

MIDTERM REPORT

*Submitted to the Accrediting Commission
For Community and Junior Colleges,
Western Association of Schools &
Colleges on October 15, 2008*

Solano Community College

4000 Suisun Valley Road
Fairfield, CA 94534-3197



Solano College Accreditation Midterm Report Approvals:

Academic Senate 9/22/08

ASSC 9/23/08

Executive Council 9/23/08

Shared Governance Council 9/24/08

Governing Board 9/29/08

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I. Certification of the Accreditation Midterm Report

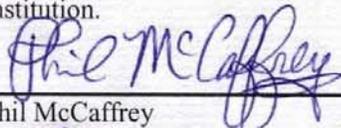
Date: October 1, 2008

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

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

This Accreditation Midterm Report is submitted for the purpose of assisting in the determination of accreditation status.

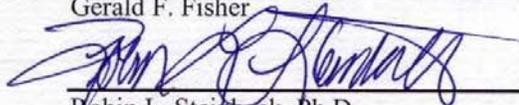
We certify that there was broad participation by representatives of the campus community and we believe the Progress Report accurately reflects the nature and substance of the institution.



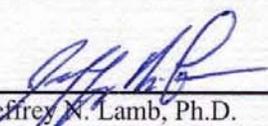
Phil McCaffrey President, Governing Board



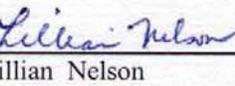
Gerald F. Fisher Superintendent/President



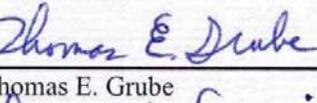
Robin L. Steinback, Ph.D. Vice President of Academic Affairs
Accreditation Liaison Officer



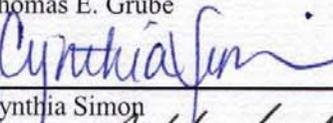
Jeffrey N. Lamb, Ph.D. Academic Senate President



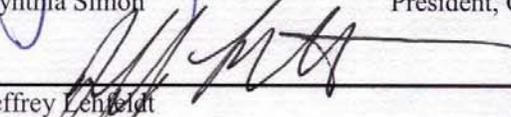
Lillian Nelson President, Associated Students of Solano College



Thomas E. Grube President, Solano College Faculty Association



Cynthia Simon President, California School Employees Association



Jeffrey Lenfeldt President, Operating Engineers, Local 39

II. Statement on Report Preparation

Solano Community College submits this Midterm Report to the Accrediting Commission for Community and Junior Colleges as a summary of institutional progress made in addressing the team recommendations identified in the Commission action letter of January 31, 2006, and the team recommendations identified in the Commission action letter of January 31, 2008. In accordance with Commission guidelines, the College recognizes that a midterm report requires that the College provide information and analysis regarding progress made on addressing each of the eight recommendations of the October 2005 visiting team, as well as report college progress on the self-identified planning agenda items from the 2005 self-study.

Since the team's first visit in October 2005, the College has submitted two progress reports, one in March 2007 and one in October 2007, at the request of the Commission. Due to turnover in the Vice President of Academic Affairs (VPAA) position, which is traditionally also the College's Accreditation Liaison Officer (ALO), each of these reports was prepared by different teams and writers. Likewise, this Midterm Report has been prepared by a new team of Accreditation Liaison Officer, faculty writer, and new steering committee membership.

On March 3, 2008, the Academic Senate voted to establish the Accreditation and Student Learning Outcomes Committee as a standing committee of the Academic Senate and began designating responsible parties for reports and data collection for the Midterm Report [[Evidence 1](#)]. On March 17, 2008, the Academic Senate, in the interest of efficiency of operations, agreed to serve as the faculty steering committee for the Midterm Report [[Evidence 2](#)]. At the same time, the Executive Council elected to guide administrative contributions to the report [[Evidence 3](#)]. In May, the Curriculum Committee Chair was contracted to serve as faculty writer responsible for synthesizing reports into a uniform document.

Pursuant to Commission guidelines, the January 31, 2006, Commission action letter and comprehensive visit report were made available to the College community and the public by posting the documents on the Solano Community College website on February 27, 2006.

Preparation of the Midterm Report involved the following procedures: drafts of the Report, based on initial submissions from members of constituent groups, were prepared by the faculty writer, then submitted to the ALO, who made them available for review to all constituent groups, beginning September 9, 2008 [[Evidence 4](#)]. On September 10, 2008, the Shared Governance Council, as the group that includes representation from all campus constituent groups (the three bargaining units, the Academic Senate, administration, and student government) voted to serve at the Review Board for the Midterm Report and agreed to convene a special meeting to review the draft and recommend revisions for a final draft for action by various campus groups [[Evidence 5](#)]. Due to a work-to-contract action, the representative for the faculty bargaining unit was not present at the meeting. All groups were represented at the meeting of September 17th, where the Council agreed to approve the

document contingent on the incorporation of revisions developed at the meeting. On October 1, 2008, after having been approved by the Academic Senate, the Associated Students of Solano College, the Executive Council, and the Shared Governance Council, the final draft of the Midterm Report was received by the Solano College Board of Trustees.

III. Responses to Team Recommendations

General Recommendation 1: Improving Institutional Dialogue

The College should broaden the self-reflective dialogue about the continuous improvement of student learning and institutional effectiveness among and between faculty, staff and administrators within and across different divisions of the College as well as between the Board and President and vice presidents in order to increase college unity and teamwork. (I.B.1, II, IV)

Response: In the intervening years since the team’s first site visit, the College has undergone a transformation in leadership, beginning with the replacement of the former Superintendent/President with long-time SCC administrator Gerald Fisher. Prior to that time, the College had experienced a period of upheaval in leadership, with a series of short-term interim employees in leadership positions, some whose authoritarian leadership styles undermined campus shared governance processes. The resulting decline in morale was evident to 2005 Accreditation visiting team who concluded, based on interviews with campus groups, that “there was a low level of trust among and between various levels of employees” and suggested that there was a need for “leadership styles ...more responsive to self-reflective dialogue” and “faculty and staff more willing to engage in the kinds of changes required by the accreditation standards and the institution’s own strategic direction and goals.” Since then, the College has taken some significant steps in that direction, though all campus groups agree on the need for improved dialogue “among and between faculty, staff and administrators within and across different divisions of the College as well as between the Board and President and vice presidents.”

Among the positive developments since the College’s 2007 progress report, the addition of three permanent key senior leaders, Vice President Academic Affairs (VPAA), the Vice President Student Services (VPSS), as well as the creation, and subsequent filling, of the position of Director of Public Relations, Marketing and Communications, has helped the College simultaneously stabilize and move forward. The addition of permanent vice presidents has made an important difference, increasing clear and direct communication within and between their respective divisions in order to increase college unity and teamwork. For the first time in four years, all vice presidents are permanent rather than interim employees, bringing a more focused and long-term commitment to the College, which should, in turn, foster an environment where broad-based self-reflective dialogue can occur.

While the major leadership roles have been filled, the College has much to do to fully embrace the standard of self-reflective dialogue. As this Report goes to print, the College has experienced challenges with institutional dialogue that can in part be attributed to a breakdown in the collective bargaining process. As of this date, the District has reached agreement with only one of three bargaining units. One outcome of this unsettled environment has been that FABPAC (Financial and Budget Planning Advisory Council) and

Shared Governance committees have not had the quorums needed to conduct business since March 2008 [[Evidence 6](#)] [[Evidence 7](#)] [[Evidence 8](#)].

As documented in the March 2007 Progress Report, the College had, in the spring and fall of 2006, begun a concerted effort to stimulate collegial, self-reflective dialogue through a series of forums addressing key issues related to the improvement of student learning and institutional effectiveness. Topics included alternative scheduling patterns, campus communications, campus unity, and student success and persistence. These forums, widely attended and well-received, had promised to revitalize campus dialogue and foster unity. However, since that time, a number of labor-intensive major projects, including building construction and renovation, implementation of new ERP, all converging in the same two-year interval, have prevented further scheduling of the institutional forums and have left limited time for other forms of organized, campus-wide discussion.

The Academic Senate, Student Learning Outcomes and Assessment, Basic Skills Initiative

Such self-reflective dialogue does, however, continue to occur through dialogue within and among the Academic Senate, Academic Affairs, and Student Services leadership teams. The Academic Senate has undertaken a number of projects as a result of discussions of how best to improve student learning. The Senate took the leadership role in researching and developing a plan for implementation of Student Learning Outcomes (SLOs), Outcomes Assessment and Analysis. General Recommendation 4 addresses the process and documents the progress the College has made in writing and using SLOs to assess and improve student learning [[Evidence 9](#)]. In addition, the Senate, having completed an Academic Integrity policy, defining Academic Dishonesty, and enumerating violations and penalties for students, will now develop a corresponding Academic Integrity, Freedom and Professional Responsibility policy for faculty, to be completed in 2008-09 [[Evidence 10](#)] [[Evidence 11](#)]. In an effort to stimulate campus participation in a discussion of the topic, Math Instructor, Darryl Allen conducted a spring 2008 FlexCal session titled “Academic Freedom: What It Is and What It Isn’t.” which elicited lively discussion among faculty members about definitions of Academic freedom and professional responsibility [[Evidence 12](#)] [[Evidence 13](#)]. The Senate’s central role in facilitating dialogue is also evident in its leadership in the Basic Skills Initiative at Solano. The Senate did the initial work on Basic Skills Plans—establishing an ad hoc committee to develop a plan for allocating funds from the statewide Basic Skills Initiative grant [[Evidence 14](#)].

The Basic Skills Initiative and SLOs projects have facilitated ongoing discussion about student learning within and among divisions. During the spring 2008 semester, faculty and staff in the Humanities Division explored a number of methods for sharing ideas about how best to address the basic skills needs of students in reading and composition course. Faculty (including adjunct instructors) teaching Basic Skills courses came together regularly during the semester to receive updates on curriculum, discuss teaching strategies, share effective practices, and learn from presenters. The Basic Skills Initiative funded these meetings. To extend the discussion beyond the limitation posed by schedules, Humanities faculty and staff from the Reading and Writing Lab also continued the discussion in an online forum. Peer

Mentor Coordinator and English Instructor Dr. Chris McBride developed a web-based discussion board to facilitate discussion of basic skills issues in the Humanities Division. Division members used the online discussion board to explore classroom and curriculum issues in Basic Skills, English, Reading, and ESL courses [Evidence 15]. Discussion topics included common grading rubrics to more effectively facilitate students' progress in the English department's composition sequence, MLA format, instructor training in basic skills teaching, the effectiveness the department's uniform assessment for composition courses—the CME, and integration of reading and writing in courses.

The Math department initiated a three-semester study of the effect of “learning community” style courses pairing developmental math courses, MATH 310: *Arithmetic (Lecture)* and MATH 304: *Arithmetic (Self-Paced)* [Evidence 16], with counseling courses and/or study skills courses. Following the model in Humanities, the Math department, under the leadership of Math Basic Skills Coordinator, Dr. Susanna Crawford, began several projects in the spring of 2008, including faculty peer mentoring of adjunct faculty, a reading group to look at best practices that could be used in the current class structure, and planning for operation and use of a new lab space set aside for math basic skills.

Basic Skills Committee and the SLOs Committee provide regular reports to the Senate and promote campus-wide discussion through FlexCal activities, featured speakers, and division activities [Evidence 17].

Joint meetings of the Academic Senate and vice presidents and deans at least once a semester provide an opportunity to discuss faculty hiring and other budget priorities. In addition, the educational deans in Student Services and Academic Affairs meet at least monthly with the Vice Presidents of Academic Affairs, Student Services, and Technology and Learning Resources. The agenda provides an opportunity to work across divisions for the good of student learning and institutional effectiveness. These meetings have supported college communication, unity, and teamwork.

Interdisciplinary Studies and University Studies Degrees

Among the many collaborative College projects undertaken in the years since the evaluation team's visit, the development of new degrees to replace the Liberal Arts degrees that had been recently identified as being out of compliance with Title 5 stands out as a model of efficiency in decision-making and cooperation among all campus groups through shared governance participation.

In fall 2007, the College received a memo from System Office Vice Chancellor Carole Bogue-Feinour explaining that due to a discrepancy between Title 5 §55063 and a section of the *Program and Course Approval Handbook, 2nd Edition*, many community colleges were offering associate degrees that were out of compliance due to lack of coursework in a major separate from general education requirements. Districts were given 180 days after the February 12, 2008, effective date to revise policies and procedures regarding the associate degree and Title 5 §55063 was modified to allow colleges to develop

new associate degrees which could include either a major or an area of emphasis consisting of a minimum of 18 semester units in an area of study.

