustrator 2022, InDesign 2022, Lightroom Classic, Media Encoder 2022, Photoshop 2020 and 2022, Premium Pro 2020 and 2022; Blend for Visual Studio 2019; Cortana, Feedback Hub; GNU Octave 7.30; MS Office 365 and MS Edge; Mixed Reality Portal; Publisher; Visual Editor; V Studio 2019, Studio Code, Studio Installer, and Voice Recorder; as well as Zoom.

The ASTC has a moderate number of popular textbooks and anatomy models, both of which are well-utilized, as well as graphing calculators and microscopes available for students to use.

Analysis and Evaluation

SCC selects and maintains educational equipment and materials to support student learning and achieve the mission with the guidance of faculty, including librarians, and other learning support services specialists. The library faculty and staff are committed to supporting the College's DEIA efforts, including the Ethnic Studies courses and AA degree, the Social Justice Studies AA degree, and anti-racist curricula being implemented across campus. To that end, the library staff have radically diversified the College's collection while simultaneously increasing the visibility and availability of the new material.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

LIBRARY

The library staff evaluate library services through a variety of assessment tools, including usage data, student surveys, student learning outcomes, and program review to evaluate student familiarity with and use of the learning resources available through the library and achievement of the service area outcomes ([IIB3 Library Program Service Area Outcomes](#)). Analysis of this data is used to improve materials and services.

Faculty input drives the purchase of new print texts, periodical subscriptions, and video materials. Inclusion of the library as a component of Academic Program Review has been an effective way of ensuring the regular and systematic evaluation of library collections and eResources by faculty in each discipline, enabling the library to keep materials up-to-date to serve students' needs. For example, the Biomedical Sciences Program Review notes that "area faculty have reviewed the library resources including the textbook collection, collection of anatomy models, and the general collection with the library staff. Continued support and expansion of the textbook collection was discussed."

BIOMEDICAL SCIENCES_ AY 2022-2023

--- Resource Goals -----	--- Actions to be taken -----	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost
Microbiology Reference Books	Work with Library Staff to purchase - Atticus Frey coordinates	Matthew Schweitzer	Urgent	Spring 2023	Library Fund	\$99.99 per copy

Surveys and usage statistics are used to determine the best ways to allocate funding, staffing, promotion, and supervision of library spaces and resources ([IIB3 e-ref Daily Hourly Distribution](#); [IIB3 e-ref Hourly-Breakdown](#); [IIB3 Library Study Room Usage Stats](#); [IIB3 QR Code Survey](#)).

When the COVID pandemic shifted the entire campus to online access points for all services, the library's resources were already positioned and ready. A library access page was already embedded in the navigation of every Canvas instance. Because the library was a familiar resource, fully functional during the pivot, staff increased efforts to ensure access and usage were not negatively impacted by the pandemic. All funding for physical materials in 2020/2021 was redirected to digital acquisitions and access points. This also allowed the library to purchase books for specific instructors in order to help keep their class costs down. ([IIB3 Library English ebooks](#)). Additionally, library staff spearheaded a physical curbside lending program during COVID to ensure access to textbooks while the building was otherwise closed ([IIB3 Curbside Textbook Requests 2022 Spring](#)). During the library closure, staff received 425 textbook reserve requests through a request form posted on the library webpage. Many of the requests involved multiple textbooks, and the textbooks were delivered either by hand "curbside" or through delivery lockers for pickup at the student's convenience.

After completing @ONE courses and participating in a Teaching for Equity cohort, library faculty have begun incorporating new pedagogical approaches to grading and assessments, as well as incorporating more diverse material into the curriculum and collections ([IIB3 LR 010 Grading Scheme](#); [IIB3 DEIA Audiobook Widget](#); [IIB3 SolanoCARES Submission Highlighting DEIA Collection](#)).

Student learning outcomes for LR010, a corequisite to all sections of English 001, are evaluated every semester by the full-time and adjunct faculty who teach the course, which guide decisions related to assessment, rubrics, and more diverse culminating assignments to attend to student needs. In addition, pre- and post-surveys are taken in every section of LR 010. The responses to these surveys were analyzed for the corequisite validation process that occurred in fall 2021. SLO assessment and survey data will be used, along with student success data generated by the Office of Research and Planning, in the six-year Academic Program Review process which is planned for Fall 2024, in conjunction with the English Department (Liberal Arts Division) to analyze LR10 alongside English 001 ([IIB3 Master Assessment Schedule](#)).

ACADEMIC SUCCESS AND TUTORING CENTER

The ASTC carefully tracks student usage of all services available by location and modality. Tutors keep a manual log of all the students they see online on a particular day ([IIB3 MEL Monthly Sheet Fall 2023](#)). Canvas also maintains an electronic log of tutors and tutees for

online sessions, which both the ASTC Faculty Coordinator and ASTC Specialist have access to. For in-person services, students log in using the SCC ID number on the SARs TRAK computer. NetTutor provides a report on demand.

The ASTC undergoes regular program review per Administration ([IIB3 ASTC Program Review 2022](#)). Center staff have also been closely involved with the development and implementation of the Student Equity and Achievement Plan, which identifies the ASTC as an area of critical support for Black and African American student success ([IIB3 SEA Plan](#)). The SEA-ASTC Taskforce convened in Spring 2023, and successfully identified three areas as needing improvement: staffing at the Centers so they may reopen fully, revamping tutor training, and clarifying the role of peer tutors for all faculty. As a result, the ASTC has adopted CRLA standards and written and submitted job descriptions for Site Leads.

While a 2018 data review confirmed that students using the ASTC academically outperformed those who did not, several factors have prevented the College from assessing how services contribute to student success in recent years, in particular, a series of changes in leadership at the Research & Planning (RP) Office and ASTC Coordinator. However, with a new Dean of IRP and a full-time faculty in the role of ASTC Coordinator (returning from sabbatical in Spring 2024), the College will again be able to collect, disaggregate, and analyze student success data related to support services, including the ASTC.

Analysis and Evaluation

The Library and Learning Resource Center uses a variety of tools to assess student needs, satisfaction, and achievement and develop action plans for improvement of services. LLRC staff and discipline faculty use these tools to evaluate the contribution of the LLRC's support services to SLOs through program review which, along with curriculum review, offers an opportunity to request additional resources.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The Solano Community College library collaborates with networks of other local and regional libraries for two important elements of service: inter-library loan and eReference.

The library's inter-library loan service needs are met through participation in the Link+ system which is facilitated through a partnership with Napa Valley College and Napa Public libraries, and connects the SCC collection with those of over 75 public and academic libraries throughout California and Nevada ([IIB4 Library Link+](#); [IIB4 Link+ Member Libraries](#)). While the pandemic paused participation in this service, the library has resumed access which is popular, as indicated by user data. The program also allows sharing/borrowing of Solano County library

materials as they are now Link+ members. In addition, the library retains a contract with Unity delivery service to deliver materials between regional consortium partners ([IIB4 Napa Solano MOU for Unity Polaris Link+](#)).

Since partnering with Napa County libraries and shifting to the Polaris Integrated Library System (ILS), the College library has been able to collect textbook circulation statistics ([IIB4 Library Textbook Circulation Statistics](#); [IIB4 2022-2023 Link Plus Lending Report](#); [IIB4 2022-2023 Link Plus Borrowing Report](#)), make informed purchasing decisions, and analyze data to determine alternative access needs for individual titles, i.e. extended checkout periods, locations, and the like.

The Electronic reference desk, or “eRef” service, is the second area in which service to SCC students relies on collaboration with a large network. As a member of the eRef network, the SCC library provides 45 hours a week of staff time to respond in real-time to eRef inquiries from users at any participating library ([IIB4 eReference Chat Stats 8-2021 to 8-2022](#)).

After usage statistics for our previous 24/7 eRef model showed that after-hours were not being utilized, the library decided to switch to the current e-Ref model which includes more SCC librarian hours (45, up from 10) plus weekends, but does not include 24-hour coverage ([IIB4 e-ref Daily Hourly-Distribution](#); [IIB4 e-ref Hourly-Breakdown](#)).

Analysis and Evaluation

Solano Community College ensures that collaborations with other institutions or sources to provide library and other resources have official agreements in place. The College verifies that these resources and services are sufficient to meet student and faculty needs, accessible, and effective. SCC evaluates the security, maintenance, and trustworthiness of these services, whether provided by the College or an outside party, and makes improvements as needed.

Conclusions on Standard II.B: Library and Learning Support Services

Solano Community College offers comprehensive library and student support services to accommodate the needs of all students, including those in the baccalaureate program, and at all locations, including online and in the Rising Scholars program (justice-involved students). The College continually assesses staffing, services, facilities, and materials to ensure that services are accessible, appropriate, and equitable.

To enhance student learning and align with its mission, the College selects and maintains educational equipment and materials. This decision-making process involves close collaboration with instructional faculty, utilization data, and input from both faculty and students. Any improvements in services, based on evaluation outcomes, are implemented through the program review and planning procedures.

The library also establishes and upholds formal agreements to offer services and resources. These agreements are subject to regular review and encompass purchase, service, and maintenance contracts for physical equipment, computer hardware, and software.

Improvement Plan(s)

Standard	Needs Improvement	Timeline	Responsible Parties
IIB.3	Because the Library Resource class, LR10 is a co-requisite of English 001, the library faculty will complete a non-instructional and an academic program review in conjunction with the cycle set for English (Liberal Arts).	Fall 2024	Librarians Library staff

Evidence List for Standard IIB

IIB1 Art Faculty Outreach
 IIB1 ASTC in Catalog, p. 45
 IIB1 ASTC Faculty Survey
 IIB1 ASTC SEA Funding Request
 IIB1 ASTC Site Lead JD
 IIB1 ASTC Usage Courses Fall 2023
 IIB1 ASTC Usage Courses spring 2023
 IIB1 ASTC Webpage
 IIB1 Collection Development - Art Faculty
 IIB1 ELS Lab Flyer
 IIB1 F2F Student Survey F2F Tutoring
 IIB1 Flex 2021 Fall Updates on OER and Lowering Textbook Costs
 IIB1 Flex Program 2021 SP Liquid Syllabus
 IIB1 FlexCal Mar 2022
 IIB1 FOD Campuswide Outreach
 IIB1 How to Access the ASTC Online
 IIB1 Librarian Created Materials for Faculty
 IIB1 Library Chat Stats 2021-2022
 IIB1 Library Information in College Catalog
 IIB1 Library Flipster in OneSearch
 IIB1 Library Flipster
 IIB1 Library Hiring Committee Prep
 IIB1 Library How To
 IIB1 Library Link Plus
 IIB1 Library linked in Canvas
 IIB1 Library Locker Plans - FF
 IIB1 Library Locker Plans - VACA
 IIB1 Library Locker Plans - VJO
 IIB1 Library OneSearch
 IIB1 Library Reserve
 IIB1 Library Services Welcome Back Email 2021 Spring
 IIB1 Library Study Rooms
 IIB1 Library Textbook Locker Rentals
 IIB1 Library Textbook Funding Amazon Account

IIB1 Library Resources on Webpage
IIB1 LR 010 Resources
IIB1 Net Tutor Minutes Used
IIB1 NetTutor Survey Fall 2020
IIB1 Nursing Orientation
IIB1 NYT Access - Campuswide Outreach
IIB1 NYT Swank and Flipster- Campuswide Outreach
IIB1 Psychology Faculty Outreach
IIB1 SEA Project Fund Request Form 2023-2024
IIB1 SolanoCARES Submission August 2023
IIB1 SolanoCARES Submission Feb 2023
IIB1 SolanoCARES Submission Jan 2023
IIB1 Spring 23 LibraryTextbook Purchase Requests
IIB1 Tutoring Center PPT Fall 2023
IIB1 Updates to OER Resources Available Sept 22
IIB2 2020-2021 ebook Usage Summary
IIB2 2022-2023 EBSCO Overall Usage Report
IIB2 2022-2023 Flipster Usage Report
IIB2 2020-2021 ebook Usage Summary
IIB2 New DEIA ILO
IIB2 APR Chemistry Library Needs
IIB2 ASTC Faculty Survey
IIB2 ASTC Program Review 2022
IIB2 Circulation Stat Example
IIB2 Collection Development - Art Faculty
IIB2 DEIA Audiobook Widget
IIB2 eLumen Library Resources Check
IIB2 eReference Chat Stats 8-2021 to 8-2022
IIB2 HelpDesk Ticket – AutoCAD
IIB2 Heritage Month Book example
IIB2 Library Materials Purchase Suggestion Form
IIB2 Library PR Collection Assessment Form - Chemistry
IIB2 Spring 23 Library Textbook Purchase Requests
IIB3 ASTC Program Review 2022
IIB3 e-ref Daily Hourly Distribution
IIB3 e-ref Hourly-Breakdown
IIB3 Curbside Textbook Requests Spring 2022
IIB3 DEIA Audiobook Widget
IIB3 Library Program Service Area Outcomes
IIB3 Library English ebooks
IIB3 Library Study Room Usage Stats
IIB3 LR 010 Grading Scheme
IIB3 Master Assessment Schedule
IIB3 QR code Survey
IIB3 SEA Plan
IIB3 SolanoCARES Submission Highlighting DEIA Collection

IIB4 2022-2023 Link Plus Borrowing Report
IIB4 2022-2023 Link Plus Lending Report
IIB4 eReference Chat Stats 8-2021 to 8-2022
IIB4 Library Textbook Circulation Statistics
IIB4 Library Link+
IIB4 Link+ Member Libraries
IIB4 Napa Solano MOU for Unity Polaris Link+

II.C. Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Solano Community College regularly evaluates the quality of its student support services, regardless of location or means of delivery through program reviews, student surveys, and data analysis, to support student learning and ensure the accomplishment of the mission.

Program reviews examine the number of students served, services provided, outcomes achieved, and an analysis of success indicators to determine that service(s) provided to students were successful. Program coordinators also reflect on collaboration with other student services programs, service areas, and instruction, and the actions that those programs have taken or are taking to improve the student experience, in general, with a focus on the disproportionately impacted student populations. Finally, program review is a chance for faculty and staff to share service area/program accomplishments, but also challenges and needs, for the sake of resource allocation ([IIC1 Academic Support Services Program Review Fall 2017-Fall 2020](#); [IIC1 Academic Support Services Program Review 2020-2021](#); [IIC1 AAMP Program Review 2021-22](#); [IIC1 Puente Program Report September 2021](#); [IIC1 ASTC Program Review 2021-2022](#)).

One example is the Academic Support and Tutoring Center's (ASTC) 2022 Program Review which reflects on the high demand for in-person services, post-pandemic, but the difficulty staffing Vacaville and Vallejo, noting a need for:

- Sustainable staffing:
 - Hiring ASTC leads at the Vacaville and Vallejo Centers to support student learning and align with our equity goals.
 - Address issues of attractive pay/sustainability (for instance, our Career Center recently advertised private tutoring position at \$17-\$30 per hour, while our current tutors make \$16.75-17.50 and temporary staff make \$18.91-\$26.00 per hour).
- Full-time permanent staff (or two part-time permanent staff members) at the Centers. This is especially of concern from an equity perspective.

The program review also reports on past data which shows that success and retention rates, as well as average term GPAs are higher for students who use the ASTC making the need for equitable services even more critical. To address the problem, the ASTC formed a Taskforce to generate goals and an action plan, including creating job descriptions for and securing funding for two part-time Site Leads at each center to supervise peer tutors ([IIC1 SEA Plan ASTC Taskforce Sp23](#)). Since the ASTC is specifically listed as a project in the 2022-2025 SEA Plan and an increase in ASTC usage by Black and African American students for support in math over the next three years, in Summer 2023, the Taskforce submitted a proposal to the Vice President of Student Services for funding those positions through the Student Equity and

Achievement Fund ([IIC1 ASTC SEA Funding Request](#)). As of 30 October 2023, the job descriptions and staffing proposals are awaiting approval for next steps. Additionally, the current Administrative Assistant for the ASTC is retiring at the end of Fall 2023, so another permanent employee will need to be hired.

Analysis and Evaluation

The College analyzes student support services through a variety of tools, such as program reviews which include assessment of student achievement data, survey responses, and program outcomes assessment results. This process also allows student services coordinators to propose activities and request funding of resources that will address identified areas for improvement.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Solano Community College identifies and regularly assesses learning support outcomes for each service area, reflects on the data through the program review, and applies the results to address student needs. One of the most common references in student surveys, program reviews, and ASSC feedback is a desire for increased attention to equity and diversity, and more frequent community and cultural events to encourage a greater sense of belonging, particularly in the wake of the Covid-19 pandemic and the gradual return to in-person learning ([IC1 Academic Support Services Program Review 2020-2021](#); [IIC2 Vacaville Center Presentation w Student Survey Data](#)). In general, SCC has made tremendous efforts in this area, with Student Services often leading the way.

Recent Improvements

At the beginning of the COVID-19 pandemic, the financial aid office made the decision to outsource verification and more fully automate its operations. To evaluate that shift, the financial aid office identified a set of key performance indicators to measure service outcomes throughout the pandemic to ensure that students continued to receive financial aid in a timely fashion ([IIC2 Financial Aid Key Performance Indicators 2018-2023](#)).

The Disability Services Program received feedback from students over the years who felt the name was not inclusive and stigmatized students with disabilities. From this feedback, the DSP program gathered information from other colleges about names, and additional feedback from SCC students, to identify a new name, Accessibility Services Center (ASC), which was approved in Fall 2022 and followed by a “Re-Open House,” a reintroduction to the program and its services to the campus and wider community ([IIC2 ASC Open House Invite](#); [IIC2 ASC Open House Program Agenda](#)).

Changes in state regulations regarding pre-requisites and basic skills courses, specifically AB705/AB1705, led the English and ESL department to discontinue ESL-only courses, yet support for ESL students is a frequent topic in faculty discussions and has been an “Ongoing

Priority” for the Academic Senate and Academic Success and Tutoring Center ([IIC2 Senate Goals Priorities Spring 2022](#)). As a result, beginning in Spring 2022, an ESL Lab was opened in the ASTC four days a week, staffed by ESL faculty, and a new course was created, English 001E: College Composition for Non-Native Speakers, which will be offered starting Fall 2024 ([IIC2 ESL Lab Flyer](#)). Effectiveness of the ESL lab will be assessed in the next program review for both the ASTC and the English/ESL department.

The 2022-25 Student Equity and Achievement Plan (SEAP) engaged various stakeholders, across governance structures, in discussions, workgroup meetings, and feedback sessions to thoroughly scrutinize academic and student support services, among other institutional policies and practices, using a race-conscious framework. After a careful examination of local data, focusing on equity gaps evident in success metrics disaggregated by race, the SEAP workgroup identified Black and African American students as the most disproportionately impacted group across four out of five key metrics (enrollment, persistence, math/English completion, transfer, and completion).

The Quality Focus Essay covers ongoing efforts related to the SEAP in greater depth; however, initial projects that have been implemented as a result of the workgroup’s assessment are the Black Student Mixer, Black Family BBQ, Black Falcon Summer Bridge, improved services at the Vallejo Center, and new partnerships with the Vallejo community ([IIC2 Black Family BBQ & Black Summer Bridge Flyer](#)).

Analysis and Evaluation

All Solano Community College student support departments and programs evaluate the quality of their services in a variety of ways, including through program review and student surveys for the purpose of continuous improvement.

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The Solano Community College website, catalog, and Canvas learning management system, updated on a regular basis, provide detailed information regarding availability of and access to student services. Students can complete the application for admission as well as enrollment, registration, and financial aid documents in person, at any location, or online. Student services staff are available in person and by phone, email, and/or chat during posted hours ([IIC3 Student Services Hours Spring 2023](#); [IIC3 Vacaville Student Service and Library Hours](#); [IIC3 Vallejo Center Student Hours and Services Spring 2023](#); [IIC3 Chatbot](#)).

Student Services are provided in-person and remotely which allows students at the Vacaville and Vallejo sites to receive all services while some in-person services at the Centers continue to be inconsistent or only available by request, post-pandemic. These challenges have been a topic of Academic Senate meetings, with the goal of creating more robust support for students at these sites ([IIC3 Vacaville Center Presentation w Student Survey Data](#); [IIC3 Vallejo Center Presentation](#)).

SCC's strong commitment to student access and success is evidenced by an array of student services that provide necessary, inclusive support pertaining to the fulfillment of educational goals. The College has successfully implemented innovative programs and services that meaningfully affect outcomes, especially for disproportionately impacted populations.

For example, Academic Support Services (ASS) has worked to assure equitable services to all students by providing support to students at the Fairfield campus as well as Vacaville Center, Vallejo Center, Travis AFB, and at our other service locations. ASS collaborated with other student services departments to ensure that students have access to services through different modalities, including in-person, virtual, email, and telephone support. ASS was also responsible for making sure that students impacted by the pandemic had equitable access to support and resources ([IIC3 Student Services Hours Spring 2023](#); [IIC3 Student Services Contact InfoSheet Fall 2022](#); [IIC3 Student Services Contact InfoSheet SpSu 2022](#); [IIC3 Student Services Redesign Workgroup Agenda 2-1-21](#); [IIC3 Vallejo Center Student Hours and Services Spring 2023](#); [IIC3 Faculty Center Resource Info Spring 2023](#); [IIC3 Locations of Counseling](#); [IIC3 Student Support Services by Modality Met List](#)).

To increase access, enrollment, retention, completion and transfer of disproportionately impacted students at the college, the College established targeted outreach and support programs that particularly reach out to and support these populations, the majority of whom are students of color. These programs provide critically needed in-person orientations, summer bridge programming, financial aid assistance, supplemental instruction, mentoring, transfer preparedness workshops, basic needs resources, and more. They include:

The Students Overcoming Adversity and Recidivism (SOAR) Program serves formerly incarcerated, juvenile detention, current and former foster youth (through its Guardian Scholars component), and unhoused students facing unique barriers who need academic and other support services while in college ([IIC3 SOAR Webpage](#); [IIC3 SOAR Annual Report 2021-2022](#)).

In late Spring 2020, the African American Male Education Network and Development (A2MEND) Chapter was established as part of Solano Community College's effort to support disproportionately impacted students and to address documented inequities in the postsecondary education of students of color. Under the guidance of an advisor and with support from African American faculty, male students are provided with mentoring; weekly discussions and workshops covering strategies for academic success and leadership development; mental health and wellness resources; opportunities for community service; networking opportunities, including travel to a statewide conference; and other activities that build a sense of brotherhood and support for others. A2MEND students have engaged in hosting campus wide activities for students and collaborative events with academic departments ([IIC3 A2MEND Webpage](#)).

In Fall 2021, the College implemented the IMANI Sisterhood Program, a Black women's group at SCC that creates a safe space for students to establish connections with peers, faculty, and staff who share common backgrounds and experiences. The program focuses on both the academic and personal development of students and building community on campus

([IIC3 IMANI Webpage](#)). The College is currently working on establishing the Black Excellence Center in the Student Services (400) Building at the Fairfield Campus, a centralized location for both A2MEND and IMANI Sisterhood programs to serve and support African American students ([IIC3 IMANI Program Report](#); [IIC3 SOAR Annual Report 2021-2022](#)).

Other initiatives that focus on enrollment, retention, completion, and transfer include expanded support for the Puente Project; the Teaching Apprentice (TA) Program which embeds TAs in first-year English classes to provide an additional layer of support to students; and the Academic Athletic Mentoring Program (AAMP) which provides 1:1 mentoring to students and assistance navigating through the college experience and the student athlete commitment.

Recently Added Services

The Basic Needs Center (BNC) was fully launched in late Spring 2023 with the hire of a full-time Director of Student Support Services. The goal of the BNC is to provide holistic, comprehensive basic needs services and resources to students. The Food Pantry, an important hub of the BNC, was established in a new space in the 1400 Student Center at the Fairfield campus. The Pantry's services expanded from bi-monthly no-contact curbside food distributions to in-person services. Due to the increased visibility of the Food Pantry, student awareness and usage has grown from 200-250 students each month to over 500 students served each week. Currently, students can either pick up pre-prepared food bags or "shop the wall" to choose only what they actually need. Students at the Vacaville and Vallejo Centers also have access to healthy, free food, such as soup, fruit, snacks, and water at the Centers, as well as pre-prepared food bags. To serve the diverse SCC student population, which includes unhoused students and student parents, the BNC has increased the variety of items available in the pantry to include clothing, hygiene products, and diapers.

The BNC also provides comprehensive housing assistance and referrals to temporary and permanent housing; housing education workshops; and information on housing policies and rental procedures. Services include emergency grants and assistance for students who are unable to meet immediate, essential expenses because of a temporary hardship. The BNC coordinates transportation resources, including helping students secure free public transit passes with student ID; childcare referrals; health and well-being resources, including TimelyCare MD for 24/7 virtual emotional support and self-care services; and wellness counseling, in collaboration with JFK/National University, are also available.

The College promotes the Basic Needs Center by placing flyers and posters in all buildings on campus, maintaining a linktree on the student resources page of the College website, and posting announcements and updates to Canvas and social media. Additionally, BNC staff regularly visit classrooms and present information at management, faculty, and staff meetings to spread awareness of their services ([IIC3 Basic Needs Center Webpage](#)).

In response to concerns for students' mental health and wellness as they returned to campus after pandemic-mandated distance learning, the College designated space and financial resources, in partnership with SCOE and through a Behavioral Health County grant, for the first-ever Wellness Center which opened in Fall 2022 and provides culturally responsive services, in a safe place, where students can destress: relax, play games, draw, and share poems

and other talents. The Center offers support groups, co-facilitated by well-trained SCC alumni who majored in Human Services and Social Work and students who host presentations, share strategies, and make referrals to help students be well ([IIC3 Wellness Center Webpage](#)).

Wellness Center Leads are trained in Human Services and Social Work (HSSW) which means they are equipped with specific knowledge and skills to create alliances, facilitate support groups, and case manage a diverse population. They are trained in a supportive, practice-oriented environment in SCC's HSW program and are eager to work with students.

In the first year, the Wellness Center served nearly 400 students through activities, presentations, support groups, and field trips. On-campus activities included karaoke, painting, poetry, and Zen Sand. Divine Voices is a support group specifically for people who identify as LGBTQIA2+ and *Un Paso Junto* supports Latina/o/x students. Wellness presentations and other fun and informative events scheduled at all three SCC locations (Fairfield, Vacaville, and Vallejo) and off-site events such as a visit to the Japanese Tea Garden, and Escape Room, and the bowling alley are ongoing ([IIC3 Wellness Center All Sites Poster Fall 2023](#); [IIC3 Wellness Center Brochure 2023](#); [IIC3 Divine Voices LGBTQIA2+ Flyer](#); [IIC3 Un Paso Junto Flyer Latina/o/x](#); [IIC3 Power of Words Support Group Flyer](#)).

Analysis and Evaluation

The College ensures that students have access to comprehensive, reliable, and appropriate services at each of its physical locations and online, including library, tutoring, academic counseling, financial aid, basic needs, wellness, and other student support services.

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Solano Community College Board Policies and Administrative Procedures related to Student Activities and Development (5500-5580) guide the processes and procedures for determining which co-curricular programs are appropriate to the College's mission and student population. The Dean of Academic Support Services oversees the Student Development and Engagement Office whose Director serves as Advisor to the Associated Students of Solano College (ASSC) and oversees the Inter-Club Council (ICC) of recognized student clubs and organizations. ASSC student government is committed to effective student participation in all areas of student concern. The ASSC weekly and ICC bi-monthly meetings are open to all students, faculty, and the public.

In collaboration with ASSC and other campus programs, the Director of Student Development and Engagement is also responsible for cultural and social programming including celebratory events and activities such as LGBTQ+, Black History Month, Women's History Month, Asian Pacific Islander History Month, Black Success Week. The program's directive is to enhance student engagement and a sense of unconditional belonging at the College, advocate for the needs of all students, particularly disproportionately impacted student populations, and facilitate co-curricular opportunities that support student social, cultural, personal, intellectual, and

psychological growth.

Solano Community College has a long tradition of athletics dating back to 1947. The College subscribes to the philosophy that athletics plays an integral role in the total educational process. It is with this basic philosophy of purpose that the College strives to embrace the “Falcons Four Pillars of Success” for all its athletes: Academic Excellence; Athletic Excellence; Commitment to Community Service; Development of Good Citizenship. Intercollegiate sports include men’s baseball, basketball, swimming, and tennis. Women’s sports include basketball, soccer, softball, swimming, tennis, and volleyball ([IIC3 Athletics Webpage](#)).

Like all SCC programs and services, athletics programs are regularly evaluated and adjusted to appropriately meet the needs of the College and the communities it serves. Most recently, Varsity Tennis was added with Men’s Tennis beginning in spring 2016, and Women’s Tennis added in Spring 2017 to enhance gender equity among athletics programs. SCC complies with all three prongs of Title IX athletic compliance and plans for the implications of enrollment projections that the 54-56% female proportion of student population may be as high as 64% in the next decade (Title IX Athletics). To anticipate enrollment projections, the College has approved curriculum for both Women’s Beach Volleyball and Men’s Soccer for future expansion of the athletics program.

To support student athletes’ management of academic coursework and individualized educational plans amid rigorous athletic training and competition schedules, SCC provides designated counseling and tutoring services. Each semester, student-athletes request academic progress reports from each instructor and those who are not progressing well are scheduled to see the athletic counselor for follow up which may include tutoring, counseling, academic success help, or restructuring of classes. When students are ready to transfer, the athletic counselor is available to advise them through the completion of applications and transfer agreements, and to write letters of recommendation.

The AAMP program provides individual mentors who meet with student athletes on a regular basis and check in on their academic progress. The program also offers student athletes assistance with financial aid, communicating with professors, online Canvas orientation, and finding services on campus. Finally, academic mentors provide resources for the student athletes to be successful in their academic courses ([IIC4 AAMP Program Review 2021-2022](#)).

The College has integrated team sports into related academic and vocational programs in sports related careers. The Associate of Science degree in Sports Medicine (SPMD) serves the mission as a program that can lead either to vocational placement or transfer. The SPMD program received CTE status in the Spring of 2023 and has utilized Perkins funding for outreach, mentoring, and practicum experiences for students. Faculty have partnered with the Solano County Office of Education to offer high school program tours, guest lectures, and presentations for interested students. The program operates synergistically with SCC team sports in that Sports Medicine students must enroll in practicum coursework under the guidance of a Certified Athletic Trainer to provide care for student-athletes over the course of both in-season and off-season activities ([IIC4 Sports Medicine Webpage](#); [IIC4 SPMD 054 Syllabus](#); [IIC4 SPMD 055B Syllabus](#); [IIC4 SPMD 071 Syllabus](#)).

In addition, Solano Community College offers courses in Sports Broadcasting (COMM075A: Sports Broadcasting - Fall Sports and COMM 075B: Sports Broadcasting - Spring Sports) and the Solano College Sports Network broadcasts most home games, providing live, hands-on experience covering sporting events, as well as editing and production experience for students in SCC's state-of-the-art studio, housed in the Library and Learning Resource Center ([IIC4 Sports Broadcasting Webpage](#); [IIC4 Sports Broadcasting, Gainful Employment Disclosure](#)).

The College's athletics programs maintain high standards of professionalism and integrity, ensured by internal and external policies, training, and evaluations. All students receive orientation to the Student Athlete Handbook and all athletic department staff involved with student-athletes participate in similar training with the manual, including volunteers. The College provides a variety of additional workshops for student athletes including DEI training and Dating Violence Training.

Solano Community College's athletics teams compete in the Bay Valley Conference of the California Community College Athletic Association (3C2A) which provides regulations and suggests best practices. The Conference reviewed SCC's Athletics programs in 2017 and confirmed that the College has maintained its high standards ([IIC4 BVC Constitution](#)). The next comprehensive BVC Program review will be in 2024.

In addition, the Athletic Director, coaches, assistants, and volunteers, S-P, Vice President, and Dean overseeing athletics must be knowledgeable of the 3C2A Constitution and Bylaws and pass a compliance exam every year ([IIC4 3C2A Compliance Rules Exam Webpage](#)).

Similarly, anyone involved with student athletes must complete the appropriate section of the compliance exam and annual concussion training through 3C2A, conducted by experts in the field. Athletic coaches are responsible for knowing sections of the bylaws that pertain to recruitment, student eligibility, etc., per the Solano College Athletics Department Manual. Additional training includes driver education for coaches to safely transport students in a 10-seat passenger van; substance and child abuse training, including mandated reporting, hazing, and ethics; and concussion awareness and prevention. Taken as a whole, these certification and training requirements ensure that student athletes at SCC meet eligibility standards and are well cared for.

The College maintains full responsibility for the control and financial security of all athletics programs. SCC is committed to Athletics and funds all costs of operating individual teams and the department. The College has increased the stipend for assistant coaches and the per diem for student athletes' meal monies during official team travel for away games while representing SCC in intercollegiate competition. The maximum daily is now \$34.50: Breakfast - \$7.50, Lunch - \$9.00, and Dinner - \$18.00 ([IIC4 Athletic Team Meals](#)). The College provides transportation for team travel through a combination of bus travel and district vans.