Solano Community College had three degrees that were out of compliance. However, because of communication and information dissemination problems resulting from lack of permanent leadership at the vice presidential level of administration (as described in the response to IB1/R1), the College did not begin addressing the out-of-compliance degrees by the February effective date. It was only after the situation was brought to the attention of the newly hired permanent Vice President of Academic Affairs during the spring 2008 semester that the associate degree revision process was discussed in the Curriculum Committee. At that time, two counselors serving on the Committee were charged with drafting degrees with areas of emphasis to replace those that were out of compliance. The goal was to have the degrees ready for submission to the System Office by the July deadline for approval so they could be offered during the 2008-09 academic year.

The process that was used to create two new Title 5-compliant degrees by the deadline highlights improvements in cooperation and communication on this campus. To begin with, the Curriculum Chair and the counselors who were drafting the new degrees reported to the Academic Senate [[Evidence 18](#)]. (Both Senate and Curriculum Committee were actively involved during the whole process.) Next, the Transfer Center Director was brought into the writing process. Input from the entire faculty and the deans was solicited through visits to the instructional divisions and discussions in Counseling Division meetings. Additionally, the Curriculum Committee representatives and the Academic senators actively dialogued with their colleagues and brought extensive feedback to the counselors who were drafting the degrees. The Vice President Academic Affairs, who attends the Curriculum Committee meetings, was kept involved and was, therefore, able to communicate with administration so that they and the Governing Board were kept apprised of the project.

This August, the College received the decision from the System Office that one of our new degrees, Interdisciplinary Studies, has been approved and the other, University Studies, will be approved, pending minor changes in wording and a small adjustment to the title of one of the areas of emphasis [[Evidence 19](#)].

Student Discipline Information/Threat Assessment/ Crisis Intervention Team

In fall 2007, the Vice President Student Services (VPSS) presented to Academic Senate a summary report of the prior year's formal student discipline hearings and complaints. In 2007 (and earlier) faculty and staff at the open forums expressed concern for students' lack of preparedness for college, not only in basic skills, but also in terms of awareness of appropriate classroom conduct—bringing books, notebooks, pens and taking notes in class, for example. The VPSS and Academic Senate discussed the issues and agreed to continue the dialogue on this portion of student challenges. In fall 2008, a similar report on the student discipline hearings and formal student complaints will be made by the VPSS to Academic Senate [[Evidence 20](#)].

From July 1, 2007, through June 31, 2008, the VPSS (student discipline officer) conducted 52 formal student discipline hearings and completed 22 formal student complaint cases [[Evidence 21](#)]. In spring 2008, a student had possession of a gun on campus.

In response to an escalation in the seriousness and frequency of student discipline problems in spring 2008, the Vice President of Student Services formed a Crisis Intervention Group, comprised of the Chief of Campus Police, VPSS, VPSS administrative assistant, Dean of Counseling, DSP counselors, Director of the Children's Program, and Director of Human Resources. The group is a confidential work group with three objectives: 1) early assessment of students who display disruptive behaviors, 2) early intervention with students, and 3) education of faculty and staff on how to work with disruptive student behavior.

The Crisis team first met in mid-spring 2008, and continued to meet through the summer to the present time. The Group has had some initial training in threat assessment from the Napa Valley College police chief and continues to seek professional development opportunities. In August 2008, two members attended a one-day conference sponsored by the Association of Threat Assessment Professionals (ATAP) in Anaheim and most of the team will participate in crisis intervention training at the College of the Redwoods in October 2008.

With the support of Research and Planning, the Crisis team will be surveying faculty, staff and students in fall 2008 on the most disruptive student behaviors in the classroom and on the campus. The Solano Theatre Department has agreed to create a script from the data collected that will be performed by faculty and students to produce electronic media for faculty and staff use in the classroom, in orientations and on the web to further the dialogue on institutional expectations of student behavior.

Finally, in fall 2008, the Student Services faculty and staff will participate in a Student Services Institute sponsored by the Vice President Student Services through the National Association of Student Personnel Administrators (NASPA). The 40-hour institute will cover a wide range of professional development topics such as legal issues (including FERPA, HIPPA, California Education Code and Regulations), student learning outcomes and assessment, human development and learning theories, community college history, dealing with difficult people, and other such topics. It is anticipated that the Institute will focus the division on greater dialogue on creating a culture of evidence to meet the needs of our students within our limited resources.

Institutional Planning, Facilities, and Resources

In May 2007, the College adopted the Educational Master Plan (EMP) Solano Vision 2020. The response to General Recommendation 2 on Institutional Planning provides a detailed account of the process by which the plan was developed. The Executive Council members (especially new members) were charged with reviewing the EMP and mapping out tasks and goals in their respective areas [[Evidence 22](#)]. In the summer of 2007, Student Services administrators reviewed the plan and developed planning strategies, reviewed matriculation guidelines and SLOs. This work was initiated at a 2007 summer planning retreat. The Student Services administrators agreed to focus their ongoing bimonthly meeting discussions

on their progress to date in the following three areas: 1) Progress toward meeting matriculation guidelines of access and support of student learning, 2) Strategic planning proposals, and 3) SAOs/SLOs [[Evidence 23](#)].

As the College has sought to expand and improve its facilities, through building construction and renovation, as well as through implementation of a new ERP, there has been intensive dialogue about how best to utilize the College's physical resources to meet student learning and user needs [[Evidence 24](#)]. Measure G projects have afforded the College community the opportunity to work collaboratively to design facilities that promote academic success and institutional effectiveness. The institution structured the Measure G bond projects by forming cross functional building user committees. Each building project has had a user group with an administrative chair, IT representative, architects, construction management (Kitchell, CEM) and building contractors (depending on the stage of the project). Initially, the maintenance staff of Local 39 was not consulted in building plans, but under the leadership of Superintendent/President Gerry Fisher, there was a push for more broad-based user representation, which brought the maintenance staff in on planning for Building 100 and the Faculty/Staff Lounge. User needs have been identified and the groups have worked to meet the program needs of the users to the best of their ability and within the budget and identified scope of the project. If the user group cannot agree upon a decision, then Measure G has an overall Steering Committee, which reviews the budget and scope of all Measure G projects [[Evidence 25](#)] [[Evidence 26](#)].

The opening of the Vallejo Center September 2007 marked the culmination of collaborative planning across groups and was an event celebrated by the College and the local community. In spring 2007, Superintendent/President Fisher formed a grand opening celebration planning committee, including representatives from the academic deans, student services, maintenance and grounds, as well as the Board of Trustees [[Evidence 27](#)]. The grand opening ceremony was well attended by the faculty and staff of the College as well as by the community leaders and general public on Saturday, September 15, 2007 [[Evidence 28](#)] [[Evidence 29](#)] [[Evidence 30](#)].

Using Measure G funds, the College also constructed a new Student Services Center on the main campus. The new facility affords students the convenience of multiple services in one building location. Student Services and some instructional programs made the major move from several locations into the new Center over the winter break 2007-08. Services and programs relocated include the following: Admissions & Records, cashier functions, Counseling, Disabled Student Programs, Veterans, EOPS, CalWORKs, Financial Aid, Articulation, Career Center, Job Placement (now located in the "Career and Employment Services Center"), Transfer Center, Vice President Student Services, MESA, and the College's Information Center/Switchboard. In addition to program service areas, the new center has four classrooms and two multi-purpose rooms. The new buildings have wireless access to the Internet (as do most areas of the campus) and provide for a level of Internet accessibility to services and programs that most institutions strive to meet.

Banner Implementation

While the end result of the implementation of the College's integrated computer system (Banner) will be the streamlining and centralization of services, the complexity of the project has required considerable dialogue and time-consuming training for faculty and staff. In response to the challenges posed by the College's Banner implementation project, a cross-functional group on the Student module was developed under the leadership of the Vice Presidents Student of Services and of Academic Affairs. This "Student core team" includes representatives from the Curriculum Office, Counseling, Admissions and Records, Financial Aid, Disability Services Program, Research and Planning, Marketing, academic deans, and administrative assistants. This group has worked together to determine how to best serve and communicate with students using the new technologies. The group has done a heroic job of working through complex issues on a very short timeline for the good of students and the institution. So far, the group does not include any representative on a regular basis from Information Technology (IT) or from Fiscal Services. Though there is a subcommittee focused on student accounts, which has overlap in membership from the Student core team and Fiscal Services representatives, the "Student core team" would like to see more consistent representation from IT and Fiscal Services [[Evidence 31](#)] [[Evidence 32](#)].

As an outgrowth of the Banner implementation work and under the leadership of the former Dean of Admissions and Records, the College re-examined student enrollment priorities. The College had neither reviewed nor revised the student enrollment priorities for many years and the new Banner system afforded the opportunity to change the enrollment priority system. The legacy system data was not as comprehensive as the current system data. Through the review process of the student enrollment priorities, the College placed mandated student groups first and added to the enrollment priorities the student groups of student athletes in season, the ASSC, and the Basic Skills Summer Bridge participants. All of the enrollment priorities will be reviewed in fall 2009 using Banner data to identify any unintended consequences for student success.

Additionally, the Banner implementation afforded the opportunity for the VPSS to review all of the fall 2008 student disqualification petitions for re-admission to Solano Community College. Through the data profile work of the Solano Student subcommittee of the Enrollment Management and Student Retention Committee, the College community is aware that approximately 1,500 students are on some level of academic or progress probation and/or dismissal. Three hundred students each fall and spring terms are typically dismissed from the College. Of approximately 300 students who were dismissed from the spring 2008 term, approximately 185 (nearly 2/3) students submitted a petition for re-admission to the institution. Currently the institutional intervention program for students on some probation to dismissal status is weak. The College, under Student Services leadership, will fully analyze data on academically struggling students (through EMSR Committee) and develop an appropriate institutional response/program. Student Services leadership would also like to review the "Special Admissions" process to evaluate how the College is working with the gifted and talented K-12 student population.

General Recommendation 2: Improving Institutional Planning

In order to improve institutional planning, the College should clarify and simplify its terminology and processes used in planning so that the vocabulary is more easily understood and accepted institutionally, the planning processes are more integrated, and the plans actually get implemented. (I.A.4, I.B.3, ER 19)

Response: Since the evaluation team’s visit in 2005, the College has taken significant steps to improve institutional planning by integrating its planning processes and clarifying the terminology used in these processes. In its 2006 report, the team noted several weaknesses in the College’s planning processes, including a lack of broad goals or comprehensive vision and poor integration of the multiple levels of planning. Individual plans did not seem to reflect the priorities of the Strategic Plan. In addition, the team cited an “overwhelming” focus on process and limited emphasis on outcomes and measurement of results. Finally, the team was concerned that the College did not have an “integrated educational and facilities master plan” that would show how “current and projected educational needs drive the development of facilities.” The College’s response to this recommendation includes a new Educational Master Plan that guides all of the College’s planning processes.

The College began to address the team’s recommendations by developing a new Educational Master Plan (EMP), an updated version of which was published in May 2007 [[Evidence 33](#)]. This document was developed with the assistance of MIG, Inc., a planning and design firm having considerable experience in strategic planning and design in higher education. (MIG worked with Los Rios CCD in the development of its strategic plan and was engaged by the CCCC in a comprehensive yearlong planning process that culminated in the development and adoption of a system-wide strategic plan, adopted by the Board of Governors in January of 2006.) The EMP is comprehensive, representing the College’s broad educational goals and overall directions, while the College’s Strategic Plan identifies the strategies for achieving the goals identified in the EMP.

Educational Master Plan

Work on the new EMP commenced with a comprehensive environmental scan, including population demographics, trends and growth projections, student success rates, and the economic and business climate in the College’s service area. Current and projected program needs were identified through a questionnaire completed by faculty, academic staff, and division deans. Qualitative information was gathered through a series of open meetings with local business and community leaders and the College’s faculty, staff, and students. Attuned to the College’s adopted vision, mission, value statements, and strategic goals, the EMP used the data and information collected to assess current programs and services and to outline changes to address both existing and projected needs. Because the EMP is considered “the driving force” for the institution, copies of it were distributed to all faculty and administrators, who were to read it and use it as the basis for planning within their areas [[Evidence 34](#)].

2006-2009 Strategic Goals and Objectives

In conjunction with the development of the new EMP, the District developed a new strategic planning process, including timeline, planning form, and college-level goals, objectives, measures and targets [[Evidence 35](#)]. The EMP has shaped the seven strategic goals of College's Strategic Plan, which also defines achievable objectives for each of the goals. The College community specifies annual targets, and develops strategies and designs measures of success for these strategies for achieving the objectives. This document was updated to work in conjunction with the institutional SLOs (student-learning outcomes) [[Evidence 36](#)], SAOs (service-area outcomes) [[Evidence 37](#)], and program review process [[Evidence 38](#)], to provide the administration and campus community with clear, systematic, consistent, and ongoing measures of institutional effectiveness. The document has set campus goals over a four-year period and measures are reported each year.