Analysis and Evaluation

Co-curricular and athletic programs are consistent with SCC's mission and enhance the social and cultural experience in conjunction with students' educational experience. All programs are

guided by formally approved policies and procedures to ensure responsible programming and financial management.

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Solano Community College is committed to providing academic counseling to support the success of its students. Counseling services are an essential part of the mission of the District, including the availability of both full-time and part-time/adjunct general counselors, and counselor-coordinators for support programs such as CalWORKS, EOPS/CARE, Veterans Resource Center, Rising Scholars, Accessibility Services Center (ASC), and Puente.

Counselors are committed to students by educating them about, and assisting them with, the process of education planning and decision making for their future, whether that be transferring to a 4-year institution and/or preparing to enter the workforce. With the implementation of Guided Pathways, programs have recommended course sequences which Counselors use as part of the collaborative process to build education plans with students ([IIC5 Anthro AAT-Guided Pathway Map](#); [IIC5 Student Education Plan Sample](#)).

Ongoing information updates are offered weekly in the Counseling Division meetings, as well as frequent counselor-only trainings and meetings to discuss curricular, transfer, and legislative changes. Counselors also use these meetings to verify that public-facing information and academic advising materials are clear and accurate ([IIC5 Counseling Division Agenda 10-6-22](#); [IIC5 Counseling Division Agenda 2-22-22](#)). New counselors are assigned a peer mentor to guide them through assigned duties and help navigate various topics related to the education planning process ([IIC5 Board Agenda Faculty Mentor](#)). Additionally, attendance and participation in transfer partner- and Chancellor's Office-hosted webinars and conferences is encouraged and supported.

All offices that provide counseling use the SARS scheduling software to book appointments and DegreeWorks to create education plans. To stay connected with information across campus Counselors serve as liaisons to the academic divisions, attending meetings and providing Counseling updates as necessary ([IIC5 School of Liberal Arts Notes March 2023](#)). Counselors also host an annual conference for High School Counselors to orient them to SCC, encourage student referrals, and maintain a connection to feeder schools ([IIC5 HS Counselor Conference Attendance 2022](#)).

The Counseling Department's website communicates information on services, as well as resources and tips for education planning and student success. Counselors support students by providing guidance on courses (placement and selection), major and career decision-making, and resource referrals. Services are provided in person, over the phone, on Zoom, and via

online chat and email. In-person academic counseling is available at the Vacaville and Vallejo Centers and in the Rising Scholars program ([IIC5 Locations of Counseling](#); [IIC5 Faculty Center Resource Info Spring 2023](#)). Students have the option to book individual appointments or receive answers to quick questions during Express hours ([IIC5 Counseling Webpage-Ways to Talk to a Counselor](#)).

Counselors also provide Educational Plan Workshops for new students to orient them to college, identify their educational goals, and map their degree path, as well as teach counseling, career, and student success-related courses ([IIC5 EOPS New Students Orientation Fall - Updated July 2021](#); [IIC5 New to College Education Planning Process Info on SCC Website](#); [IIC5 COUN classes offered Sp23 Info on SCC Website](#); [IIC5 SCC CalWorks Spring 2023 Welcome Agenda](#)). Some programs, such as EOPS and CalWORKs, have additional mandatory orientations ([IIC EOPS New Students Orientation Fall - Updated July 2021](#); [IIC5 EOPS Newsletter Fall 2022](#); [IIC5 EOPS Orientation Follow Up](#); [IIC5 EOPS Program Plan- Solano College 2021-2022](#)).

The College hosts a Black Falcon and Family BBQ and Falcon Welcome Day to help African American and Black students get oriented and build community ahead of the Fall semester. Activities include presentations from programs and services, campus tours, and food, music, and prizes ([IIC5 Black Family BBQ & Black Summer Bridge Flyer](#); [IIC5 Falcon Welcome Packet Fall 2023](#); [IIC5 Falcon Welcome Day Schedule](#)). The event is organized by a committee that provides training and direction for faculty, staff, and student volunteers ([IIC5 Welcome Day Final Reminders 9-9-23](#)).

Analysis and Evaluation

Solano Community College counselors are knowledgeable and committed to supporting students working toward their educational goals. Counselors engage and inform students throughout the duration of their time at SCC, ensuring accurate and relevant information for their education plan and identified goals. The Counseling Department regularly assesses its services for continuous improvement. Faculty and staff work collaboratively and engage in professional development to stay apprised of best practices and continuous changes in academic policies and procedures.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the Standard

It is the policy of the Solano Community College District that, unless specifically exempted by state statute, every course section or individual course which is eligible for state apportionment shall be open for enrollment by any person who has been admitted to the College, meets the course prerequisites, and has paid required fees. Admissions policies and procedures are stated in Board and Administrative Policies 5000, 5010, 5030 and 5040 ([IIC6 AP 5010 Admission Eligibility](#); [IIC6 AP 5030 Special Admissions K- 12](#); [IIC6 AP 5040 International Students Admission](#); [IIC6 BP 5000 College Student Definition](#); [IIC6 BP 5010 Admission Eligibility](#);

[IIC6 BP 5030 Special Admissions K- 12](#); [IIC6 BP 5040 International Students Admission](#)). The SCC catalog provides extensive information on admissions and enrollment processes and requirements. The same information is available on the Admissions & Records website.

CCCApply, the electronic application created and maintained by the California Community College Chancellor's Office, is the primary means through which SCC students apply. International Students, incarcerated students, and students who do not have access to technology are permitted to use a paper application ([IIC6 CCC Apply Webpage](#)).

Students come to Solano Community College with a range of educational and employment goals. Students are encouraged to meet with counselors and the Transfer Center for advice on educational planning, certificate and degree requirements, and transfer preparation ([IIC6 SCC Transfer Center Webpage](#)). The College promotes its programs on the SCC website (IIC6 Guided Pathways Webpage), in the Solano College catalog ([IIC6 SCC Catalog 2023-2024](#)), and through various opportunities and information sessions ([IIC6 SCC Counseling Webpage](#)). Program maps for all AAs, ADTs, and Certificates are available on the "Explore Majors" page on the College website. The Guided Pathways committee has worked with the campus Outreach office to create bookmarks with a QR code that takes students to the website which are distributed at Welcome Day and outreach events.

Solano Liberal Studies BA Degree Completion Program

In partnership with the School of Social Sciences and the School of Extended and International Education at Sonoma State University (SSU), SCC offers a BA Degree in Liberal Arts. Classes are held at the Vallejo Center and students need a minimum of 60 transferable units with a "C" or better including 30 units in general education ([IIC6 SCC Transfer Center BA-BS Webpage](#)). The program is designed for working adults who wish to complete the BA degree and transition into a teaching credential program or master's degree in the social sciences. SCC Counselors stay abreast of SSU's requirements and work closely with the admissions officer at SSU to guide students through Solano Community College lower division courses into SSU's upper division courses in order to meet program requirements.

Solano Community College Baccalaureate Degree in Biomanufacturing

SCC offers a Baccalaureate Degree in Biomanufacturing which is housed at the Vacaville Center and builds upon the Associate in Science in Industrial Biotechnology. The Bachelor of Science is awarded upon successful completion of a total of 120 units that include 60 lower-division units and ten upper-division major courses, three upper division general education courses, and electives. All courses in the major must be completed with a minimum grade of C. Eligibility requirements, steps for applying, course descriptions, and the program map for full- and part-time students are available in the College catalog and on the website ([IIC6 SCC BS Biomanufacturing Webpage](#); [IIC6 Biomanufacturing BS at SCC 2023-2024](#)).

Collaboration with Local High Schools

Special admission opportunities are identified for concurrent high school students. The College also has an agreement with the Fairfield-Suisun School District to provide an Early College High School (ECHS) program on the Fairfield campus. Various outreach efforts are implemented at feeder high schools in an effort to provide high school students, counselors,

teachers, and parents with information about admission requirements and the degree, transfer, and career pathways available at SCC. The College is currently developing a comprehensive outreach plan that will include specific staff members regularly scheduled at the feeder high schools. During the spring semester, the College works with graduating high school seniors to provide the opportunity to complete all SCC matriculation steps and activities at one of the Centers or on the Fairfield campus ([IIC6 SCC CTE Transitions Program Webpage](#)).

The Early College High School program provides for Rodriguez High School students in grades 9-12 to attend high school classes at the College's Fairfield campus and attend SCC classes throughout their school day. The principal assigned to the ECHS, along with teaching and counseling staff, work with the College to secure classrooms for their high school classes and offices for their staff and develop their students' class schedules around the SCC courses their students are eligible to attend. ECHS students must meet the same academic requirements as other high school students wishing to enroll in college classes. The principal and teachers consult the deans and college faculty to determine the best courses for their students.

The College provides students from feeder high schools with opportunities to connect with the College through Summer Boot Camps, The Law Pathway, and a summer pre-apprenticeship program for 9th-12th grade students interested in exploring the trades ([IIC6 SCC Summer High School Bootcamps Webpage](#)). In addition, the College regularly engages partners from local K-12 districts in dialogue about student preparedness, program development, and student learning and achievement, hosting an annual High School Counselor Conference to keep the counselors in our feeder schools apprised of new opportunities at SCC, as well as changes in the matriculation process.

The CTE Transitions Program ([IIC6 SCC CTE Transitions Program Webpage](#)) coordinates articulation agreements between Solano Community College, ten regional high schools, and the Vallejo adult school with courses in disciplines such as biotech, business, computer science, criminal justice, drafting, child development and family studies, fire technology, marketing, management, and photography ([IIC6 CTE Programs-Articulated Courses](#)). All articulated courses lead to certificate and degree programs available at SCC. Summer Bootcamp courses offer further opportunities for high school students to get a jump-start on college. The CTE Transitions courses make it possible for students to gain college credit for approved high school course work and encourages students who have taken these courses to continue their studies at SCC.

Pathways to Progress

Following the recommendation of the Academic Senate, in the summer of 2021 the College created "Guided Pathways Coordinator" positions, one for each academic division plus two counselors, to support instructional faculty in developing pathways maps for every certificate and degree the college offers. The Coordinators met regularly in academic years 2021-22 and 2022-23 to work through the complexities of building clear, consistent maps with different transfer patterns (CSU vs. IGETC) in mind, as well as to plan ways to raise student awareness of the pathways maps as planning tools.

Since the last ISER, the College faculty, administrators, and staff have focused on opportunities

to improve current, and implement new, pathways to progress and success. Creating clear pathways towards completion of certificates, degrees, and transfer have been paramount. Constituents across the College, from Applied Business and Technology (formerly CTE) to Curriculum Committee members to faculty conducting Program Review have worked diligently to identify opportunities to reduce redundancy and improve time-to-completion for students. Courses that previously had high unit values have been revised and reduced to a more manageable unit value. Associate Degrees in University Studies have been consolidated and the local General Education pattern is being revised for clarity and efficiency ([IIC6 Curriculum Committee Minutes 11-23-21](#); [IIC6 GE Modification Proposal F21](#)).

To improve the tracking and guidance of student progress toward the completion of degrees and certificates, considerable effort and progress has been made in the past 5 years to fully build out the Ellucian DegreeWorks software which allows the College to evaluate and award transfer credit from other regionally accredited institutions on a course-by-course basis so that students know exactly how their past credit applies at Solano towards graduation. Changes to curriculum are regularly updated by Admissions staff so that the system is always kept up-to-date. Also, DegreeWorks is used to create ‘what-if’ scenarios for students so that they can see what will happen to the length of time they have to graduate if they change their major or path. Lastly, all Counseling education plans are now stored in DegreeWorks. Videos tutorials that guide students on educational goals, understanding educational plans, math and English placement, reviewing degree progress, and choosing classes, along with PDFs of local AA, and IGETC and CSU transfer worksheets are available on the Counseling website ([IIC6 Counseling Resources Webpage](#)).

Analysis and Evaluation:

Solano Community College follows state requirements for community college admissions and has adopted admissions policies, procedures, and an allocation process consistent with its mission to provide quality education to all that would benefit. The policies and procedures specify the required qualifications for students appropriate for each program. Student support services are available to advise students on clear pathways to complete degrees and certificates and achieve transfer goals.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Similar to all of the California Community Colleges, SCC is an open-access institution that utilizes the CCCApply platform as the application portal to the college ([IIC7 CCC Apply Webpage](#)). To support access, the College also offers a paper application to students who have minimal computer access or that come to the College with English as their second language. In compliance with AB 1805, the College makes all placement information available on the website ([IIC7 New to College Education Planning Process Info Webpage](#)).

In addition, the College has admissions processes in place for students without high school diplomas through special admission and for international students. As a member of the California Community College system, the College is also committed to access for

undocumented students who meet admissions requirements.

Assessment and Placement Reforms

The College implemented the statewide requirements of AB 705 in Fall 2019. New students are no longer required to complete placement testing for English or math courses. The college uses the statewide multiple measures assessment (MMA) rules for placement into transfer-level English and math courses. Students self-report information related to their highest level English and math courses completed through CCCApply or present a high school or college transcript to counseling or Admissions & Records staff ([IIC7 A&R New Students](#)). MMA guidelines and information about students' rights under AB705 are available on the college's Placement and Proctoring Center webpage. ([IIC7 SCC Placement Info Webpage](#))

Changes to offerings during distance-only learning due to COVID and a turnover of the management and staff in the Office of Research and Planning have resulted in a gap in placement assessment. Counselors and Admissions staff, among others, have the ability to override placement, so students with a high school GPA below 2.6 sometimes take a stand-alone English 001 and students who do not “need” the co-requisite English 310D may take the linked class because it fits their schedule better. Thus, data from the publicly accessible dashboard cannot tell the full story, particularly because, to avoid potentially inequitable gatekeeping, the department policy holds that failing 310D does not prevent students from passing 001. For example, in Spring 2023, 60% of students passed English 001 while only 45% of students passed English 310D ([IIC7 English Success Sp23](#)). Without being able to determine 1) which students were enrolled in the linked courses and 2) which students had a high school GPA below 2.6, there is no way of knowing the success rates for students who place in, and take, ENGL001/310D. However, the English department is embarking on a multi-pronged effort to improve student success, beginning with collecting, disaggregating, and analyzing a variety of data. Additionally, beginning in Spring 2024, these classes will be replaced with a single, 5-unit course called English 1X: College Composition with Support.

In response to AB705, the math department made multiple changes to placement and the math pathway for STEM and SLAM students, including removing structural barriers of student success in transfer-level math courses by eliminating six pre-transfer courses in 2019-2022 and adding a co-requisite course for Statistics. Additionally, the department created curriculum to support under-prepared STEM students (Math 002, Math 020, and Math 021) and revised College Algebra and first-year Calculus courses by switching from a solely lecture format, to a combination of lecture and lab. Beginning in the summer of 2023, these three classes will be offered as a three-hour lecture and three-hour lab course. Further, math classes for liberal arts majors and business calculus students were increased by an hour to provide just-in-time remediation. According to the department's 2021 program review:

“As a result of some of these changes, access to transfer-level math courses quadrupled. In regards to the number of students passing a transfer-level math course, the throughput was five times higher than it was prior to these changes. More specifically, the department made significant strides in the improvement of instruction for SLAM students and saw significant growth in these course offerings” ([IIC7 APR Math](#)).

Analysis and Evaluation

Solano College uses the AB 705 Statewide MMAP rules for placement into transfer level English and math and the College makes placement recommendations and support services available to the public on the website and in the catalog. The Office of Research & Planning provides data to relevant departments in their assessment of placement and student outcomes.

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Solano Community College maintains student records permanently, securely, and confidentially, both in paper and electronic form. Board Policy 5150 directs that “the Superintendent-President or designee shall establish administrative procedures to assure the lawful retention and destruction of District records including electronically stored information as defined by the Federal Rules of Civil Procedure in compliance with Title 5. Such records shall include but not be limited to student records, employment records and financial records” ([IIC8 BP 5150 Student Records Retention & Destruction](#)). Administrative Procedure 5150 lays out the process for the Director of Admission and Records or designee to annually review documents and classify them according to three categories related to record retention: Class I-Permanent, Class II-Optional, or Class III-Disposable ([IIC8 AP 5150 Student Records Retention & Destruction](#)). Each category of records is defined and described, with stipulations, and has instructions for the retention and disposal of documents. As with all board policies and procedures, this information is available on the College website.

Student data is housed on secure federal and state databases, in the Ellucian Banner system, kept in locked files, and electronically stored in Paperclip as back-up. Security of student records is ensured by storing the information behind locked doors and in locked file cabinets. Paper files are stored in locations separate from the associated hard copies to further enhance security and protection of records from disasters such as fires and floods. Hard copies from years past are clearly labelled and documented for storage and purging according to regulations. Hard copies are securely shredded once they have been electronically stored, which also serves to protect the information from natural disasters.

SCC also publishes and follows established policies for release of student records. Board Policy 5140 assured that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records ([IIC8 BP 5140 Release of Student Records](#); [IIC8 AP 5140 Release of Student Records](#)).

The College has partnered with Parchment, Inc. for easy and secure processing of requests for official transcripts. Students have the option to pick up transcripts in a sealed, signed envelope or have hard or digital copies sent to the destination of their choice. Directions for requesting transcripts and a link to Solano’s Parchment site are accessible on the Admissions & Records (A&R) website. Students may request that records be released to a third party using the “Authorization for Release of Student Records Form” which is available at the A&R office,

Student Services in Vacaville and Vallejo, or on the A&R website ([IIC8 Authorization for Release of Student Records](#)). SCC has authorized the National Student Clearinghouse to act as its agent for verification of student enrollment status. A link with directions for completing the request, in addition to a PDF version of the form, are posted on the A&R website. Hard copies are available at the A&R office or at the Student Services window at each of the Centers ([IIC8 Enrollment Verification Form](#)).

Analysis and Evaluation

Solano Community College takes student privacy seriously, publishes its established policies and procedures, and adheres to applicable laws and regulations regarding the maintenance, backup, confidentiality, release, and disposal of student records.

Conclusions on Standard II.C: Student Support Services

Solano Community College identifies and assesses student services, co-curricular, and athletics programs to ensure equitable access to all students regardless of location or means of delivery. Clear admissions and placement policies, paired with robust counseling and academic advising, support students from pre-enrollment through completion.

Further, managers, faculty, staff, and student leaders have responded with urgency to requests for more in-person resources, particularly at the Vacaville and Vallejo Centers, and the need to rebuild a sense of community and belonging after a period of isolation due to distance learning. Overall, the College has made impressive strides in its support for students' basic needs and well-being, applying a variety of funding to connect students to each other, the campus, and their communities. Clearly there is energy to continue the work as evidenced by plans to hire Site Leads at the Center ASTCs and scale up outreach to high schools and support services for disproportionately impacted communities.

Improvement Plan(s)

Standard	Needs Improvement	Responsible Parties	Timeline
II.C.7	English placement (MMAP) will be assessed as part of the English Department's regular Program Review	Dean of Research and Planning; English faculty	Spring 2024 – Fall 2024

Evidence List for Standard IIC

IICI AAMP Program Review 2021-2022
 IICI Academic Support Services Program Review 2017-2020
 IIC1 Academic Support Services Program Review 2020-2201
 IICI Academic Support Services Program Review Fall 2017-Fall 2020
 IICI ASTC Program Review 2021-2022
 IICI ASTC SEA Funding Request
 IICI Puente Program Report September 2021

IICI SEA Plan ASTC Taskforce Sp23
IIC2 Black Family BBQ & Black Summer Bridge Flyer
IIC2 ESL Lab Flyer
IIC2 Financial Aid Key Performance Indicators 2018-2023
IIC2 Senate Goals Priorities Spring 2022
IIC2 ASC Open House Invite
IIC2 ASC Open House Program Agenda
IIC2 Vacaville Center Presentation w Student Survey Data
IIC3 A2MEND Webpage
IIC3 Athletics Webpage
IIC3 Basic Needs Center Webpage
IIC3 Divine Voices LGBTQIA2+ Flyer
IIC3 IMANI Program Report
IIC3 IMANI Webpage
IIC3 Power of Words Support Group Flyer
IIC3 SOAR Annual Report 2021-2022
IIC3 SOAR Webpage
IIC3 Student Services Contact InfoSheet Fall 2022
IIC3 Student Services Contact InfoSheet spring summer 2022
IIC3 Student Services Hours Spring 2023
IIC3 Student Services Redesign Workgroup Agenda
IIC3 Student Support Services by Modality Met List
IIC3 Un Paso Junto Flyer Latina/o/x
IIC3 Vacaville Center Presentation w Student Survey Data
IIC3 Vacaville Student Service and Library Hours
IIC3 Wellness Center All Sites Poster Fall 2023
IIC3 Wellness Center Brochure 2023
IIC3 Chatbot
IIC3 Locations of Counseling
IIC3 Faculty Center Resource Info Spring 2023
IIC3 Vallejo Center Presentation
IIC3 Vallejo Center Student Hours and Services Spring 2023
IIC3 Wellness Center Webpage
IIC4 3C2A Compliance Rules Exam Webpage
IIC4 AAMP Program Review 2021-2022
IIC4 Athletic Team Meals
IIC4 BVC Constitution
IIC4 SPMD 054 Syllabus
IIC4 SPMD 055B Syllabus
IIC4 SPMD 071 Syllabus
IIC4 Sports Medicine Webpage
IIC4 Sports Broadcasting, Gainful Employment Disclosure
IIC4 Sports Broadcasting Webpage
IIC5 Black Family BBQ & Black Summer Bridge Flyer
IIC5 EOPS Newsletter Fall 2022
IIC5 EOPS Orientation Follow-Up

IIC5 EOPS Program Plan - Solano College 2021-2022
IIC5 Falcon Welcome Day Schedule
IIC5 Falcon Welcome Packet Fall 2023
IIC5 Faculty Center Resource Info Spring 2023
IIC5 Locations of Counseling
IIC5 Welcome Day Final Reminders 9-9-23
IIC5 Anthro AAT-Guided Pathway Map
IIC5 Student Education Plan Sample
IIC5 Counseling Division Agenda 10-6-22
IIC5-Counselng Division Agenda 2-22-22
IIC5 Board Agenda Faculty Mentor
IIC5-School of Liberal Arts Notes March 2023
IIC5-HS Counselor Conference Attendance 2022
IIC5 Counseling Webpage-Ways to Talk to a Counselor
IIC5 EOPS New Students Orientation Fall - Updated July 2021
IIC5 New to College Education Planning Process Info on SCC Website
IIC5 COUN classes offered Sp23 Info on SCC Website
IIC5 SCC CalWorks Spring 2023 Welcome Agenda
IIC6 Biomanufacturing BS at SCC 2023-2024)
IIC6 Counseling Resources Webpage
IIC6 CTE Transitions Program - Articulated Courses
IIC6 Curriculum Committee Minutes 11-23-21
IIC6 GE Modification Proposal F21
IIC6 AP 5010 Admission Eligibility
IIC6 AP 5030 Special Admissions K- 12
IIC6 AP 5040 International Students Admission
IIC6 BP 5000 College Student Definition
IIC6 BP 5010 Admission Eligibility
IIC6 BP 5030 Special Admissions K- 12
IIC6 BP 5040 International Students Admission
IIC6 CCC Apply Webpage
IIC6 SCC BS Biomanufacturing Webpage
IIC6 SCC Catalog 2023-2024
IIC6 SCC Counseling Webpage
IIC6 SCC CTE Transitions Program Webpage
IIC6 SCC Guided Pathways Website
IIC6 SCC Summer High School Bootcamps Webpage
IIC6 SCC Transfer Center BA BS at Webpage
IIC6 SCC Transfer Center Webpage
IIC7 A&R New Students
IIC7 APR Math
IIC7 CCC Apply Webpage
IIC7 English Success Sp23
IIC7 New to College Education Planning Process Info Webpage
IIC7 SCC Admissions & Records Webpages
IIC7 SCC Placement Info Webpage

IIC8 AP 5140 Student Records
IIC8 AP 5150 Student Records Retention & Destruction
IIC8 Authorization for Release of Student Records
IIC8 BP 5140 Release of Student Records
IIC8 BP 5150 Student Records Retention & Destruction
IIC8 Enrollment Verification Form

STANDARD III

Resources



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Solano Community College has a well-defined hiring process that focuses on selecting highly qualified individuals who have the appropriate education, training, and experience to provide and support the College's mission, programs, and services. Subject matter and service area experts, working with Human Resources (HR) personnel, define the qualifications in developing job descriptions for each position. The College's board policies and procedures, specifically the 4000 series, outline the process by which the College ensures the hiring of highly qualified employees within an equal employment opportunity environment that reflects the diversity of SCC's student population and its local community.

Job descriptions for management and classified positions are developed to describe essential duties, minimum job requirements, and minimum qualifications. All job descriptions also include a requirement that applicants demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, ability, and ethnic backgrounds of community college students, faculty, and staff.

Job announcements are created from position descriptions or classifications, publicly posted on the SCC website, and advertised in numerous sources to maximize outreach and development of diverse applicant pools. HR monitors their effectiveness in recruiting qualified applicants from diverse backgrounds and adjusts its outreach efforts as necessary.

Hiring committees and HR staff verify the qualifications of applicants and newly hired personnel by calling references including applicants' current supervisors, reviewing official transcripts, and verifying employment histories. All committee members must complete the Title 5 mandated diversity and cultural competence training for hiring committees prior to the start of the hiring process. The college has facilitated a number of implicit bias trainings for employees wishing to serve on interview committees. HR staff meet with all hiring committees

before any interviews take place to review the process. All committee members sign confidentiality agreements ([IIIA1 Classified ALG Confidential Employees Hiring Manual](#); [IIIA1 Student Worker Hiring Manual](#)).

A standard system for hiring ensures that procedures are consistently applied. The Faculty Hiring Manual clearly outlines the procedures for selecting new faculty. The Classified and Student Worker Hiring Manual clearly outlines the procedures for hiring managers, classified staff, and student workers. As part of the job analysis, any program or department seeking a replacement position must submit a position requisition form. If the department wishes to secure a new position, they must present the request through the faculty or classified prioritization process. Through the process the departments present evidence of how the new position will impact the mission of the College, and support student success. Documentation may include evidence that details program expansion, new program development, and/or identification of new needs that require additional resources.

To ensure that applicants for faculty positions who are selected for an interview have subject matter expertise and requisite skills for the service to be performed, live interviews, conducted either face-to-face or via video conference, require applicants to demonstrate discipline-specific teaching skills through such exercises as teaching demonstrations or writing responses to student work. Search committees design interview questions and scenarios to ascertain a candidate's knowledge in the field, discipline expertise, and potential to contribute to the mission of the College.

Search committee chairs verify that information presented in the application materials and interview process is accurate by conducting reference calls to previous employers and/or other academic and/or professional associates ([IIIA1 Fillable Reference Check Form](#)). The final step in all full-time/tenure track and adjunct faculty hiring is approval by the Board of Trustees.

Given the College's commitment, in the mission, to "educate a culturally and academically diverse student population drawn from our local communities and beyond," every search committee includes at least one question designed to demonstrate the applicant's understanding of the diversity of our student body that allows the applicant to describe successful experiences working with such diverse groups. HR works with search committees to assess the diversity of the applicant pool and of the candidates selected for interviews.

In Fall 2021 and Spring 2022, faculty participated in FlexCal sessions on equitizing interview questions, and the Academic Senate approved a Welcome Statement to be appended to all faculty job descriptions with the goal of highlighting the unique location, rich history, and diverse student population of Solano Community College. The statement was developed in collaboration with the Student Equity and Success Council and is intended to highlight the College's goal of anti-racist education and the empowerment of students ([IIIA1 FlexCal Oct 2021](#); [IIIA1 Spring22 FLEX Agenda](#); [IIIA1 JD Welcome Statement](#)).

Analysis and Evaluation

The District has a well-defined set of hiring criteria that have been thoughtfully developed to select the most qualified individuals, aligning the qualifications of each position with the

specific programmatic requirements, while also clearly delineating roles, responsibilities, and authority. Furthermore, the College has a clear process for validating the qualifications of applicants, including assessments of degree equivalency for those with credentials from non-U.S. institutions. Job descriptions for faculty positions in the baccalaureate degree accurately reflect their roles and responsibilities. These collective efforts underscore the District's commitment to maintaining a robust and mission-driven hiring process with particular attention to the diverse population of Solano Community College.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

At the core of all hiring processes is the development of a position description that clearly outlines the necessary qualifications and the expected responsibilities of the position. In developing minimum qualifications for faculty positions, SCC follows California Education Code and Board Policy 4005 ([IIIA2 BP 4005 Faculty Hiring, Equivalency and Minimum Qualifications](#)). Candidates for all faculty positions, whether full-time or adjunct, must meet or exceed the minimum qualifications set forth for that discipline by the Board of Governors in its Minimum Qualifications for Faculty and Administrators in California Community Colleges (California Education Code, Section 70902(d), 87100, 87355- 87359 California Administrative Code, Title 5, Section 53024). Valid California Community College credentials may be accepted in lieu of the minimum degree requirements. An equivalency petition process is available to applicants whose exact degrees and/or work experience do not conform to the minimum qualifications ([IIIA2 Request for Equivalency of Academic Qualifications](#)). Equivalency applications are reviewed by search committees and, in the case of committee disagreements, reviewed by HR. The College has outlined guidelines in the Faculty Hiring Manual for determining the minimum qualifications both for disciplines requiring and not requiring a master's degree ([IIIA2 Faculty Hiring Manual](#)).

While the Board of Governors determines the minimum qualifications for each of the College's academic disciplines, the instructional departments, and programs themselves are responsible for developing the job responsibilities. Specifically, hiring committees comprised of discipline faculty, the respective area dean, and representative(s) from HR work together to develop clear and complete job descriptions and announcements, including all job-related skill requirements and any additional qualifications recommended by the faculty for each position. The job descriptions and announcements for all full-time faculty positions, including responsibilities and tasks, are also guided by Article 19 ("Workload") of the Collective Bargaining Agreement between the College's Faculty Association and the District. Faculty job descriptions include development and review of curriculum as well as assessment of learning ([IIIA2 CTA Contract Article 19](#)).

Analysis and Evaluation

Solano Community College faculty have the appropriate knowledge of subject matter and requisite skills to develop and review curriculum as well as assess student learning. Hiring processes, in accordance with Board policy, require that candidates for faculty positions must hold appropriate degrees, experience, expertise, skills, and ability to contribute to the College's mission and vision. Attention is given to minimizing bias in hiring, diversifying the applicant pool, and attracting applicants who can address the needs of SCC's diverse student population.

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Solano Community College sets minimum qualifications for academic administrators responsible for educational programs and services that meet or exceed the Administrator qualifications stipulated by the Board of Governors and California Education Code §53420, Minimum Qualifications for Educational Administrators. Human Resources works with the supervising manager responsible for the area to which the position is to be assigned to develop a job description that clearly outlines job responsibilities and minimum and preferred qualifications. While Ed Code requires that managers have a minimum of one year of formal training, internship, or leadership experience reasonably related to the assignment, SCC may advertise administrative positions with a desired experience level of 3-5 years, and the individuals hired to fill these positions often have substantially more. For positions that require the use of specialized software or programs, the College may include preferred qualifications that indicate prior experience with these tools and/or programs. When appropriate, the College will consider both management and non-management experience, including teaching, when hiring academic administrators. Individuals who do not meet the minimum qualifications set forth in the California Education Code may apply if they possess qualifications that are equivalent to those specified by the California Education Code and the Board of Governors.

Board Policy 4800 defines the positions and responsibilities for both educational administrators and classified managers. Administrative employees include educational administrators, classified managers, supervisors, and classified confidential. Employees within this classification are referred to as ALG, the Administrative Leadership Group. SCC employs two types of administrative employees: academic administrators and classified administrators. Academic administrators are those who directly supervise or oversee academic programs or services with instructional, library, and/or counseling faculty. Classified administrators are those who oversee classified staff and do not supervise faculty or oversee instructional programs ([IIIA3 BP 4800 Administrative Employees](#)).

HR reviews contracts and classifications to ensure that positions are properly categorized so the appropriate section of the Ed Code and board policy are applied. Administrators hired under contract are evaluated once a year for the first two years in the position, and at least every two years thereafter. Special evaluations may be scheduled as needed to address pressing issues. ALG contracts roll year to year unless the District issues a March 15th notice of non-renewal ([IIIA3 BP 4800 Administrative Employees - 4840 Evaluations](#)).

Analysis and Evaluation

The College ensures institutional effectiveness and academic quality through a systematic qualification process for all administrators and other employees responsible for supervising educational programs and services.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

In hiring faculty, administrators, and other employees, the College adheres to the California Code of Regulations, specifically Title 5, sections 53400-53430, which state that all faculty, administrators, and other employees working in the community college system must possess degrees and/or credits from accredited institutions (section 5340628). If a candidate does not meet the minimum qualifications as listed in the job announcement the candidate may request an equivalency review ([IIIA4 Equivalency Review Form](#)). The Office of Human Resources verifies that individuals recommended for hire have earned the required degree(s) for the position and/or discipline. Verification includes confirmation of the granting institution's accredited status.