The College strategic plan includes seven strategic goals, which are supported by more specific objectives and strategies designed to attain each objective. The goals include:

- Improving student success while maintaining academic quality;
- Providing a college environment that attracts and supports students from our diverse community to increase enrollment and success via access and retention;
- Fostering a college environment and strong connection to the community that will attract and support a diverse and excellent faculty, staff, and student body;
- Improving internal operations through effective communication and participatory governance structures;
- Supporting and expanding technology and learning resources to address the current and future educational and technological needs of the students and the College;
- Developing and managing fiscal and other resources to support institutional effectiveness;
- Foster a strong connection to the communities we serve and be responsive to local and regional needs [[Evidence 39](#)].

Strategic Planning, Budget Development, and Evaluation

During the fall of 2007 and the spring of 2008, the Director of Research & Planning presented an overview of the new strategic proposal process, including examples and timelines, to several academic divisions. The strategic proposal process provides the link between strategic planning and budget development in that all funding proposals will be tied to specific strategic objectives and strategies approved in the strategic planning process [[Evidence 40](#)]. Towards the end of spring 2008, Review Groups were activated to prepare to receive and provide an initial critique for strategic proposals. Examples of proposals prepared by the faculty and administrators are: Promoting Student Success in Mathematics [[Evidence 41](#)], Geographic Information Systems (GIS) Certificate Program [[Evidence 42](#)] & Umoja Program [[Evidence 43](#)]. The Enrollment Management and Student Retention committee agreed to review all proposals related to student access and all of the 2007-08 Student Services strategic proposals were presented in summary detail to the committee in spring 2008. The Student Services deans and directors reviewed their proposals at their 2008 summer retreat and will forward the detail of the proposals they want to continue into the 2008-09 and 2009 -10 planning and budget cycles.

These proposals have completed the review and prioritization processes in fall 2008 and will then enter the AY 2009-10 budget development process. Budget recommendations will be finalized by the end of May 2009, subject to acceptance by the Governing Board, at which time the first new planning and budgeting processes will be completed. The implementation and evaluation processes will be completed by the end of the 2009-10 academic year. The new institutional planning process will be evaluated in two ways. First, the campus community provides ongoing feedback (process evaluation) to the administration through various channels: unit managers, faculty/staff organizations, and the Shared Governance Council. Implementation issues can be identified and corrections/enhancements made as the model is put into practice. In order to ensure the broad campus participation in evaluation of the process, the vehicles for this level of feedback will include informal discussions, as well as formal surveys and reports. Second, the Shared Governance Council has been identified as the agent that will provide an overall assessment (product evaluation) of the College's planning process, including recommendations for change. This annual assessment will begin at the conclusion of the first planning, budgeting, and implementation cycle (summer 2010).

While there has been significant progress in improving institutional planning, the solid integration between the fiscal process and practices of the College, the Educational Master Plan, College Goals, Objectives and Strategies has been a process of fits, stops, and starts. In 2007, the College did follow a complete budget and planning process. In 2008, the College struggled to meet its own standards and while some notable progress was made, in the end, it has been unclear exactly where some decisions have been made and how they were made. A recent debate over a major purchase of maintenance equipment at the end of the fiscal year 2007-08 revealed the need for more transparency and dialogue about processes for expenditure, repair, and replacement of equipment. While the purchases were necessary for the health and safety of staff, neither the need nor the processes for these types of purchases was widely discussed in any forum (not even in Executive Council) until the purchase of the equipment was announced in summer 2008 at an administrative leadership retreat. The Financial and Budget Advisory Council has formed a subcommittee—the Equipment Repair and Replacement Task Force—for the specific purpose of reviewing requests for these types of purchases [[Evidence 44](#)].

General Recommendation 3: Improving Institutional Effectiveness

In order institutional effectiveness the College should establish and implement a clear, systematic, consistent, and ongoing method of measuring and evaluating its effectiveness in achieving stated strategic planning goals and student learning outcomes. (I.B.2, I.B.3, I.B.6, I.B.7, ER 10, ER 19)

Response: The College's new Educational Master Plan (EMP), along with the Strategic Goals and Objectives, provides the College with clear measures for evaluating its progress. In its 2005 report, the evaluation team cited the lack of measurable criteria in the College's evaluation of its progress towards its own goals and objectives as its primary concern

regarding institutional effectiveness at the College. The current *Strategic Goals, Objectives, and Targets* document specifies seven strategic goals, along with strategic objectives and annual targets to measure the achievement of those objectives. Assessment of the College's progress toward and effectiveness in achieving its strategic goals and objectives involves analysis of both measurable (quantitative) data and narrative (qualitative) reports. Measurable data, though a useful as an indication of progress, is not the equivalent of progress. The narratives provide a necessary component for more holistic evaluation and may include individual and/or aggregate examples of progress or effectiveness.

In May 2007, the College adopted the EMP, *Solano Vision 2020*. The Executive Council members (especially new members) were charged with reviewing the EMP and leading efforts in their respective areas [[Evidence 45](#)]. During summer 2007, Student Services administrators reviewed the plan and developed planning strategies, reviewed matriculation guidelines and SLOs (student-learning outcomes). This work was initiated at a 2007 summer planning retreat. The Student Services administrators agreed to focus their ongoing bimonthly meeting discussions on their progress to date in the following three areas: 1) Progress toward meeting matriculation guidelines of access and support of student learning, 2) Strategic planning proposals, and 3) SAOs/SLOs.

The Enrollment Management and Student Retention (EMSR) Committee agreed in spring 2008, to serve as the Review Group for the Strategies related to the College's Goal number 2, Student Access. To that end, the Vice President Student Services (VPSS) presented to the EMSR the summary level of the Student Services strategies developed in summer and fall 2007 [[Evidence 46](#)] [[Evidence 47](#)]. As the institutional process of connecting the strategies to the budget planning process was confused in this transition year, the Student Services implemented strategies within the scope of their budgets and human resources.

Student Services Program Review last occurred in the 2005 -06 academic year. The then interim VPSS completed the Office of the Vice President section of the review in January/February 2007. Student Services areas are slated for Program Review in 2009. The 2005-06 Student Services Program Review report is tied to the institutional Goals and Objectives. Strategic plans of 2007 reflect the ongoing implementation from the goals stated in the 2005-06 program review. In summer 2007, Student Services administrators evaluated their program area related work on the College Strategic Goal of Student Access and each related objective. Each area reported their highlights and activities to the VPSS who then compiled them into a divisional report, which was reviewed by the manager group and submitted to the Superintendent/President. Given the intensive work on the ERP 2007-08 implementation, Student Services administrators were not asked to tie their program area related work to the College strategic goals and objectives. They were asked to note program and service highlights, pertinent data, and ongoing/upcoming service challenges. At this writing this report is being collated by the VPSS.

Program Review

Academic Affairs began a new schedule of Program Review in 2007-08. The Physical Education and Athletics and Business and Computer Science Divisions were first to start

within the new cycle of planning. Each division solicits input from all division employees to develop a three-year plan, which specifies staff and activities necessary to meet the recommendations in the Educational Master Plan (EMP) [Evidence 48] [Evidence 49]. Each of the top unit three-year plan items are then placed on a Strategy Proposal and Evaluation Form and submitted to the appropriate vice president, who heads a committee to review the proposal. After committee review, the proposal is forwarded to FABPAC and to the Executive Council for consideration.

In the fall semester 2008, the academic programs in the Humanities Division completed their Program Review for publication to the college community at the end of the semester [Evidence 50]. In the course of conducting this review, Division faculty reviewed institutional success data by TOPs code, and in conjunction with College and program SLOs, analyzed the trends in the data and evaluated the effectiveness of programs in the Humanities. The Program Review provides a forum for discussion among faculty about curriculum and pedagogy. In addition, the process enables faculty to propose projects and request resources—staffing, materials, funding—to implement those projects.

Health Occupations will also complete their Program Review in fall 2008, which will include three-year plans guided by recommendations in the Educational Master Plan. The Division will then make recommendations for improvements, as they are needed in order to meet the recommendations in the EMP.

General Recommendation 4: Student Learning Outcomes

The College must develop institutional procedures for the identification of student learning outcomes at the course, program, degree, and institutional level. It must also develop a timeline for the accomplishment of this process and expand this process to include assessment measures for each level, analysis of these assessment processes and results, and documentation of how results of the assessments are used to improve student learning. In addition, the College must involve all faculty, including those in Student Services and Library Resources, in the dialogue about process and results. (II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.f, II.A.2.h, II.A.1.i, II.A.6.a, II.B.4, ER 16)

Response: As reported in the 2007 progress report, the College had adopted, and was engaged in implementation of the Cabrillo Core Competency and embedded assessment model for establishment, assessment, and analysis of SLOs (student-learning outcomes), but was in the early stages of identifying course, degree, and program SLOs, and had yet to define assessments. Since that time, the College, guided by the combined efforts of the Academic Senate, the office of the Superintendent/President, the SLO Coordinator (now Learning Outcomes Assessment Coordinator—LOAC) and SLO division trainers, has moved well beyond the awareness level of implementation of SLOs and has accelerated its timeline for development, implementation, assessment, and institutionalization of SLOs. Since the last report, the LOAC, who has developed considerable expertise in SLO development, assessment, and analysis, is not only leading the College in its work to fully

implement SLOs in all courses and programs, but has also led sessions and given presentations on SLOs at state Academic Senate conferences. While much of the College's progress on this recommendation is clearly due to effective faculty leadership and administrative support, it can also be attributed to the shift from the initial hostility and skepticism with which some faculty greeted the SLO mandate to a broader understanding of how the appropriate use of SLOs can improve student learning. Having adopted an SLO model (the Cabrillo College Core Four and course-embedded assessment method adapted to Solano College's needs) more suited to its campus culture than its initial choice of the Bakersfield model, the College has proceeded to establish student learning outcomes (SLOs) for 85%¹ of all active courses, including 100% of all General Education (GE) courses. The College has also established institutional SLOs, which serve as the SLOs for 100% of all programs, degrees, and certificates. The College is committed to the ongoing implementation and use of these SLOs to improve student learning.

During the course of academic year 2005-06, the Student Learning Outcomes Task Force was transformed into a training body. Seven faculty members led the effort in their respective divisions, including Counseling, to create course-level SLOs. Trainers without reassigned time met throughout spring semester 2006. Each trainer learned the new accreditation standards and was provided with materials and resources to use in leading his/her division's drafting of SLOs [[Evidence 51](#)].

During the August 2006 Flex Cal divisional meetings, the trainers and the Research and Planning Director conducted SLOs workshops for faculty, including counselors and librarians and, together with the deans, divided the divisions and departments into teams to work on the individual course SLOs. Trainers continued to consult with the teams and individual faculty members as they drafted their SLOs and assessments. Example reports from the SLOs database are provided as division worksheets and/or overall statistics [[Evidence 52](#)].

On January 5 and 6, 2007, the Academic Senate President, one senator, the Curriculum Chair, and the Humanities SLOs trainer (soon to become the LOAC) attended the Academic Senate Accreditation Institute. Here they participated in presentations on writing and implementing SLOs and reviewed approaches and frameworks for SLOs implementation currently in use at various community colleges. The Solano Academic Senate President met with Marcy Alan Craig, Cabrillo College Outcomes Coordinator, and one of the organizers of and featured presenters at the Institute, to plan Solano College Flex Cal workshops on SLOs scheduled for January 17th.

During January FlexCal at Solano, Professor Alan Craig conducted a morning workshop entitled "Student Learning Outcomes and Assessment," which was well attended by over 70 faculty and academic administrators, and an afternoon session for SLO Trainers and other interested administrators and faculty. At the morning session, Ms. Alan Craig introduced the essential features of "The Cabrillo Way": course embedded assessment method; use of

¹ All data as of 1-5-08 unless otherwise stated

designated Flex days for assessment to ensure adjunct and full-time faculty participation; a general educational and basic skills assessment method in which general education is considered as one complete program and for which core competencies are the assessable SLOs for all programs and degrees as well as the institution; a comprehensive five-year instructional planning assessment cycle for the general education program and transfer and basic skills courses which is linked to the Program Review process. Then she led participants in an exercise in course-embedded assessment of general education. Professor Alan Craig distributed a chart describing the Cabrillo 4 Core Competencies, directing participants to identify and discuss with a partner from a different discipline a major instructional project that measures each core competency. In addition, participants went through the process of how to evaluate student success in meeting the institutional core values and the unique elements of their particular course. Professor Alan Craig's afternoon workshop clearly demonstrated for faculty and administrators how the Cabrillo model could be used to assess course and core SLOs and improve teaching and learning as several dozen instructional projects were assessed and discussed across disciplines.