For applicants who have earned degrees outside of the United States, HR refers candidates to a credential evaluation service to verify the accreditation status of the institution and show degree equivalency. They are provided with a list of Credential Evaluation Services they may choose for their international transcript evaluation. The services commonly used is the IERF- International Education Research Foundation, Inc. Credential Evaluation Services IERF ([III4 Equivalency Review Form](#); [IIIA4 Degree Equivalency Information from HR email](#); [IIIA4 IERF Webpage](#)).

Analysis and Evaluation

Advancement credit for faculty and classified staff and stipends for doctoral degrees require completion of courses or programs from regionally accredited institutions or the equivalent in the case of coursework completed outside the United States.

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Distinct evaluation processes for each employee group ensure that all personnel are systematically evaluated. As outlined in Board Policy 4220, Solano Community College District's Board of Trustees is committed to the evaluation of the performance of all faculty, staff, and administrative personnel employed by the College. The performance of duties and the

professional growth of all academic, management, and classified staff of the District is evaluated in accordance with provisions of the California Education Code and the collective bargaining agreements. The purpose of evaluation is to retain the services of competent staff and to develop, improve, and maintain high level programs and services at the District by improving communication between employee and supervisor, measuring performance, recognizing achievements and contributions, providing guidelines for individual development, and to serve as a basis for disciplinary action or dismissal ([IIIA5 BP 4220 Performance Evaluations](#)). Results of evaluations are confidential and kept in the personnel file in HR ([IIIA5 ALG Evaluation Form](#)).

Faculty Evaluation

The Academic Senate and faculty bargaining unit has worked closely with management to develop a comprehensive faculty evaluation process, including peer review and self-evaluation. The requirements and procedures for the evaluation of tenured, probationary, temporary contract, and hourly faculty are specified in the Collective Bargaining Agreement, including the composition and compensation for peer evaluation teams. In the most recent round of bargaining, the faculty and District's negotiating teams worked collaboratively on updating the faculty evaluation forms and criteria to more accurately reflect current faculty responsibilities in instruction, service areas, and professional development ([IIIA5 Peer Review Handbook for Faculty](#); [IIIA5 CTA Contract 2023-2026 Article 4 Performance Review](#); [IIIA5 Faculty Evaluation Forms](#)).

In March 2023, the Senate and Union jointly hosted an Academic Freedom FLEX activity, facilitated by Julie Bruno (past ASCCC president) and Juan Arzola (ASCCC at-large representative), on the topic of local and state-wide initiatives related to textbook adoption, the inclusion of DEIA competencies in the evaluations/tenure processes, and constantly evolving expectations regarding curriculum and pedagogy. Members of the Academic Senate, the Union E-Board, and the Curriculum Committee were in attendance with the intent to agree on a distinction between academic freedom and freedom of speech and then begin to develop more specific language establishing policies, limits, and criteria for how academic freedom will be enacted and protected on our campus ([IIIA5 Flex Mar 15-16 2023](#)). A second discussion was held during the mid-semester Flex ([IIIA5 Flex Oct 10 2023](#)).

The Academic Senate is currently working with the Center for Educational Excellence to coordinate a meeting of various faculty stakeholders on campus, including the Student Equity and Success Committee and Teaching4Equity, to anticipate and address the demands of the new DEI evaluation criteria from the Chancellor's Office. This will also inform the approach that the Faculty Association takes as the negotiating teams resume bargaining this year to develop appropriate criteria for the DEIA competencies in faculty evaluations mandated by recent changes in Title 5. The new language added to the CBA will primarily be shaped by faculty input, as a cohort of faculty members have been working on local DEIA initiatives for a number of years ([IIIA5 10 30 Academic Freedom & Evaluation Meeting Notes](#)).

Classified Staff Evaluations

The policies and practices for the assessment of classified staff are negotiated between the unions that represent them and Solano Community College District. For employees

represented by California School Employees Association, Chapter 211, Article 5 of the 2023-2026 contract, approved in June 2023, lays out the timelines and methodologies for evaluations, including probationary, regular, and promotional positions ([IIIA5 CSEA 2023-2026 Contract](#)).

For staff represented by International Union of Operating Engineers, Stationary Local 39 AFL-CIO, Article 6.2 and 6.3 of the 2021-2024 contract, approved in March 2022, covers performance evaluations, including timetable and procedure. A change in state law which requires that classified employees' probationary period should be 6 months will be applied in the next bargaining cycle ([IIIA5 SCCD L39 2021-24 Contract](#)).

Evaluation forms for classified staff are the same for members of both unions and developed and approved by all parties ([IIIA5 Classified Staff Job Performance Review Form](#)).

Management Evaluations

Recommended procedures and timelines for the evaluation of classified managers and academic administrators are outlined in Board Policy 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" ([IIIA5 BP 4800 Administrative Employees - 4840 Evaluations](#)).

New classified managers are placed on probationary status for the first year and evaluated by the immediate supervisor at least twice during the one-year probationary period. Board policy recommends that supervisors use the District's Management Evaluation Forms and include a face-to-face discussion of the evaluation with the employee being evaluated ([IIIA5 Manager Evaluation](#)). Permanent classified managers are evaluated once every other year but establish performance goals each year which include meeting the requirements of the corresponding job description, as well as applicable department and district goals, such as development and implementation of student learning outcomes and/or service area outcomes.

New academic administrators are evaluated by the respective immediate supervisor at least once each year in the first two years of employment; subsequently, written evaluations by the immediate supervisor occur once every two years. The evaluation includes four components: an evaluation by the immediate supervisor, a self-evaluation, a peer evaluation, and a subordinate evaluation.

The immediate supervisor and employee discuss evaluation criteria consistent with the strategic plan and agreed-upon goals, objectives, and methods of achievement. All regular managers, faculty, and classified staff who report directly to the evaluatee and others who have frequent contact with the evaluatee in the performance of their duties will be invited to participate in the "Subordinate Evaluation" component of the Academic Administrator evaluation. When appropriate, students with direct contact with the evaluatee on a regular basis may also participate ([IIIA5 BP 4800 Administrative Employees - 4840 Evaluations](#); [IIIA5 BP 4220 Performance Evaluations](#)).

Superintendent-President

The S-P is evaluated annually by the Board of Trustees during a closed session of a regular or

special board meeting. In accordance with the S-P's contract, the annual evaluation shall include a review of the previous year's goals and the development of upcoming goals. The evaluation tool is determined by the Board and may be developed or revised in consultation with the Director of HR or a consultant, such as ACCT. Trustees score the S-P's performance on several items and provide written responses that are compiled and shared with the S-P by the Board President. Specific board interests and goals are identified, and the S-P submits a plan, in response, to describe how interests and goals will be met.

Analysis and Evaluation

~~III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The College prioritizes meeting the Full-Time Faculty Obligation Number (FON), set by the California Community Colleges Chancellor's Office. The College was able to meet the FON of full-time faculty to the projected 2022-23 FON ([IIIA7 FON Report Fall 2022](#)). Full-time faculty teach approximately 68.5 percent of the College's credit hours, with the rest assigned to approximately 200 fully qualified adjunct faculty. Additionally, the College is committed to providing reassignment time to allow for faculty to participate in shared governance, student equity and success, program coordination, and sabbatical leave ([IIIA7 Faculty Reassigned Time Chart 2023-2024](#)).

The College has a well-defined process for identifying and ranking the full-time faculty positions that will be hired in the following year beginning with a joint meeting of the Academic Senate and the management team consisting of deans, vice presidents, and the S-P, assessing all programs' requests in light of program review data, enrollment data and trends, and proposals submitted by departments. In 2022, in response to concerns with the hiring prioritization process, the Academic Senate worked with the Academic Deans to develop a system that reflects the collective will of the faculty and administration while improving the College's ability to support its mission, SEA plan, and county demographics and employment needs. A new two-part system was piloted in Fall 2022 after which all parties concluded the process was more consensus-driven and based on more transparent criteria, including results of program review and student success data, availability of qualified faculty, and the impact hiring (or an absence of) will have on a given program and the College ([IIIA7 Proposal Modify Hiring Process](#); [IIIA7 Rubric for Faculty Staffing Requests 2023-24](#); [IIIA7 Hiring Ranking Results](#)

[2023-2024; IIIA7 Program Review Biomedical Sciences; IIIA7 HR Requests in Program Review](#)).

Each fall, department faculty, and academic deans conduct an analysis of the full-time staffing of each department to determine current strengths and needs. Schools have the opportunity to make a case for new hires through the preparation of Faculty Staffing Requests ([IIIA7 Faculty Staffing Request Forms](#)). Supporting evidence for these requests may include details of program expansion, new program development, and/or identification of new needs that require additional resources. In November, the Academic Senate, academic deans and Vice President of Academic Affairs convene a joint session to review and prioritize the faculty hiring requests to best address the needs of the institution in serving its student population ([IIIA7 BP 4005 Faculty Hiring, Equivalency and Minimum Qualifications](#)). The hiring priority list generated through this meeting is forwarded to the Superintendent-President, who may adjust the priorities based on additional criteria such as regulatory compliance, availability of special funding streams for certain positions, or other factors. The S-P determines, in consultation with the vice presidents and HR managers, the number of full-time faculty hires to be added in consideration of the state-mandated FON and projected District budget ([IIIA7 FON Report Fall 2022](#)). The S-P then approves the determined number of full-time positions in order of established priority. Every effort is made to finalize the list of approved positions by January to enable the timely initiation of hiring processes. The College ensures that a qualified full-time faculty member is assigned to the Bachelor of Science in Biomanufacturing program at all times.

Analysis and Evaluation

SCC maintains a sufficient number of qualified faculty to fulfill faculty responsibilities essential to delivering educational programs and services that achieve the institutional mission and purpose.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Solano Community College integrates its part-time faculty in the life of the institution through various means, beginning with orientation and continuing through oversight, evaluation, professional development.

Adjunct faculty receive an orientation conducted by Human Resources staff. This formal orientation includes information about College processes, employee benefits, and other technical matters not related to actual instruction. On required FlexCal days, updates are provided by the S-P, HR, Academic Senate, and may include a keynote speaker or focus on a program or service ([IIIA8 Fall23 FLEX Agenda](#); [IIIA8 FLEX Agenda spring 2023](#); [IIIA8 Fall22 FLEX Agenda](#); [IIIA8 FLEX Agenda spring 2022](#); [IIIA8 Part Time Faculty Reimbursement Ppt.](#)).

All adjunct faculty work under the oversight of academic deans who are primarily responsible for assigning course loads and evaluating faculty performance. Adjunct faculty are subject to formal evaluation each of the first two semesters of employment with Solano and every sixth subsequent semester of employment. These evaluations consist of student evaluations and evaluation by the supervising dean, following a classroom observation. The College has fully implemented peer review and self-evaluation as a component of all faculty evaluation processes. Part-time faculty often serve as peer-reviewers for their part-time colleagues and are compensated at the same rate as full-time faculty ([IIIA8 CTA Contract 2023-2026 Article 4 Performance Review](#); [IIIA8 Peer Review Handbook](#)). Adjunct faculty are also able to serve as peer mentors as a result of the contract agreement between the District and the Faculty Association which created formal mentor positions, with up to one mentor per school to earn a stipend of \$2,000 ([IIIA8 Faculty Mentor JD Development](#); [IIIA8 CTA Contract 2023-2026 Article 28](#)).

Adjunct faculty are encouraged to participate in professional development and shared governance and are compensated for up to six hours of category 3 pay, regardless of load, for attending required or optional FlexCal activities (when classes are not held), or department or division meetings ([IIIA8 CTA Contract 2023-2026 Article 23](#)). Additional shared governance opportunities include service on campus-wide committees such as Academic Senate and Curriculum Committee. Additionally, part-time faculty are “eligible for 3 hours of Category 3 pay per .20 FTE of load assignment, per semester, for participation in any combination of the activities outlined in part A, or for non-SCC professional development activities pre-approved for Flex credit by the supervising dean.” Many coordinator positions, compensated by reassigned time and previously open only to full-time faculty applicants, are now held by adjunct faculty. Of the part-time faculty currently serving on committees and/or performing service across campus, three positions are paid, including two at-large part-time representatives on the Academic Senate and one department representative on the Curriculum Committee. While part-time participation is high across the campus, compensation for part-time committee and service work is limited.

Serving on committees and in coordinator roles enables adjunct faculty to broaden their familiarity with campus processes and build the professional qualifications for those with the goal of eventual hire into full-time faculty positions while contributing their knowledge and perspective to the shared governance of the College. Recently two part-time faculty moved from coordinator positions to a full-time and an interim leadership position respectively.

The Solano Adjunct Alliance (SAA) is a part-time faculty- and volunteer-led organization by and for adjunct faculty. The SAA organizes and advocates for the improvement of compensation, benefits, job security, and working conditions for adjunct faculty ([IIIA8 Solano Adjunct Alliance Statement 2023](#)). Currently, the SAA is working with the Center for Academic Excellence to draft a part-time Adjunct Coordinator position. SAA, along with the District, is also-closely monitoring the Chancellor’s Office initiative to provide additional health benefits to adjunct faculty. In Fall 2022, the Academic Senate and Professional Development Committee passed a resolution to encourage parity in adjunct support within the Solano Community College District ([IIIA8 Adjunct Parity Resolution](#)).

The Adjunct Support Center provides adjunct faculty with communal office space that is centrally located on the Fairfield campus. Adjunct faculty are able to use these facilities to prepare for classes, hold office hours, convene meetings, and generally make themselves at home at the College. Additional adjunct offices are located in the faculty office wings of several campus department buildings and at the Centers. These offices are usually shared, and adjunct faculty can reserve them on a regular schedule in order to hold office hours.

Analysis and Evaluation

Given that adjunct faculty provide more than 30% of instruction, the College invites and supports the integration of part-time faculty into the life of the institution in a number of ways from orientation, mentorship, and evaluation to shared governance, professional development, and leadership.

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Under the Superintendent-President, the College has introduced a process for new classified positions consistent with the process used to identify new faculty positions. Based on program reviews and other assessment tools, academic and non-academic departments identify the need for more or fewer support staff, including replacements due to resignations or retirements ([IIIA9 ASTC Program Review 2022](#); [IIIA9 HR Requests in Program Review](#)). Managers then present requests for new positions. Each area may prioritize the positions if there are multiple requests. The process includes leadership from CSEA and Local 39 who meet with the managers and hear each manager's rationale for the position(s). A vote is taken by secret ballot where leaders from the bargaining units and the managers prioritize the positions. The vice presidents meet with the Superintendent-President to review the ranked positions and make sure that College needs are addressed. Funding is identified for the positions before they are announced and advertised.

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. Student Services Generalists are used at the Vacaville and Vallejo Centers as they can provide broad support to managers, faculty, and students at the Centers. IT support is managed out of Fairfield with staff assigned on rotation to Vacaville and Vallejo, mornings and evenings. Lab assistants are assigned to the science labs, each of whom is required to have knowledge specific to the discipline so as to ensure adequate performance of job duties ([IIIA9 Classified Prioritization Process](#)). The College contracts with project and construction firms to provide leadership to the many Bonds funded construction projects to avoid increasing the workload for the facilities department.

Analysis and Evaluation

The College has several categories of support staff: those who provide student and faculty support and general administrative support; those who provide infrastructure support (including

maintenance, grounds, and physical plant operations); and those who provide technology support. Management carefully considers its fiscal resources when reviewing requests for replacement and/or additional personnel ([III9 Organizational Chart 2023-2024](#)).

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

Solano Community College employs academic administrators and classified managers to provide leadership and oversight to the College’s various programs and departments ([IIIA10 Organizational Chart 2023-2024](#)). As noted in section IIIA1 of this report, position descriptions clearly outline the responsibilities and tasks for each position and the qualifications required to successfully complete these responsibilities. These qualifications adhere to the minimum standards set forth in the Board of Governors’ Minimum Qualifications for Faculty and Administrators in California Community Colleges.

As leadership 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 purpose. For example, in the past year, through the Academic Support Services Program Review and the development of the Student Equity Plan, the College recognized that it had limited capacity to meet essential services including those outlined in Outreach and Retention, Student Basic needs and Rising Scholars (incarcerated students). To meet those needs, the college created two new director positions and one new Dean position: Director of Outreach, Director of Student Support Services, and Dean of External Programs. These new positions were shared at College Governance Counsel, with the Academic Senate, and with classified leadership prior to receiving approval from the Board, and the duties for these positions were outlined in the Student Equity plans ([IIIA10 Academic Support Services Program Review 2020-2021](#); [IIIA10 JD Director of Student Support Services](#); [IIIA10 JD Director of Outreach](#); [IIIA10 JD Dean of External Programs](#)).

The managers meet weekly to discuss enrollment management, effective class scheduling, and planning and budgeting and have appropriate access to the S-P and vice presidents who serve as resources. Further, managers are provided professional development opportunities including training in EEO compliance and hiring, implementing the faculty peer review process, conducting fair and meaningful evaluations for employees, and DEIA.

At times, the College engages the services of interim or contract employees in order to address long-standing issues, to offer expertise not available at the College, or to provide a fresh perspective to ongoing challenges. Through the efforts of a consultant who has been supporting HR, the College has expanded its focus on the Interest-Based Approach (IBA) to negotiations. The college has facilitated multiple training courses on the IBA principals to expand the use of the IBA approach beyond just negotiations and utilizing the principals in everyday situations.

Analysis and Evaluation

The College has increased its efforts to recruit, hire, and retain qualified managers who are

committed to excellence, who understand the College's commitment to improvement, and who have demonstrated knowledge and experience critical to the position. 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.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The College has clearly established personnel policies and procedures as outlined in its board policies and procedures, and collective bargaining agreements with the Solano College Faculty Association, the California School Employees Association, and Operating Engineers/Local 39. The board policies are available online at the SCC Governing Board web page. while the collective bargaining agreements are available on the HR website. The development and ongoing review and revision of Board policies involves the Academic Senate; the College Governance Council, which is comprised of faculty, management, staff, and students; and the Governing Board. Board policies and administrative procedures that govern the treatment of personnel at the College include BP 4000-4800 which cover policies pertaining to all employee groups as well as provisions specific to academic employees, classified employees, and administrative employees and include a number of employee protections.

Review of these personnel policies and procedures ensures fair and consistent administration and continuity with state and federal laws as well as with other district documents such as collective bargaining agreements. The Administrative Leadership Group (ALG) is required to attend sexual harassment prevention and reporting training biannually and as individual issues arise. Efforts to provide bi-annual training for all faculty and staff are being considered in consultation with the PD/Flex Cal Committee.

Title IX Compliance

SCC adheres to Title IX reporting and investigation requirements for athletics, student complaints, and employee complaints related to sexual harassment, sexual violence, and gender inequity. There are two Title IX Compliance officers: one for students and one for faculty and staff. The Title IX Officer for students works closely with the student discipline officer (Vice President of Student Services) and with College Department of Public Safety to ensure that all reports and claims of sexually inappropriate or violent behaviors, whether they occur on or off campus are properly investigated when the incident involves enrolled students. The Human Resources Director serves as the Title IX Compliance Officer for all employees, including student employees. Employees are advised of their responsibility to report any incidents of sexual harassment or violence to their immediate supervisor and supervisors are directed to contact the HR manager immediately. The College provides Title IX Officers with annual training either through local resources, such as law or risk management firms offering training, or by attending trainings designed for higher education administrators.

In its commitment to maintain the fair and equitable administration of all personnel policies, the College maintains standardized forms for the documentation and processing of employee

complaints and grievances, and unlawful discrimination and sexual harassment ([IIIA11 Unlawful Discrimination Complaint Form](#)). All complaints are maintained in the HR Office and include the steps taken, the timeline, witnesses contacted, and findings. Employees who engage in sexual harassment or sexual violence face disciplinary action up to and including termination.

Analysis and Evaluation

SCC has established personnel policies for all of its employees, including specific policies and procedures for faculty, classified staff, and management and administrative personnel. The Office of Human Resources ensures that these policies are consistently and fairly implemented by offering new employee orientation and training, and by working directly with hiring committees and the respective employee bargaining units. Managers and supervisors understand that they are responsible for ensuring that employees are aware of their rights and responsibilities and that employees are afforded the right to file a complaint or grievance and the right to work in a safe and harassment-free environment.

IIIA.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College is committed to employing and maintaining a diverse workforce, as outlined in Board Policies 4035, 4037, and 4030 ([IIIA12 BP 4035 EEO](#); [IIIA12 BP 4037 Commitment to Diversity](#); [IIIA12 BP 4030 Nondiscrimination](#)). Each applicant may choose to identify himself/herself/theirself as a member of a historically underrepresented group when his/her/their application is submitted. This information is kept confidential and may be used only in evaluating the effectiveness of the District's diversity program and in ensuring that the applicant pools are reflective of historically underrepresented groups in the workforce ([IIIA12 Employee Demographics F22](#)). All faculty, staff, and administrators who serve on hiring committees must attend orientation sessions that include EEO training, and interview committees for faculty, classified, and academic administrator positions are reviewed by HR to ensure diversity of the committee ([IIIA12 EEO Participants 2021](#)).

The College also considers its ability to retain a diverse workforce, to make certain that employees are supported, and that the College climate is welcoming of all employees. All faculty and management finalists meet with the S-P, the designated dean and/or vice president, and often with a faculty member from the interview committee for second-level interviews. At the second-level interview, the S-P considers finalists' strengths and their capacity to contribute to the diverse College community considering their experience, ability to connect with students and staff, and to "stretch" the organization's thinking and practices.

The Equity and Inclusion Advisory Council reviews EEO Reports annually and develops EEO Plans based on the results of these reports ([IIIA12 SCCD EEO Plan 2021-2024](#)). Further support for diverse personnel and equitable treatment is provided in current District training practices, which require all new and current employees to complete training modules in

General Ethics in the Workplace and Discrimination Awareness in the Workplace. Further, the College is a member of the California Community College Equity Leadership Alliance through the USC Race and Equity Center ([IIIA12 Equity Leadership Alliance](#)) which provides all Solano employees with professional learning opportunities on topics regarding racial equity through Equity Connect ([IIIA12 Equity Connect on SharePoint Screenshot](#)).

The College has a shared governance committee that developed in the 1970s when faculty and staff diversity was sparse. The Minority Coalition is comprised of faculty and staff who support efforts to improve both the student and staff experience at the College keeping in mind the interests and needs of diverse populations. The Coalitions four prime areas of interest are:

- Mentorship and guidance for students, administration, and interested faculty
- Greater representation/participation on governance teams
- Community engagement
- Cultural sensitivity training and insight

Representatives from the Minority Coalition serve on the College Governance Council and may call on administrators to address pressing issues ([IIIA12 Minority Coalition](#)).

Analysis and Evaluation

Solano Community College, through policies and practices, establishes and sustains equitable programs, initiatives, and services to support its diverse workforce and consistently evaluates employment equity and diversity in alignment with the mission.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Board Policy 4100: Code of Ethics applies to all College employees, including faculty, classified staff, and administrators ([IIIA13 BP 4100 Code of Ethics](#)) and is available on the District website with other District wide policies.

Board Policy 4770 distinguishes between probationary and permanent employees and defines the causes for and types of disciplinary action that may be taken ([IIIA13 BP 4770 Disciplinary Action](#)). The process for disciplinary action is laid out in Board Procedure 4770 which secures the rights and responsibilities of all parties involved ([IIIA13 AP 4770 Disciplinary Action Procedure](#)).

Analysis and Evaluation

The College has a clearly written and well-disseminated Code of Ethics. Any violations are taken seriously, and once investigated, can lead to disciplinary action up to and including termination.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution

systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College maintains a Flexible Calendar (FlexCal) program for faculty and supports professional development for staff and administrators. The Professional Development/FlexCal Committee (PDFC), a subcommittee of the Academic Senate, meets twice every month during the academic year ([IIIA14 PDFC Membership](#); [IIIA14 PDFC Minutes 3-30-23](#); [IIIA14 PDFC Minutes 8-31-23](#)) and is responsible for the development of the FlexCal schedule including programming on optional and required days. The PDFC maintains an online form for proposed professional development sessions, based on California Code of Regulations Title V criteria as well as Chancellor's Office guidelines for the implementation of the flexible calendar program, which ensures that all professional development sessions meet the necessary criteria for flex eligibility ([IIIA14 Professional Development Website at SCC](#); [IIIA14 Fall23 FLEX Agenda](#)).

During the pandemic the college continued to support FlexCal program for faculty by facilitating the events over zoom. Many of the events offered focused on Diversity, Equity and Inclusion. In Spring of 2021, the SCC portal to the Vision Resource Center became available to all regular employees ([IIIA14 Vision Resource Center](#)), providing thousands of professional development opportunities on a wide variety of topics including DEI ([IIIA14 Professional Development Screenshot at SharePoint](#); [IIIA14 PD Sessions by Semester](#); [IIIA14 Hyflex Presentation PPT September 2022](#)).

Board Policy 4260 expresses the Board's support for employees to attend conferences and other professional activities within the means of the District's budget, and the PDFC has worked to streamline the process for professional development funding through continued improvements to the evaluation rubric ([IIIA14 BP 4260 Attendance at Conferences and Professional Meetings](#); [IIIA14 PD Funding Request Evaluation Rubric](#)).

The College offers additional opportunities for faculty to participate in college-funded professional development through the sabbatical leave process. Any full-time faculty member may apply for a semester- or year-length sabbatical upon reaching her/his seventh year of employment with the District, and every seventh year from the time any granted leave is taken ([IIIA14 Application Sabbatical Leave 2023-24](#)).

Classified employees and operating engineers have a number of opportunities and incentives for professional development and continuing education, as do managers who may request up to 40 days of educational leave during their tenure with the College. The College funds professional development activities assigned to employees and their area managers. In addition, employees can initiate professional development by enrolling in an approved job-related program or course and can choose tuition reimbursement as permitted by their current collective bargaining contract. Finally, the collective bargaining agreements for the classified staff and operating engineers include 5% salary incentives for those who obtain degrees or certifications beyond their minimum job qualifications.

The PDFC Committee surveys all Solano employees every two years and adjusts offerings according to feedback, including attending to topic suggestions by classified employees ([IIIA14 PD Survey Results 2021-2022](#)) which are incorporated as part of the report and improvement plans presented to Academic Senate each year ([IIIA14 PDFC Annual Report 2023-2024](#)). The PDFC committee provides regular updates on the College's website, an internal SharePoint site, as well as in a weekly email digest ([IIIA14 Email-Digest](#)).

Teaching for Equity (T4E) is a cohort-led initiative designed by SCC faculty to create an opportunity for faculty to engage in anti-racist, equity-minded pedagogy. Teaching for Equity seeks to tackle issues related to instruction and embrace equitable practices that improve the classroom experience. T4E utilizes an equity framework to encourage individual faculty to critically examine their teaching methods while working collaboratively to advance cultural competency and anti-racist practices on campus. T4E focuses on a 'teach the teacher' cohort model of community practice, analyzing current attitudes and approaches related to curriculum, syllabi, assignments and grading, and classroom management strategies. Currently, T4E has several entry points for participation in the program: T4E small cohorts, T4E Academy, and EquityFest. Since its inception in 2018, 53 faculty and 17 administrators have gone through the program ([IIIA14 T4E Annual Report 2022-23](#); [IIIA14T4E Academy S23](#); [IIIA14 EquityFest](#)). In recognition of the value of the work, the college has continued to support the growth of T4E, funding multiple facilitators (via reassigned time) and providing a stipend for faculty participants, in addition to the Coordinator position.

Analysis and Evaluation

Solano Community College has worked diligently to strengthen its professional development offerings for faculty and staff and to ensure that all personnel groups are receiving the ongoing training and support that they need to effectively do their jobs and contribute to the institutional mission to improve student learning and achievement.

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The Office of Human Resources maintains personnel files for all employees. Personnel files are stored in a file room within HR which is locked during non-business hours. Access to these files is limited to HR personnel. The College provides employees with access to their records in accordance with the California Education Code, Title 3, Section 87031. The employee must sit with an HR staff person while viewing their file. Board Policy 4140 defines the procedure for personnel who wish to access their archived records, stating that the contents of personnel files will be made available to employees "in accordance with the law and/or respective collective bargaining agreements" ([IIIA15 BP 4140 Personnel Files](#)).

The CBAs of the three employee bargaining units each outline a process in the Articles indicated:

- CSEA: Article IV ([IIIA15 CSEA 2023-2026 Contract Article 4 Personnel Files](#))
- Local 39: Article VI ([IIIA15 L39 2021-24 Contract Article 6 Personnel Files](#))
- CTA: Article V ([IIIA15 CTA Contract 2023-2026 Article 5 Personnel Files](#))

Requests to view one's personnel file must be made in writing, and documentation noting the day, time, and person reviewing the file. Only those documents as allowed by Board Policy, collective bargaining agreements, legal directive, and state or federal regulations are maintained in the personnel file.

Analysis and Evaluation

Solano Community College has clearly established policies and procedures that provide for the security and confidentiality of personnel records.

Conclusions on Standard III.A: Human Resources

The College effectively uses its human resources to achieve its missions and to improve academic quality and institutional effectiveness. Solano Community College's administrators, classified staff, and faculty share responsibility in maintaining the integrity of the College's mission and institutional effectiveness. Hiring priorities are determined through program review and funded through the budget prioritization process to ensure a linkage with the College's integrated planning. As a result, the College has enough staff, management, faculty, and administration with appropriate qualifications to support the education, technological, physical, and administrative operations of the College.

Like other areas of the College, Human Resources was forced to pivot to an online environment during the shelter-in-place order and had an outsized role in the efforts to bring students, staff, and faculty back to campus. Hiring shifted to PDF packets and digital forms; committee trainings, meetings, and interviews; and electronic signatures. When the College reopened, HR was responsible for monitoring on-campus traffic, providing COVID testing and tracking results, and reporting infection rates, as well as coordinating with CalOSHA to maintain safety policies that evolved with the science.

Professional Development has been another area of tremendous growth, with the Professional Development FlexCal Committee creating a robust, comprehensive program for faculty, staff, and management. Increased participation on the part of session-hosts and attendees has made for a rich, diverse, and relevant selection of presentations, workshops, and trainings offered online and in-person. Finally, the PDFC has ushered in the digital era for professional development at SCC by implementing the Vision Resource Center (VRC) platform which houses training opportunities, learning modules, and systemwide communities to support the success of our students. The VRC reporting functionality has streamlined the tracking of employee professional development, including the reimbursement of Flex credit for adjunct faculty.