With the College's new January 17, 2007, information about the Cabrillo College model for creating and assessing SLOs, rapid progress was made to adopt and use the Cabrillo model. The Academic Senate led the incorporation of Solano's General Education Philosophy and Criteria Statements as outlined on page 39 of Solano's current *General Catalog* into core values or competencies following the Cabrillo model and adoption course-embedded assessment. On March 12, 2007, the Academic Senate adopted SCC's Core Competencies as GE and basic skills certificates, degrees, and programs [[Evidence 53](#)] [[Evidence 54](#)] [[Evidence 55](#)].

Course SLOs

According to Solano's initial projected timeline, SLOs were to be completed for approximately half of the College's gateway courses by the end of fall 2006. By that time the Humanities Division had completed course-level SLOs for all active courses; Fine and Applied Arts/Behavioral Sciences, which includes over 15 departments, had completed all gateway course SLOs; the Business and Computer Science Division had completed SLOs for 52.9% of all of the courses in the division. As of the close of fall semester 2006, about 23% of the College's SLOs had been written. As of the end of January 2007, the College had 26.6% of completed SLOs on file with the Office of Research and Planning. As of the end of spring 2008, statistics for the completion of all active courses are as follows: Career Technical Education Division—49%; Fine and Applied Arts/Behavioral Sciences Division—97%; Physical Education and Athletics—100%; Humanities—100%; Business and Computer Science Division—100%; Mathematics and Science Division: 100%; Health Occupations Division: 82%; Technology and Learning Resources Division—100%; Counseling and DSP Division—97%; General Education: 99% [[Evidence 56](#)]. Student Services has also been actively involved in the development of SLOs at the course level, and under the guidance of division SLO trainer, Counselor Nick Cittadino, student services faculty developed SLOs for all their courses and began the analysis of the assessments. Health Occupations has identified SLOs for all core courses taught within the Division and has begun the assessment process. As part of the process of mapping course SLOs to the Core Four, the Health Occupations

Division is looking specifically at Critical Thinking and Information Competency as it relates to the nursing courses. As a result of some confusion on the part of the previous Career Technical Education (CTE) Division trainer, progress on SLOs for this Division lags behind that of the rest of the College. CTE has recently assigned a new SLO Coordinator in fall 2008 and received additional training on the Core Competency model during fall FlexCal. The CTE SLO Coordinator is working diligently to quickly expedite SLO development and complete an assessment cycle for each program during the fall semester.

SLO development and implementation is an ongoing process on campus. However, initial drafts of 85% of all active course SLOs have been written as of the end of spring 2008 and all of these course SLOs will be mapped to the Core Competencies by October 31, 2008. The revision of these initial drafts will continue through spring 2009, with further revisions at the discretion of relevant faculty according to the evaluation of assessment data. The Director of Research and Planning maintains the SLOs database and consults with and advises the SLO Team in the SLOs drafting and assessment process [[Evidence 57](#)].

As of spring 2008, the College's weakest area of SLO development is in the CTE Division. This Division's trainer and the LOAC are working together to correct this deficiency while incorporating mandated outcomes from external agencies. As of May 2008, 41% of the 293 courses within the division have completed SLOs, and the Division anticipates completing the remainder of course SLOs in the fall of 2008.

Another area of weakness is in the development of Service Area Outcomes (SAOs). By the end of spring 2008, the College had identified 29% of its SAOs. The Library has been the leader in this area, with Counseling following closely behind. The Student Services Division developed support services baseline SAOs in fall 2006. After the College formally adopted the Cabrillo model for developing SLOs, the Interim Vice President Student Services led a summer 2007 Student Services administrator retreat to review matriculation guidelines, to develop planning strategies and to review SAOs. The VPSS attended the spring 2008 FlexCal workshop with all faculty on SLOs and several Academic Senate presentations on SLOs; additionally, the VPSS met individually with the SLO coordinator, Tracy Schnieder, Nick Cittadino (Counseling SLO facilitator) and then-Academic Senate President Gail Kropp to outline appropriate strategies for improving Student Services SAOs. The upcoming Student Services Institute (fall 2008) will include a module on SAOs. The Vice President of Student Services (VPSS) has plans to complete SAOs over the summer. Service areas are currently developing evaluation tools that focus on the achievement of SAOs, including the use of longitudinal data and focus groups to indicate student satisfaction and needs assessment.

During the upcoming Student Services Institute, a module will be taught by the Vice President of Student Life at the University of the Pacific. Dr. Griego is a former WASC (Western Association of Schools and Colleges) staff member who initially helped the senior institutions develop the SLO theme that has been adopted by ACCJC. The planning agenda for the training will be have the Student Services staff and faculty review, update, and further work on the Solano SAOs.

Program, Degree, and Institutional SLOs

The Academic Senate considers general education, transfer and basic skills assessment as one program. With the adoption of core competencies, the College had completed general education, transfer and basic skills program and degree SLOs by spring 2007. In spring 2008, the Senate made the decision to extend the adoption of the core competencies to include all programs, degrees, and certificates. The College also decided that, as it is its mission for all students to meet the core competencies, these are simultaneously the College's institutional outcomes [[Evidence 58](#)].

Assessment

As the College developed its SLOs framework through the Academic Senate, a comprehensive instructional planning assessment cycle was adopted, including an initial two-year pilot cycle to assess feasibility and ensure faculty understanding and participation. This two-year pilot allows faculty two semesters to become acquainted with course SLO assessment and two semesters to become acquainted with Core Competencies assessment. After the initial pilot, the proposed planning and assessment cycle called for each division to assess all course SLOs and all core competencies separately within a four-year period to be aligned with curriculum and program review. As we have become more familiar with how SLOs assessment can be used most effectively on our campus, a revised cycle has been adopted. This cycle allows course SLOs and Core Competencies to be assessed simultaneously and the resulting data to be analyzed accordingly. Each division will assess every course and all four Core Competencies twice within the four-year cycle [[Evidence 59](#)]. In a further effort to integrate SLOs into institutional planning and review, the Academic Senate and Curriculum Committee will, in early fall 2008, act on a proposal from the Curriculum Chair and the LOAC to house SLOs in the Curriculum database as addenda to the Course Outlines. The SLO Team would review the SLOs and send them on for approval by the Curriculum Committee. The recent adoption of CurricUNET will greatly facilitate this process, as it contains an SLO module that is already in use at Cabrillo College, on whose model our SLO plan is based. The SLOs will continue to be available on the intranet, and once finalized will appear as addenda to the course outlines of record.

To begin the SLO assessment pilot, in fall 2007 each faculty member was instructed to assess one course SLO of his/her choosing. Individual faculty used embedded assessments to gather data and then shared and discussed these analyzed results with their divisions during spring 2008 FlexCal. The College's philosophy is that dialogue and connection to planning are the most important elements of SLO assessment; therefore, this ongoing collegial dialogue is an essential part of closing the assessment loop. The results of FlexCal discussions were compiled as reports from each division trainer, and these reports were discussed within divisions in relation to program and curriculum review and strategic planning. A cross-division report was then compiled by the LOAC to be discussed with the College President, Vice President of Academic Affairs, and Academic Senate President in relation to institutional and strategic planning during fall 2008. The division and cross-campus reports have been made available to faculty via the trainers and the campus intranet. This same process will be repeated during fall 2008 FlexCal. While this initial pilot elicited the

assessment of only 6% of our active courses and the active participation of only 50% full-time faculty in that assessment (83% participated in the discussion of assessment results), now that everyone has experienced the success of our process and is more clear about the expectations, fall 2008 FlexCal should show a significant increase in these numbers [[Evidence 60](#)] [[Evidence 61](#)] [[Evidence 62](#)].

Basic Skills Writing Assessment

In the 2007-2008 academic years, the English department has improved both the integrity and the grading practices of its uniform exit assessment, the composition mastery exam (CME). In the fall of 2007, the department began using a new rubric for the grading of the exam [[Evidence 63](#)]. The exam itself has continued to become a stronger measure of how students will perform in the next level of the composition sequence: the reading passages now omit the “gloss” section and require students to use their own dictionary skills and context clues to find out the meanings of unfamiliar words; the topics themselves are more issue oriented and less based on the students’ affective personal experience; the readings are longer and more challenging aimed to sort out those students who have the readings skills necessary to advance through the composition sequence to ENGL 001: *College Composition* [[Evidence 64](#)]. Most importantly, the department has instituted table-centered group readings with table leaders to increase the accuracy and consistency of the holistic readings at the close of the semester. These new grading practices have been bolstered by increased institutional dialog regarding the instructor’s right to “override” an exam score and allow a student who did not pass the exam to advance to the next level based on his/her coursework. The department continues to work at increasing the ability of the CME to reliably place students in the composition sequence.

Institutional Commitment:

To ensure ongoing support and faculty development, the Interim Superintendent/President (now the Superintendent/President), in consultation with the Academic Senate President, allocated funds to reassign time for an ongoing, college-wide 50% SLOs Coordinator and Division Trainers at 20% each for 2007-08 and 2008-09. Additionally, training in and ongoing professional development was funded: The trainers and LOAC attended a private workshop with Marcy Alan Craig in April of 2007; the LOAC attended the July 2007 SLO and Curriculum Institutes; the Humanities trainer attended and the LOAC presented at and attended the October 2007 Student Success Conference; the LOAC sponsored an on-campus Assessment and Accountability Web Cast in October 2007; the LOAC attended the November 2007 and April 2008 ASCC Plenary Sessions; the LOAC presented at and attended the January 2008 Accreditation Institute; the LOAC has attended several Regional SLO Coordinators meetings, the most recent of which was April 2008; and the LOAC will attend and present at the October Student Success Conference [[Evidence 65](#)].

In order to ensure the involvement of all faculty in the SLO assessment process, the faculty is currently investigating the addition of contract language requiring faculty participation in the SLO assessment process while protecting faculty from the use of SLO assessment data in the evaluation process. In addition, the campus is currently investigating ways to increase faculty participation in the SLO assessment process, including the use of stipends for adjunct faculty

and optional paid workshops for all faculty several times a semester. To this end the LOAC addressed the Adjunct Faculty Forum during fall 2007 FlexCal in order to elicit suggestions and ensure an understanding of the College's SLO process and their responsibilities. In addition, the LOAC has reported numerous times to the Academic Senate and division deans and met individually with deans and the Vice President of Academic Affairs. The SLO team—trainers and LOAC—have also met throughout the last two semesters that they have been in force. Finally, in order to ensure the institutionalization of the SLO assessment process, the College has decided to dedicate FlexCal time at the beginning of each semester to the sharing and analysis of gathered data within divisions to be linked to reviews and planning [[Evidence 66](#)] [[Evidence 67](#)] [[Evidence 68](#)].

General Recommendation 5: Library Resources

In order to have Library holdings and services sufficient in scope and currency to support its curriculum, and be able to extend its services to the off-campus centers in Vallejo and Vacaville, the College will have to address the Library's funding level and, at a minimum, be responsive to the recommendations of the October 1993 and 1999 accreditation teams. (II.C.1)

Response: The College recognizes the essential role that a thriving library plays in an effective educational institution and is committed to expanding library holdings and extending services to amply meet the needs of the institution as it grows. One reason for the extraordinarily long delay in progress in this area, since 1993 as noted in the team's recommendation, was the fact that previous administrators did not prioritize the Library in planning. Requests for funds and staffing were repeatedly ignored until quite recently [[Evidence 69](#)]. Fortunately, the Library has since made significant and rapid progress in addressing this recommendation.

As documented in the 2007 progress report, the College had begun to address this recommendation in the 2006-07 academic year by increasing funding and expanding services. The permanent annual funding of the yearly Library acquisition budget was increased by \$40,000 to improve both print and electronic library collections. In addition, \$50,000 of restricted funding had been allocated to the Library for the 2006-07 year. The College has continued to increase the Library's funding level. Collection development funds for collections books went from \$17,500 in 2006-07 to \$70,000 in 2007-08. Funding for serials has remained constant at approximately \$18,000. Databases are funded at approximately \$36,000 from TTIP and the remainder (approximately \$25,000) comes from various sources within the Library budget as well as funds for electronic databases. In addition, we have allocated money from lottery or other funding. In 2006-07, the Library also received a one time allocation of \$30,000 to start the development of a new media collection. Continued purchases for the media collection focused on DVDs are now considered part of the \$70,000 collections budget. Each librarian gets a share to use for collection in the divisions or areas for which she or he is Library Liaison. In the 2007-08 school year, the

Library faculty opted to take \$10,000 from the \$70,000 to pool for reference collection purchases.

In addition to increasing and updating Library holdings, the College has also addressed staffing needs at the Fairfield campus as well as the center in Vallejo. A Learning Resources Technician position, reinstated in 2006-07, has been filled, bringing the classified staff complement up to three positions. A new full-time librarian position was also created and filled. Additionally, the budget for adjunct librarians was increased to \$70,000 a year [Evidence 70]. These changes allowed the Library to staff the Vallejo Center at the equivalent of a half-time librarian, approximately twenty hours a week, as well as provide coverage by adjunct librarians in the evenings and staff the Library at a minimum of eight hours per day over the summer session. Evening coverage of the reference desk by adjunct librarians is critical in order to provide the full-time librarians with adequate time to perform their other duties, such as developing collections, serving on committees, improving the Library's website, investigating new educational technologies (e.g., *Second Life*), conducting orientations and instructor training, and other important projects. When the new Vacaville Center is completed in 2010, either another full-time librarian or additional adjunct hours will be necessary in order to staff it at a minimum half-time level. This new position will be requested as part of the 2008-09 strategic planning process.

Research Support and Information Competency

College librarians have long offered and continue to expand the types of library orientations they provide for various courses that require research of any kind. The new Information Competency co-requisite for ENGL 001: *College Composition*, grew out of the recognition that a one-hour or two-hour introduction was insufficient to adequately familiarize students with library databases and collections, research methodology, source evaluation, and MLA format. The background for and development of the co-requisite is covered at length as a Planning Agenda item from the 2005 Self-Study.

General Recommendation 6: Staffing and Organizational Stability

The College should continue to focus on prior accreditation evaluation reports and implement the recommendations. Stability in personnel, particularly in leadership positions, fiscal services and human resources will help the College to meet the requirements of Standard III and assure institutional integrity. (III.A, III.D.1, III.D.2, III.D.3)

Response: Since the October 2007 Progress Report, the College has filled all of the senior leadership positions, including the Vice President of Academic Affairs, and the Vice President of Student Services with full-time permanent personnel, which is a significant accomplishment given the well-documented competition in recruitment of qualified administrative personnel at community colleges. Though the College has made a concerted effort to recruit and hire full-time staff for all available positions, there are two director positions, the Director of Fiscal Services and the Director of Facilities, which was recently

vacated, that remain unfilled. In addition, the Dean of Admissions and Records recently became an open position. All full-time faculty positions are currently filled and the College plans to continue to replace faculty positions as faculty retire.

The hiring of the new Vice President Academic Affairs has solidified the institutional progress with much needed leadership stability and expertise in academic issues, which includes a depth of knowledge in curriculum at a critical juncture for the College as it moves into using new technologies for institutional service and reporting needs. Through her leadership, the College has made critical decisions on curriculum technology, including the purchase of CurricUNET to replace an outdated course management system. Additionally, she has focused administrative leaders on their individual and team strengths [Evidence 71]. Her vision and creative focus have provided a positive force in support of faculty and the student learning process, which had been reported as a struggle in prior self-studies and visiting team reports. The new Vice President Academic Affairs and the new Vice President Student Services collaborate well and the campus community has responded positively to their leadership and focus on student learning.

Despite the significant enhancements to organizational stability as a result of the hiring of permanent vice presidents in all areas, frequent turnover in administration is a common occurrence at community colleges, and Solano Community College is no exception. In the last stages of completion of this report, the College will have undergone a change in leadership, with the recently announced retirement of Superintendent/President Gerry Fisher, as of October 3, 2008. In December 2006, in an effort to promote campus unity and stability when they terminated the responsibilities of the former Superintendent/President, the Governing Board named Gerry Fisher, a long time Solano employee, Interim Superintendent/President. The College then conducted an extensive search for a new Superintendent/President [Evidence 72] [Evidence 73}. After interviewing the three finalists, the Governing Board chose not to select any of the finalists and, at its September 19, 2007 meeting, named Mr. Fisher as the permanent Superintendent/President through June 2009 [Evidence 74]. The November 2007 visiting team found this to be a positive development, noting “a clear sense of a more collaborative climate and open dialogue” on campus. When Superintendent/President Fisher announced that he would be retiring effective October 3, 2008, the Governing Board appointed Vice President of Student Services Lisa Waits to serve as interim Superintendent/President, which the College perceived as an effort to maintain that positive climate and promote institutional stability, despite the change in leadership [Evidence 75]. The Board has also formed a committee and approved a timeline for recruitment and hiring of the permanent Superintendent/President, in accordance with Board policy [Evidence 76].

While the College has focused on filling the senior leadership roles, the mid-level leaders (deans and directors), faculty, staff and student leaders continue to effectively maintain stability at the College, ensuring that student academic and service needs are met, and that the College makes progress on accreditation recommendations despite changes in administration. This is especially evident in faculty leadership in the development of SLOs and SLO assessments, an area in which the College has made significant progress despite

having had at least three different Vice Presidents of Academic Affairs in four years. This progress is discussed in detail in the College's October 2008 Midterm Report [[Evidence 77](#)].

General Recommendation 7: Fiscal Integrity and Stability

The College should develop a detailed plan with a timeline and fixed responsibility to address the long-term financial obligations including debt retirement, capital lease options, and establishment of a reserve for retiree benefits. Financial obligations associated with negotiated settlements should be evaluated and managed to determine long-range impact on institutional financial stability. (III.D.1, III.D.2, III.D.3, ER 17)

Response: The following discussion includes faculty commentary on points of substantial disagreement with the District, as well as issues that are unresolved as part of the ongoing collective bargaining process.

All constituent groups concur that the College has an ongoing interest in ensuring sound financial management. With the changing budget climate within the last ten years resulting in reduced revenues appropriated by the State, the College continues to evaluate financial management and adjust accordingly. To determine the long-range impact on institutional financial stability, Finance has provided three-year financial projections to the Governing Board in order to gain approval to proceed with negotiated settlement offers and other college priorities [[Evidence 78](#)].

The College is also very much aware that it needs to focus on long-term debt reduction, and it has taken steps to do so in the areas of Student Center Revenue Bonds, General Obligation Bonds under Measure G for capital improvement projects, capital lease obligations, and retiree benefits.

The Student Center Revenue Bond currently has an outstanding balance of \$57,200 and is scheduled for debt retirement in 2009 [[Evidence 79](#)].

The College has issued voter-approved General Obligation Bonds, payable from proceeds of ad valorem taxes, in the amount of \$124,500,000 for the purpose of constructing and repairing College educational facilities. Due to significant growth in the District's tax base, the voters will experience a five-year shorter repayment term than originally anticipated [[Evidence 80](#)]. All bonds sold received "AAA" ratings [[Evidence 81](#)]. The retirement of this debt has no impact on the College's financial resources. Overall, the current timeline for repayment of the Measure G Bond is reasonable and should have no negative impact on the financial solvency of the College in future years.

On April 26, 2006, the College joined the Community College League of California's Retiree Health Benefit Program Joint Powers Authority (JPA) to begin addressing the GASB 45 compliance requirement for unfunded post-employment benefit obligations. The College has deposited \$917,000 into an irrevocable trust to address the unfunded liability for retiree

health benefits. The College contracted with Total Compensations Systems, Inc. and has a *first draft* dated July 16, 2008, where the actuarial figures are approximately \$16, 087,726 [Evidence 82]. This estimate will be refined prior to the adoption of the 2008-09 budget. The Board has set funding retiree health benefits liabilities as one of their 2008-09 annual goals [Evidence 83]. Solano Community College expects to meet the compliance requirement starting in fiscal year 2008-09 and, therefore, is about two years ahead of the federal timeline.

The November 29th Evaluation Team cited concerns around the College ensuring “financial obligations associated with negotiated settlements should be evaluated and managed to determine long-range impact on institutional financial stability.” The Finance Office believes that there still needs to be progress made with regard to finance staff “costing out economic negotiated items prior to being offered as a part of any possible negotiated settlement.”

However, the three employee bargaining units object to the District’s use of the recommendation to pre-condition bargaining. Moreover, the bargaining units contend that, if the District is to responsibly and effectively plan for necessary salary increases and health care benefits, then it should likewise budget for other costly items with the same eye toward cost savings. Among those costly items, the recent substantial increase in the District’s legal expenditures is of particular concern to the bargaining units.

Finally, it is the faculty association’s position that financial obligations associated with negotiated settlements have not posed any threat to the District’s financial stability. Further, the faculty association contends that, while health care costs have risen in the past few years, the burden of additional health care costs has not adversely affected the District’s bottom line [Evidence 84] [Evidence 85].

Nevertheless, as all of the bargaining units recognize the necessity of working with the District to research and possibly secure ways of providing employee health care options at more reasonable costs, representatives from each unit serve on the Employee Health Benefits Cost Containment Committee, formed in February 2006, in accordance with the College’s collective bargaining agreements. The Committee met three times in the academic year 2007-08. At the first meeting in mid-October, a staff member reported information gleaned from her attendance at a regional meeting of the California Education Coalition for Health Care Reform (CECHCR), a group dedicated to training public sector employees to make informed decisions regarding health insurance [Evidence 86]. The second meeting, February 29, 2008, was devoted to CECHCR Training, which took the form of two modules: Module I, on the subject of “Joint Labor Management Health Benefit/Insurance Committee Training,” and Module III, on “Health Benefit Committees Current Trends” [Evidence 87] [Evidence 88] [Evidence 89] [Evidence 90]. A final meeting on March 17, 2008, was dedicated to reformulating the Committee in ways that would better serve the needs and interests of the represented groups [Evidence 91] [Evidence 92].

While some constituent groups consistently attended meetings and other Committee functions, full participation in all events by representatives from all groups was sporadic. The campus community agrees that serious rededication to this effort is important. More planning

and input from all groups in scheduling meetings, as well as more continuity of membership from year to year is necessary in order for the Committee to achieve its stated goals.

General Recommendation 8: Leadership

In order for the Governing Board to focus on the institution’s major issues and questions of policy, the Board of Trustees is encouraged to delegate full responsibility and authority to the President to implement and administer board policies and the operation of the College. The institutional leaders should likewise foster empowerment, innovation, and institutional excellence through dialogue that builds trust and increases focus on student learning and assessment of learning outcomes, institutional effectiveness, and integrity. (IV.A.1, IV.A.3, IV.B.1.j, IV.B.2.a)

Response: While the visiting team acknowledged in its November 29, 2007, progress visit report that the Board of Trustees has made some progress in addressing its tendency to get involved in the “day-to-day operations of the College,” they nevertheless found that this recommendation had not been fully addressed. The Commission expressed concern that the Board continues to intervene in college operations in ways that are “not appropriate” to their roles. The campus leadership groups share the Commission’s concern and believe that the Governing Board has not adequately addressed this recommendation [[Evidence 93](#)]. At the same time, the leadership recognizes that as part of the remedy to this problem, members of the campus community must cease to invite Board members to intervene in the day-to-day operations of the College [[Evidence 94](#)].

In response to the team’s recommendation, the Governing Board held a retreat on April 5th, 2008, to discuss the Commission report and develop an action plan, which began with the establishment of a Board subcommittee to address the issues raised in the recommendation [[Evidence 95](#)]. The subcommittee met three times, on April 7th, April 21st, and May 9th to develop a self-assessment tool to rate their progress in the recommendation. The resulting document entitled “Board Leadership: How Do We Rate” checklist was introduced to the full Board as an information item at its May 21st meeting and adopted in its final form on June 4th [[Evidence 96](#)] [[Evidence 97](#)] [[Evidence 98](#)]. The Board discussed the results of the evaluation at its July 16th meeting. Board members, who discussed the results of the self-evaluation at their July 16th meeting, completed the checklist, an instrument designed for use by the Trustees and CEO [[Evidence 99](#)] [[Evidence 100](#)]. A second use of the checklist results was discussed in September [[Evidence 101](#)]. The Board plans to use the checklist quarterly to assess progress in meeting the recommendation.

In response to prior team visits, the Board has held in-service training sessions on March 3, 2007, [[Evidence 102](#)] and adopted Board Policy 1075: *Delegation of Authority to Superintendent/President* on June 6, 2007. The most recent in-service, a discussion and training session on board roles and responsibilities with Bill McGinnis from the Community College League of California, took place on July 26, 2008.