Improvement Plan(s)

None

Evidence List for Standard IIIA

IIIA1 Classified ALG Confidential Employees Hiring Manual
IIIA1 FlexCal Oct 2021
IIIA1 JD Welcome Statement
IIIA1 Fillable Reference Check Form
IIIA1 Spring22 FLEX Agenda
IIIA1 Student Worker Hiring Manual
IIIA2 BP 4005 Faculty Hiring, Equivalency and Minimum Qualifications
IIIA2 CTA Contract Article 19
IIIA2 Faculty Hiring Manual SCC Hiring Manual
IIIA2 Request for Equivalency of Academic Qualifications
IIIA3 BP 4800 Administrative Employees
IIIA3 BP 4800 Administrative Employees - 4840 Evaluations
IIIA4 Degree Equivalency Information from HR email
IIIA4 Equivalency Review Form
IIIA4 IERF Webpage
IIIA5 10 30 Academic Freedom & Evaluation Meeting Notes
IIIA5 ALG Evaluation Form
IIIA5 BP 4220 Performance Evaluations
IIIA5 BP 4800 Administrative Employees - 4840 Evaluations
IIIA5 Classified Staff Job Performance Review Form
IIIA5 CSEA 2023-2026 Contract
IIIA5 CTA Contract 2023-2026 Article 4 Performance Review
IIIA5 Faculty Evaluation Forms
IIIA5 Flex Mar15-16 2023
IIIA5 Flex Oct 10 2023
IIIA5 Manager Evaluation
IIIA5 Peer Review Handbook for Faculty
IIIA5 BP 4220 Performance Evaluations
IIIA5 SCCD L39 2021-24 Contract
IIIA2 BP 4005 Faculty Hiring, Equivalency and Minimum Qualifications
IIIA7 Faculty Reassigned Time Chart 2023-2024
IIIA7 Faculty Staffing Request Forms
IIIA7 FON Report Fall 2022
IIIA7 Hiring Ranking Results 2023-2024
IIIA9 HR Requests in Program Review
IIIA7 Program Review Biomedical Sciences
IIIA7 Proposal Modify Hiring Process
IIIA7 Rubric for Faculty Staffing Requests 2023-24
IIIA8 Adjunct Parity Resolution
IIIA8 CTA Contract 2023-2026 Article 4 Performance Review
IIIA8 CTA Contract 2023-2026 Article 23
IIIA8 CTA Contract 2023-2026 Article 28
IIIA8 Faculty Mentor JD Development
IIIA8 Fa1122 FLEX Agenda

III A8 Fall 23 FLEX Agenda
III A8 FLEX Agenda spring 2022
III A8 FLEX Agenda spring 2023
III A8 Part Time Faculty Reimbursement PPT.
III A8 Solano Adjunct Alliance Statement 9-23-23
III A9 ASTC Program Review 2022
III A9 Classified Prioritization Process
III A9 HR Requests in Program Review
III 9 Organizational Chart 2023-2024
III A10 Academic Support Services Program Review 2020-2021
III A10 JD Dean of External Programs
III A10 JD Director of Outreach
III A10 JD Director of Student Support Services
III A10 Organizational Chart 2023-2024
III A11 Unlawful Discrimination Complaint Form
III A12 BP 4035 EEO
III A12 BP 4037 Commitment to Diversity
III A12 BP 4030 Nondiscrimination
III A12 SCCD EEO Plan 2021-2024
III A12 EEO Participants 2021
III A12 Employee Demographics F22
III A12 Equity Connect on SharePoint Screenshot
III A12 Equity Leadership Alliance
III A12 Minority Coalition
III A13 AP 4770 Disciplinary Action Procedure
III A13 BP 4100 Code of Ethics
III A13 BP 4770 Disciplinary Action
III A14 Application Sabbatical Leave 2023-2024
III A14 BP 4260 Attendance at Conferences and Professional Meetings
III A14 Email-Digest
III A14 Equity Fest
III A14 Fall 23 FLEX Agenda
III A14 Hyflex Presentation PPT September 2022
III A14 PD Funding Request Evaluation Rubric
III A14 PD Sessions by Semester
III A14 PD Survey Results 2021-2022
III A14 PDFC Annual Report 2023-2024
III A14 PDFC Membership
III A14 PDFC Minutes 3-30-23
III A14 PDFC Minutes 8-31-23
III A14 Professional Development Screenshot at SharePoint
III A14 Professional Development Website at SCC
III A14 T4E Academy S23
III A14 T4E Annual Report 2022-23
III A14 Vision Resource Center
III A15 BP 4140 Personnel Files

IIIA15 CTA Contract 2023-2026 Article 5 Personnel Files
IIIA15 CSEA 2023-2026 Contract Article 4 Personnel Files
IIIA15 L39 2021-24 Contract Article 6 Personnel Files

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Solano Community College's Facilities Office, under the leadership of the Vice President of Facilities, is responsible for the overall safety and security of the College community as it relates to the College's physical resources ([IIIB1 Facilities Org Chart](#)). The mission statement of the Facilities Department acknowledges and takes responsibility for "maintaining well-functioning, safe, clean facilities and well-kept grounds that are conducive to a high-quality learning and work environment for all who come in contact with the College" ([IIIB1 Facilities Webpage](#)).

Various faculty, staff, and students are included as stakeholders in each project to ensure input and review over all aspects of design and implementation ([IIIB1 CBOC Member Roster](#); [IIIB1 CBOC Meeting Agenda 6-21-23](#)). The College also has an active group of faculty, staff, and students committed to sustainability.

Access

SCC provides the necessary physical resources at all three of its locations to ensure that students from a variety of backgrounds have access to high quality education. The 2020 Facilities Master Plan applied enrollment and program forecasts to Title 5 requirements for assignable square (ASF) capacity and concluded that each of the College's campuses had sufficient lecture, lab, and office space to meet the College's physical space needs ([IIIB1 Facilities Master Plan](#)). Access need include providing sufficient physical access by addressing the needs of students and employees in accordance with the Americans with Disabilities Act (ADA), ensuring that there is adequate parking and access by public transit to all campus sites.

As with all projects, the College complies with California's Division of State Architect (DSA) requirements to ensure access. Each project that is reviewed by DSA goes through an ADA code evaluation. As a result of that, each project is required to address ADA corrections within the scope of the project and adjacent pathways and parking. Examples of new projects include the 1200 Theater building, the 2700 Science building, and the 100 Library & Learning Resource Center, with extensive work in the adjacent parking lots and sidewalks. The bond

program will continue to address ADA needs extensively, in addition to implementing a cost tracking system for the work completed within the project ([IIIB1 Bond Spending Plan Update](#)).

Health Safety

The College has a comprehensive Injury and Illness Prevention Program (IPP) to ensure the timely identification and correction of health and safety hazards that may arise in any campus department or facility. The IPP also provides for employee training to prevent on-the-job injury. Employees such as lab technicians and maintenance workers regularly participate in hazardous waste training to ensure that use, storage, disposal, and transportation of toxic chemicals meets established safety standards ([IIIB1 IPP Manual](#)).

Plans for all new construction and building upgrades are submitted to the Division of the State Architect (DSA) to show compliance with all codes for structural integrity, fire, life and safety codes, and ADA compliance. As stipulated by the Field Act, DSA reserves its highest safety standards for school buildings, and the College complies with these standards.

Safe access to all College facilities is ensured by regular assessments of pavement, trip hazards, and lighting. Assessments and reported safety issues result in correcting the hazards in a timely manner. The College continues to improve interior campus lighting. As part of the Fairfield campus efforts to improve safety, updated and well-lit campus maps continue to be installed, and surveillance cameras are being added and improved in our projects.

The Facilities Office responds quickly and appropriately when members of the college community raise health and safety concerns. Faculty and staff may submit health and safety concerns via the online Work Order Request form. Directions for locating the form, completion and submission, and response time are posted on the Facilities Department website ([IIIB1 Work Order Request Website Info](#)). Once a problem is identified, facilities staff assess and provide an immediate fix to the problem while any appropriate long-term plans are developed.

The campus community is advised of all planned and unplanned construction activities via email alerts that include the project, a brief description of the work, an estimated timeline for work to be completed, areas impacted by work, and contact information for questions or concerns related to the project. Where relevant, each alert is accompanied by an aerial image of the campus with appropriate labeling (text, arrows, highlights) the location affected by work ([IIIB1 FF Construction Notice - Electrical System Repair](#); [IIIB1 FF Construction Notice of LLRC](#)). The same system is used to alert the campus community of any disaster or safety drills ([IIIB1 VV Construction Notice - Annual Fire Alarm Testing](#)).

Per Board Policy 4215, the College continues to promote healthy air quality on campus. Solano Community College has been a smoke- and vape-free campus for more than 10 years ([IIIB1 Annual Notice 2023-Smoke Free Campus, p. 14](#); [IIIB1 Annual Notice 2022-Smoke Free Campus, p. 14](#); [IIIB1 Board Policy 4215-Smoking on Campus](#)). Facilities personnel use non-toxic sprays for pest control following the College's Integrated Pest-Management Plan per SB 394 and SB 1405, regulating pesticides and school sites which is required for the Early Learning Center and has been applied school-wide. Cleaning products have been switched to

eco-friendly products campus wide to increase indoor air quality. The College takes all appropriate measures to monitor and maintain healthy air quality within classrooms and all other campus buildings. All facilities are maintained to ensure proper working order of all gas, ventilation, refrigeration, and air circulation equipment.

Covid-19 Pandemic Response

Multiple, coordinated, and target efforts were deployed in response to the coronavirus pandemic, subsequent statewide shelter-in-place order, and gradual return to in-person learning. The District established Pandemic Planning and Response Teams led by the Vice President of Student Services and the Director of Human Resources. Each of them led District teams to review the changing external guidelines from various public agencies which was then shared and reviewed with their teams who were charged with developing response plans for the District. These efforts provided guidance to remote classes and work, safety protocols, information tracking, coordination of efforts, and more ([IIIB1 COVID 19 Quick Reference Guide](#); [IIIB1 Covid-19 Faculty PowerPoint Presentation](#); [IIIB COVID-19 Health Screening Log Spring 2022](#); [IIIB1 Faculty Returning to Campus Guidelines Spring 2022](#)).

Facilities participated with these teams to implement changes and improvements to HVAC systems to ensure adequate fresh air indoors. Also included in Facilities' efforts were enhanced cleaning protocols and safe distancing practices. Facilities coordinated the ordering and distribution of Personal Protective Equipment (PPE) for faculty, staff, and students on campus ([IIIB1 Returning to Campus Guidelines 2022](#); [IIIB1 Post Pandemic Prep for Campus Return 2-15-22 Email](#)). Access to campus was closely monitored and subject to approval in order to ensure social distancing and facilities sanitation in compliance with CDC guidelines ([IIIB1 Campus Access Procedure & Fillable Form](#)).

Security

Board Policy 3310 assigns campus security and safety measures to various departments ([IIIB1 AP 3310 Security for District Property](#)). The Facilities Department is responsible for maintenance of lighting, landscaping, locks, distribution and collection of keys and access codes, fire alarms, and other items that may affect the security of District property. The Department is also responsible for publishing warnings about unsafe areas of campus. The College maintains a secure campus with adequate lighting, blue emergency phones, and security cameras at all three campuses. The District uses fob key systems in all buildings, limiting access to facilities and eliminating the need to track keys. The College assigns and restricts building access to staff during specific days and times, allowing staff to "lock down" a facility remotely, thereby providing additional protection in the case of an emergency, and to track access into buildings ([IIIB1 District Standards Electronic Access Control System and Door Lock Down](#)). There is an ongoing effort to replace classroom door locks with electronic keypads connected to the fob system. Work order requests for key fobs are made by each employee or department and require approval of the Dean or Manager.

Board Policy 4600 establishes a Solano Community College Department of Public Safety that outlines duties of the department and strict training requirements for those working to keep our students safe ([IIIB1 BP 4600 District Department of Public Safety](#)). The Department of Public Safety (DPS) is a California Commission on Peace Officers Standards and Training (POST)

accredited law enforcement department established by Board of Trustees Resolution No. 21/22-10. The Department of Public Safety consists of a Chief of DPS, sworn sergeants, non-sworn public safety officers (PSOs) and a public safety service technician.

DPS follows a strict policy manual that ensures proper training and procedures that align with standard operating procedures of community policing ([IIIB1 SCC DPS Policy Manual](#)). The responsibilities of DPS include campus security; traffic and parking control; prevention and detection of crime; and enforcement of federal, state, and municipal laws and District regulations and policies. DPS has the primary responsibility for direction, planning, and controlling vehicle and pedestrian traffic on College grounds. DPS oversees the painting of roadways and curbs, placement of control signs, removal of hazardous obstructions, and other related tasks.

DPS personnel make inspections of facilities to ensure physical security; design and present programs to reduce risk from criminal acts; review plans and new construction additions to facilities to insure against design defects that could contribute to criminal acts; make preventative patrols of grounds; make necessary arrests and detentions; and interact with all other law enforcement and investigative agencies.

Sworn personnel receive continuing professional training in first aid, CPR, emergency response, disaster preparedness, de-escalation techniques, anti-bias, defensive tactics, and other topics each year. All sworn personnel have graduated from a regional police academy and have full peace officer powers per 830.32(a) of the Penal Code and 72330 of the Education Code.

Non-sworn Public Safety Officers are trained in Laws of Arrest, Search and Seizure and Firearms per California Penal Code 832. They are also trained per Senate Bills 390 and 1626. Public Safety Officers are not sworn officers but are provided special authority by the California Penal Code, California Vehicle Code and Education Code to enforce campus rules and regulations. Safety Officers are the first line of support for the campus sworn personnel. Many are trained in and have responsibility for collecting field evidence, taking crime reports, and parking enforcement. Public Safety Officers are also trained in first aid, CPR, and emergency response procedures.

The PSOs are assigned to the three campus sites (Fairfield, Vacaville and Vallejo). The College has established Memorandums of Understanding with local law enforcement agencies to assist with calls for service during the hours DPS officers are not on duty ([IIIB1 MOU Unlimited Security Specialists, Inc.](#)).

In accordance with the Clery Disclosure Act, mandated by the Crime Awareness and Campus Security Act of 1990, the College reports crime statistics annually. The crime rates at Solano Community College have been low relative to similar college campuses ([IIIB1 2023 Clery Report](#)). The Clery Report is posted on the College website so community members are informed of the College's safety profile ([IIIB1 Department of Public Safety Statistics Webpage](#)). DPS hours, locations, contact information, and campus crime reports are published on the SCC website, along with statistics of the Daily Crime Log and the Racial and Identity Profiling Act (RIPA) stop data along with crime prevention tips ([IIIB1 Department of Public](#)

[Safety Webpage](#)). The College proactively notifies all students and personnel via emails, phone messages and text message notifications regarding incidents that may put the campus in imminent danger or in cases of power outages or potential emergency conditions. The Regroup and Solano SAFE App notification system is managed by DPS personnel. Human Resources staff conduct routine checks to ensure contact data remains up to date for all personnel.

The College plans for and provides training to managers, staff, and faculty to maintain the safety and security of the campus community. An Incident Response Plan guides the activities of College personnel in an emergency ([IIIB1 DPS Incident Response Plan](#)). The Safety Committee is established to serve as an advisory resource for the Superintendent-President on policies, procedures and programs to promote a safe environment and healthful attitudes on the part of all employees, students and visitors. The committee, comprised of managers, faculty, staff, and students and facilitated by the Chief of DPS, meets monthly to discuss issues such as notification protocols, crime reports, and safety assessments, and provide planning related to safety enhancements, emergency contingencies and disaster preparedness ([IIIB1 Safety Committee Minutes 8-8-23](#); [IIIB1 Safety Committee Minutes 9-26-22](#); [IIIB1 Reimagine Campus Safety & Security at SCC](#); [IIIB1 Campus Safety Report 2022](#); [IIIB1 Safety Committee - Meetings, Minutes & Webpages](#)). The Chief of DPS provides reports to the S-P during monthly meetings.

Active shooter incidents at other college campuses prompted DPS staff to prepare the College community for this worst-case scenario. Officers offered eleven 2-hour “ALICE” (Alert, Lockdown, Inform, Counter, Evacuate) training sessions to students, faculty and staff in August and September of 2022 to disseminate updated law enforcement recommendations for active-shooter response, as well as local information about current lock down procedures and the Regroup mass notification system in use at the College ([IIIB1 Active Shooter Training Flyer](#)).

While the College has not received any recent reports of sexual assault, DPS staff work closely with the student discipline officer and the Title IX Compliance Officer to ensure that any report of sexual violence or any other illegal or disruptive behavior is reported to the appropriate administrator. Investigations done by law enforcement may be reported to the Title IX Compliance Officer and/or the student discipline officer, depending on the nature of the incident and if it involves a student, to ensure that all responsible parties are aware of the allegations and steps are taken for an investigation.

Analysis and Evaluation

Solano Community College provides safe and sufficient physical resources at all of its locations to meet the teaching and learning needs of students, faculty, and programs and to assure that the mission of the College is achieved. Though separated by short distances, the Fairfield Campus and the Centers operate as a single system with coordinated efforts across multiple departments. The Facilities Department, the Solano Community College Department of Public Safety, and Technology Services and Support, with input from the campus community, are responsible for ensuring access, safety, security and a healthful learning and working environment.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The Solano Community College 2020 Facilities Master Plan (FMP) was produced by the architecture, design, and planning firm Gensler and developed through a highly participatory process involving the College's many constituencies and with the 2019-2022 Strategic Plan as a guiding document for the short-term planning processes, such as program review and strategic planning, building on the District's priorities for student learning and success, and providing a guide for future development of the District's three campuses ([IIIB2 Strategic Plan 2019-2022](#)).

The FMP serves as a framework for the growth and transformations necessary for the institution to be prepared for projected growth and space needs, as well as for the innovative technologies and learning environments that are necessary to prepare the workforce of tomorrow. The Plan is aligned with the salient priorities of the region in terms of workforce needs and the new State of California energy standards. Updates to both the Strategic Plan and FMP are tied to instructional needs, as demonstrated by facilities projects affecting nearly every discipline.

Throughout the planning process, a series of meetings, campus forums, and workshops were conducted to involve the many distinct and diverse voices of the SCC community. College leadership collaborated with the planning team at the start of the process to identify the many stakeholders, establish planning participants, and design a series of engagement activities. Multiple shared governance groups participated in the planning process, including College Governance Council (CGC); Measure Q Steering Committee; Management Team; and Academic Senate. Campus communities were invited to participate in a series of Campus Forums at the Fairfield, Vacaville, and Vallejo Campuses and faculty and students engaged with the planning team through a series of interactive boards and conversations ([IIIB2 Solano College Visioning Session Invite](#)). The resulting planning principles focus on student success; wayfinding and organization; collegiate identity; efficiency and utilization; stewardship of resources; and community engagement. The planning team worked with the planning committee to identify key issues to address in the FMP, review the analysis of qualitative and quantitative information, evaluate a series of development options, and make decisions that led to the development of the FMP recommendations, including infrastructure improvements to electrical substations, solar power production, central plant equipment, lighting upgrades, remodeling of buildings 300, 1600, 1800 A & B, and building student housing (See 2020 FMP).

Solano Community College District's focus on Clean Energy and Sustainability is evident in solar panel installations on each campus in 2014 and the new project underway now and scheduled to be completed in 2023. Recent additional energy efficiency proposals funded by Prop 39 include replacement of the central plant equipment, water conservation, a new solar generation project, and HVAC upgrades and replacements ([IIIB2 Project Updates Webpage](#)).

The FMP also emphasizes moving SCC towards its goal of achieving a minimum rating of Silver in the LEED Certified Green Building Rating System on all new and remodeled buildings. The two latest examples of new construction on campus, the 2700 Science Building and 100 Library & Learning Resource Center, have both received LEED Silver rating equivalence and achieved PG&E Savings by Design status ([IIIB3 SCCD Measure Q Bond Progress Update March 2023](#); [IIIB1 Facilities Master Plan](#)).

Analysis and Evaluation

The District uses input from planning processes, such as the FMP, SMP, SEAP, and Program Review, to plan, build, and maintain its physical resources with attention to the District's goals of efficiency, quality, and sustainability, to support programs and services and achieve its mission.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Short-term operational and tactical “ground-level” projects to continue the daily functionality of campus facilities are based on a rolling 5-year Scheduled Maintenance & Special Repairs (SMSR) plan identified through the Facility Utilization Space Inventory Options Net (FUSION) online database. The report generated by FUSION lists categories of hazard removal such as lead, asbestos, and chemicals which are eligible for full funding by the state. The College submits this plan every year to secure maintenance and repair funds from the Chancellor's Office. Following priorities established by the California Community College Chancellor's Office in the *Facilities Manual for the California Community Colleges*, the Facilities Director discusses with staff what needs attention on the campuses and formulates a list based on team discussion.

The 5-year plan also identifies the repair and maintenance needs of roofs, utilities, mechanical, and exterior features on all campuses. All building footprints, data on equipment make and model, and electronic data from building plans are digitized and uploaded into FUSION which consolidates all facilities data in one place to support decisions and maintenance projections based on equipment life-cycle data. The FUSION program also allows Facilities staff to track equipment histories (every work-order, man hours, materials, etc.) to more accurately predict and plan for preventive maintenance and equipment replacement needs ([IIIB3 5 Year Construction Plan 2024-2028](#)).

The Biotechnology and Science building, funded by the local Measure Q Bond, opened in Vacaville in Fall 2017 and has 32,088 square feet. It houses laboratories for the Bachelor's Degree in Biomanufacturing and other science programs offered through the college. The space features four biotech labs, one of which is equipped with multiple bioreactors; two chemistry labs for general and organic chemistry classes; two biology labs; both a wet and dry anatomy lab; and prep areas for all labs. The Facilities office and contract partners worked closely with discipline faculty on the construction of the Center and continue to collaborate in the

maintenance, repair, and upgrades needed. Biotechnology and Biomanufacturing faculty use program review and other integrated planning processes to request resource allocation ([IIIB3 PR BioTechnology BioManufacturing](#)).

The *ADA Transition Plan* identifies repairs and upgrades needed to clear paths of travel for ADA compliance ([IIIB3 ADA Transition Plan](#)). In addition, the campus is evaluated regularly for each bond project reviewed by the Division of the State Architect (DSA) who ensures that ADA upgrades are made as required for each project, both for areas around the project, and support areas and pathways on campus which are automatically upgraded to ADA standards as each project is completed.

Analysis and Evaluation

Solano Community College's Facilities Department collaborates with the appropriate constituents, including campus and county representatives, to plan for and evaluate the use of physical resources on a regular basis. Per Board policy 3370, the Superintendent-President oversees planning and management of the District's capital outlay and construction, including bonds and other funds, working closely with the CBOC, Executive Bond Manager, Board of Trustees, and relevant members of the campus community to ensure the feasibility and effectiveness of physical resources in supporting institutional programs and services. The College adheres to local, state, and federal guidelines and laws regarding accessibility, accountability, and sustainability.

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The College engages in two levels of facilities planning: long-term planning which results in updates to the Facility Master Plan, and short-term planning, which occurs on a continuous basis and identifies immediate needs that require near-term action.

The 5-year Construction Plan identifies long-term plans, such as the construction of new facilities, that overlay and augment the build-outs under the District's FMP ([IIIB4 5 Year Construction Plan 2025-2029](#); [IIIB4 5-year Capital Outlay \(Construction\) Plan 2023-2027](#)). These large projects require additional proposals and approval in order to move forward. Projections for total cost of ownership are reflected in the 5-year Construction Plan. In addition, facilities planning relies on the Facilities Planning Manual from the California Community College Chancellor's Office, developed to "assist in the development of state funded CC facilities" and provide guidelines for master plans, capital outlay budgeting, capital outlay project design and construction, and acquisitions.

The passage of two facilities bonds, Measures G and Q, in the last fifteen years has supported the construction of new facilities at all three campus sites. As required by Prop 39, the District has a Citizen's Bond Oversight Committee (CBOC) that meets quarterly and receives updates on projects, reviews audits of bond funds, and provides the Board of Trustees with an annual report ([IIIB4 SCCD Measure Q Bond Progress Update March 2023](#); [IIIB4 CBOC Minutes August 2022](#); [IIIB4 CBOC Annual Report 2020 2021](#); [IIIB4 Bond Spending Plan Update](#)

[August 2023](#)). Purchase of land or buildings as well as facility improvements are shared with the CBOC during meetings. The Executive Bond Manager reports to and regularly meets with the S-P to ensure that projects are on time and on budget. Monthly updates on facilities and bond projects are provided to the Board at the first meeting of each month and the Measure Q Steering Committee, an advisory group to the S-P meets monthly to review and recommend standards and receive project updates. The S-P, three members of the Board of Trustees, the Executive Bonds Manager, and appointed faculty, staff, and students serve on the committee ([IIIB4 CBOC Member Roster](#)).

The College recognizes that while capital construction represents a large cost in a short period of time, the costs to maintain and operate a facility will continue annually for at least 50 years. As such, the College also budgets for its facility operations. The Facilities Department has therefore begun to work with Fiscal Services to plan for the ongoing maintenance needs of the additional square footage represented by current and future building projects. The S-P has discussed with the Vice President for Finance and Administration, Chief Technology Officer, and with the Executive Bonds Manager the need to consider implementing a “sinking fund” that will allow the College to save annually for long-range facility needs ([IIIB4 Annual Fiscal Report 2021-2022](#); [IIIB4 2023-24 FY Adopted Budget](#)).

The current District standards for design and construction account for the total cost of ownership of new facilities, fixtures, and equipment, taking into consideration the efficiency, life-span, versatility, safety, and personnel requirements of all projects and purchases. Where possible, the College makes use of a statewide purchasing program through the Chancellor’s Office, “College Buys,” which combines the purchasing power of all institutions in the CCC system to secure the best pricing. In addition, using consistent and standard products and systems throughout the district’s facilities contains the variety of parts and products needed and reduces the need for training on different systems.

To project the personnel needs associated with current and planned facilities, the College uses standards developed by the Association of Physical Plant Administrators (APPA) which provides formula-backed recommendations for the staffing necessary to maintain a given area and considers factors such as square footage of buildings and the surrounding landscape.

Conclusions on Standard III.B: Physical Resources

Solano Community College engages in comprehensive master planning, complemented and informed by annual program planning, to ensure effective utilization of physical resources and maintain the quality necessary to support programs and services and achieve the College’s mission and vision. These plans are used to guide the acquisition, construction, and renovation of SCC facilities on an ongoing basis. The College retains flexibility to respond to new programming opportunities, external mandates, and unforeseen challenges or concerns.

Since its last ISER in 2017, the College has used Measure Q funds to:

- Complete construction of a 44,000 square foot Science building on the Fairfield campus which houses the biology, chemistry, geology, geography and physics labs, and classrooms. It is also the site of a new, expanded Veteran’s Center, a lobby with space

to gather and study, an atrium, lecture rooms, and offices ([IIIB Inside Solano 8-19-2019](#)).

- Complete construction of a new 59,252sf two-story Library/Learning Resource Center (LRC) with an Academic Success and Tutoring Center (ASTC); audio visual and television studio; library stacks and study areas; quiet study, reading, and group study rooms equipped with charging ports, HDMI and WiFi connectivity; and a computer classroom. The LRC also houses the IT department and offices ([IIIB Library LRC Brochure](#)).
- Begin construction on an expansion of the Early Learning Center complex, including a new modular building and landscaping at the existing play yard. This new building will replace the aging building 200A and provide space for approximately 40 children. The project includes three childcare classrooms, restrooms, and an outdoor covered space. To expedite project delivery, the District is using a modular building system that will dramatically reduce onsite construction time. This project is anticipated to be completed Spring 2024 ([IIIB Conclusions F23 Convocation S-P ppt](#)).

Plans for the Fairfield campus in the near future include renovation of the Cosmetology (1600) and Career and Technical Education (1800 A&B) Buildings, landscaping and construction of a central Quad, the remodeling of an existing space into an Adjunct Faculty Workroom (300), and remodeling of the Early College High School (300 and 1600) buildings.



Improvement Plan(s)

Standard	Needs Improvement	Timeline	Responsible Parties
III.B.3	The Facilities Department is implementing a preventive maintenance program which will identify which buildings, systems, and equipment need maintenance on a monthly, quarterly, semi-annual, or annual basis. The program will interface with the ONUMA work order system to ensure the regular and timely scheduling of routine maintenance.	TBD	Vice President of Facilities; District Facilities Manager; Vice President of Finance & Administration

Evidence List for Standard IIIB

IIIB1 Campus Access Procedure & Fillable Form
 IIIB Work Order Request Website Info
 IIIB1 2023 Clery Report
 IIIB1 Active Shooter Training Flyer
 IIIB1 Annual Notice 2022- Smoke Free Campus, p. 14
 IIIB1 Annual Notice 2023- Smoke Free Campus, p. 14
 IIIB1 AP 3310 Security for District Property
 IIIB1 Bond Spending Plan Update
 IIIB1 Board Policy 4215 Smoking On Campus
 IIIB1 BP 4600 District Department of Public Safety
 IIIB1 Campus Safety Report 2022
 IIIB1 CBOC Member Roster
 IIIB1 COVID 19 Quick Reference Guide
 IIIB1 Covid-19 Faculty PowerPoint Presentation
 IIIB1 Covid-19 Health Screening Log Spring 2022
 IIIB1 Faculty Returning to Campus Guidelines Spring 2022
 IIIB1 District Standards Electronic Access Control System and Door Lock Down
 IIIB1 Department of Public Safety Statistics Webpage
 IIIB1 Department of Public Safety Webpage
 IIIB1 DPS Incident Response Plan
 IIIB1 Facilities Org Chart
 IIIB1 Facilities Master Plan
 IIIB1 Facilities Webpage
 IIIB1 FF Construction Notice - Electrical System Repair
 IIIB1 FF Construction Notice of LLRC
 IIIB1 IPP Manual
 IIIB1 MOU Unlimited Security Specialists, Inc.
 IIIB1 Returning to Campus Guidelines 2022
 IIIB1 Post Pandemic Prep for Campus Return 2-15-22 Email

IIIB1 Reimagine Campus Safety & Security at SCC
IIIB1 Safety Committee - Meetings, Minutes & Webpages
IIIB1 Safety Committee Minutes 8-8-23
IIIB1 Safety Committee Minutes 9-26-22
IIIB1 SCC DPS Policy Manual
IIIB1 VV Construction Notice - Annual Fire Alarm Testing
IIIB2 Project Updates Webpage
IIIB2 Solano College Visioning Session Invite
IIIB2 Strategic Plan 2019-2022
IIIB3 5 Year Construction Plan 2024-2028
IIIB3 ADA Transition Plan
IIIB3 PR Biotechnology Biomanufacturing
IIIB3 CBOC Minutes August 2022
IIIB3 SCCD Measure q Bond Progress Update March 2023
IIIB4 5-year Capital Outlay (Construction) Plan 2023-2027
IIIB4 5 Year Construction Plan 2025-2029
IIIB4 SCCD Measure Q Bond Progress Update March 2023
IIIB4 CBOC Annual Report 2020 2021
IIIB4 CBOC Member Roster
IIIB4 2023-2024 FY Adopted Budget
IIIB4 Annual Fiscal Report 2021-2022
IIIB4 Bond Spending Plan Update August 2023
IIIB Conclusions F23 Convocation S-P ppt
IIIB Inside Solano 8-19-19
IIIB Library LRC Brochure

III.C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Solano Community College has extensive technology resources that are used to support student learning programs and services and to improve institutional effectiveness. The Strategic Technology Advisory Committee (STAC), through the College's shared governance process, developed the 2021-2024 Technology Master Plan (TMP) to direct the SCC Technology Support and Services (SCCTSS). The TMP includes a list of the College's Software and Services and the SCCTSS Initiatives and Work Plans 2021- 2024 which is used to track progress and budgeting on all SCCTSS projects ([IIIC1 Technology Master Plan](#); [IIIC1 Administrative and Student Support Software and Services](#); [IIIC1 SCTSS Initiatives and Work Plans 2021- 2024](#)).

The STAC serves as a forum through which faculty, staff and administrators discuss, plan, investigate, and implement ideas and strategies that will best utilize advances in technology to enhance instruction, student support services and administrative services, while providing leadership and support for ongoing technological innovation. The STAC is comprised of representation from administration, faculty and staff. The STAC is responsible for the development and maintenance of the TMP. The STAC is also responsible for the review of annual progress made in accordance with the plan and to ensure that technology resources are being deployed in a manner that is consistent for the support of the College's facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services ([IIIC1 STAC Charter](#); [IIIC1 STAC Agenda 3-2-21](#)).

As a result of long-term facilities planning and the passage of a public construction bond Measure Q, \$349M, Solano Community College District has begun an extensive initiative to renovate existing facilities and build new facilities reflective of the educational needs of Solano County. Measure Q has allowed SCC to obtain 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 ([IIIC1 Bond Resolution and Documentation Webpage](#)). The construction of the Biotechnology and Biomanufacturing teaching facility at the Vacaville Center was also funded through Measure Q, allowing faculty, STAC, and contract partners to collaborate on the production of state-of-the-art laboratories and classrooms.

Analysis and Evaluation

Technology planning is fully integrated into SCC's planning process and resources are used throughout the College to support and increase the quality and effectiveness of teaching, learning, safety, communication, and institutional research.

III.C.2. The institution 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.

Evidence of Meeting the Standard

Solano Community College continuously plans for and, as resources permit, replaces, acquires, maintains, and upgrades the technology infrastructure and equipment to meet institutional needs. To ensure that technology is consistent with the College's mission and goals, the STAC continually reviews and updates the TMP. Guidance and oversight is provided by the College's Management Team, College Governance Council, and Fiscal Advisory Committee.

The TMP includes a five-year instructional lab replacement schedule, a four-year replacement schedule for faculty and staff technology, a four-year upgrade plan for network equipment/services, and a four-year update schedule for smart classrooms and conference rooms ([IIIC2 Chromebook Student PO](#); [IIIC2 Desktop Refresh POs](#); [IIIC2 Laptop COVID PO](#); [IIIC2 Laptop Refresh PO](#); [IIIC2 Network WiFi Upgrade PO](#); [IIIC2 Room Improvement POs](#); [IIIC2 Telephony Upgrade PO](#); [IIIC2 Voice Update PO](#); [IIIC2 Voicemail Upgrade PO](#); [IIIC2 WiFi Improvement PO](#)). Each year, there are several recommended special projects that are consistent with institutionally identified needs and the STAC uses the timetable established in the TMP as a basis for an annual technology achievement assessment. Based on the assessment and changing needs, the STAC develops a technology plan for the upcoming year along with a proposed budget. The proposed updated TMP is then passed through the College's shared governance process, Fiscal Committee and management groups. To accommodate unforeseen emergencies, the TMP also recommends an annual technology budget set-aside equal to 2 percent of the total technology allocation. These funds are available to address unanticipated technology needs.