IV. Responses to Self-Identified Issues

The following section of the Midterm Report describes the College's response to the planning agendas on the 2005 self-study as well as identifying timelines for completion and identifying responsible parties and required by Commission policy. Each planning agenda item is correlated with the corresponding accreditation standard. With the College's progress on SLO (student-learning outcome) development and the subsequent shift the assessment and the significant developments in the College's response to the Library recommendations, the College found that not all of the planning agendas included in the 2005 self-study were relevant. For this reason, some planning agendas are not complete; others are modified by the responsible parties, as appropriate. This section of the report will, therefore, also address progress on the planning agendas that have been modified and provide an explanation for the modifications.

Standard I: Institutional Mission and Effectiveness

1. 2005 Self-Study Planning Agendas: The chairs of all standing committees will ensure that all minutes are posted to the intranet for college-wide review; in completing their annual reports, managers will identify and evaluate completed projects and report outcomes to the campus community. (Standard I. B. 4)

Progress Status: The minutes of all standing committees are now regularly posted on the College intranet.

2. 2005 Self-Study Planning Agendas: The Vice President of Student Services will regularly assess the impact on the Office of Research and Planning resulting from the campus-wide implementation of SLOs. In order to improve institutional effectiveness the College should establish and implement a clear, systematic, consistent, and ongoing method of measuring and evaluating its effectiveness in achieving stated strategic planning goals and student learning outcomes. (Standard I. B. 5, 7)

Progress Status: In order to assist the College in the development of SLOs and SAOs (service area outcomes), the Director designed and maintains the campus intranet site for SLOs/SAOs. The faculty has developed and the Director has posted and maintains intranet individual document files on about 1,300 course-level SLOs, subdivided by division and department. The intranet site is also the source of general reference documents and SAOs from various non-instructional offices and programs. Subsequent to implementation of CurricUNET, this function will move out of the Research and Planning Office and into the Curriculum Office [[Evidence 103](#)].

The Vice President of Student Services (VPSS) and the Director of Research and Planning have met regularly to assess the workload in the Research and Planning Office and have determined that, although the implementation of SLOs has not had a major impact, the

increased College use of assessment data does have a significant impact on the Office. This was especially apparent when the former Research support staff person left the position and it took several months to fill the vacancy. The position was finally filled with a staff member from the Curriculum Office, but the Curriculum Office continued to need her support during the transition to new staff. This time period of understaffing in the Office of Research and Planning revealed the growing need for data on campus. The recent purchase of new software that facilitates survey evaluation should help improve efficiency in the Office as the demand for data continues to grow.

In addition to the increased demand for data, the Office faces other challenges, among which is the current ERP implementation. The day-to-day work of retrieving student and other institutional data from the new database has changed dramatically and not all software tools are adequately developed for researcher use. The Director of Research and Planning should resubmit, through the College planning process, the appropriate staffing requests to the support the ongoing need for assessment and evaluation.

3. 2005 Self-Study Planning Agendas: The College will modify its systematic review by instituting a Process Evaluation and Review Team (PERT) to analyze the effectiveness of Program Review and the planning and budget development cycle on an on-going basis. The PERT will make its first review of the process at the end of the 2004-05 academic year and will review the process each year thereafter. The College will provide workshops and training opportunities to increase understanding of the planning process and evaluation of this process. This will be accomplished by various means (forums, meetings, in-service sessions). The Program Evaluation and Review Team (PERT) will assess the effectiveness of the planning and evaluation process annually. The PERT will establish a formal mechanism for reviewing and modifying, as appropriate, all parts of the Program Review, planning and budget development cycle, and will develop an assessment tool or strategy to assist with the regular evaluation of the effectiveness of this process. (Standard I. B. 6,7)

Progress Status: All of these Planning Agendas are no longer relevant, the planning processes referred to here having been replaced by the Strategic Goals and Objectives process described in the College's response to Recommendation #2—Improving Institutional Planning.

Standard II: Student Learning Programs and Services

1. 2005 Self-Study Planning Agendas:

The Dean of the Math & Science Division should develop a plan to address funding, space, and infrastructure issues, specifically more space for the MAC lab, increased funding for tutor wages, and the possibility of a network server. The Dean of the Math & Science Division should investigate the development and implementation of a supplemental instruction program. The Dean of the Mathematics and Science Division,

in conjunction with the Math faculty, will complete a math assessment study and implement math assessment testing, if warranted. (Standard IIA1b, IIB3e)

Progress Status:

Funding, Space, and Infrastructure

The Math Activities Center (MAC) currently serves nearly all math classes, with the exception of arithmetic and differential equations. These two areas are not covered in the MAC lab because both groups require assistance that the lab, as it is currently configured and staffed, is unable to accommodate. For the differential equation students (as well as some of the other more advanced mathematics students), the problem is limited help available from tutors and faculty. The current director of the MAC and many of the math faculty find it difficult to maintain a consistently high level of sophistication needed to help students in this class, unless they have recently taught the course, and few student tutors have mastered the material with the expertise needed to help others. Students from arithmetic and more developmental courses need much more one-on-one attention than the lab is able to provide, without delaying progress for the other students in the lab. Its space is fully utilized several hours per day and cannot accommodate additional basic skills needs. A plan to address the need to expand basic skills support in math (in the form of a developmental math lab) was included in the early planning for the Measure G funded 2008 remodel of the 100 Building, which also houses the Library and computer commons as well as the Reading, Writing, and ESL Labs, but was then shelved due to funding and space concerns. The most recent plan, however, does include a developmental math lab. In the interim, Vice President Academic Affairs (VPAA) Robin Steinback has approved the use of instructional equipment funds to create a new Math Skills Center (MSC) to be located in a smart classroom contiguous to the existing MAC. The 2004 Measure G remodel of the 1500 building (housing Math) included preparation of a room contiguous to the MAC for expansion by wiring it for power and Internet connectivity. This classroom will be occupied by basic skills math: MATH 320: *Pre-algebra* and MATH 102: *Elementary Algebra* and its equivalent two semester-long courses, MATH 107: *Elementary Algebra, Part I*, and MATH 108: *Elementary Algebra, Part II*. When not occupied by basic skills classes, the room will serve to support other basic skills functions, such as supplemental instruction, peer tutoring and drop-in support, during designated one hour breaks between scheduled classes.

Basic skills planning and innovation is ongoing activity at the College. In order to evaluate the initial planning for the Developmental Math Activity Center (DMAC), as it relates to both long-term and intermediate goals, Basic Skills Initiative Math Coordinator Susanna Crawford convened a meeting of a Math Basic Skills Task Force on May 27, 2008, to flesh out details for the initial strategic proposal, which has been submitted through the new Strategic Planning process for the campus. The Task Force anticipates receiving the draft proposal with advice and comments from the strategic planning Review Group in early fall, which will enable them to submit a final version of the proposal in September of 2008 [[Evidence 104](#)].

The plan for the DMAC includes the following:

- The DMAC will be called the Math Skills Center (MSC).
- Student tutors at the MSC will be required to have received a B or better in MATH 102 and preferably a B or better in MATH 104: *Intermediate Algebra*, as well as a recommendation by a math instructor.
- Interviews for a Lab Tech position would be completed by June 27, 2008. To fill other staffing needs, there are plans to fill a current open Lab Tech position, and add one full-time computer technician, as well as one full-time MSC (and MAC tutor) position.
- The MSC will open during the first week of classes.
- The task force will create a workshop on “Math Basic Skills.”
- The Math department will determine which software is needed and write a proposal for needed software for the MSC by Oct. 16, 2008. Darryl Allen, Math instructor, will lead this effort.
- Peer mentors will be invited to sit in on adjunct instructors’ classes and adjuncts will be invited to attend peer mentors’ classes.
- The following are planned for fall 2008:
 - Math instructor Carlos Esteve will develop and present to the Curriculum Committee a proposal to modify MATH 310: *Arithmetic (Lecture)* to add an extra hour each week.
 - The Math department will form a MATH 310 Lab Planning Group. This Group of faculty members will create a plan and curriculum for MATH 310 Lab. Some of the MATH 310 Lab time will be used for working through problems, and some will be for teaching math study skills to students.
 - All MATH 304: *Arithmetic (Self-Paced)* instructors will announce to their MATH 304 students that MATH 304 will no longer be offered beginning in spring 2009.
 - Tentative MSC schedule for fall:
 - MWF:
 - 8-9:35; 10:00-11:35 — MATH 102
 - 12-1 — open lab
 - 1-2:30 — MATH 108
 - 2:30-4:15 — MATH 102
 - 4:15-TBA — (afternoon/evening workshops)
 - 6:30-TBA — MATH 104
 - TuTh
 - 7:30-11 — various classes
 - 11-1 — open lab
 - Either MATH 320 from 1-2:30 or open lab from 11-2
 - Either 2:30-6:30 or 4:30-6:30 occasional workshops
- The following are planned for spring 2009
 - MATH 310 Lab time will be implemented and some or all of the MATH 310 sections will use packets from “Math Study Skills” (by Alan Bass) to help

students improve their study skills. Success rates from these course sections will be compared to those sections without study skills elements for assessment of the curriculum.

- Self-paced “Arithmetic Review” will be offered in the MSC. This will involve no units and no credit. Any student can sign up for this “course” on the lab computer. The course is designed to be a drop-in arithmetic review course.

Tutor Compensation

A revised and updated proposal increasing math tutor wages and providing for a differential pay scale based on experience has been submitted to the Exec Council for consideration. Approval of this proposal would assist in recruitment of tutors with more experience and higher levels of preparation, and should result in greater persistence of tutors and make math tutoring more competitive with other tutoring position in the community. This would benefit the basic skills programs at SCC [[Evidence 105](#)] [[Evidence 106](#)].

Network Server

Currently, Math/Science has a virtual “server” where faculty members have folders, which have shared access with students through the www. While this satisfies some faculty, it is not very flexible. In addition, faculty have access to “shells” for classes through e-College, the campus distance education platform, but few faculty have taken advantage of this opportunity. Now, the institution is in the midst of changing its computing infrastructure. Early proposals included the possibility of providing space for faculty web pages. Since this may be a year or more down the road, the virtual server and the e-College shell remain the avenues for faculty sharing resources with their students.

Supplemental Instruction

Based on research that has shown it to be effective, supplemental instruction is considered an important component of the Basic Skills Initiative and has been tested in classes in the Math and Science Division, as well as courses in the Humanities Division. As part of the supplemental Basic Skills Initiative program, supplemental instruction was tested in a section of MATH 102 taught by Professor Sarah Donovan in spring 2008. Professor Donovan asked to participate in the pilot of supplemental instruction because she thought it would allow for more individual practice on math problems without curtailing the time needed for lecture. She reports having a positive experience with supplemental instruction and plans on participating in the program again in fall 2008 [[Evidence 107](#)].

Assessment

The Accuplacer assessment test, recommended but not required, is currently taken by students upon entry into the institution. The test is used by counseling and by the Dean of Math and Science as an advising tool for students. Anecdotal experience shows that students are generally reluctant to start a class beyond that suggested by the current recommendations, even though they may meet the prerequisites for a higher course based on high school course completion. This fall, the Division will evaluate the data from the past year to see if students taking a course that precedes the course their assessment score or other prerequisite would

have qualified them to take are more successful than students who immediately enroll in the course allowed by their prerequisite or assessment score.

2. 2005 Self-Study Planning Agenda: The Division Deans and Academic Senate should investigate the expansion of learning communities. (II.A.1.b)

Progress Status: Under the leadership of Learning Communities Coordinator Susan Messina and then Brad Paschal, the Learning Communities program has expanded in number and types of course pairings and integration since the 2003-04 school year.

- **Increased Offerings**
Although the number of Learning Communities has fluctuated, the College has offered more Learning Communities in recent years. The evidence for this growth can be found in the fall and spring semester *Schedule of Classes* for each year.

Academic Year	Number of adjunct or linked courses	Number of integrated courses	Total number of Learning Communities Offered
2003-2004	5	2	7
2004-2005	4	6	10
2005-2006	2	5	7
2006-2007	9	4	13
2007-2008	5	7	12
2008-2009	10	6	16

- **More Variation**
The College has expanded the types of Learning Communities offered and, consequently, is beginning to reach student populations that have not been involved with the Learning Communities program. Historically, the Learning Communities program only included transfer-level courses or courses designed to prepare students for transfer-level courses. However, Learning Communities are now available to students seeking job training and to students preparing for nursing careers. In the 2007-08 academic year, the College offered a 17-unit job certificate program called “Medical Front Office Clerk.” This program trains unemployed individuals for work in a medical front office. This is not a population previously involved in the Learning Communities program. Similarly, we offered a “Pre-nursing Success” Learning Community to improve student achievement in the very rigorous courses required to enter nursing school. The evidence for this can be found in the spring 2008 and fall 2008 *Schedule of Classes* (although “Pre-nursing Success” will not be offered in the fall 2008 semester).

The Business and Computer Science Division implemented a Cluster Learning Community which started at the Vallejo Center in spring 2008. This unique configuration offers students a two-semester, 17-unit program that prepares students to be a Medical Front Office Clerk. Students take all classes together as a cohort throughout the program. Twelve students began the program in spring 2008 and four

completed the first semester. Our fall 2008 class currently has 38 students enrolled and a wait list. The program is planned to re-initiate each semester.

- Learning Communities in the Basic Skills program.
The College's Basic Skills program, part of the California Basic Skills Initiative, links pre-college math and English courses with counseling courses. Although Solano's Basic Skills program is separate from its Learning Communities program, some basic skills courses are linked in Learning Communities to create cohorts of students, because such cohorts have been shown in research on basic skills to improve student persistence and success. The first offering of this type, two Learning Communities entitled "Student Success in English" and "Student Success in Math," is scheduled for fall 2008 [[Evidence 108](#)].
- Website
A website for the Learning Communities program was completed in the fall of 2007. It can be viewed at <http://www.solano.edu/learningcommunities/>.
- Budget
The Learning Communities program received a budget of \$4,500 for the 2007-08 year, the first time in the program's history that it received a budget. A budget is critical to achieve the program's objectives [[Evidence 109](#)].
- Poor visibility in the online schedule of classes
The Learning Communities courses are not easily visible to students in the online schedule of classes. The program recently suffered from the following problems: 1) rather than being listed under the Learning Communities program heading and the appropriate department heading in the online schedule of classes, courses were only listed under Learning Communities; 2) students cannot see descriptive courses titles when beginning a search in the online schedule of classes. Students initially see titles such as "Learning Communities 001" or "Learning Communities 002" rather than more descriptive and meaningful titles. These technical problems must be resolved in order to improve the program's visibility [[Evidence 110](#)].
- Conferences and Recognition
Seven faculty and the Dean of Counseling attended the National Summer Institute on Learning Communities at Evergreen College in Olympia, Washington [[Evidence 111](#)].
- Future Directions and Plans
One outcome of the 2008 National Summer Institute on Learning Communities was a comprehensive plan to develop the program beyond its current size and scope. The seven faculty and Dean that attended the conference created the foundation of this plan, and a larger group of faculty had an opportunity to comment on and refine the plan at a campus FlexCal event [[Evidence 112](#)] [[Evidence 113](#)].

Because the benefits to students of a robust Learning Communities program are so well established, this new plan seeks to further develop the program to reach more students and, second, to root the program more firmly at the College. We intend to employ the following basic strategies to accomplish these long-range objectives:

1. Improve enrollments with a comprehensive public relations plan
(e.g., increase the program's visibility to students and campus community)
2. Make the program more cohesive
(e.g., become a Senate-recognized committee, use integrative assignments in all courses)
3. Recruit and mentor new faculty
(e.g., veteran instructors act as resource faculty, create virtual Teaching and Learning Commons)
4. Explore developing an optional Second-Semester Experience for some fraction of students that complete the Basic Skills Initiative First-Semester Experience

3. 2005 Self-Study Planning Agendas: The Vice President of Academic Affairs and the Academic Senate will support and implement the findings of the SLOs Task Force, as possible. Instructors and administrators will develop measurable student learning outcomes for all courses, certificates, and degrees. Efforts will continue to develop measurable student learning outcomes for all courses, certificates, and degrees. Vocational programs will utilize advisory committees to identify effective assessment methodologies for vocational learning outcomes. (IIA1c)

Progress Status: As reported in the response to General Recommendation 4, the College, having adopted the Cabrillo Model for SLO (student-learning outcomes) development and implementation in spring 2007, has proceeded to identify student learning outcomes for 85% of all active courses (with all divisions, except Career Technical Education, having completed SLOs), defined SLOs for all GE courses, and degrees, and is currently in the process of assessing those SLOs.

Adaptation of the Cabrillo Core Competency Model

The Academic Senate, under the leadership of President Gail Kropp, led the project of incorporating Solano Community College's General Education Philosophy and Criteria Statements, as they were identified in the College *General Catalog*, into core values or "competencies" following the Cabrillo model. On March 12, 2007, the Academic Senate adopted Solano Community College's Core Competencies as GE, basic skills, certificates, degrees and program SLOs. Subsequent to the adoption of the Cabrillo Model, the SLOs Task Force transformed into a training body, each of the seven members tasked with leading the effort to develop course SLOs in their respective divisions. Up until fall 2007, the trainers worked without released time. In spring 2007, the Interim Superintendent/President (now the Superintendent/President), in consultation with Academic Senate President Gail Kropp, allocated funds to reassign time for a college-wide 50% SLOs Coordinator and Division Trainers at 20% each for 2007-08 and 2008-09.

As the focus of the SLO project has shifted from development to assessment of SLOs, SLO Coordinator (now Learning Outcomes Assessment Coordinator-LOAC) Tracy Schneider is coordinating the campus-wide pilot assessments of selected course SLOs. The first pilot assessment occurred in fall 2007, when each faculty member was instructed to assess one course SLO of his/her choosing. Individual faculty used embedded assessments to gather data and discussed and analyzed their results, reporting to their divisions during a spring 2008 Required FlexCal Day. The second pilot assessment was reported in division activities during fall 2008 FlexCal.

Use of Advisory Committees for Vocational Outcomes

An “Instructional Program Advisory Committee Resource Manual” was developed by the Office of Academic Affairs and distributed to each of the divisions with vocational programs (SCCD Policy 6130) [[Evidence 114](#)]. This document was developed for College staff to use as a guide for maximizing the effectiveness of advisory committees. In addition to providing information on the purpose, function, roles, responsibilities and membership of advisory committees, the Manual serves as a planning and meeting guide and includes a list the advisory committees, the contact persons, and the annual meeting dates. Each program interacts with its constituencies in slightly different ways, but each is accountable for the regular interaction with industry.

The Business & Computer Science Division supports the refining of its vocational SLO's through the use of advisory committees. The Division currently hosts or participates in a number of advisory committees: Office Technology Advisory Committee, Computer and Information Science Advisory Committee, California Insurance Careers Advisory Committee, and the Western Food Chain Advisory Committee.

Biotech faculty and the Dean of Mathematics and Science meet regularly with local high school faculty who teach biotechnology and with industry groups to share new ideas in biotechnology and biotechnology education. We have worked closely with the County Office of Education and with Solano County Office of Education Regional Occupational Program (ROP) to establish biotechnology classes in at least one high school in each major community in the County. We have developed a working relationship, which brings their students into our biotechnology laboratory and sends faculty to their schools and classrooms. As a result of prospective student interviews, ROP interactions and re-evaluation of our prerequisites, we created a new course, BIOT 160: *Basic Concepts/Methods in Biotechnology*, which provides the basic science needed by mature workers wishing to enter the field. With this course we also created a second certificate that was not directed toward the AA, but toward shorter training period for more expeditious job placement. At the same time, program faculty recognized that students in the high school biotechnology courses should be able to demonstrate the knowledge acquired in the course. As a result, the BIOT 160 course is now articulated with those schools having biotechnology classes. This allows their students to earn college credits and accelerate their progress toward earning of a biotechnology certificate at SCC.

SCC is also a founding partner in Biosystem, which is a consortium of regional high schools, universities, and biotechnology companies that meet monthly to present information on biotechnology and to develop opportunities to partner together to provide appropriate education and workforce trained workers [[Evidence 115](#)].

4. 2005 Self-Study Planning Agenda: The College should consider a degree requirement of Information Competency. (IIA3b)

Progress Status: Although not a degree requirement in the traditional sense, the newly-developed information competency course LR 010: *Introduction to Library Research and Information Competency* was approved as a co-requisite of ENGL 001: *College Composition* by the Curriculum Committee in fall of 2007. This was the culmination of eight years of dialogue, research, and planning.

Discussion of the need for an information competency requirement began with a presentation in the Curriculum Committee in 2002 by College Librarian Ruth Fuller, who, in anticipation of a statewide information competency requirement for community college students, had been investigating various colleges' approaches to information competency. When the State Department of Finance prevented the requirement from going into effect, declaring it an "unfunded mandate," various groups on the campus (the Curriculum Committee, faculty teaching courses that required research, etc.) continued the discussion, albeit informally, about the need for an information competency course. In the meantime, Library faculty had been conducting workshops providing an introduction to information competency (covering skills from using electronic databases and search engines, to determining the credibility of websites) to students in courses that required some kind of research. These workshops have been a valuable supplement, especially in college compositions courses, which have a capstone research project at the end of the semester. In fact, the workshops were so useful that many instructors expanded the time allotted for the workshops from one to two class sessions per semester. At the same time, many composition instructors were reporting problems with success and retention, particularly when it came to the research project, and had realized that research skills had grown more complicated and the material was consuming more and more time in an already challenging course. As a result, English faculty and librarians developed a rationale for an information competency co-requisite for ENGL 001, identifying the co-requisite as necessary for success in the course:

References to development of research skills appear throughout the current course outline for ENGL 001—in the catalogue description, Student Performance Objectives, and Course content. Given the changes in the nature or research resulting from the proliferation of online databases and search engines, and web materials, both spurious and legitimate, the previous practice of incorporating a one or two class session lecture on electronic source materials has become inadequate to the goal of students learning current research strategies. This modification to ENGL 001 is designed to improve student success and retention, as well as to continue to address the stated goals of the course, in light of the changes in the research field.

As the Academic Senate had already adopted information competency on March 12, 2007 as part of the College's Core Four Competencies, the establishment of the co-requisite was the logical stop toward achieving that goal. The information competency co-requisite plan was accepted by the Basic Skills Committee in spring 2007 and proposed to the full faculty of the English department at its September 28, 2007, meeting. The Curriculum Committee approved the proposal at its meeting of November 13, 2007, after which the Board approved the proposal on December 19, 2007 [[Evidence 116](#)].

Implementation of the co-requisite will begin with a pilot of the course in twelve sections of ENGL 001 in fall 2008. With the assistance of the Office of Research and Planning, instructors of the sections in the pilot will track retention and student success in their courses and compare their data with the students in sections that are not requiring the information competency augment. The co-requisite will be fully implemented in fall 2009.

One concern that instructors have in the sections running the pilot is that students will be reluctant to enroll in a course that requires an extra one-unit course when they have the option of taking a section without the requirement. Therefore, it will be especially important to enlist the aid of counselors to promote the benefits of the course when advising students. So far, however, the numbers are positive; more than half of the students in at least two unlinked sections of ENGL 001 have chosen to enroll in LR 010, which will provide an additional control group for measuring the effectiveness of the course as an augment to College Composition.

5. 2005 Self-Study Planning Agenda: The Vice President of Student Services and the Transfer Coordinator will monitor the development of the new CSU proposal for articulation and participate in the transition of courses to the new system to assure our students the most current information. (IIA6a)

Progress Status: The College has made counselor assignments to Articulation and Transfer Center. These two counselors serve as the point staff for monitoring articulation changes and transition of courses to assure students have the most current information. A support staff position was added to this effort, unfortunately the person stayed only six months and the position is only now in recruitment. The counselor assigned to Articulation attended several state-wide meetings/trainings, attends the Solano Curriculum Committee meetings on a regular basis and works with divisions and individuals on maintaining and improving articulated courses. The Transfer Center counselor created a new, much more readable format of the CSU General Education Course List for the 2008-09 *General Catalog*. Both counselors and one of the evaluators reviewed the transfer course data in the 2008-09 *General Catalog* to assure students have the most current information. The Transfer Center and Articulation counselors work well together and have provided outstanding in-service training to all counselors on this topic.

The Lower Division Transfer Pattern (LDTP) proposed by the California State University (CSU) is only partially complete. Transfer Course Descriptors are still being developed and coordinated by the CSU faculty. There have been a number of concerns from community

colleges which are being worked out at this time. A majority of community colleges have chosen not to submit coursework for articulation until the issues of concern have been addressed and there are more complete guidelines.

Solano Community College is among the colleges who are not submitting courses for LDTP at this time. However, the Articulation Officer and the Transfer Center Director are staying abreast of the progress and evolution of the LDTP in order to be ready when the time comes to articulate with the pattern.

6. 2005 Self-Study Planning Agenda: The Program Discontinuance Committee will finish refining and polishing the current draft of the “Guidelines for Program Discontinuance” with the goal of creating a process that strikes a balance among the needs of all members of the College community. [II.A.6.b,]

Progress Status: Despite some delays and the transition between three VPAA's (Vice President Academic Affairs) in as many years, the College has officially adopted the process outlined in Guidelines for Program Discontinuance developed by the Program Discontinuance Committee.