Finally, the TMP includes a student survey that the STAC conducted in collaboration with the Associated Students of Solano College student government and a faculty survey ([IIIC2 Technology Surveys](#)). Results indicated that students rely heavily on the technology offered by the college, both on campus and as a tool for completing course work and accessing student services and academic support. The common thread among students and faculty was a frustration related to connectivity and familiarity with the technology. Considering that the survey took place in the Fall of 2020, when SCC classes remained online, first-time college students were learning the Canvas platform and faculty were only a couple months and 40 hours of training ahead of them. The Distance Education (DE) and Technology Services and Support offices continued to provide training, and added many of the technology resources that were requested by students and faculty, including loaner laptops, Wi-Fi hotspots, training videos, and licensing for integrated apps such as Zoom, Screencast-O-Matic, Flipgrid, Perusal, Hypothesis, and the messaging app Pronto. DE also added navigation links so students could access the Library, Academic Success and Tutoring Center, Student Services, and Bookstore websites directly from Canvas ([IIIC2 Canvas Navigation and Apps](#)).

Analysis and Evaluation

Through the integrated planning process and participatory governance committees, technology resource planning, quality, and capacity of services are adequate to support SCC's mission, operations, programs, and services. Funding for technology comes from College's regular budget, Measure Q bond, and special programs.

III.C.3. The institution 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.

Evidence of Meeting the Standard

In addition to the main campus located in Fairfield, Solano Community College District has two satellite Centers located in Vacaville and Vallejo, both of which offer a broad range of courses, programs, and services ([IIIC3 Campus Map](#)). These centers are part of the District's Wide Area Network (WAN) and connected to the Fairfield campus via a 250MB (Mega bit) network backbone ([IIIC3 SCC Technology Infrastructure](#)). As a result, each Center has high speed access to all District network resources and security products.

The Vacaville Center is a 40,000 Sq. Ft. facility opened in May of 2010. The Center is a 2-story facility that contains nine classrooms, two science labs, two computer labs, and a Library/Tutoring resource room. Vacaville also has a 32,000 Sq. Ft. Biotechnology Annex that was added in Fall 2017 and features state-of-the art laboratory technology along with the latest in advanced classroom technology.

Opened in September of 2007, the Vallejo center, located at 545 Columbus Parkway is a 40,000 Sq. Ft, 2-story facility with twelve classrooms, two science labs, two computer labs and one Library/Tutoring resource room. As a result of Measure Q funding, a new 30,000 Sq. Ft. Automotive Technology facility opened in the Fall of 2017, located within a mile of the Vallejo Center Campus at 1687 North Ascot Parkway. The Auto Tech building features some of the most advanced auto technology instructional equipment available.

All Center technology is accounted for in the Technology Master Plan. Computers, printers, and smart classrooms are included in the equipment replacement schedule. Desktop technicians do spot checks at the Centers and attend to issues that arise, as necessary, to provide a similar service level agreement as the Fairfield campus, ensuring that the same services are provided with similar resolution times. Network, security cameras, and telephones are maintained by District network staff who are based on the Fairfield campus.

Analysis and Evaluation

Solano Community College District provides the necessary network, hardware and support services to maintain reliable technology access, safety, and security at the main campus and both centers.

III.C.4. The institution provides appropriate 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.

Evidence of Meeting the Standard

Prior to major changes due to COVID-19, SCC Technology Services and Support (TSS) conducted monthly training sessions on a variety of topics identified by faculty, staff, and administrators, including creating fillable forms (PDF's), Adobe sign, Office 365, One Drive,

and smart classroom technologies. TSS also hosted open question sessions during Fall and Spring FlexCal events during which time users could drop into a Zoom session to discuss any training they may need at that time. Breakout rooms were created to provide one on one trainings ([IIIC4 Ask a Tech FlexCal](#); [IIIC4 MySites How to Document](#); [IIIC4 Microsoft Office 365 FAQs](#); [IIIC4 Microsoft Office 365 FlexCal Presentation](#); [IIIC4 FlexCal Agenda Fall 2019](#); [IIIC4 Luminis Flex Cal Presentation](#); [IIIC4 PDFC Agenda Jan 2023 – 2 workshops](#); [IIIC4 Video Conference How to Guideline](#); [IIIC4 Zoom FlexCal Agenda](#); [IIIC4 Zoom FlexCal PPT](#); [IIIC4 Zoom User Guide](#); [IIIC4 Zoom Waiting Rooms How to Document](#); [IIIC4 IT Setup Form](#)). In the return to campus after the stay-at-home order, starting in September of 2022, TSS developed, along with the assistance of the Human Resources Department, a formalized on-boarding process which includes assistance with setting up network passwords, overview of the My.Solano portal, and a basic overview of Banner ERP system ([IIIC4 Onboarding Procedure for New Employees](#); [IIIC4 Onboarding Procedure](#)).

Faculty and staff provide various trainings, including in Canvas and in multiple resources for faculty that are provided by the Distance Education department; other training is provided by vendors when it comes to areas such as Banner and certain department-specific applications purchased by individual departments. For example, past FlexCal sessions led by faculty have included training for Canvas add-ons like Hypothesis and Design+, and applications in eLumen ([IIIC4 FLEX Program Aug 2023](#); [IIIC4 FLEX Program Spring 2023](#)).

Canvas training for students takes place through the Distance Education Office in the form of guides and videos embedded in Canvas and on the DE website. All Canvas shells are pre-populated with a Canvas Overview and a Module that offers a more in-depth series of guides and quizzes for students who are new to Canvas and/or online learning.

Analysis and Evaluation

The College is working to fully meet this standard. The lack of formalized training has been recognized as an issue that needs to be addressed in the near term. Working with student, faculty, staff, and administrators, a Technology Training Task Force will be created out of the Strategic Technology Advisory Committee (STAC) that will identify the range of training needs, budget, facilities, and staffing requirements to implement a formalized training program at Solano.

The recent hire of a new Vice President of Technology and the creation and hiring of a Director of Online Education will allow for the prioritization of increased training and support for new and veteran employees, on established and new programs and systems.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Solano Community College provides a variety of technology policies and procedures to guide faculty/staff. Board Policy 2067 governs the use of these technical resources ([IIIC5 BP 2067 Computer & Network Use](#)). The District's information system Banner, which houses all

student, financial, and human resources information, also has policies and procedures with restricted access that requires users read, complete, and sign a confidentiality statement ([IIIC5 Confidentiality Form](#)).

Technology Services and Support maintains a webpage which contains an area for Policies and Standards that are Information Technology specific and provides easy access to a variety of technology related items, including standards for design, passwords, telecommunications, audio visual, service, and more ([IIIC5 Logging and Monitoring Department Policy](#); [IIIC5 Antivirus Management Department Policy](#); [IIIC5 Banner ERP System Access & Security Department Policy](#); [IIIC5 Clean Desk and Clear Screen Department Policy](#); [IIIC5 Firewall Management Department Policy](#); [IIIC5 Hardware & Software Procurement Department Policy](#); [IIIC5 Intrusion and Detection Department Policy](#); [IIIC5 Remote Access Department Policy](#); [IIIC5 Wireless Networking Department Policy](#)). The TSS website also provides users with Frequently Asked Questions (FAQs) to address common questions related to Microsoft Office 365, email, printing, and smart classroom technology ([IIIC5 Technology Services FAQs Webpage](#)).

Analysis and Evaluation

A recent security audit has identified a variety of policies and procedures needing to be created, approved, and put into service. Technology Leadership has already started the process of creating Policies and Procedures identified by the audit which are currently in a Draft status awaiting the shared governance approval process. Technology Leadership will continue to create all policies and procedures identified in the audit findings until all have been approved and put in service.

Conclusions on Standard III.C: Technology Resources

The COVID pandemic had put a halt on some areas of the College's Technology Services and Support's planned services during this assessment period. Areas such as classroom and lab technology upgrades, in-person trainings and services, just to name a few, were unable to be accomplished during lock-down periods. The focus on resources took a drastic turn, shifting focus from a predominately in-person environment to a predominantly online environment. The department's focus, during a period of about two or so years, quickly and effectively shifted to remote support services, which included ensuring students, faculty, and staff had the necessary resources and training to be successful. TSS is now slowly beginning to transition out of the pandemic era, restarting the upgrade and training planning efforts guided by the Technology Master Plan. While TSS is meeting the intent of most of Standard III there are areas the College does need to improve upon.

Improvement Plan(s)

Standard	Needs Improvement	Timeline	Responsible Parties
III.C.4	The Strategic Technology Advisory Committee (STAC) will appoint a Training Task Force to identify the range of training needs, budget, facilities, and staffing requirements to implement a formalized training program at Solano. This is a multi-		VP of Technology; Director of TSS Strategic Technology Advisory Committee; Training Task Force; VP of Finance &

	step process: <ul style="list-style-type: none"> • Training survey sent out to campus. • Revive STAC to commence regular monthly meetings. • STAC Training Task Force to review survey results and identify key components of a technology training program to ensure comprehensiveness and effectiveness 	Fall 2023 January 2024 Spring 2024	Administration; HR Director; PDFC Committee
	The College will establish formal technology training for students, faculty, staff, and administrators in the form of FlexCal activities, training workshops, materials and short videos on key technology topics in accordance with Task Force prioritization.	Fall 2024 and ongoing	VP of Technology; Director of TSS; Training Task Force; PDFC; Students; Faculty; Staff; Administrators;
III.C.5	Hire Director of Information Security and Special Projects to oversee all security audits and compliance.	Spring 2024	VP of Technology; HR
	Revise Board Policies and Administrative Regulations accordingly and submit for Board approval.		Director of Information Security and Special Projects; VP of Technology; Director of TSS; Director of Information Systems; TSS Specialists

Evidence List for Standard IIIC

IIIC1 Administrative and Student Support Software and Services

IIIC1 Bond Resolution and Documentation Webpage

IIIC1 SCTSS Initiatives and Work Plans 2021-2024

IIIC1 STAC Agenda 3-2-21

IIIC1 STAC Charter

IIIC1 Technology Master Plan

IIIC2 Canvas Navigation and Apps

IIIC2 Chromebook Student PO

IIIC2 Desktop Refresh POs

IIIC2 Laptop COVID PO
IIIC2 Laptop Refresh PO
IIIC2 Network WiFi Upgrade PO
IIIC2 Room Improvements POs
IIIC2 Technology Surveys
IIIC2 Telephony Upgrade PO
IIIC2 Voice Update PO
IIIC2 Voicemail Upgrade PO
IIIC2 WiFi Improvement POs
IIIC3 Campus Map
IIIC3 SCC Technology Infrastructure
IIIC4 Ask a Tech FlexCal
IIIC4 FLEX Program Aug 2023
IIIC4 FLEX Program spring 2023
IIIC4 IT Setup Form
IIIC4 Microsoft Office 365 FAQs
IIIC4 Microsoft Office 365 FlexCal Presentation
IIIC4 MySites How To Document
IIIC4 FlexCal Agenda Fall 2019
IIIC4 Luminis FlexCal Presentation
IIIC4 Onboarding Procedure for New Employees
IIIC4 Onboarding Procedure
IIIC4 PDFC Agenda Jan 2023- 2 workshops
IIIC4 Video Conference How To Guidelines
IIIC4 Zoom FlexCal Agenda
IIIC4 Zoom FlexCal PPT
IIIC4 Zoom User Guide
IIIC4 ZOOM Waiting Rooms How to Document
IIIC5 Logging & Monitoring Department Policy
IIIC5 Antivirus Management Department Policy
IIIC5 Banner ERP System Access & Security Department Policy
IIIC5 BP 2067 Computer & Network Use
IIIC5 Clean Desk & Clear Screen Department Policy
IIIC5 Confidentiality Form
IIIC5 Firewall Management Department Policy
IIIC5 Hardware & Software Procurement Department Policy
IIIC5 Intrusion & Detection Department Policy
IIIC5 Remote Access Department Policy
IIIC5 Technology Services FAQ Webpage

III.D. Financial Resources

Planning

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Solano Community College has sufficient financial resources to support its learning programs and services. The College improves institutional effectiveness with appropriate distribution of those resources. The Board of Trustees has established fiscal goals, policies, and practices to ensure the College's financial stability. Budget updates are provided quarterly at Board meetings ([IIID1 Adopted Budget 2021-2022](#); [IIID1 Budget Update Summary End 1st Qtr 2021-2022](#); [IIID1 2021-2022 Budget Update 12-31-21](#); [IIID1 2021-2022 Budget Update 3-31-21](#); [IIID1 Tentative Budget 2022-2023 June 15 2022](#); [IIID1 Adopted Budget 2022-2023](#)).

Solano Community College successfully manages its financial affairs with integrity despite enrollment challenges and increased costs through an ongoing collaborative effort with the Finance Advisory Committee and the College Governance Council. The College demonstrates its ability to support and sustain student learning programs and services and improve institutional effectiveness through its proactive approach to identifying funds, developed in response to student and community needs. The College follows a standard calendar for established budget timelines ([IIID1 Budget Development Calendar](#)).

As demonstrated in the table, below, the District shows a trend of maintaining a sufficient unrestricted general fund required and stability reserve, essentially doubling the % of required reserve versus expenses: ([IIID1 Quarterly Financial Status Report December 31 2021](#); [IIID1 Quarterly Financial Status Report March 31 2022](#); [IIID1 Quarterly Financial Status Report September 30 2021](#); [IIID1 Annual Financial & Budget Report November 2018](#); [IIID1 Annual Financial & Budget Report November 2019](#); [IIID1 Annual Financial & Budget Report November 2020](#); [IIID1 Annual Financial & Budget Report October 2021](#); [IIID1 Annual Financial & Budget Report October 2022](#)).

Fiscal Year (at Adopted Budget)	Revenues	Expenses	Required & Stability Reserve**	% of Required & Stability Reserve vs Expenses
2022-23*	\$59,821,429	\$61,716,488	\$12,877,232	20.87%
2021-22	\$56,677,466	\$55,700,680	\$ 7,221,582	12.96%
2020-21	\$52,125,037	\$52,110,151	\$ 5,463,057	10.48%
2019-20	\$54,533,822	\$53,976,309	\$ 5,968,486	11.06%
2018-19	\$55,993,660	\$55,799,401	\$ 6,086,158	10.91%

* Fiscal Year 2022-23 had planned deficit spending to lower the ending fund balance.

*** The Required & Stability Reserve does not constitute the entirety of the ending fund balance. Other committed funds may include PERS/STRS Reserve, OPEB Liability Reserve, and Salary Improvement Reserve.*

The District has sufficient revenues to sustain student learning and to support campus improvements. Finances are budgeted to sufficiently support the mission and vision of the College, while striving to maintain a prudent reserve of 20%, well above the minimum 5% required reserve while still providing sufficient funds for programs and services. Over the years, one-time and restricted categorical funds have been utilized to support instructional programs, student service programs, instructional equipment, and funding towards retiree medical benefits, as shown in our budgets ([IIID1 Adopted Budget 2021-2022](#); [IIID1 Adopted Budget 2022-2023](#)).

Analysis and Evaluation

Solano Community College's financial resources are sufficient to support and sustain student learning programs and services, ensuring institutional effectiveness. The allocation and reallocation of resources are strategically aligned with program development and maintenance, and the College demonstrates integrity and sound financial management practices for long-term financial stability.

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Solano Community College's mission, vision, and strategic goals drive the institutional planning. Policies and procedures are continually reviewed and revised based on update in law and business practices. Changes to policies and procedures are made available to the College Governance Council before being brought forward to the Governing Board and the campus community ([IIID2 FAC Minutes 9-7-22](#)).

The Board Budget criteria, as set forth in Board Policy 3005 ([IIID2 Board Policy 3005 Budget Management](#)), serves as the philosophy, requirements, and guidelines for developing the budget for financial stability. The criteria set forth in the Board Policy are included in the tentative and proposed adopted budget documents and describe the goals of the budget in support of the mission. Both the tentative budget and the proposed adopted budget are presented to the Superintendent-President, Fiscal Advisory Committee, and College Governance Council for approval before being taken to the Governing Board for the final approval ([IIID2 FAC Minutes 5-24-23 w Budget](#); [IIID2 FAC Minutes 9-7-22 Budget Update](#); [IIID2 FAC Agenda Sept 2022](#)).

The role of the Fiscal Advisory Committee is to ensure that the budget supports the missions and goals of the district. The committee is scheduled to meet monthly during the academic year and consists of members from all college constituencies. Some of the duties of the committee include oversight of the budget process, making recommendations, and reviewing benchmarks and outcomes.

In June of each year, the Governing Board approves the tentative budget, with the proposed adopted budget coming for approval in September. The Governing Board, Fiscal Advisory Committee, and the College Governance Council also receive quarterly financial reports for review.

Budget requests are sent to the academic program divisions for input in March. Taking the divisions' needs into consideration, along with the FON requirements, the Classified Prioritization list, and the Faculty Prioritization list, the tentative budget information is then reviewed with the Superintendent-President and the Vice Presidents ([IIID2 Calendar - Budget Development Calendar](#)).

In 2022 the Academic Senate worked with the Academic Deans to further develop a hiring prioritization process that reflected the collective will of the faculty and administration while improving their ability to support the mission, SEA plan, and county demographics and employment needs. The proposal summarizes concerns with the old system and the rationale for adopting a new two-part system, where the Senate and deans first meet to establish hiring priorities based on a reading of the mission and SEA plan and a close look at the data. These priorities are then shared with faculty. In Fall of 2022, thirteen proposals were put forward to be read, reviewed, and discussed, using the new criteria. At the conclusion, both the Senate and the deans determined that this new process was more consensus-driven, with more transparent criteria than had been the case previously ([IIID2 Faculty Hiring Priorities Timeline 2022-2023](#)).

Analysis and Evaluation

Solano Community College follows policies and procedures centered on its mission, vision, and strategic goals to ensure the use of sound financial practices and maintenance of financial stability. The District is committed to the principals of sound financial management.

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Solano Community College has a defined process for financial planning and budget development, which is developed and implemented with cross-constituent participation. Board Policy 3005 ([IIID3 Board Policy 3005 Budget Management](#); [IIID3 Calendar - Budget Development Calendar](#)) outlines the process for budget creation. This policy is also the planning document that provides the philosophical, legal, financial, and statutory requirements. The District's annual budget development process ensures that the financial resources are used to support the District's mission, vision, and strategic goals. Solano Community College reviews the effectiveness of past planning as part of the planning for current and future needs.

Using the Fiscal Advisory Council and the College Governance Council as forums, a history of open dialogue has been established between administration and the campus community on all issues regarding the planning and budget process ([IIID3 FAC Membership](#)) with the intent to

inform, educate, and receive input. Generally, discussion begin with a presentation from the Vice President of Finance & Administration followed by a question-and-answer period to encourage participation and make the planning and budget process as transparent as possible ([IIID3 Tentative 2022-2023 Budget Presentation](#)). The annual program review process allows all campus departments an opportunity to develop action plans and request resources. Department managers and Deans are included in the preparation of the budget worksheets ([IIID3 2023-24 FY Adopted Budget](#)).

Analysis and Evaluation

Solano Community College has a defined process for financial planning and budget development. These processes are communicated to the college community through Board, Fiscal Advisory, and College Governance meetings. Constituent groups on campus also have the opportunity to participate in the development of institutional plans and budgets through their participation in committees.

Fiscal Responsibility and Stability

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Sound fiscal practices include budget development based on reasonable and conservative assumptions. Revenues are based on metrics in the Student-Centered Funding Formula, as well as increases in local revenue and one-time funds. These are then offset by forced cost expenses, such as salaries and benefits, utilities, and insurance. Forced costs are based on current rates and actual values. Remaining budget funds support requests generated through departments and the strategic goals set by the institution.

Approximately 83% of the 2022-23 budgeted expenditures include funding for salaries and benefits of positions currently filled and those approved for recruitment ([IIID4 Adopted Budget 2022-2023](#)). Benefits associated with these positions include STRS/PERS rate increases, other mandated taxes and benefits, and the District portion of health benefits.

Budgeting falls under the direction of the Vice President of Finance & Administration (VPFA), with the assistance of the fiscal office. Throughout the fiscal year, institutional leadership reviews the District's priorities, goals, and strategic direction, along with the projected future costs ([IIID4 Tentative 2022-2023 Budget Presentation](#)). The VPFA reviews and develops revenue and expenditure scenarios based on the latest revenue information from federal, state, and local sources. Multi-Year Projections over a 5-year period are used to estimate potential future revenue and estimated cost increases ([IIID4 Adopted Budget 2022-2023](#)).

These projections are provided to the Governing Board and the campus community during the budget process. Tentative budgets are prepared in the Spring and presented to the Governing Board in June. Final proposed budgets are updated in late summer, with the Governing Board approving them in September ([IIID4 Tentative Budget 2022-2023 June 15 2022](#); [IIID4 Adopted Budget 2022-2023](#)).

Analysis and Evaluation

Solano Community College's budget planning process for projecting revenue and expenditures is both realistic and conservative. The main revenue driver for the College is enrollment under the Student-Centered Funding Formula, but planning also reflects the understanding that additional revenue sources can be generated and utilized to meet student needs and the College's strategic goals.

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Solano Community College uses an enterprise resource planning system (ERP) called Banner to record financial data, implement internal control mechanisms, and help disseminate accurate, reliable, and timely financial data to the staff. All managers and staff have access to dependable departmental and district-wide financial data for decision-making purposes. Purchase requisitions are prepared through the online system and have internal control mechanisms that require a valid account number, available budget, and appropriate approvals.

The internal control structure has been established through processes set forth in Board policies that assure the integrity of the institution and those responsible for its financial resources. The relevant Board policies include:

- BP 3000 – outlines adherence to Title 5 and the California Community College Budget and Accounting Manual ([IIID5 Board Policy 3000 Budget Preparation](#))
- BP 3005 – defines fiscal planning processes; compliance with sound business, accounting, budget practices, public disclosure and audit principles; and minimum reserve requirement ([IIID5 Board Policy 3005 Budget Management](#))
- BP 3020 – prescribes fiscal management procedures in accord with the principles contained in Title 5, Section 58211 ([IIID5 Board Policy 3020 Fiscal Management](#))

SCC complies with the state Chancellor's Office requirement of contracting for annual independent audits to ensure outside oversight and review is conducted on a regular basis. The audits include compliance with state and federal guidelines, as well as written opinions on the College's financial statements. Additional testing is conducted during the audit process, as set forth in the Contracted District Audit Manual (CDAM). The annual audit is approved by the Governing Board ([IIID5 BOT Minutes Audit Approval 2-15-23](#); [IIID5 BOT Minutes Adopted Budget 6-7-23](#); [IIID5 Financial Statements Yr Ended June 30 2021](#)).

SCC's financial statements and budget are accurate reflections of institutional planning. The Fiscal Advisory Committee reviews and discusses the quarterly financial reports and budget documents. The Vice President of Finance & Administration, with the assistance of the Fiscal Office (all non-voting members of the committee), present and interpret financial information

and answer questions to keep the campus community informed of the fiscal stability of the college ([IIID5 FAC Minutes 9-7-22 Budget Update](#); [IIID5 FAC Minutes 5-24-23 w Budget](#); [IIID5 BOT Minutes Adopted Budget 6-7-23](#); [IIID5 Q1 2023-24 Budget Update BOT](#)).

Analysis and Evaluation

Solano Community College, in part through the implemented ERP system, has instituted and monitors a system of internal financial controls. All managers and staff have access to the budget system for decision-making purposes. Adherence to controls is accomplished through Board policies, an annual external audit, and regular budget reports to the Governing Board. The District continually reviews and improves financial management systems, as new technologies develop, and systematically evaluates and strengthens internal control structures.

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

All financial documents, including the budget, are monitored for compliance and accuracy with standard accounting practices, which is overseen by the Vice President of Finance & Administration. Board Policy 3070 ensures that financial records are audited by an independent, external auditing firm ([IIID6 Board Policy 3070 Accounting Annual Audit](#)). The annual audit report is reviewed by the Board's Audit Subcommittee, and then approved by the Governing Board ([IIID6 Financial Statements Yr Ended June 30 2021](#)).

SCC reports financial information to the Chancellor's Office on a quarterly and annual basis, including year-to-date fiscal performances, cash balances, costs of any collective bargaining agreements, and any possible financial difficulties ([IIID6 Quarterly Financial Status Report September 30 2021](#); [IIID6 Quarterly Financial Status Report December 31 2021](#); [IIID6 Quarterly Financial Status Report March 31 2022](#); [IIID6 Annual Financial & Budget Report October 2022](#)). These reports are also presented to the Fiscal Advisory Committee, the College Governance Council, and the Governing Board for review. The reports are also available to the general community on the College's website.

The District adheres to Education Code 84362, which ensures that at least 50 percent of the General Fund Expenditures are focused on the direct instruction of students. See the below chart for the District's percentage over the past five years, as shown in the CCSF 311 Annual Reports ([IIID6 Annual Financial & Budget Report October 2022](#); [IIID6 Annual Financial & Budget Report October 2021](#); [IIID6 Annual Financial & Budget Report November 2020](#); [IIID6 Annual Financial & Budget Report November 2019](#); [IIID6 Annual Financial & Budget Report November 2018](#)):

	2017/18	2018/19	2019/20	2020/21	2021/22
50% Law Calculation	50.80%	50.13%	54.12%	51.88%	50.82%

Analysis and Evaluation

Solano Community College's financial documents demonstrate appropriate allocation of resources to support student learning programs and services. By involving the College community and its constituents in the budget review process and by completing the required audit and financial reports, the District maintains a high degree of credibility and accuracy.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Solano Community College responds to external audit findings in a comprehensive manner and provides timely action plans for corrections to audit exceptions based on management advice and the availability of staff and financial resources. SCC strives to respond immediately to all recommendations, exceptions, and findings.

The College contracts with an external accounting firm for the annual audit reports which are conducted to verify the appropriate use of financial resources and include opinions on compliance with state and federal guidelines, adequacy of internal controls, and the financial statements. SCC regularly changes auditing companies, per Board Policy 3070 ([IIID7 Board Policy 3070 Accounting Annual Audit](#)).

Each audit report, along with any findings, are discussed with the Superintendent-President, the Vice President of Finance and Administration, and the Board's Audit Subcommittee before being presented to the Governing Board for approval ([IIID7 BOT Minutes Audit Approval 2-15-23](#)). This review includes any findings or exceptions. Audits are completed and approved prior to the mandated deadline (typically December 31st), submitted to the Chancellor's office, and posted to the District's website ([IIID7 Financial Statements Yr Ended June 30 2021](#)). As seen in the audit, each finding has a corrective action ([IIID7 2021-2022 Audit Response](#)).

Analysis and Evaluation

The College responds to any external audit findings in a comprehensive manner. Required timelines are followed and audit results are communicated to the Superintendent-President and Governing Board, as well as being posted online.

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Solano Community College continuously reviews the separation of duties as a means of ensuring perpetual oversight and internal control over all processes. This process includes evaluating and assessing the reliability and effectiveness of the District's internal control systems. These assessments are then used to improve or create additional controls. Internal controls that are built into the ERP system are reviewed regularly for access, values, and

approval authorities. Cross training fiscal staff is controlled to ensure the proper separation of duties is maintained, while still providing the needed assurances that any backup of duties is available so as not to interrupt services.

The VPFA and the Director of Business Services meet weekly to review current fiscal operations and issues. Internal control concerns are discussed during this time, with possible solutions defined and implemented as needed.

SCC contracts with an external auditing firm to perform comprehensive studies including identifying the strengths and weaknesses of the District's internal control processes. The audits then include written opinions on the District's compliance with laws, regulations, procedures, and adequacy of internal controls. Further, the audit and the District's analysis and response of it take into consideration year-over-year trends in any possible weaknesses within the internal control processes ([IIID8 Audit Report w Response 2020-2021](#); [IIID8 Financial Statements Yr Ended June 30 2021](#)).

Analysis and Evaluation

Solano Community College's internal controls are measured for effectiveness and adequacy. The District regularly evaluates the financial and internal control systems and assesses them for validity. The internal controls include the District's ERP system, cross training of staff, and weekly reviews by administration. Additionally, the external audit firms review, evaluate, and assess internal controls related to the validity of financial reports, and federal and state compliance.

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The College has continually maintained sufficient reserves to support efforts for budget planning purposes, maintain fiscal stability, and provide a sufficient safeguard against unforeseen emergencies. Expenditure controls, active reserve management, and conservative budget planning all help support the Governing Board's reserve goal of 20%, including the required 5% and the stability reserve. This reserve percentage is a fiscal indicator to ensure the District can operate without the need to borrow cash from outside sources. As shown in Section III.D.1 above, the % of the Required Reserve and the Stability Reserve for the 2022-23 budget is 20.87% ([IIID9 Adopted Budget 2022-2023](#); [IIID9 BP 3000 Budget Preparation](#); [IIID9 BP 3020 Fiscal Management](#); [IIID9 BP 3070 Accounting Annual Audit](#)).

It is standard practice to project the repercussions of negative events, such as revenue shortfalls, enrollment declines, and emergency situations into possible budget scenarios. In the event of a financial emergency, Solano Community College can use these reserves, as well as redirect other funds, to maintain its obligations ([IIID9 1st Qtr Budget Update 2023-2024](#)).

Regarding risk management, the District participates in the Northern California Community College Self-Insurance Authority for property and liability and worker's compensation

insurance. Worker's compensation claims are reported annually to the Fiscal Advisory Committee and the Governing Board ([IIID9 Workers' Comp Report 2022-2023](#)). For additional general liability (up to \$1 million) and property insurance (up to \$250,000), the District also belongs to the State-Wide Association of Community Colleges (SWACC) Joint Powers Authority (JPA), and for excess liability (up to \$5 million) and property insurance (up to \$ 250.25 million) coverage, the District participates in the Schools Association for Excess Risk (SAFER) JPA. Board Policies 3400, 3410, and 3420 cover the District's policies on insurance, risk management and safety, and claims against the District ([IIID9 BP 3400 Insurance](#); [IIID9 BP 3410 Insurance-Risk Management & Safety](#); [IIID9 BP 3420 Insurance-Claims Against the District](#)).

Analysis and Evaluation

Solano Community College ensures that it has an adequate cash flow and sufficient reserves to preserve financial stability. Three levels of liability and property insurance are maintained to mitigate risk. Through intentional and conservative budget planning, the District has ample reserves and cash flow ready to be reallocated to cover unforeseen expenses and fluctuations in revenue.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

SCC has implemented strong internal controls that allow it to maintain effective oversight of its finances, programs, and organization. The District maintains its ledgers and charts in accordance with the California Community College Chancellor's Office Budget and Accounting Manual (BAM). This process allows for the accurate reporting of financial aid, grants, and external program funds that are maintained in the District assets and accounts. All funds are identified by specific fund or revenue source specific to unrestricted or restricted sources, as required by law, and enumerated in the budget ([IIID10 Adopted Budget 2022-2023](#)).

Federal regulations require that Financial Aid program expenditures be monitored closely and reported accurately. The District uses Banner for awarding and distributing funds and to reconcile expenditures with the Finance and Business Office. The Financial Aid Office follows the recordkeeping, accounting, disclosure, and records retention requirements. The Finance and Business Office personnel assist program managers with the development and monitoring of categorical and grant budgets, such as Student Equity and Success, Perkins, and University of California Office of the President ([IIID10 SEA Project Fund Request Form 2023-2024](#); [IIID10 Perkins Application Guidelines 2022-2023](#); [IIID10 Perkins V Funding Request Application 2022-2023](#); [IIID10 Puente CC Augmentation AY 2021-2022](#); [IIID10 Proposed SCC PUENTE CC Programs Funds Plan](#); [IIID10 Puente Budget Balance June 2024](#)).

SCC maintains funds held in trust for OPEB liabilities. The Retiree Health Benefit Program Joint Powers Agency manages these funds on behalf of the District. Fiscal Office staff review quarterly report, investment policies, and other information items which is reported to the

Fiscal Advisory Committee ([IIID10 2021Retiree Health Benefits Actuarial Study](#); [IIID10 FAC Minutes 9-7-22](#)).

It is the goal of the District to have a regular inventory count for fixed assets that exceed \$500 in value. Part of this inventory (items valued over \$5000) are reported in the financial statements as part of the external audit. Assets are properly labeled with asset tags and those assets purchased with federal funds are appropriately labeled and tracked. A complete field appraisal is completed of real property valuations by an approved appraiser who is contracted with the District's property and liability JPA.

The Solano Community College Educational Foundation was established as a legally separate 501(c)(3) corporation. It is governed by an independent Board of Directors. Membership in the foundation includes District personnel to ensure the Foundation fulfills its mission to provide financial support to the students and programs of Solano Community College. The foundation undergoes its own separate audits.

Analysis and Evaluation

The College maintains effective oversight of its finances and related processes through the use of policies, procedures, and internal controls. The District applies these practices in managing financial aid, grants and externally funded programs, contractual relationships, and auxiliary organizations. The District maintains its OPEB trust with the Retiree Health Benefit Program Joint Powers Agency, while communicating its progress to the college community.

Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

SCC's budget processes incorporate short- and long-term budget planning to meet the District's goals and strategies. Frequent monitoring of financial resources occurs to meet all financial obligations. There is a continual assessment of financial position and cash management strategies to ensure financial solvency. A five-year projection is included in each budget and is a key component of this strategy. The projections take into consideration changes in enrollment, revenue, salaries, and other expenses ([IIID11 5-Year Projection 2022-2027](#)).

Long-term planning for financial resources that includes capital equipment replacement, operational and instructional equipment, HVAC systems, and laboratory equipment is accomplished through the Facilities Master Plan ([IIID11 Facilities Master Plan 2020](#)) and Technology Master Plan ([IIID11Technology Master Plan 2021-2024](#)) which are taken into consideration during the annual budget process.

In 2012, voters approved Measure Q, a general obligation bond in the amount of \$348 million for acquiring, constructing, and repairing facilities, sites, and equipment. The debt from the

bond issuance is paid via a tax on the assessed valuation of properties in the Solano Community College service area. The Measure Q Bond undergoes its own external audit ([IIID11 Annual Financial & Performance Audit Prop 39 Measure Q June 2021](#)).

The College's credit rating is publicly accessible on the Finance and Administration website.

Analysis and Evaluation

Solano Community College's unrestricted reserves, current and long-term focused financial planning, and efficient use of the general bond funding all illustrate the District's effective use of financial resources to address short and long-term solvency, including cash-flow to cover liabilities.

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The College plans for and allocates appropriate resources to the Other Post-Employment Benefits (OPEB) for eligible employees who retire from the District. These OPEB costs are based on negotiated contracts with the various bargaining units. As part of the budget development process, SCC includes reasonable provisions to cover all known or projected liabilities of the District.

Solano Community College participates in the Retiree Health Benefit Program Joint Powers Agency, an investment group to prefund future retiree healthcare and other OPEB costs. The District has a balance of \$4,922,459 per the annual external audit of the Joint Powers Agency as of June 30, 2022 ([IIID12 Retiree Health Benefit Financial Statements & Indpt. Audit June 30, 2022 & 2021](#)). Additionally, the Governing Board has \$4 million in reserves aside from the trust ([IIID12 Adopted Budget 2022-2023](#)). The District is currently able to use its unrestricted funds on the current OPEB expenses so as not draw down on the trust or reserve.

The Governmental Accounting Standards Board (GASB) requires that an actuarial report be done on a biennial valuation cycle. SCC elects to do the "roll-forward valuation" on the off years. The most recent full actuarial study was completed for fiscal year 2020-21 ([IIID12 Actuarial Study Retiree Health Liabilities October 2021](#)), with the roll-forward valuation completed for fiscal year 2021-22 ([IIID12 Actuarial Study Retiree Health Liabilities August 2022](#)). The 2021-22 study determined the College's total unfunded liability and its annual required contribution to fund post-employment benefits. As of June 30, 2022, the total OPEB liability was \$12,598,250, making the District 70.82% funded as of June 30, 2022. The District has also contributed an additional \$640,000 in fiscal year 2022-23.

SCC plans and budgets for the required employer pension rate increases for California State Teacher Retirement System (STRS) and California Public Employee Retirement System (CalPERS). The Governing Board has a reserve of \$4.525 million for increases in

STRS/PERS, if needed ([IIID12 Adopted Budget 2022-2023](#)).

Compensated absences for classified and management employees are capped at a maximum accrual per employee, depending on the negotiated contract or Board policy ([IIID12 CSEA 2023-2026 Contract](#); [IIID12 CTA 2023-2026 Contract](#); [IIID12 SCCD L39 2021-2024 Contract](#)). The District reviews and accounts for these compensated absence obligations for employees.

Analysis and Evaluation

Solano Community College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, STRS/PERS employer contributions, and compensated absences. The actuarial plan is current and shows that the District is 70.82% funded as of June 30, 2022.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The District regularly reviews and updates long-term debt schedules for internal decision making and presentation to the auditors for testing and inclusion in the audit report. The schedule reflects the most current year-end audit information regarding long-term debt, which includes outstanding interest and principal ([IIID13 Summary of Outstanding General Obligation Bonds](#)). Funds for these liabilities are maintained in the Debt Services Fund.

Measure Q projects for improving infrastructure include Solar Energy, which will save the District general funds for utilities once completed. On Oct 6, 2021, Series E of this bond measure was issued. At the same time, Series A, B, and C were refunded, saving the taxpayers approximately \$13.9 million. The debt from the bond issuance is paid via a tax on the assessed valuation of properties in the SCC service area ([IIID13 Summary of Outstanding General Obligation Bonds](#)).

Current and long-term debt obligations are reviewed during the annual budget and audit processes. Per Resolution 16/17-13, the District has established a Debt Issuance and Management Policy ([IIID13 Debt Issuance & Management Policy](#)). The District also limits the annual debt service payment by the unrestricted fund to 5%, per Board Policy 3005 ([IIID13 Board Policy 3005 Budget Management](#)).

Analysis and Evaluation

Solano Community College reviews all local debt instruments annually and ensures the appropriate resources are allocated for their repayment.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The College uses multiple methods to ensure that the financial resources and debt instruments are applied with integrity and for the intended purposes. The District uses uniform accounting systems, policies, procedures, regulations, funding guidelines, internal controls, oversight committees, and audit firms to make this assurance ([IIID14 Annual Report 2021-2022](#)).

SCC maintains a chart of accounts that is in accordance with the Budget and Accounting Manual (BAM) published by the Chancellor's Office ([IIID14 Budget and Accounting Manual 2012](#)). This process ensures that a uniform accounting system is in place for accurately reporting financial aid, grant usage, debt service, and externally funded programs in categorical accounts.

All grant and categorical budgets are set up with assistance from the Finance and Business Office. Oversight and tracking are managed in the NOVA program, provided by the California Community College Chancellor's Office, for most categorical funds. The budget managers work with the accountants to ensure the fiscal reporting is correct and reports are then approved by either the Director of Business Services or the VPFA, upon notification from NOVA. Personnel are assigned to oversee the activities of each grant and program, as appropriate, each of whom is accountable for compliance with the specific rules and guidelines required by the funding source. The Finance and Business Office reviews all expenditures and reports for accuracy prior to submittal to the funding source. For example, the Rising Scholars Network Fund is administered by the Dean of External Programs who is responsible for submitting the annual budget plan, quarterly updates, and tracking of expenditures and all reports are reviewed and approved by the VPFA ([IIID14 NOVA Notification Rising Scholars](#); [IIID14 NOVA Fiscal Reporting Plan Rising Scholars](#)).

The Solano Community College Educational Foundation was established as a legally separate 501(c)(3) corporation to provide support to the District and its students. Its purpose is to support and further the goals of SCC and to provide scholarships for students. Membership in the foundation includes College personnel to ensure the foundation fulfills its mission to provide financial support to the students and programs of SCC. The Foundation is considered a separate entity for financial reporting purposes and is presented separately from the District's financial data. It is governed by an independent Board of Directors and undergoes its own separate audits.

To date, Measure Q Bonds have been used to upgrade classrooms, build and modernize buildings, improve safety, ADA improvements, install solar, upgrade infrastructure, etc. The Governing Board established a Citizens' Bond Oversight Committee to ensure the proper spending of the bond proceeds ([IIID14 CBOC Meeting Agenda and Materials 11-16-23](#)). The District performs an annual independent financial and performance audit to ensure the proceeds from the sale of bonds will be used only for the purposes stated in the bond measure and not for any other purpose ([IIID14 Measure Q Audit 20-21](#)).

Analysis and Evaluation

Solano Community College's audit reports and administrative reviews show a system of fiscal oversight and financial management that is highly effective, thus ensuring that all financial resources, including bond proceeds, are used in a manner consistent with the intent of the funding source.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Solano Community College's Financial Aid Office monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV. The office regularly monitors revenues through the Federal Awards website, processes disbursements based on actual receipts of revenues, and works with the Finance and Business Office to ensure various compliance requirements while effectively serving students. The District contracts with BankMobile to assist with refunds and disbursements to ensure compliance with federal regulations.

The District developed a Default Prevention Plan (DPP), as required by the Department of Education (DOE), to lower cohort default rates to preserve institutional Title IV eligibility. The DPP interventions include student loan borrowers. To help students understand their obligations related to student loans, the District provides financial literacy, coaching, and debt and credit counseling ([IIID15 Consumer Information Webpage](#); [IIID15 FA Title IV Repayment \(R2T4\) Webpage](#); [IIID15 Financial Aid TV Webpage](#)).

The Official Cohort Default Rates (three-year rate) for 2017, 2018, and 2019 are 13.9%, 13.4%, and 3.5% respectively ([IIID15 Cohort Default Rates](#)). The Financial Aid Office closely monitors this rate to ensure that the cohort default rate for Solano Community College stays below the 30% threshold placed by the DOE.

Analysis and Evaluation

Solano Community College proactively monitors and manages student loan default rates and assets, ensuring the District remains in compliance with all regulations. Efforts include educating students through outreach in financial literacy. The District's most recent default rate is 3.5%, well below the federal requirement of 30% and reflecting the continuation of a downward trend over the last three years.

Contractual Agreements

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College requires that all contractual agreements entered into with external entities are

governed by Board policies, reviewed by the Finance and Business Office's Purchasing Department, as well as the appropriate Vice President, to ensure alignment with the District's mission, and ratified by the Governing Board ([IIID16 Board Policy 3225 Budget Contracts](#)). When appropriate, contracts are submitted for legal review to ensure every contract contains the appropriate provisions and contract language needed to protect the interests and integrity of the District and the quality of its programs prior to their presentation to the Governing Board. Contracts for professional services requiring a Request for Proposal (RFP) are drafted and reviewed to ensure they are governed by District policies and are consistent with SCC's mission and goals ([IIID16 Notice to Contractors](#)).

Only the Superintendent-President and Vice President for Finance and Administration are authorized to sign and bind the College to the terms of the agreements of the Board-approved contract. Contracts are then sent to the Finance and Business Office for financial tracking and review and to the appropriate administrator(s) for contract administrative oversight and compliance monitoring. Contracts, in the form of grants from external agencies or entities, are subjected to a similar authorization and contract management process ([IIID16 Board Policy 3225 Budget Contracts](#)). Termination and amendment provisions are two components that are needed in each contract. The goal is to ensure that the District can terminate a contract if needed or with a mutual termination provision.

Analysis and Evaluation

Contracts are governed by Board Policy 3225 and each contract is reviewed to ensure that it contact appropriate provisions, such as termination and amendment clauses, to maintain the integrity of SCC and the quality of its programs, services, and operations, in support of the mission.

Conclusions on Standard III.D.: Fiscal Resources

Solano Community College has established, and the Governing Board has approved, business policies and procedures that ensure effective oversight of the District's financial resources. Solano Community College has established internal controls that secure proper checks and balances for recording and reporting accuracies. Programs are in place to guarantee information is disseminated timely and accurately, as well as allowing for dialogue between campus leadership and the campus community. Budgets are tied to institutional planning through the ongoing budget processes, as well as the Fiscal Advisory Committee and College Governance Council which ensure the District's financial management follows its mission, vision, and strategic goals. The College continuously monitors student loan default rates to ensure they are below federally regulated levels. Strong reserves are kept which allow for proper levels of support for all campus programs and services.

Improvement Plan(s)

Standard	Needs Improvement	Timeline	Responsible Parties
III.D.10	To ensure that capital assets are properly tagged and processed, the District recently hired a Safety & Asset Coordinator who is tasked	2023-2024	Human Resources; Vice President of Finance and Administration

	with performing periodic asset inventories and working with the Fiscal Office to ensure the proper reporting of the financial data in the audits.		
III.D.12	Therefore, the District contributed in FY 22-23 for \$640,000 and in FY 23-24 for \$320,000 and will continue to monitor the budget to ensure that future contributions are made when the district is fiscally healthy without jeopardizing the programs.	Ongoing	Board of Trustees; Superintendent- President; Vice President of Finance and Administration

Evidence List for Standard IID

IID1 2021-2022 Budget Update 3-31-21
 IID1 2021-2022 Budget Update 12-31-21
 IID1 Adopted Budget 2021-2022
 IID1 Adopted Budget 2022-2023
 IID1 Annual Financial & Budget Report November 2018
 IID1 Annual Financial & Budget Report November 2019
 IID1 Annual Financial & Budget Report November 2020
 IID1 Annual Financial & Budget Report October 2021
 IID1 Annual Financial & Budget Report October 2022
 IID1 Budget Development Calendar
 IID1 Budget Update Summary End 1st Qtr 2021-2022
 IID1 Quarterly Financial Status Report December 31 2021
 IID1 Quarterly Financial Status Report March 31 2022
 IID1 Quarterly Financial Status Report September 30 2021
 IID1 Tentative Budget 2022-2023 June 15 2022
 IID2 Board Policy 3005 Budget Management
 IID2 Calendar - Budget Development Calendar
 IID2 FAC Agenda Sept 2022
 IID2 FAC Minutes 5-24-23 w Budget
 IID2 FAC Minutes 9-7-22
 IID2 FAC Minutes 9-7-22 Budget Update
 IID2 Faculty Hiring Priorities Timeline 2022-2023
 IID3 2023-24 FY Adopted Budget
 IID3 Board Policy 3005 Budget Management
 IID3 Calendar - Budget Development Calendar
 IID3 FAC Membership
 IID3 Tentative 2022-2023 Budget Presentation
 IID4 Adopted Budget 2022-2023
 IID4 Tentative 2022-2023 Budget Presentation
 IID4 Tentative Budget 2022-2023 June 15 2022

IIID5 Board Policy 3000 Budget Preparation
IIID5 Board Policy 3005 Budget Management
IIID5 Board Policy 3020 Fiscal Management
IIID5 BOT Minutes Adopted Budget 6-7-23
IIID5 BOT Minutes Audit Approval 2-15-23
IIID5 FAC Minutes 9-7-22 Budget Update
IIID5 FAC Minutes 5-24-23 w Budget
IIID5-11 Financial Statements Yr Ended June 30 2021
IIID5 Q1 2023-24 Budget Update BOT
IIID6 Annual Financial & Budget Report November 2018
IIID6 Annual Financial & Budget Report November 2019
IIID6 Annual Financial & Budget Report November 2020
IIID6 Annual Financial & Budget Report October 2021
IIID6 Annual Financial & Budget Report October 2022
IIID6 Board Policy 3070 Accounting Annual Audit
IIID6 Financial Statements Yr Ended June 30 2021
IIID6 Quarterly Financial Status Report December 31 2021
IIID6 Quarterly Financial Status Report March 31 2022
IIID6 Quarterly Financial Status Report September 30 2021
IIID7 Audit Response 2021-2022
IIID7 Board Policy 3070 Accounting Annual Audit
IIID7 BOT Minutes Audit Approval 2-15-23
IIID7 Financial Statements Yr Ended June 30 2021
IIID8 Audit Report w Response 2020-2021
IIID8 Financial Statements Yr Ended June 30 2021
IIID9 1st Qtr Budget Update 2023-2024
IIID9 Adopted Budget 2022-2023
IIID9 Board Policy 3000 Budget Preparation
IIID9 Board Policy 3020 Fiscal Management
IIID9 Board Policy 3070 Accounting Annual Audit
IIID9 BP 3400 Insurance
IIID9 BP 3410 Insurance-Risk Management & Safety
IIID9 BP 3420 Insurance-Claims Against the District
IIID9 Workers' Comp Report 2022-2023
IIID10 2021 Retiree Health Benefits Actuarial Study
IIID10 Adopted Budget 2022-2023
IIID10 FAC Minutes 9-7-22
IIID10 Perkins Application Guidelines 2022-2023
IIID10 Perkins V Funding Request Application 2022-2023
IIID10 Puente Budget Balance-add
IIID10 Puente CC Augmentation AY 2021-2022
IIID10 Proposed SCC PUENTE CC Programs Funds Plan
IIID10 Puente Budget Balance June 2024
IIID10 SEA Project Fund Request Form 2023-2024
IIID11 5-Year Projection 2022-2027
IIID11 Annual Financial & Performance Audit Prop 39 Measure Q June 2021

IIID11 Facilities Master Plan 2020
IIID11 Technology Master Plan 2021-2024
IIID12 Actuarial Study Retiree Health Liabilities October 2021
IIID12 Actuarial Study Retiree Health Liabilities August 2022
IIID12 Adopted Budget 2022-2023
IIID12 CSEA 2023-2026 Contract
IIID12 CTA 2023-2026 Contract
IIID12 Retiree Health Benefit Financial Statements & Indpt. Audit June 30, 2022 & 2021
IIID12 SCCD L39 2021-24 Contract
IIID13 Board Policy 3005 Budget Management
IIID13 Debt Issuance & Management Policy
IIID13 Summary of Outstanding General Obligation Bonds
IIID14 Annual Report 2021 2022
IIID14 Budget and Accounting Manual 2012
IIID14 CBOC Meeting Agenda and Materials 11-16-23
IIID14 Measure Q Audit 20-21
IIID14 NOVA Fiscal Reporting Plan Rising Scholars
IIID14 NOVA Notification Rising Scholars
IIID15 Cohort Default Rates
IIID15 Consumer Information Webpage
IIID15 FA Title IV Repayment (R2T4) Webpage
IIID15 Financial Aid TV Webpage
IIID16 Board Policy 3225 Budget Contracts
IIID16 Notice to Contractors

STANDARD IV

Leadership and Governance



Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Solano Community College (SCC) is a single-college District that employs governance structures and processes which have proven to be highly effective in fostering innovation, advancing institutional improvement, and encouraging equity-minded participation and collaboration among administrators, faculty, staff, students, as well as the greater Solano community.

In alignment with the College's vision of being a "recognized leader in educational excellence" that is "transforming students' lives," institutional leaders at SCC have adopted a strengths-based approach to providing support to managers, faculty, staff, and students to cultivate excellence. Called the "Interest-Based Approach" (IBA), this method is demonstrated by practices that focus on goals, discern the skills and strengths required to accomplish the goals, and identify the most appropriate individuals or groups to carry out the objectives ([IVA1 An Interest-Based Approach](#)). Assignments are not determined or influenced by an employee's official role, title, or years of service. Rather, there is a greater emphasis placed on inclusive participation and an appreciation for one's strengths, interests, areas of expertise, and willingness to work together for the common good. Multiple SCC cohorts have participated in IBA training for the purposes of contract negotiations and other collaborative projects ([IVA1 IBA Invitation](#)).

There are a variety of avenues by which innovation and ideas are introduced, fostered, discussed, implemented, and evaluated for continuous improvement at the College. This is regularly evidenced through the work carried out by campus work groups such as the College Governance Council (CGC), the Academic Senate, Student Equity and Success Council (SESC), President's DEI Advisory Council, Cabinet Meetings, Fiscal Advisory Committee, Administrative Leadership

Group, Vice President's Meeting, and Minority Coalition.

Board Policy outlines the various ways that employees and students can participate in decision-making ([IVA1 BP 1077: Participation in Local Decision Making](#)). Those seeking to participate in specific areas of interest may engage in service on College-wide committees and work groups. Examples of committees include Curriculum, Program Review, Professional Development, Distance Education, Assessment, and the Strategic Technology Advisory Committee (STAC). Information about committee and work group opportunities is communicated via a committee webpage and correspondence sent out via email to the campus community ([IVA1 Committees Webpage](#)). In each of these participatory governance committees, representatives from the various employee groups have opportunities to participate in strategic thinking, suggest areas of improvement, and contribute to decision-making.

Students play an essential role in decision-making and are actively recruited to participate in shaping campus policies and procedures by sharing their ideas and perspectives, serving on various committees, and advising on how to make the college processes more equitable, accessible, student-centered, and supportive. The Associated Students of Solano College (ASSC) represents one way that students engage in our campus decision-making process. The ASSC appoints student representatives to serve on various college committees. Additionally, a student representative serves on the District's Board of Trustees and student representatives are recruited to sit on faculty and management hiring committees, ensuring that students have a voice in institutional decisions.

Summarized below are a few recent examples of how SCC engages all constituencies in a systematic and participative decision-making process when ideas for improvement or significant policy change carry institution-wide implications:

- COVID-19 Return-to-Campus Plan – A COVID-19 working group was promptly assembled following Governor Gavin Newsom's implementation of a stay-at-home order on March 20, 2020. Administrators, faculty, and staff members from a cross-section of the campus, including healthcare and allied-health programs, facilities, campus safety, athletics, counseling, and IT were invited to participate. Student input was also solicited. The work group worked together to quickly and effectively plan and implement campus COVID-19 protocols that have successfully promoted health and safety throughout our campus community ([IVA1 Online DE Courses for Faculty](#); [IVA1 Summer and Fall 2020 DE Courses](#); [IVA1 COVID-19 Campus Protocols Workgroup Mtg Notes 5-21-20](#); [IVA1 Covid 19 Plan](#)).
- Student Equity Plan – Resulting from a commitment to furthering our equity work, the College adopted a laser-focused approach to improving outcomes for our Black and African American students in our current Student Equity Plan 2022-25 ([IVA1 SEA 2.0 Faculty Senate Student Equity Plan Forum PPT 10-17-22](#); [IVA1 Student Equity and Success Council Suggested Framework for feedback 12-2-22](#); [IVA1 Student Equity and Achievement Plan 2022-2025](#)). Immediate initiatives include a return of the Black Recognition Ceremony in May ([IVA1 Black Student Recognition Ceremony May 2023](#)), a summer student onboarding program, a new cultural center celebrating Black excellence, and the development of student success teams to provide holistic support to

our most disproportionately impacted students ([IVA1 Black Family BBQ & Black Summer Bridge Flyer](#)).

- Student Housing – The College has long pursued the idea of low-cost student housing on campus, and an allocation from the Chancellor’s Office using AB 169 funding allowed the College to move forward with a feasibility study. The College hired a consulting group, The Scion Group, to conduct surveys of all constituents, and the campus was kept informed all the way through the process ([IVA1 Contract Award to Scion Group for Campus Housing Study](#)). Unfortunately, the Chancellor’s Office rescinded the funding, and the project had to be abandoned. Still, the College is pursuing other funding sources to move forward with low-cost student housing, and the feedback already received will inform that process ([IVA1 Campus Input on Housing Project](#); [IVA1 Campus Housing Project Update](#); [IVA1 College Governance Committee Update on Student Housing](#)).

Analysis and Evaluation

Institutional leaders at Solano Community College recognize and appreciate the role that all members of the campus community play in advancing our College. Innovation is fostered and encouraged, and all viewpoints are welcome and valued in the decision-making process. Through SCC’s participatory-governance structure, administrators, faculty, staff, and students are supported in taking initiative for improving our institution’s practices, programs, and services as part of our College’s collective commitment to institutional excellence.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College has in place policies that detail participation in shared governance and decision-making processes ([IVA2 Board Policy 2005 Shared Governance](#); [IVA2 BP 1077 Participation in Local Decision Making](#)). These include procedures for various activities, such as faculty hiring, travel authorization and reimbursement, faculty and classified staff prioritization, and requests for professional development ([IVA2 BP 4005 Faculty Hiring](#); [IVA2 BP 4001 Academic Employees](#); [IVA2 BP 4260 Attendance Conference Professional Activities](#); [IVA2 BP 4480 Travel Expense](#)).

Students serve on appropriate shared governance committees and other committees where student input is appropriate and necessary. One example of student participation in College decision-making is their role on the District’s Governing Board. The Board, which serves as the policy-making body for the College, is made up of seven members who are elected to four-year terms by service areas within Solano and Yolo counties. One student trustee is elected annually by the student body. Students also serve on the College Governance Council (CGC), the Fiscal Advisory Committee (FAC), and other committees ([IVA2 Committees Webpage](#)). Students are encouraged to share their ideas, ask questions, and seek definitions so that they can fully

participate in the discussions ([IVA2 AS Agenda Students in Hiring Process 2-14-22](#); [IVA2 AS Agenda Hiring Prioritization 10-10-22](#)).

Board Policy 1077 “...ensures that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent-President action.” The policy further clarifies how representative groups within the College may bring forward ideas in accordance with Title 5, Sections 53200-53206 (Academic Senate), Title 5, Section 51023.5 (Classified), and Title 5, Section 51023.7 (Students) ([IVA2 BP 1077 Participation in Local Decision Making](#); [IVA2 BP 1007 Student Trustee](#)).

Analysis and Evaluation

Solano Community College has established policies and procedures that enable administrators, faculty, staff, and students to express their opinions, develop policies and procedures, and participate meaningfully in decision-making processes. The way individuals may bring forward ideas and work together on appropriate policy, planning, and campus committees is outlined in District policies, as well as on the College website and within various documents guiding activities for each specific committee. To ensure that the student perspective is considered, student participation and involvement is encouraged, particularly in those matters in which students have a direct and reasonable interest.

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

District policies and procedures define the substantive role of administrators and faculty in institutional governance. Board Policy and Procedure 2005 outlines shared governance responsibilities of the administration, Academic Senate, classified staff, and Student Association consistent with Title 5 ([IVA3 Title 5 Section 51023 - Faculty](#); [IVA3 BP 2005 Shared Governance](#)). Committee chairs are encouraged to review the scope and purpose of the committee with new members, in particular with those who may be unfamiliar with the issues and acronyms used.

The College’s vice presidents encourage a focus on teaching and learning within College committees to ensure that members understand the regulations that inform their work, budgeting conventions, and information essential to thoughtful decision-making. This focus is reinforced through weekly meetings between the Superintendent-President (S-P) and vice presidents and at weekly management meetings where best practices for ensuring effective participation in College governance are discussed ([IVA3 Committee Representation VPs and Deans 2023-2024](#); [IVA3 Management Meeting 8-2-23 Minutes](#)).

The College Governance Council (CGC) provides a bi-monthly opportunity for representatives from the various bargaining units, Academic Senate, Associated Students, management, and the Minority Coalition to identify and discuss college-wide issues. This group serves as a recommending body to the Superintendent-President. The S-P serves as the CGC chair and enlists representatives to provide input on a number of issues. A recent discussion centered

around the usage and design of an outdoor quad area on campus ([IVA3 CGC Agenda 3-8-23](#); [IVA3 CGC Minutes 3-8-23](#); [IVA3 College Governance Council Webpage](#)). The Council resolved to make surveys available to constituents throughout the campus community which asked respondents to prioritize 12 options for utilizing the four quadrant areas of the open space. The top choices based on survey results helped inform selection of the final design ([IVA3 SCC Quad Design Feedback Survey](#)).

Another committee that includes representatives from the aforementioned constituent groups is the Fiscal Advisory Committee (FAC). This committee discusses issues related to budget and enrollment management. The College previously had separate committees: one for budget and another for enrollment management. By acknowledging the strong connection between managing enrollment and fiscal matters, the FAC evolved to also address enrollment management ([IVA3 FAC Webpage](#); [IVA3 FAC Minutes 9-7-22](#); [IVA3 FAC Minutes 4-5-23](#)).

Analysis and Evaluation

Through established District policies and procedures, roles and responsibilities of administrators and faculty regarding decision-making and governance are clearly defined. Faculty and administrators are encouraged and empowered to be active participants in the decision-making process and to exercise their voices in planning, budget, and policy development, particularly as it relates to their areas of responsibility and expertise.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Solano Community College Board policies and procedures confer upon faculty and academic administrators the authority and responsibility to develop student-centered curriculum, programs, and services. Board Policy 2005 recognizes the Academic Senate as the representative body of the faculty in shared governance processes relating to academic and professional matters as outlined in Title 5 ([IVA4 Title 5 Section 53200 C 1-11](#); [IVA4 BP 2005 Shared Governance](#); [IVA4 Academic Senate Constitution rev 5-4-22](#); [IVA4 AS Webpage](#)) The Board further acknowledges the role of the Academic Senate in consulting collegially on matters set forth in Title 5 ([IVA4 Title 5, Section 53203 \(a-f\)](#); [IVA4 Academic Senate Orientation 8-12-21](#)). Both faculty and academic administrators serve on the Curriculum and Technical Review Committees ([IVA4 Curriculum Handbook 2023-2024](#)).

The roles and responsibilities of academic administrators are clearly detailed in managers' job descriptions, and each academic administrator meets the minimum qualifications as outlined in Title 5 ([IVA4 SCC Class Specification Dean](#)). Although both faculty and academic administrators are responsible for recommendations to the curriculum and support programs and services, faculty exercise a primary role in curriculum development.

Faculty and administrators equally put forth recommendations regarding ideas for improving student learning programs and services and collaborate with respect to class schedule development, programmatic change proposals, and developing program outcomes which

advance our institution's mission. Evidence of this can be found throughout the College. For example, the Career and Technical Education faculty and their dean have worked collaboratively to develop academic programs to address student and industry needs. Numerous pathways have been jointly developed relying on faculty expertise to determine courses and programs appropriate to each effort ([IVA4 Automotive Technician Program Maps Webpage](#); [IVA4 Computer Information Science Program Maps Webpage](#)).

Similarly, administrators and faculty have worked jointly to offer equity-minded education and training to faculty and management in all campus areas and have applied this equity mindset in developing support interventions and various programs focusing on basic needs to help facilitate student success. Examples include Teaching 4 Equity (T4E) ([IVA4 T4E Academy Flyer](#)); [IVA4 T4E Overview](#)) and Managing 4 Equity (M4E) ([IVA4 T4E Management Cohort Tentative Curriculum](#)), trainings and workshops, a monthly DEI initiative instituted by the Superintendent-President: SP-President's Advisory Council ([IVA4 President's Advisory Council on Equity](#)), the dissemination of the Real College Basic Needs Survey designed to gather systemic information on basic needs ([IVA4 CCLC Basic Needs 2023](#)), and the hiring of a Basic Needs Coordinator ([IVA4 Director, Student Support Services](#)).

In addition, the College Governance Council meets twice each month, and agenda items often include a review and discussion of board policies and procedures with the goal of improving instruction and support services provided to students ([IVA4 CGC Minutes 5-10-23](#)).

Analysis and Evaluation

Through District policies and procedures, as well as Academic Senate bylaws, the College ensures that faculty and academic administrators have the authority and responsibility for making recommendations about curriculum and student learning programs and services. Administrators and the Academic Senate work closely and collegially on academic and professional matters consistent with "10+1" areas of focus, as outlined in Title 5. Both parties consult, as appropriate, and demonstrate mutual respect for one another's interests, concerns, responsibilities, and scope of authority.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Solano Community College facilitates effective communication, promotes trust, and ensures that multiple perspectives are considered before decisions are made. The S-P works closely with the seven-member, regionally-elected Board of Trustees by providing weekly updates ([IVA5 BOT Minutes FINAL 3-15-23](#)). The Governing Board sets clear expectations for regular reports on institutional performance from the S-P. Board Policy 2030 requires the S-P to give any report requested by the Governing Board and to fulfill all duties determined in goal-setting or evaluation sessions with the Governing Board ([IVA5 BP 2030 Superintendent as Executive Officer of the Governing Board](#)). Board agenda items are fully explained and questions are addressed each month during open-session Board meetings. The Academic

Senate President and the President of the Associated Students of Solano College (ASSC) have an opportunity to share regular monthly reports at the Board meetings. These reports are also provided to the full Board in writing, along with individual Board member reports, as necessary ([IVA5 BOT Minutes FINAL 11-16-22](#)).

The Board plays a well-defined role in policy development, budget and hiring decisions, and maintaining the overall fiscal well-being of the District. In its role, the Board routinely hears relevant perspectives on a variety of issues, including viewpoints expressed by the S-P, faculty and staff, and students. On occasion, and based on what has been shared by various constituent groups, the Board may direct the S-P to further research an issue and bring recommendations to the Board for consideration. For example, a recent question about the possibility of reviving an intercollegiate football program was presented to the Board ([IVA5 Football Study Session](#)). While the Board did not take any action, this presentation provided them with the feedback they had requested.

Administrators, faculty, staff, students, interview committees, and governance groups are provided with an opportunity to offer input and put forth recommendations related to issues and matters before the Board. It is understood that Board approval is required for hiring, approving contracts, and making changes to policy, and Board members take all perspectives under consideration in the decision-making process. Once decisions are finalized, the College ensures timely action is taken regarding institutional plans, policies, curricular changes, and other key considerations.

Analysis and Evaluation

Campus constituent groups and committees have the opportunity to meaningfully participate in College governance and provide their perspectives and recommendations on a range of issues intended to facilitate institutional improvement. These groups are diverse in representation, and participation from those who have relevant expertise is encouraged. Matters brought before the Board for consideration receive ample attention, and Board members meet twice per month, which allows for timely action on College initiatives.

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Decision-making occurs in participatory governance committees, in management meetings, and at regular meetings of the Board of Trustees. The process for decision-making, which includes distributing agendas and documentation and dissemination of meeting minutes, is reviewed at the start of the fall semester as committees meet to review their charge, calendar of meetings, and the Brown Act ([IVA6 Brown Act Education Code Title 5](#)). Decisions at participatory governance committee meetings may include recommendations directed to the S-P or recommendations intended for the S-P to take to the Board of Trustees. Such recommendations are shared at College Governance Council (CGC) meetings, in weekly management meetings, and with the Academic Senate leadership and bargaining units, as appropriate. Decisions made by the Academic Senate are shared with the CGC and with the S-P to ensure such decisions are disseminated widely and appropriately for input, informational purposes, and for implementation.

Additionally, the Academic Senate President reports to the Board in open session each month, sharing Senate goals, accomplishments, and decisions that fall under their 10+1 purview ([IVA6 Board Minutes with Academic Senate Report](#)).

Board meetings are publicly announced and held on the first and third Wednesday of the month (except for January and July when meetings are only held on the third Wednesday). The Board also holds annual study sessions which are open to the public. Study sessions are used to review the Board's and S-P's progress on achieving goals, and to focus on specific priorities as well as establish priorities for the coming year ([IVA6 Board Retreat Agenda FINAL 6-14-23](#)). Board policies are developed through the CGC as recommendations. These recommendations are then forwarded to the Board's Ad Hoc Policy Committee before going forward to the full Board for a first and second reading. At a recent meeting, for example, the Board approved a variety of fiscal policy updates recommended by the Vice President of Finance & Administration ([IVA6 SCCD Board Agenda FINAL 10-4-23](#)).

Decisions and recommendations made by the Board and participatory governance committees are disseminated through approved minutes and are posted on the appropriate District website. ([IVA6 Curriculum Committee Agendas & Minutes Webpage](#); [IVA6 CGC Agendas & Minutes Webpage](#)). Managers communicate or reiterate decisions to faculty and staff within their schools or programs. Human Resources is responsible for reviewing all contractual agreements with managers. This communication may occur in writing, during Academic Leadership Group (ALG) meetings, or in weekly management meetings ([IVA6 Management Meeting Minutes 6-21-23](#)).

The Academic Senate documents its activities and broadly communicates decisions and recommendations made by the Senate and/or its subcommittees. Notification of senate actions is accomplished through regular emails, most notably in the dissemination of a Senate "Hot Topics" update written by the Senate Secretary and sent to the entire campus community ([IVA6 Academic Senate Hot Topics Newsletter 9-25-23](#)). Additional announcements are made at school and management meetings, and updates provided during various participatory governance committee meetings. As not all decisions apply to every member of the College community, decisions are communicated to the schools and programs as well as those who are impacted, as appropriate.

Students are notified of College decisions through student representatives who are involved in the decision-making process through their roles on various governance committees and the student seat on the Board of Trustees. The College also disseminates information about decisions affecting students by way of emails, social media and website postings, Canvas announcements, and a regular newsletter called *Solano Cares* that is sent to all students and employees ([IVA6 Solano Cares Webpage](#); [IVA6 Solano CARES Newsletter 8-14-23](#); [IVA6 Solano CARES Newsletter 12-4-23](#); [IVA6 BOT Minutes 6-21-23](#)).

Analysis and Evaluation

District administrative procedures, committee guidelines, and Academic Senate bylaws ensure that decision-making processes at the College are participatory and that meeting agendas and decisions are documented and widely communicated throughout the campus community.

IV.A.7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

To assist the District in continuously improving its practices, the College’s governance, decision-making policies, procedures, and processes, undergo continuous self-evaluation. This occurs through a variety of evaluative processes, including self-assessment, surveys of constituencies, and regular review and updates to District policies and administrative procedures.

The Board of Trustees conducts an annual self-evaluation of its effectiveness and conducts bi-annual evaluations of the Superintendent-President in January and June. The Board assesses its goals and accomplishments as well as the S-P’s ability to meet the stated goals and to effectively address priorities identified by the Board.

The Board utilizes the self-evaluation process and tool as prescribed in Board Policy 1070 (IVA7 BP 1070 Board Self-Evaluation), while Board Policy 2035 specifies the evaluation process for assessing the performance of the S-P ([IVA7 BP 2035 Evaluation of Superintendent/President](#)). The S-P also holds virtual open office hours as a more informal means of evaluation, through which it is possible to elicit valuable feedback from all constituency groups. The evaluation process and tool used by the College to assess administrators is outlined in Board Policy 4800 ([IVA7 BP 4800 Administrative Employees \(in review\)](#)).

Board Policy 1000 ([BP 1000 Governing Board Policies and Regulations](#)) states that “The Board shall regularly assess its policies for effectiveness in fulfilling the District’s mission,” a process which is spelled out in the “cycle of review.” ([IVA7 AP 1000 Governing Board Policies and Regulations](#)).

Campus committees and work groups also regularly evaluate their own internal processes and roles with respect to the campus governance structure. These groups also have a need to interface in order to achieve institutional goals, and such collaborative efforts often facilitate evaluative dialogue which serves to improve governance structure and decision-making.

The College broadly communicates evaluation results, as appropriate, through methods such as Board meeting minutes, college-wide meetings, Academic Senate meetings, committee meetings, academic department meetings, institutional and program review plans, reports submitted to the Chancellor’s Office, and responses to public information requests. Updates to Board policies and procedures are publicly communicated and disseminated campus-wide as well as any action regarding extending or renewing the Superintendent-President’s contract, which is announced in public session. For example, in July 2023, the Board approved revisions to BP 5110, 6010, 6210, 6410, and 6500 which relate to Academic Affairs and Student Services ([IVA7 BOT Minutes 6-21-23](#)).

Analysis and Evaluation

Solano Community College is committed to regular evaluation of its governance and decision-making structures and processes. Campus procedures and practices are regularly assessed to assure their integrity and effectiveness, and evaluation results are communicated widely to help foster improvement within the District.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Solano Community College has a culture of participatory decision-making and governance. The Board of Trustees and the Superintendent-President openly seek the participation of all constituent groups when making decisions, especially and including students. Each participatory governance committee and other workgroups have input and play a critical role in decision-making and the operation of the campuses.

District-wide committees and sub-committees of the Academic Senate are often co-chaired by a faculty member and an appropriate administrator, emphasizing the collaborative decision-making approach at the College. The Superintendent-President keeps the governing board and the campus community informed of progress on decisions. All members of the campus community work together in a collaborative manner to improve the experiences of students.

Improvement Plan(s)

None.

Evidence List for Standard IVA

IVA1 An Interest-Based Approach
IVA1 Black Family BBQ & Black Summer Bridge Flyer
IVA1 Black Student Recognition Ceremony May 2023
IVA1 BP 1077 Participation in Local Decision Making
IVA1 Campus Housing Project Update
IVA1 Campus Input on Housing Project
IVA1 College Governance Committee Update on Student Housing
IVA1 Contract Award to Scion Group for Campus Housing Study
IVA1 Committees Webpage
IVA1 COVID-19 Plan
IVA1 COVID-19 Campus Protocols Workgroup Mtg Notes 5-21-20
IVA1 IBA Invitation
IVA1 Online DE Courses for Faculty
IVA SEA 2.0 Faculty Senate Student Equity Plan Forum PPT 10-17-22
IVA Student Equity and Success Council Suggested Framework for feedback 12-2-22
IVA1 Student Equity and Achievement Plan 2022-2025
IVA1 Summer and Fall 2020 DE Courses
IVA2 AS Agenda Students in Hiring Process 2-14-22
IVA2 AS Agenda--Hiring Prioritization 10-10-22
IVA2 Board Policy 2005 Shared Governance

IVA2 BP 1077 Participation in Local Decision Making
IVA2 BP 1007 Student Trustee
IVA2 BP 4005 Faculty Hiring
IVA2 BP 4001 Academic Employees
IVA2 BP 4260 Attendance Conference Professional Activities
IVA2 BP 4480 Travel Expense
IVA2 Committees Webpage
IVA3 Board Policy 2005 Shared Governance
IVA3 CGC Agenda 3-8-23
IVA3 College Governance Council Webpage
IVA3 CGC Minutes 3-8-23
IVA3 CGC Minutes 3-8-23
IVA3 Committee representation VPs and Deans 2023-2024
IVA3 FAC Minutes 4-5-23
IVA3 FAC Minutes 9-7-22
IVA3 FAC Webpage
IVA3 Management Meeting 8-2-23 Minutes
IVA3 SCC Quad Design Feedback Survey
IVA3 Title 5 Section 51023 – Faculty
IVA4 Academic Senate Constitution rev 5-4-22
IVA4 Academic Senate Orientation 8-12-21
IVA4 AS Webpage
IVA4 Automotive Technician Program Maps Webpage
IVA4 BP 2005 Shared Governance
IVA4 Computer Information Science Program Maps Webpage
IVA4 CCLC Basic Needs 2023
IVA4 CGC Minutes 5-10-23
IVA4 Curriculum Handbook
IVA4 Director, Student Support Services
IVA4 President's Advisory Council on Equity
IVA4 SCC Class Specification Dean
IVA4 T4E Management Cohort Tentative Curriculum
IVA4 T4E Overview
IVA4 Title 5 Section 53200 C 1-11
IVA4 Title 5, Section 53203 (a-f)
IVA4 T4E Academy Flyer
IVA5 BOT Minutes FINAL 3-15-23
IVA5 BOT Minutes FINAL 11-16-22
IVA5 BP 2030 Superintendent as Executive Officer of the Governing Board
IVA5 Football Study Session
IVA6 Academic Senate Hot Topics Newsletter 9-25-23
IVA6 Board Minutes with Academic Senate Report
IVA6 Board Retreat Agenda FINAL 6-14-23
IVA6 BOT Minutes 6-21-23
IVA6 Brown Act Education Code Title 5
IVA6 CGC Agendas & Minutes Webpage

IVA6 Curriculum Committee Agendas & Minutes Webpage
IVA6 Management Meeting Minutes 6-21-23
IVA6 SCCD Board Agenda FINAL 10-4-23
IVA6 Solano CARES Newsletter 8-14-23
IVA6 Solano CARES Newsletter 12-4-23
IVA6 Solano Cares Webpage
IVA7 AP 1000: Governing Board Policies and Regulations
IVA7 BOT Minutes 6-21-23
IVA7 BP 1070 Governing Board Self-Evaluation
IVA7 BP 2035 Evaluation of Superintendent/President
IVA7 BP 1000 Governing Board Policies and Regulations
IVA7 BP 4800 Administrative Employees (in review)

IV.B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Because Solano Community College is a single-college district, the Superintendent-President reports directly to the Board of Trustees who, in turn, delegates to the S-P the executive responsibility for administering the policies adopted by the Board and executing all decisions that require administrative action ([IVB1 BP 1075: Delegation of Authority to Superintendent-President](#)). The most recent iteration and posting of the S-P job description is dated 2015 at the time of the College's last transition to a new CEO ([IVB1 Superintendent-President JD](#)).

The S-P understands her role in ensuring the overall quality of the institution and provides effective leadership in these areas. The S-P works appropriately with the CIO, Academic Senate, and Faculty Union through the curriculum development process, program review, and faculty evaluations to ensure quality of instruction. Weekly meetings with deans and vice presidents and bi-monthly meetings with the Academic Senate and Faculty Union leadership ensure that issues are addressed in a timely and collaborative manner ([IVB1 Management Meeting Agenda 8-30-23](#); [IVB1 Management Meeting Minutes 11-8-23](#); [IVB1 ALG Meeting Agenda 10-25-23](#)).

The S-P works closely and collaboratively to provide effective leadership in planning, organizing, and budgeting together with the Academic Senate, faculty and classified union leadership, and the Administrative Leadership Group (ALG) which includes all managers and supervisors, and she meets with the Associated Students of Solano College (ASSC) throughout the year. In addition to working with the representative groups, the bi-monthly College Governance Council (CGC) serves as another opportunity for the S-P to enlist colleagues in planning and organizing. Examples of CGC discussions include procedures for naming

recognition ([IVB1 AS Minutes 4-3-23](#); [IVB1 Room Naming Nomination Form](#)), on campus housing ([IVB1 Campus Input on Housing Project](#); [IVB1 Solano MDA Highlights](#)), and the impact of major campus projects ([IVB1 CGC Minutes 4-26-23](#)). A monthly CGC report is provided to the Governing Board.

The Superintendent-President engages faculty, staff, managers, and students in participatory governance processes, stressing the importance of understanding the context in which decisions are made, how those decisions connect to the College's goals, and how the decisions support fiscal stability. In addition to the CGC, the College has a Fiscal Advisory Committee (FAC) facilitated by the Vice President of Finance and Administration who meets weekly with the S-P. Information from FAC is shared broadly and at CGC meetings ([IVB1 Budget Timeline Update to College Governance Council](#); [IVB1 Budget Update to College Governance Council](#)).

The Superintendent-President seeks recommendations from participatory governance and interview committees while retaining the authority and responsibility for making recommendations to the Board. For example, interview committees for full-time faculty are co-chaired by the appropriate manager and faculty appointee and join the S-P in second level interviews. Interview committees also include students who are trained in protocols, confidentiality, and how to provide feedback to the committee. The committees understand that hiring is done only by the Board on recommendation from the Superintendent-President.

The Superintendent-President communicates regularly with the College community through S-P Office Hours, committee meetings, standing meetings, at Convocation, and by email. As incidents occur, the S-P informs the College of appropriate specifics. The Superintendent-President sends a bi-monthly electronic newsletter to staff and students, *Solano CARES*, as a means of communicating good work, success stories, and acknowledgments of faculty, staff, managers, and students ([IVB1 Solano CARES Webpage](#)). The missive is sent to all College employees, the Board of Trustees, and the Educational Foundation Board members, and College employees are asked to contribute stories, photos, and events to the publication.

The Superintendent-President continues to support the Interest Based Approach (IBA) as a means of identifying interests and advancing dialogue throughout the organization. This approach has been adopted broadly and shifted the dialogue in management meetings, collective bargaining, and throughout the hiring processes and is used to assess institutional effectiveness. Rather than stating positions or making declarations, participants are asked to identify interests with the understanding that no one perspective is more important or credible than another ([IVB1 Bargaining Update](#)). Article 15 of the Collective Bargaining Agreement between the District and the Faculty Association, related to grievances, also notes that "The Association and the District mutually agree that an interest-based approach to conflict resolution should be encouraged" ([IVB1 Collective Bargaining Agreement Article 15](#); [IVB1 IBA Training Group 10-30-23](#)).

This approach has also been applied to professional development efforts. In consultation with the Academic Senate, the Professional Development/FlexCal Committee (PDFC) has become more inclusive and has aligned professional development efforts more strategically with

advancing the College's goals. The PDFC Committee membership now includes managers and classified staff, in addition to faculty representatives ([IVB1 Professional Development Webpage](#)). The work of the committee includes reviewing requests for professional development from faculty, classified staff, and ALG as well as developing a robust series of activities for FlexCal Days and Convocation ([IVB1 PDFC Goals 2023-2024](#)). The PDFC Committee Chair works closely with the Superintendent-President to determine potential programming themes and funding sources for each request.

Analysis and Evaluation

The Superintendent-President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing the institutional effectiveness of the College. The S-P encourages an interest-based approach to decision-making, negotiations, and resolution to grievances by encouraging input from various stakeholders.

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The Superintendent-President serves as the Chief Executive Officer (CEO) of the District and ensures that staffing is sufficient to meet the growth and complexity of the organization. Senior level administrators include the CEO and four vice presidents to which the S-P delegates responsibility: one each for academic affairs, finance and administrative services, student services, and facilities and bonds. Per Board Policy, "[t]he Superintendent-President may delegate any powers and duties entrusted to him or her by the Board" ([IVB2 BP 1075: Delegation of Authority to Superintendent-President](#)). Each vice president is responsible for designated areas as depicted in the organizational chart and works with their respective deans, directors, and staff to provide direction and guidance and ensure that plans are implemented in support of the College's goals. Delegation of authority from the CEO to managers and others is apparent in the organizational charts and in job descriptions for each position in the College which describe supervising and reporting expectations. ([IVB2 Organizational Charts](#); [IVB2 VP of Technology JD](#); [IVB2 VP of Student Services JD](#)).

The College has increased the number of deans in order to improve capacity. Over the past two years, two deans have been added to meet increased need: a Dean of External Programs was hired to oversee a growing Rising Scholars program inside three local correctional facilities, in addition to an increase in dual enrollment offerings; and Dean of Financial Aid was added, resulting in dramatic improvements for our students in the financial aid application-to-award timeline ([IVB2 Financial Aid Update Fall 2023](#)). Additionally, the S-P added a Director of Human Resources to the executive management team.

Analysis and Evaluation

The Superintendent-President plans, oversees, and evaluates the administrative structure of the College.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The Superintendent-President works with faculty, classified staff, managers, and student leaders to cultivate a culture of collegiality and respect in support of improving the teaching and learning environment. Through the College Governance Council, values are discussed and College priorities and goals are established. The S-P also reports goals set by the Board of Trustees with the CGC, management team, Academic Senate, and classified leadership. The CGC recommends institutional performance standards for student achievement to the Board each year ([IVB3 Institution Set Standards](#)).

The College relies primarily on the Dean of Research and Planning, along with the department's two analysts, to identify and respond to research needs in consultation with faculty and managers. Requests for research may be initiated by faculty, staff, or managers, and the scope and capacity to meet the requests are assessed by the dean. Data is reviewed and informs discussions in CGC, Academic Senate, and management meetings.

The S-P meets regularly with vice presidents and periodically meets with committees to assess progress towards goals, to respond to questions or concerns, and to assess needs and provide support. Efforts to connect committee work to college goals and resource allocation are ongoing. Significant reassign time is provided to faculty working on various committees and projects and to develop new programs. The College currently has 14 FTEF on reassign time to provide leadership to various efforts such as Distance Education, Teaching for Equity, Rising Scholars, and Guided Pathways. Reassign time is determined annually and based on College needs ([IVB3 College Reassigned Time Chart 2023-2024](#)).

The College adheres to its plans to improve student learning. The Student Equity and Achievement Plan ([IVB3 Student Equity & Achievement Plan](#)) and Career and Technical Education grants inform efforts to advance student learning. Evaluating institutional planning and implementation of activities is done regularly at CGC, Academic Senate, and at management meetings. The S-P works closely with constituent groups and management to assess and modify planning and implementation as needed. The College regularly engages in institutional effectiveness through consultation and makes modifications to processes and procedures as appropriate.

The S-P also manages the number of faculty by monitoring the Full-time Faculty Obligation (FON) in relation to needs expressed by academic departments ([IVB3 FON Worksheet](#)). Taking a fiscally conservative approach, the S-P recommends faculty employment to the Board based on recommendations from the Academic Senate ([IVB3 Faculty Hiring Priorities Timeline 2022-2023](#); [IVB3 AS Minutes 11-6-23](#)).

Analysis and Evaluation

The Superintendent-President of Solano Community College guides institutional improvement of the teaching and learning environment by considering student success data, including Institution-Set Standards. She works closely with the Office of Research and Planning to review data and ensures that adequate faculty capacity is maintained while adhering closely to the College's FON.

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Superintendent-President ensures that the institution meets all Eligibility Requirements and meets or exceeds Accreditation Standards ([IVB4 Superintendent-President JD](#)). The S-P remains current in accreditation requirements and ensures that managers and faculty responsible for providing leadership to the accreditation effort are knowledgeable and are provided adequate training. The College's Accreditation Liaison Officer, Lead Writer, and Accreditation Coordinator participate in training sessions to comply with ACCJC standards ([IVB4 Faculty Reassigned Time for Accreditation](#)). The S-P meets regularly with the ALO and faculty and staff who engage in accreditation activities including planning and SLO assessment and ensures that policies are current. The Vice President for Academic Affairs serves as the ALO and fully understands the self-study and accreditation process.

Analysis and Evaluation

The Superintendent-President exercises primary leadership for accreditation, including ensuring that the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies. Reassign time is approved to ensure that adequate resources are in place to prepare the accreditation report.

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Superintendent-President reviews and recommends updates to board policies to ensure that they are consistent with Title 5 and regulatory requirements. The board policies are reviewed and updated by the CGC, Academic Senate, and the Board Ad Hoc Committee on policies, prior to being adopted by the Board. Board policies are developed using guidelines established

by the Community College League of California (CCLC) of which the College is a member. Board policies are reviewed based on a regular schedule and managed by the Superintendent-President's Office.

The institutional mission is supported by policies and the College's values are evident through its actions. Budgetary procedures have been examined and improved and include appropriate fiscal controls. The S-P ensures that the Board and college are regularly informed of budget and fiscal matters through the FAC, CGC, and quarterly Board presentations by the VP of Finance and Administration ([IVB5 Proposed District Budgets Presentation](#); [IVB5 Measure Q Quarterly Progress Update](#)). The S-P informs managers, faculty, and staff of non-compliance with policies and regulations as issues arise and communicates guidance and direction.

Analysis and Evaluation

At Solano Community College, the Superintendent-President holds primary authority for the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. Through the participatory governance process, relevant constituent groups have input into policies and procedures to ensure compliance with accreditation requirements.

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Superintendent-President represents the College in the community, in organizations, on Boards, and cultivates relationships with K-12 partners, community organizations, and elected officials. The S-P serves as the Board chair of the Solano County Economic Development Corporation, serves on the executive committee for the Solano County Workforce Development Board, and works closely with county agencies. Because SCC serves two counties, Solano and Yolo, the S-P maintains regular communication with the cities and school districts within Solano County and the City of Winters, including the Winters Joint Unified School District. The S-P also participates in regional organizations and meets regularly with Solano and Yolo County K-12 superintendents to address issues affecting high school students preparing for college.

The Superintendent-President participates in Rotary and Chamber of Commerce events, specifically events that are co-hosted by the SCC Educational Foundation. Several times each year, the Educational Foundation holds chamber events at each of the college campuses: Fairfield, Vacaville, and Vallejo ([IVB6 Joint Chamber Mixer at SCC](#)).

The Superintendent-President spends significant time ensuring that the College can deliver on commitments made to the community. This is done through honest and frequent dialogue with community, labor, and educational leaders and by ensuring that projects have sufficient staff who can deliver results.

The Superintendent-President maintains communication with the community through press

releases, newspaper stories, marketing, by attending civic and social events, and by hosting College and community events including the USTA (Tennis Association) Men's Pro Challenger, The Educational Foundation Gala, and Tee Off for Athletics ([IVB6 Press Release Webpage](#); [IVB6 2023 Tennis Challenger](#); [IVB6 2024 SCC Crab & Shrimp Feed Flyer](#); IVB6 SCC Annual Gala Benefit).

Analysis and Evaluation

The Superintendent-President works and communicates effectively with the communities served by the College. She represents the College's interests in the community and is active in promoting the College to workforce boards and employers, maintaining the College's role in supplying an educated workforce. In regular meetings with the executive leadership of local feeder schools, she participates in the educational ecosystem of the county.

Conclusions on Standard IV.B: Chief Executive Officer

The S-P works at the direction of the Board and relies on collaborations with various constituent groups to promote student success, academic quality, integrity, fiscal stability, and continuous improvement. Board policies and administrative procedures delegate to the S-P the leadership to utilize governance structures in decision-making and support of student learning and institutional effectiveness. The organizational structure encourages a culture of participatory leadership, which leads to student success and organizational efficiency.

Improvement Plan(s)

Not applicable.

Evidence List for Standard IVB

IVB1 ALG Meeting Agenda 10-25-23
IVBI AS Minutes 4-3-23
IVBI Bargaining Update
IVB1 BP 1075 Delegation of Authority to Superintendent/President
IBB1 Budget Timeline Update to College Governance Council
IVBI Budget Update to College Governance Council
IVBI Campus Input on Housing Project
IVBI CGC Minutes 4-26-23
IVBI Collective Bargaining Agreement Article 15
IVB1 IBA Training Group 10-30-23
IVB1 Management Meeting Agenda 8-30-23
IVB1 Management Meeting Minutes 11-8-23
IVBI PDFC Goals 2023-2024
IVB1 Professional Development Webpage
IVBI Room Naming Nomination Form
IVBI Solano MDA Highlights
IVB1 Solano Cares Webpage
IVBI Superintendent-President JD
IVB2 BP 1075 Delegation of Authority to Superintendent-President
IVB2 Financial Aid Update Fall 2023

IVB2 Organizational Charts
IVB2 VP of Student Services JD
IVB2 VP of Technology JD
IVB3 AS Minutes 11-6-23
IVB3 College Reassigned Time Chart 2023-2024
IVB3 Faculty Hiring Priorities Timeline 2022-2023
IVB3 FON Worksheet
IVB3 Institution Set Standards
IVB3 Student Equity and Achievement Plan
IVB4 Faculty Reassigned Time for Accreditation
IVBI Superintendent-President JD
IVB5 Measure Q Quarterly Progress Update
IVB5 Proposed District Budgets Presentation
IVB6 2023 Tennis Challenger
IVB6 Joint Chamber Mixer at SCC
IVB6 Press Releases Webpage
IVB6 SCC Annual Gala Benefit
IVB6 SCC Crab & Shrimp Feed Flyer

IV.C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

Solano Community College District is governed by a seven-member Board of Trustees (BOT) elected by service areas within Solano and Yolo counties to four-year terms. A student trustee is elected annually by the student body. The Board serves as the policy-making body and provides direction to the Superintendent-President (S-P). Board Policy 1000 outlines the processes for developing policy and administrative procedures ([IVC1 BP 1000 Governing Board Policies & Procedures](#)). Board policy 1005 defines the BOT's authority "subject to the provisions of the Constitution of the State of California, the California Education Code, the California Code of Regulations (Title 5), the rules and regulations of the California Community College Board of Governors, the Solano Community College Governing Board's own policies, regulations, and procedures, and the expressed will of the electorate" ([IVC1 BP 1005 Board Authority](#)).

The relationship between the Board and the S-P is outlined in Board Policy 2030 ([IVC1 BP 2030 S-P as Exec Officer of Governing Board](#)) and delegation of authority to the S-P is outlined in Board Policy 1075 ([IVC1 BP 1075 Delegate Authority to S-P](#)).

All board policies are reviewed and revised on a five-year cycle, at a minimum, and revisions are approved by the College Governance Council (CGC) and the BOT providing for a first and

second read.

The BOT remains committed to academic quality, integrity, and effective programs and services. The BOT holds the S-P accountable for these efforts including ensuring the institution is financially stable. The Board directs the S-P who then works with the vice presidents to meet BOT expectations ([IVC1 BOT SP Goals 2019-2020](#)).

The BOT regularly receives financial reports, information on academic programs, updates on the effectiveness of student services programs, and bond spending plans ([IVC1 Governing Board Agendas & Minutes Webpage](#)). Written documents and presentations, in the form of “Study Sessions,” are provided at bi-monthly BOT meetings, and the Superintendent-President provides a weekly update by email. Urgent matters are communicated as needed to BOT members individually.

Analysis and Evaluation

Solano Community College’s Board of Trustees has authority over, and responsibility for, policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Superintendent-President communicates to the Board in a variety of ways, and the Board receives regular updates from campus leaders through Board Meeting study sessions, as requested.

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The SCC Board of Trustees acts as a collective entity. In accordance with Board Policy 1020, Board members recognize that Board authority rests only in a legally constituted meeting and not with individual members (See item #2). Per BP 1020 5.c., the Board also must “(a)bide by and uphold the final majority decision of the Board” ([IVC2 BP 1020 Code of Ethics](#)).

The BOT demonstrates its support for its own policies and decisions and no individual trustee acts outside of their authority. The S-P works with trustees to ensure they understand issues, have their questions addressed, and that they are prepared to vote at Board meetings.

To ensure that the SCC Board acts as a collective entity, Board Policy 1071 requires that Board members refrain from communicating among themselves outside of Board Meetings ([IVC2 BP 1071 Communication Among Board Members](#)). Board Policy 1073 further states that Board committees have no authority or power to act on behalf of the Board ([IVC2 BP 1073 Committees of the Board](#)).

The Trustees work with each other respectfully. The S-P ensures that BOT members have information necessary to make informed votes and that the Board is aware of actions taken by the Superintendent-President. The S-P is responsible for making recommendations to the Board in accordance with policies. Board Policy 1035 outlines the rules for quorum and voting, including actions which require majority, two-thirds, or unanimous votes ([IVC2 BP 1035 Quorum & Voting](#)); however, once a motion or resolution has passed, all BOT members act in

support of the decision.

Analysis and Evaluation

Solano Community College's Board of Trustees is a collegial entity and Board members can ask questions to ensure that they are clear on what they are voting for. Board members act as a single entity in supporting decisions made by the Board as a whole for the purpose of supporting the College's mission, vision, and goals.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board of Trustees is responsible for hiring and evaluating the Superintendent-President (S-P), the chief executive officer (CEO) of Solano Community College ([IVC3 BP 1016 Board Duties & Responsibilities](#)). The Board follows an established process for the selection of the Superintendent-President in the case of a vacancy, in accordance with Board Policy and Administrative Procedure 2045 ([IVC3 BP 2045 Selection of S-P](#); [IVC3 AP 2045 Selection of S-P](#)).

The BOT follows an established process for evaluating the performance of the S-P, with an initial evaluation after the first six months of a new appointment, and then an annual evaluation at the end of each fiscal year ([IVC3 BP 2035 Eval of S-P](#); [IVC3 AP 2035 Eval of S-P](#)). The evaluation is conducted in collaboration with the S-P and discussed during the closed session of the special BOT meeting held in July of each year ([IVC3 Board Minutes 7-19-23](#); [IVC3 Board Minutes 7-20-22](#)).

Analysis and Evaluation

The Board of Trustees follows Board policies related to selecting and evaluating the Superintendent-President. Evaluation decisions are reported in Board meetings to keep the public informed.

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees acts on behalf of the students, faculty, and staff of SCC. The Board's composition reflects the public interest, and its membership is representative of the College's seven service areas. Information about BOT members, including email address, service area, election date, and expiration of current term is available on the College's website.

The roles and responsibilities of members of the BOT, as outlined in Board Policy 1016, clearly delineate the responsibility of the Board for adopting policies and procedures that govern educational quality, legal matters, and financial integrity and stability ([IVC4 BP 1016 Board Duties & Responsibilities](#)). Pursuant to Board Policy 1015, the duties of the Board President include, but are not limited to, "assuring that the Board conducts its business with

integrity and in a manner consistent with its Board Policies and Procedures and regulations legitimately imposed upon it from outside the organization” ([IVC4 BP 1015 Officers & Duties](#)). Furthermore, adherence to the Board’s Code of Ethics, as contained in Board Policy 1020, requires BOT members to maintain independent judgment, unbiased by private interest or partisan political pressure ([IVC4 BP 1020 Code of Ethics](#)).

The Board President is the designated spokesperson for the Board of Trustees and all press requests are referred to the S-P and to this individual to ensure that the Board speaks as one voice and the dissemination of information is accurate.

Analysis and Evaluation

The Solano Community College District Board of Trustees represents the public in the service areas of the College. A Code of Ethics ensures that Board members remain independent of undue influence.

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Board policies, the College’s mission, core values, and strategic goals and objectives, as well as the Board and CEO annual goals, formally describe the Board of Trustees’ expectations for quality, integrity and improvement of student learning programs and services ([IVC5 BP 1003 District Mission](#); [IVC5 Strategic Plan](#)).

The BOT is responsible for the educational quality and integrity of student learning programs. For example, the Board’s approval is required for adoption of curriculum and the Academic Calendar ([IVC5 Curriculum Items for Board Approval](#); [IVC5 Board Minutes 12-07-22 Academic Calendar Approval](#)).

The BOT has ultimate responsibility for the financial integrity and stability of the institution. The Board receives an annual, independent audit of the District’s financial statements and management controls from the Vice President of Finance and Administration which it reviews and acts on ([IVC5 BOT Minutes Audit Approval 2-15-23](#)). The VPFA also regularly provides budget reports to the BOT as specified in BP 3020 including a proposed budget for adoption, the CCFS quarterly reports, and frequent updates to Bond Measure projects and expenditures ([IVC5 BOT Minutes Adopted Budget 6-7-23](#); [IVC5 3rd Qtr Update 2021-2022](#); [IVC5 Board Minutes Budget & Measure Q Update 5-17-23](#)).

Actions of the BOT are final and not subject to the actions of any other entity.

Analysis and Evaluation

The Board of Trustees establishes policies consistent with the College’s mission to transform the lives of diverse learners. The Board ensures the quality, integrity, and improvement of student learning programs and services and provides the resources necessary to support them. The

governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Board policies specify the BOT’s size, duties, responsibilities, and structure. The College website provides information on current board membership, by name, terms of office, and representative areas, as well as identifies board subcommittees and membership ([IVC6 BP 1006 Board Membership & Eligibility](#); [IVC6 BP 1008 Board Member Elections](#); [IVC6 BP 1016 Board Duties & Responsibilities](#)).

The College has published board policies on operating procedures for the conduct of regular, recessed, and adjourned meetings; the annual organizational meeting; special and emergency meetings; and closed sessions. The Board complies with AB 2449 regarding meetings at which a quorum of Board members must be in person and those participating remotely must meet the criteria. BP 1018 was revised and approved by the Board in May 2023 to include compliance with AB 2449, cause to participate in meetings remotely ([IVC6 BP 1018 Board Meeting Remote Participation](#); [IVC6 BP 1025 Meeting Types](#); [IVC6 BP 1026 Annual Organization Meeting](#); [IVC6 BP 1027 Special & Emergency Meetings](#); [IVC6 BP 1030 Closed Sessions](#)).

Additional board policies on operating procedures deal with recordings of governing board meetings; meeting minutes; quorum and voting; agendas; order of business; rules of procedure for conduct of meetings; decorum; public participation at meetings; speakers; and direct requests for Board action, all of which are posted on the Policies and Procedures page of SCC’s website.

Analysis and Evaluation

Solano Community College publishes the bylaws and policies specifying the Board’s size, duties, responsibilities, structure, and operating procedures. These are clearly identified in a webpage dedicated to College policies and administrative procedures.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The actions of the SCC Board of Trustees are consistent with its policies, as evidenced by the Board minutes and resolutions. These records are on file and available in the Superintendent-President’s office and posted in a timely manner on the College’s website under “Administration.”

In accordance with Board Policy 1000, the SCCD Board of Trustees evaluates and revises its policies on a regular basis, including assessment of the evaluation of board policies and procedures ([IVC7 BP 1000 Governing Board Policies & Procedures](#); [IVC7 Minutes Approval](#)

[of BP 1000 10-5-22](#)). Board policies are reviewed, revised, and shared with the College Governance Council and BOT Policies and Procedures Ad hoc Subcommittee before being presented for a “first reading” at least “one regular meeting prior to the meeting at which action is recommended.” When appropriate, policies and procedures are presented to other constituencies, including Academic Senate and subcommittees, Fiscal Advisory Committee, and others for review.

Analysis and Evaluation

The members of the Board of Trustees of Solano Community College act in a manner consistent with the Board’s policies and bylaws. The BOT regularly assesses its policies and bylaws for their effectiveness in fulfilling the College’s mission to transform students’ lives and revises policies as necessary to meet regulatory changes and to improve the overall student experience.

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Superintendent-President advises the Board of strategies used to improve student achievement, areas in need of attention, and manager(s) responsible for overseeing efforts. The BOT takes particular interest in hearing from various constituents about successes in their areas of support. In monthly Study Sessions, the Board hears from faculty, managers, and staff on topics ranging from course success rates in transfer level English and math ([IVC8 First Semester Enrollment & Persistence at SCC](#)), student success in the Rising Scholars program ([IVC8 Board Agenda Item on Rising Scholars](#); [IVC8 Board Presentation on Rising Scholars PPT](#)), and the process for admitting students to SCC’s nursing program ([IVC8 Study Session on Nursing](#)).

A presentation to the Board on the updated Student Equity and Achievement (SEA) Plan noted disproportionate impact for our Black and African American students. The Plan identified strategies to improve the College’s efforts for this population ([IVC8 SEA Plan Board Item](#)). Another presentation to the Board from contracted researchers from UC Davis entitled “Choosing Solano College: Latinx/a/o Enrollment and Perceptions” highlighted how the College is viewed by potential students and identified strategies for outreach and support ([IVC8 Latinx Enrollment and Perceptions](#)).

Analysis and Evaluation

The Board of Trustees of Solano Community College takes great interest in key indicators of student learning, often asking for specific metrics to be shared with the Board in monthly public study sessions. The Board cares about improving academic quality and supports College leadership in implementing improvement plans.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Board Policy 1072 requires the Board to engage in a Trustee education program, including new Trustee orientation and study sessions ([IVC9 BP 1072 Board Education](#)). New board member orientation, including basic trusteeship training, is conducted as needed. New members are directed to resources available through the Community College League of California (CCLC), SCC governing board policies and procedures, and are strongly encouraged to attend the new trustee conference in their first year. New trustees are assigned a trustee mentor to assist with understanding their responsibilities.

The BOT receives regular updates on budget development and how resources align with College goals from the VP of Finance and Administration and from the S-P ([IVC9 Budget Update](#)). Trustees receive, in advance, materials related to any study session topic to ensure a full understanding of the matter. Board members are advised of conferences and webinars and hold an annual Board retreat during which time they determine shared goals for the year ([IVC9 SCCD Board and CEO Goals 2019-2020](#)).

Board Policy 1008 provides for continuity of Board membership and staggered terms of office. Trustee elections are held every two years, in even numbered years. Terms are staggered so that, to the extent practical, one-half of the trustees are elected at each election ([IVC9 BP 1008 Election of Board Members](#)). Subcommittees are reassigned as new members are elected to the board ([IVC9 Ad Hoc Attachment 1-18-23](#)) and the BOT holds an internal election in addition to re-establishing dates, times, and locations of meetings ([IVC10 Minutes BOT Annual Organizational Meeting](#)).

Analysis and Evaluation

The governing board has an ongoing training program for board development, including a process for new member mentoring, orientation, and training. Board Policy 1008 provides for continuity of board membership and staggered terms of office, ensuring that at least one-half of the Board continues during each election cycle.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees' commitment to self-evaluation is set forth in Board Policy and Administrative Procedure 1070. A self-evaluation is conducted annually as part of the Annual Board Retreat. The evaluation instrument checks the Board's perception of its leadership and is based on criteria contained in Board policies and recognized Board effectiveness practices ([IVC10 BP1070 Board Self-Evaluation](#)).

At each Annual Board Retreat, the board, using insight gained from the self-evaluation, sets

goals for itself to improve its effectiveness in advocating for the College. For example, at its 2019 retreat, the board set goals related to advocacy at the state and local level, outreach to underserved communities in the District's boundaries, dialogue among themselves and with College constituency groups, and professional growth to better understand the educational environment of the state ([IVC10 SCCD Governing Board & CEO Goals 2019-2020](#); [IVC10 Minutes BOT Annual Organizational Meeting](#)).

Analysis and Evaluation

The Board of Solano Community College conducts an annual internal evaluation to ensure it is acting effectively to promote academic excellence and institutional effectiveness.

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board has adopted a Code of Ethics/Standards of Practice, which provides a set of principles to guide Trustee performance, including adherence to the code of conduct adopted by the Board in 2009 ([IVC11 BP 1020 Code of Ethics](#)).

In accordance with the conflict of interest policy, Board members cannot have a personal financial interest in District contracts. Trustees must disclose any remote interests and must abstain from voting on any such contracts involving those interests. Board members may not engage in employment that may conflict with District officer duties. Additionally, BOT members are required by the College to file statements of economic interests, in compliance with state regulations ([IVC11 BP 1019 Conflict of Interest](#)).

Per Board Policy 1021, charges of ethics violations are directed to the Board President ([IVC11 BP 1021 Violation of Board Code of Ethics](#)).

Analysis and Evaluation

The SCC Board of Trustees holds itself to a strict code of ethics, which includes following a policy defining and prohibiting conflicts of interest. No ethical violations or conflicts of interest have been identified during the period under review.

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees' delegation of administrative authority to the chief administrator, the Superintendent-President, is defined in Board Policy 1075 and Board Policy 2030; supported

by its Code of Ethics; and outlined in the contract with the S-P. As stated in the policy, the S-P has “executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action” ([IVC12 BP 1075 Delegate Authority to S-P](#); [IVC12 BP 2030 S-P as Exec Officer of Governing Board](#)).

SCC Board policy and the BOT contract with the S-P make it clear that the Board’s focus is at the policy making level and not at the administrative level. The S-P, as CEO, “is responsible for executing policies and implementing identified goals through the day-to-day management of the college. The Board and its individual members agree not to unreasonably interfere with or to usurp the responsibilities of the Superintendent-President” ([IVC12 S-P Employment Contract](#)).

Analysis and Evaluation

The Solano Community College Board of Trustees delegates responsibility and authority to the S-P to implement and administer board policies without interference. The BOT sets clear expectations for regular reports from the S-P on institutional performance and holds the S-P accountable for fulfilling leadership and management responsibilities to ensure that the College operates effectively in all respects.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Board members participate appropriately in institutional self-evaluation and planning efforts as members understand their role in accreditation. The Board appoints two members to the Accreditation Leadership Ad Hoc Subcommittee and Trustees are fully informed of accreditation requirements including institutional reports and ACCJC recommendations to the College ([IVC13 Public Notification of a Peer Review Team Visit & Third-Party Comment](#); [IVC13 Update on Report to the ACCJC 10-18-23](#)).

As an indication of the Board’s commitment to student learning and adherence to accreditation standards and expectations for institutional improvement, the Board and CEO goals reflect these priorities. Board members set forth yearly goals for the Board and the Superintendent-President at its annual Board Retreat ([IVC13 SCCD Board and CEO Goals 2019-2020](#)). The goals for the CEO are initially developed by the Board President with subsequent input from the Board members and approved following discussion and prioritization.

The Board of Trustees strives for ongoing adherence to accreditation standards, particularly those that apply to the Board itself, and assesses its own performance using those standards. The Board periodically reviews its self-evaluation instrument, “How Do We Rate?” to ensure that it reflects accreditation standards ([IVC13 BP 1070 Board Self-Evaluation](#); [IVC13 AP 1070 Board Self-Evaluation Form](#)).

Analysis and Evaluation

The Governing Board is informed through presentations at board meetings about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the college's efforts to improve and excel. The Board participates in professional development around their role and functions in the accreditation process.

Conclusions on Standard IV.C: Governing Board

The Governing Board of Solano Community College has overall responsibility for the academic quality and fiscal strength of the College. Several Board Policies, Administrative Policies, and Board minutes illustrate that the Board of Trustees works as a single entity to make decisions and independently ensures the College adheres to all District policies. Members of the board participate in annual training, evaluation, and ethics reviews to maintain board integrity. Board policies, agendas, and minutes are available to the public on the College's website, and the policies are reviewed on a regular, published schedule. The board functions as a collective unit to ensure the College's long-term health and success in service to its students and community.

Improvement Plan(s)

Not applicable.

Evidence List for Standard IVC

IVCI BOT SP Goals 2019-2020
IVCI BP 1000 Governing Board Policies & Procedures
IVCI BP 1005 Board Authority
IVCI BP 1075 Delegate Authority to S-P
IVCI BP 2030 S-P as Exec Officer of Governing Bd
IVC1 Governing Board Agendas & Minutes Webpage
IVC2 BP 1020 Code of Ethics
IVC2 BP 1035 Quorum & Voting
IVC2 BP 1071 Communication Among Board Members
IVC2 BP 1073 Committees of the Board
IVC3 AP 2035 Eval of S-P
IVC3 AP 2045 Selection of S-P
IVC3 Board Minutes 7-20-22
IVC3 Board Minutes 7-19-23
IVC3 BP 1016 Board Duties & Responsibilities
IVC3 BP 2035 Eval of S-P
IVC3 BP 2045 Selection of S-P
IVC4 BP 1015 Officers & Duties
IVC4 BP 1016 Board Duties & Responsibilities
IVC4 BP 1020 Code of Ethics
IVC5 3rd Qtr Update 2021-2022
IVC5 Board Minutes 12 07 22 Academic Calendar Approval

IVC5 Board Minutes Budget & Measure Q Update 5-17-23
IVC5 BOT Minutes Adopted Budget 6-7-23
IVC5 BOT Minutes Audit Approval 2-15-23
IVC5 BP1003 District Mission
IVC5 Curriculum Items for Board Approval
IVC5 Strategic Plan
IVC6 BP 1006 Board Membership & Eligibility
IVC6 BP 1008 Board Member Elections
IVC6 BP 1016 Board Duties & Responsibilities
IVC6 BP 1018 Board Meeting Remote Participation
IVC6 BP 1025 Meeting Types
IVC6 BP 1026 Annual Organization Meeting
IVC6 BP 1027 Special & Emergency Meetings
IVC6 BP 1030 Closed Sessions
IVC7 BP 1000 Governing Board Policies & Procedures
IVC7 Minutes Approval of BP 1000 10-5-22
IVC8 Board Agenda Item on Rising Scholars
IVC8 Board Presentation on Rising Scholars PPT
IVC8 First Semester Enrollment & Persistence at SCC
IVC8 Latinx Enrollment and Perceptions
IVC8 SEA Plan Board Item
IVC8 Study Session on Nursing
IVC9 Ad Hoc Attachment 1-18-23
IVC9 BP 1072 Board Education
IVC9 BP 1008 Election of Board Members
IVC9 Budget Update
IVC9 SCCD Board and CEO Goals 2019-2020
IVC10 BP 1070 Board Self-Evaluation
IVC10 Minutes BOT Annual Organizational Meeting
IVC10 SCCD Governing Board and CEO Goals 2019-2020
IVC11 BP 1019 Conflict of Interest
IVC11 BP 1020 Code of Ethics
IVC11 BP 1021 Violation of Board Code of Ethics
IVC12 BP 1075 Delegate Authority to S-P
IVC12 BP 2030 S-P as Exec Officer of Governing Bd
IVC12 S-P Employment Contract
IVC13 AP 1070 Board Self-Evaluation Form
IVC13 BP 1070 Board Self-Evaluation
IVC13 Public Notification of a Peer Review Team Visit & Third-Party Comment
IVC13 SCCD Board and CEO Goals 2019-2020
IVC13 Update on Report to the ACCJC 10-18-23

QUALITY FOCUS ESSAY



H. Quality Focus Essay

The Quality Focus Essay is the component of the ISER which provides the opportunity for Solano Community College to highlight existing projects and propose new ideas and innovative ways to improve student learning and/or student achievement at the institutional level.

Quality Focus Essay 1: Wellness Center Expansion

Introduction and Rationale

Trends continue to show the need for culturally responsive human services providers nationally and locally ([Social and Human Service Assistants](#) [Occupational Outlook Handbook Webpage](#)). Based on the gap analysis prepared by San Francisco Bay Center of Excellence for Labor Market Research November 2020, the Bay Area region data shows “there is a large labor market gap in the Bay region with 5,733 annual openings for the Health & Human Services and Medical Assisting occupational cluster and 199 annual (3-year average) awards from community colleges and other institutions for an annual undersupply of 5,534 students.” At a Solano Community College Human Services & Social Work (HSW) Program Advisory Board meeting in 2023, Eugene Durrah, Mental Health Clinical Supervisor at Solano County Behavioral Health said, “We are currently experiencing the highest [job] vacancy rate in history in Behavioral Health at a time when the behavioral health needs are much higher than they have ever been.”

In a recent study by the Solano County Office of Education (SCOE), students reported not having safe places to go to, challenges with readjusting to a school environment, difficulty connecting with others after being isolated for a long time, and a lack of spaces to grow amongst other needs (ReCAST Needs and Resource Assessment: June 2023). Anxiety, depression and suicidal ideation is increasing and yet there is a staffing shortage to meet these needs. In response, SCOE approached SCC about partnering to open a Wellness Center, housed on the Fairfield campus, funded by SCOE, and directed and staffed by Human Services & Social Program faculty, alumni, and HSW students who can help to meet the need. (The ReCAST report is provided for further review ([ReCAST Needs and Resource Assessment 2023](#))).

The Wellness Center opened August 31, 2023 at the Fairfield campus with the overarching goal of providing culturally responsive services, in a safe place, where people can destress, build community, and have fun. Participants get to relax, play games, draw, share poems, sing and share their other talents. The Center offers support groups, co-facilitated by well-trained SCC HSW alumni and students, hosts presentations, shares wellness strategies, and makes referrals to places that provide additional wellness services. Building community is invaluable at the Wellness Center, and everyone is welcome to stop by any time. The Center also offers field trips, assistance accessing the Food Pantry, and makes internal referrals using the Early Alert system at SCC. Please review the Wellness Center brochure, calendars and support and psychoeducational group fliers provided to learn more about the diversity in populations served, which includes people who identify as poets, LGBTQIA+ and Latina/o/x ([Wellness Center Brochure 2023](#); [Divine Voices Flyer 2023 FINAL](#); [Un Paso Junto Feedback Form](#);

[Power of Words Flyer](#)).

The Center is staffed by Human Services & Social Work Program (HSW) graduates and HSW interns given their comprehensive training results in well-rounded Human Services and Social Work paraprofessionals. The HSW curriculum is designed for people interested in various areas of employment such as mental and behavioral health, social welfare, developmental services, criminal justice, and chemical dependency. People who earn the HSW certificate are able to conduct psychosocial assessments, link consumers to services based on the assessment, monitor the person to help prevent relapse, and provide ongoing support. They can also facilitate psychoeducation groups and support groups to help foster a safe space where participants can share their experiences and also learn helpful coping strategies based on research and best evidence-based practices. They are genuine, active listeners who are mandated reporters that uphold confidentiality and are trained in picking up subtle signs of distress. Employing HSW graduates and students is a win-win proposition: they get to work as a result of their training and help meet the employment gap and student needs aforementioned ([HSW Brochure](#)).

In the first year at Solano Community College, the Wellness Center served 402 students despite limited staffing which restricted operational hours at the Fairfield campus and programming at the Vacaville and Vallejo Centers. SCOE, who originally approached Solano Community College to develop the Wellness Center, is now leading a RISE Coalition, designed to meet the various unmet needs young people are reporting in Solano County. With their support, SCC's Wellness Center intends to expand hours and open dedicated spaces at the Centers. This will involve developing job descriptions for one full-time position at each site and ongoing funding to support HSW internships, so that two people are at each site, at all times, to ensure safety and attend to any individual needs that may arise.

Anticipated Impact on Student Learning and Achievement

Fostering a safe space to destress, build community and have fun may help students:

- Feel less stressed
- Feel less isolated
- Experience a sense of community at the college
- Get linked to services, e.g., counseling, tutoring
- Reduce stigma for mental health
- Learn a new strategy to promote wellness

All of these mediating factors might be positively correlated with student achievement. Students enjoying their college experience may attend school more regularly and be present, given their needs are met and they have a space to participate in that is inclusive and welcoming every time they come to school. Happy people tend to be more productive. (Please review the *Un Paso Junto Feedback Form* provided for other experiences students may report and outcomes we could measure) ([Un Paso Junto Feedback Form](#)).

Outcome Measures

SCOE designed a survey tool we intend to implement to collect data once a semester; it will enable us to learn who is participating, based on various demographic data, the various reasons they participate at the Wellness Center, and if they felt better as a result of their participation. Some additional factors that may be assessed include:

- Feeling less stressed
- Feeling less isolated
- Experiencing a sense of community at the college
- Getting linked to services, e.g., counseling, tutoring
- Reducing stigma for mental health
- Learning a new strategy to promote wellness
- Participating in a new activity
- Sharing a skill or talent
- Being able to express yourself
- Having fun

(SCOE's survey tool is attached for further review and will be revised before implementation ([SCOE Adult Education Wellness Center Survey](#)).

- We plan to conduct focused groups and continue to review the suggestion box to learn what else might participants want at the Wellness Center.
- We have sign in sheets and can report the number of unduplicated participants.
- The Wellness Center calendars will help us track the activities provided, including collaborations and going to the Food Pantry.
- We will track referrals, when they are officially made. Oftentimes students just need an active listener and minimal guidance.
- Service hours and staffing will also be tracked.
- Wellness Center Leads provide reflective summaries every day. We can review them for trends and themes to help with program revision and sustaining what works.
- We would review the Psychoeducation and Support Group Feedback Form previously used and report that data. (Please review the *Un Paso Junto Feedback Form* provided for other experience students may report and outcomes we could measure ([Un Paso Junto Feedback Form](#)).

Project Action Plan

Activity	Responsible Party	Resources Required	Timeline
Planning Retreat- 2 half days per semester	Wellness Center Coordinator	Location, Funding for food, paper & printing, time and travel	January 2024; Ongoing
Staff Recruitment	Wellness Center Coordinator	Brochures, Presentations, Video Funding for time	Ongoing
Training	Wellness Center Coordinator and external trainers	Funding-depends on cost of the trainings NOHS Conference annually	Ongoing
Reflective Supervision	Wellness Center Coordinator	Location on campus Funding for time	Ongoing
Staff Scheduling	Wellness Center Coordinator	Paper and printing Funding for time	Ongoing
Calendar Development	Wellness Center Leads	Paper and printing Funding for supplies, food, drinks, and activity & entry fees to events	Ongoing
Develop JDs	Wellness Center Coordinator	Paper and printing Funding for time	Spring 2024
Develop additional Psychoeducational and Support Groups	Wellness Center Coordinator Wellness Center Staff	Funding for time and supplies, space, events, food	Spring 2024; Ongoing
Secure a space for the WC at Vallejo and Vacaville & furnish them	Wellness Center Coordinator Wellness Center Leads	Work with admin Funding for furniture	Spring 2024-Fall 2025
Hire full time staff-2 at each location	Wellness Center Coordinator Interviewing Team	Admin, District Interviewing time Funding for 6 staff members	Fall 2025
Survey development, implementation, and analysis	Wellness Center Coordinator Research & Planning Staff	Funding time Funding software	Spring 2024; ongoing
Report writing	Wellness Center Coordinator	Funding time Paper; printing	Ongoing

Quality Focus Essay 2: Operationalizing the Student Equity Plan with Intention

Introduction and Rationale

In the development of the 2022-25 Student Equity and Achievement Plan, the College considered USC's Center for Urban Education Report, which assessed the progress made by California Community Colleges' 2019-22 Student Equity Plans. The evaluation's specific recommendations for SCC emphasized the importance of adopting a more race-conscious and race-specific approach when addressing policies, procedures, processes, and pedagogy that impact equity disparities among the most disproportionately affected student groups. The College's own analysis also revealed that many of the previous equity initiatives were transactional in nature, often leading to short-term or short-lived outcomes. These initiatives frequently lacked integrated campus support and failed to leverage institutional resources effectively for sustainable change.

For the 2022-25 SEA Plan, the College engaged various stakeholders through discussions, workgroup meetings, governance structures, and feedback sessions to thoroughly scrutinize broader policies and practices, centered around a race-conscious framework to guide actions. After a careful examination of local data, focusing on equity gaps evident in success metrics disaggregated by race, the SEAP planning team identified Black and African American students as the most disproportionately impacted group across four out of the five key metrics anchored in the Student Equity Plan framework.

Black and African American students represent the most significantly affected student demographic, displaying pronounced equity gaps in four areas of measure: completion of transfer-level math/English, persistence from the first to the second primary semester, completion, and transfer. Although Black and African American students are not considered a designated group in the successful enrollment metric, the planning team chose to direct action plans and target outcomes towards this population, a decision grounded in SCC's commitment to increasing the rate of Black and African American high school graduates' enrollment and providing affordable access to higher education opportunities for Solano County's Black and African American residents, who constitute 14.8% of the county's population.

Solano Community College's 2022-25 Student Equity and Achievement Plan is dedicated exclusively to eliminating equity gaps for our Black and African American students, a commitment that not only fulfills the Chancellor's Office remit, but constitutes an institution-wide commitment of resources, expertise, and dedication to improving the experience for Black and African American students. Looking around the state, it appears this is a unique approach: a 3-year equity plan that focuses on a single student population - with intention. For this and many other reasons, multiple projects aimed at achieving the goals of the SEAP merit a dedicated Quality Focus Essay.

SEAP Project #1 – Black Falcon Success Program

The greatest institutional shift prompted by the College's SEA Plan 2022-25 is the redesign and recalibration of the traditional academic counseling framework to a dynamic cohort-management model that supports students from orientation through completion, transfer, and/or employment. This approach underpins the newly launched Black Falcon Success Program,

which aims to create a welcoming, inclusive, and individual experience for Black and African American students.

The Black Falcon Success Program is designed around a success team model, providing a consistent source of support and encouragement along the student's academic journey, braiding various services, guidance, mentoring, and resources into a holistic-support ecosystem where the College brings the resources to the student – they don't have to guess or discover where and how to access support. The program is led by a designated academic counselor, in collaboration with other student services departments, who tracks student progress and assists students through educational planning, course sequencing decisions, declaration of a major, as well as pro-actively intervening to champion student success, coach students through important milestones, and prepare them for completion and success.

Anticipated Impact on Student Learning and Achievement:

Through the Black Falcon Success Program SCC anticipates seeing an increase in Black student enrollment, retention, persistence from Fall to Spring, and stronger self-reported sense of belonging. The success team model will also build community amongst Black students and between faculty, staff, and students. Student learning will be enhanced through a network of support and high-touch interaction that enables and equips students to be better prepared for classroom learning. The College anticipates student achievement will improve as students have more points of support for everything from academic counseling and basic needs to mental health and wellness support.

Activity	Responsible Party	Resources	Timeline
Invitation to new and returning Black students	Identified Counselor; Dean of Counseling; VPSS office	Time; clerical back-up support from VPSS office	August 2023
Black Student Mixer (Program Launch)	VPSS office; Counseling	Black faculty and staff; Facilities; SEA funds	September 2023
Implementation of Fall programming	Counseling; Dean of Counseling; VPSS office	Time; clerical back-up support	Fall Semester 2023
Implement Client Relationship Management tool to message Black and African American students for support resources and community building	VPSS	Time for development and implementation; categorical funding	AY 2023-24

SEAP Project #2 – Black Student Outreach and Recruitment Strategy

The SEAP places a strong emphasis on the outreach and recruitment of Black and African American students. In the autumn of 2022, SCC bolstered outreach capacity by hiring a Director of Outreach. A pivotal goal (metric #1 – Successful Enrollment) within the SEAP is to establish a comprehensive outreach and recruitment initiative that harmonizes diverse practices and processes into a unified, centralized strategy, targeting both high school students and adult learners in the community. This multifaceted approach entails hosting community-

building events, harnessing the outreach contributions of Black faculty and staff, and fortifying partnerships with local high schools, employers, and community organizations. Achieving the enrollment goals set out in the SEAP requires data-informed decision making and targeted messaging and interventions. To that end, the College contracted with Dr Marcela Cuellar from UC Davis' Wheelhouse Center for Community College Research and Leadership who examined the factors in college choice for SCC's Black and African American students. The report serves as a guide for developing outreach and messaging strategies. To implement such an ambitious approach, the College is investing in external marketing expertise and using technology, specifically a new client relationship management tool.

Anticipated Impact on Student Learning and Achievement: Through the SEAP the College has set ambitious targets for Black student enrollment (10% year on year increase in the percentage of successful Black student enrollment). The long-term projection is a 60% increase in the headcount of new, successfully enrolled Black and African American students to 256, up from 171 in the baseline year (2020-21), which would reflect a 50% increase. Other outcomes include increased numbers of students participating in outreach events, a higher conversion rate from interested to enrolled students, improved rates of satisfaction from Black student engagement with the recruitment and enrollment process, and 75% of all incoming Black students attending the summer bridge program by year 3.

Activity	Responsible Party	Resources	Timeline
Black Family BBQ	VPSS office; A2Mend, IMANI; GPS Lead	Equity funds; clerical staff; Facilities; volunteers	July 2023
Summer Bridge	GPS Lead; A2Mend, IMANI, VPSS office	Equity funds; clerical staff; faculty/CSEA support roles	August 2023
Hire outreach specialist with focus on Black student recruitment	Dean of Enrollments; VPSS	Time	Jan 2024 start date
MESA program re-launch	Vice President of Academic Affairs	Time; categorical funds	Fall 2023
Research Report - <i>Choosing Solano College: Black and African American Student Insights</i>	Dr. Marcela Cuellar (UC Davis); Research & Planning Office	Equity funds	August 2023
Implement Client Relationship Management tool for interested --> enrolled & enrolled --> registered	Dean of Enrollments; VPSS	Time for development and implementation; categorical funding	AY 2023-24

Quality Focus Essay Project #3 – Expanded Support and Services at Vallejo Center

Vallejo is the most racially diverse city in Solano County, which compels the College to focus key components of the equity plan on the Vallejo Center campus. Many Black and African American students live in Vallejo, positioning the Center as a dynamic beacon for outreach and retention.

The Vallejo Center faced significant disruptions during the pandemic and an extended closure

compared to the College's other sites. However, reopening the Center and resuming in-person teaching and learning presented a unique opportunity to rejuvenate it's vital role within the college and foster a dynamic, inclusive environment for students, staff, faculty, and the local community.

To advance in this direction, SCC has broadened the range of classes, support services, and resources available at the Vallejo Center, with a particular emphasis on wrap-around services designed to assist the most vulnerable students. The Vallejo Center Supervisor sits on the College's Scheduling Task Force, which is expanding the selection of GE courses at the Vallejo Center and building more student-centered schedules, taking advantage of evening and Saturday offerings, where possible. In addition to expanded library, academic tutoring, and counseling services, the college has increased basic needs services and resources at Vallejo, including weekly groceries from the food pantry, as well as daily snacks and free soup for students.

The newly established Black Falcon Student Success Program hosts program events at the Vallejo Center, along with regular community engagement with organizations, non-profits, and agencies that serve predominantly Black and African American populations. The Wellness Center and Student Engagement Office intentionally hold activities and events at the Center on a regular basis.

Anticipated Impact on Student Learning and Achievement: Creating a stronger sequence of courses, including GE patterns, and providing more intentional support for students in a holistic manner will improve the conditions in which students can learn and achieve their educational and career goals. Basic Needs data will help the College gauge and respond to student needs so they can be successful in the classroom. Outcomes associated with this project include improved student engagement with key student services, e.g. counseling, tutoring, library resources, etc., as well as potential increases in student retention and persistence from primary to secondary semester.

Activity	Responsible Party	Resources	Timeline
Expanded services at Vallejo Center	Dean of Academic Support Services; Vallejo Center Supervisor; Counseling, Library, ASTC, and Wellness Center	Personnel, time	Initiated Fall Semester 2023; additional staffing/service hours planned Spring 2024
Basic Needs services at Vallejo Center	Basic Needs Director; Vallejo Center Supervisor; Dean of Academic Support Services	Personnel, time, Basic Needs categorical funding	Start of Fall Semester 2023
Increase GE class offerings at Vallejo Center	Scheduling Task Force	Strategic allocation of teaching resources	AY 2023-24
Pathways for certificates and degrees at Vallejo Center	Scheduling Task Force; Guided Pathways Committee; Vallejo	Personnel, time	AY 2024-2025

Activity	Responsible Party	Resources	Timeline
	Center Supervisor; Academic Deans		
Implement Client Relationship Management tool to target students taking classes at the Vallejo Center	Dean of Enrollments; VPSS	Time for development and implementation; categorical funding	AY 2023-24

SEAP Project #4 – Expanding Community Partnerships

Solano Community College is deeply committed to strengthening ties with the city of Vallejo and its incredibly diverse communities. Outreach initiatives extend beyond prospective students to encompass the families, communities, and organizations that support them. SCC recognizes that this commitment necessitates the establishment of community trust and the provision of a wide range of programs and services to benefit community members. Over the past year, the College has taken significant steps towards this goal in the form of outreach events, program development and support, and the creation of new partnerships.

Over the past year, the College hosted the Bay Area convening of the Rising Scholars programs, introduced free weekend ballet classes for adults and children, and partnered with the Improve Your Tomorrow mentor program, which involves training our Black male students to serve as mentors for middle/high school boys of color. Additionally, SCC maintains ongoing collaborations with various entities, including the Solano County Office of Education (Girls Coding Class), the Willie B. Adkins Scholars Program, the Solano Workforce Development Board, the Greater Vallejo Recreational District, the Community College Pathways to Law School program, Solano County Adult Education Consortium, and Vallejo City Unified School District.

The College continues work through its acclaimed S.O.A.R. (Students Overcoming Adversity and Recidivism) program, supporting justice impacted, formerly incarcerated, former foster youth, and unhoused students. This work supports the overall goal to increase access, retention, and completion of Black and African American students. Furthermore, SCC's recently established A2Mend chapter has gained state-wide recognition, harnessing substantial external resources and support networks. It also serves as a beacon of love and a bulwark against anti-Black racism for students.

Anticipated Impact on Student Learning and Achievement: The aim of this project is to increase Black students' sense of belonging through wider community building efforts. Student learning and achievement is enhanced when students feel seen, acknowledged, and feel that their representation matters. The programs listed below are an example of community building and community embracing activities, which create a welcoming, inclusive environment and demonstrates through action that SCC supports Black students and the wider community. Success will be measured by tracking attendance and engagement with various activities and initiatives, including potential conversion based on outreach and recruitment events.

Activity	Responsible Party	Resources	Timeline
Rising Scholars Convening	S.O.A.R.; Dean of External Programs; Vallejo Center Supervisor	Personnel, time, clerical support, outreach efforts, categorical funding, Facilities	Spring 2023
Improve Your Tomorrow MOU with SCC	VPSS; S.O.A.R.	Clerical and coordination support, time	AY 2023-24
Community Ballet Classes	Faculty, CTE Dean, Vallejo Center Supervisor	Personnel, time	Spring 2023, Fall 2023
S.O.A.R.	Program Coordinator; Dean of External Programs	Personnel, time	ongoing
A2Mend	Chapter Coordinator, Dean of Academic Support Services, VPSS	Personnel, time, CO funds	ongoing