In spring 2005, the Program Discontinuance Task Force, comprised of representatives from each division, one rep from CSEA, a student government rep, a dean, and two VPs (including Interim VPAA Floyd Hogue), reconvened and met bimonthly to begin revision of draft of Policy § 6105 with goal of arriving at policy and procedures to which Governing Board and Academic Senate could mutually agree. As no resolution was reached by the end of May 2005, work resumed in 2005-06 under leadership of new VPAA Laurel Jones. The Task Force reached an agreement in May 2006. In 2006-07, Interim VPAA, Marjorie Carson drafted policy language to accompany procedures drafted by the Task Force. The completed Program Discontinuance Policy and Procedures was approved by the Academic Senate and Shared Governance Council in May 2007 and by the Governing Board in June 2007 [[Evidence 117](#), [118](#), [119](#), [120](#), [121](#), [122](#), [123](#), [124](#)].

7. 2005 Self-Study Planning Agendas: The Vice President of Technology and Learning Resources will oversee the hiring of a Webmaster. The chairs of the campus committees will coordinate the posting of all committee minutes and reports with the campus Webmaster. The newly revised Academic Integrity policy will appear in the College Catalog 2006-07. (IIA6c)

Progress Status: Scott Ota was hired as Webmaster effective December 7, 2006, and has assisted committee chairs and staff members in the process of posting committee agendas and minutes on the intranet. The process consists of sending the materials to be posted to the Technology Services and Support Help Desk. All requests generate Help Desk tickets for tracking. The documents are placed on the intranet or the College web site, the ticket is closed, and the person requesting that service is notified. In 2008, the Academic Senate President Gail Kropp met with the Academic Senate Administrative Assistant, Mary Swayne, and the campus webmaster to discuss format for Academic Senate Committee minutes. All

minutes from Academic Senate subcommittees are to be sent to the Academic Senate Administrative Assistant, who, in addition to the Senate President, is authorized to post minutes. However, because the College is in the process of transitioning to Banner, the scope and design of the postings are still in flux. Full implementation should be complete in fall 2008.

The Enrollment Management & Student Retention Committee has evolved over the past one and half years from a single committee to two committees to one committee again. All of the available minutes from January 2007 to present have been posted on the College intranet by staff members Karen Mitchell and Laurie Gorman. Additionally, Laurie Gorman has posted the meeting notes from the Student Services Manager meetings.

The Academic Integrity Policy was published in the 2008-09 *General Catalog*. It was published in an abstracted form for the first time in the summer 2008 *Schedule of Classes* and will continue to be published in both the class schedules and catalogs. The VPSS reviewed the policy with the Academic Senate President and student government leaders in spring 2008. The policy is published on the College web site under the College *General Catalog* [[Evidence 125](#)].

8. 2005 Self-Study Planning Agenda: The Vice President of Student Services will develop a plan to address the delivery of services to the disabled student population at the centers. (IIB1)

Progress Status: In spring 2008, the new Vallejo Center opened for its first full-term session of classes. Student Services has the ability to meet in an office with students with disabilities on an appointment basis at Vallejo, Vacaville, and Travis Air Force Base Centers. The Learning Disabilities adjunct counselor conducts testing at all sites. The DSP staff and faculty continue efforts to serve the DSP student population regardless of the location of classes.

For approximately the past ten years, when institutional three-year plans were developed and submitted, Disability Services Program (DSP) has always included requests for additional staff to serve the needs of students with disabilities at the Vacaville and Vallejo Centers. Initial proposals requested a Student Services Assistant position to be divided equally between the two Centers. In subsequent three-year plans, DSP proposed a full-time DSP Counselor to serve half-time at each Center. However, for many years these positions did not make it onto the list of institutional priorities.

Pending the approval of these positions, the needs of students with disabilities at these Centers were served these years on an individual basis through communication with clerical staff, who administered the disability accommodations (note-taking, test-taking, adjustable tables and accessible chairs, and other services) under the direction of the DSP Counselor or the Disability Specialist. Also, the Disability Specialist might visit the student at the center to accommodate their service needs (interpreters, special equipment, transcribers, etc.) DSP

Counselors have also met with the student with a disability at the Centers on an individual basis when travel to the Fairfield campus was prohibitive for the student.

Given the limited staff in the DSP program to serve the 800 students with disabilities on the main campus, DSP plans to continue to respond on an “as needed” individual basis to the students with disabilities who attend classes at the Centers. DSP Counselors will meet with students who cannot make it to the Fairfield campus on an individual basis. The Disability Specialist and Student Services Assistant II staff will also serve students at the Centers on an individual basis. DSP will continue to maintain open communication with the frontline staff and the directors of these Centers to identify any unmet needs, as well as continue to deliver services with their assistance when available, or the DSP staff visiting the center as needed. DSP will also continue to request the additional staff positions that are identified as necessary to serve the Centers.

10. 2005 Self-Study Planning Agendas: The Student Services managers will develop Service Area Outcomes at the program level for all student support services. The Student Services managers will research additional evaluation tools for use in Student Services that will focus on the achievement of identified learning outcomes. The Student Services managers will investigate the use of student focus groups to indicate student satisfaction and needs assessment.(IIB4)

Progress Status: Student Services managers developed Service Area Outcomes (SAOs) in the fall 2006. Each SAO had identified methods of assessment and evaluation criteria through spring 2007. In early spring 2007, the College became more actively involved with SAO development, adopting the Cabrillo model. The Student Services managers need to revise their initial work, review the Core Four concept, and improve their program SAOs.

All of the Student Services faculty are in sync with the instructional faculty and have developed their course SLOs and are working on the next steps.

During the upcoming Student Services Institute, a module will be taught by the Vice President of Student Life at the University of the Pacific. Dr. Griego is a former WASC (Western Association of Schools and Colleges) staff member who initially helped the senior institutions develop the SLO theme that has been adopted by ACCJC. The planning agenda for the training will be have the Student Services staff and faculty review, update, and further work on the Solano SAOs.

11. 2005 Self-Study Planning Agendas: The Librarians are planning for increased services at the new Vallejo and Vacaville Centers. When budget allows, it would be appropriate to address needs for increased classified staff, as well as an increase in part time/full time Library faculty. The Vice President of Learning Resources should work with ASSC and the Library Circulation Manager to find ways to expand the Textbook Reserve Collection to more adequately meet the needs of the student body. CARL, the ILS used by SNAP, is set to be updated in mid-2005. At that time, acquisitions can be

moved from a paper-based process to a more streamlined, automated process, saving valuable time and resources.

The Library renovation will be completed in 2008. Measure G will provide funds to remodel building 100, which houses the College Library. Planning for the remodel started in March 2005. A committee of affected employees, including a College librarian, will work with the architect and bond program manager to finalize a remodel plan. Working in tandem with SNAP administrators, the College Library collection will be inventoried by fall 2005 (IIC1)

Progress Status

Service to the Centers

Both campus Centers are currently staffed by professional librarians. Both Centers have small print collections and provide access to the entire SCC Library electronic information collections. With the Centers and the online courses in mind, the Library recently purchased the Gale/Cengage Virtual Reference Library with online access. This gives our students online access to over 1,700 reference titles.

The new Vallejo Center, which features a Library Resource Room, is staffed approximately 19 hours per week. The Library Resource Room at the Vallejo Center provides the following services: textbook reserves, print & electronic reference collection (plus some new books and ebooks on the way), wireless Internet access (which provides same access to Library databases that all other campus locations have), laptops available for use (in room), study space and librarian assistance. The Vallejo Center Library Resource Room has its own website [[Evidence 126](#)].

As the new Vacaville Center is still under construction, the professional librarian holds library hours in a shared office. The Vacaville Center is staffed six hours per week, an adequate amount until an appropriate space is built in the new center. Currently, students at Vacaville have access to all electronic Library resources and a small print collection [[Evidence 127](#)].

Increase staffing

A new Access Services Librarian was hired August 2007. This addition of another full-time Librarian has added much to the day-to-day running of the Library at the Fairfield campus, on the Vallejo and Vacaville campuses, as well as to our Library website and involvement in the online campus.

Unfortunately, the Library Information Commons remains without a dedicated technician. With 60 PCs, the Library Information Commons is the largest open computer lab on campus, yet it is the only lab without a dedicated technician. Students at the Information Commons require much attention with needs varying from basic computing to intervening in serious behavior problems. Supervision of the Information Commons takes the librarians and the Library staff away from their core responsibilities at the reference desk and the circulation

counter. A dedicated lab assistant would greatly improve the service to the many students make regular use of the Information Commons.

Textbook Reserves

A textbook reserves collection development policy was created and implemented for fall semester 2007 [[Evidence 128](#)]. Based on student need/demand and courses being offered, the current textbook reserves collection was expanded. Using Basic Skills and ASSC money, the Library spent \$5957.96 and purchased 71 books for the collection. This service has been well received by students and the Library will continue to develop this collection.

Remodel

The Building 100 Remodel Committee reconvened in April and May. Three librarians and the VP of Technology and Learning Resources are on this Committee and, at this time, have had much input into the Library remodel design.

The planning for the remodel for Building 100 is in two stages. An interim reuse plan to take immediate advantage of the spaces vacated by Student Services as they moved to their new building is currently underway. Plans have been drawn up and approval from the Division of the State Architect (DSA) is hoped for by the end of June 2009. There is little impact on the Library space itself other than the merging of a conference room and librarian office to create a three librarian shared faculty office space and the expansion of the old Veterans' Center into the new Learning and Teaching Center. The rest of the reuse plan affects the other parts of the building.

The planning for the full remodel of the building is also underway. Vice President Field is chairing the building committee and basic programming is being completed in time for the submission of a Final Project Proposal (FPP) to the State by the June 30 deadline. Librarians and Library staff have been invited to participate either by attending meetings or giving input directly to the committee chair. The funding for this is a mix of local bond money used for the District match as well as State construction bond funding.

Streamline SNAP (Solano Napa and Partners) Library Consortium

Progress has been made toward the goal of maximizing the use of our Integrated Library System as provided through our membership in the SNAP consortium. We have implemented the Acquisitions module. Purchasing materials from Baker and Taylor (our preferred vendor) is now integrated into the Integrated Library System (ILS). More information is more easily accessible by the librarians to track their own purchases and to see when materials have arrived and are cataloged and on the shelves. The media collection has also been cataloged. Until that happened in the 2007-08 school year, the only reference for the media collection was a set of printed pages that were not up-to-date. The media collection is now searchable via the catalog [[Evidence 129](#)].

12. 2005 Self-Study Planning Agendas: The Vice President of Technology and Learning Resources and the Academic Senate President have expressed interest in creating a general Library Advisory Committee for the campus, specifically, a committee of

faculty members interested in advising and supporting the Library. It would provide a channel for information and inquiries to flow in mutual directions, allowing faculty to know more about the Library's operations and the Library staff and management to know more about faculty needs and interests as they relate to Library functioning (IIC1a)

Progress Status: This has been discussed and most of the librarians find this planning agenda item no longer necessary in its originally conceived form. At the time the planning agenda item was conceived, the Library (collections, staffing needs, etc.) had been suffering from years of neglect by a campus administration that did not see the Library as an institutional priority. The effects of this neglect were noted in at least three accreditation team evaluations. Therefore, the authors of this planning agenda felt that a Library advocacy group was essential to the growth of the Library. However, in response to recommendations from the previous accreditation report and due to a change in administrative leadership, the College has increased its support of the Library. The librarians continue to be interested in collecting faculty/staff comments and feedback; however, they do not feel that it needs to happen in a structured Academic Senate Committee at the present time.

Instead, the librarians are working on the following.

- Stronger faculty-librarian relationships with face-to-face meetings
 - with each division at the start of each year to refresh the division
 - and solicit new ideas, etc.
- Online surveys tied to our SLOs
- Online discussion boards where the campus community can post ideas or
 - discuss topics
- Up-to-date website.

13. 2005 Self-Study Planning Agendas: The Vice President of Academic Affairs will continue to propose and fund upgrades to the labs' equipment and staffing. Measure G funding will support these efforts, and new facilities to be constructed in Vallejo and Vacaville will have up-to-date infrastructure and technology. Measure G projects executed on the Fairfield campus will also afford the opportunity to make technology improvements in many areas. (IIC1a)

Progress Status: Funds from Measure G, Instructional Equipment, General Fund and new laboratory funds for ongoing support of the Vallejo Center were combined to purchase the equipment and initial supplies for the Vallejo laboratory. The equipment included microscopes, incubators, water finishing system, laboratory level dishwasher, and mobile computing [[Evidence 130](#)]. These funds were sufficient to allow the first laboratories to be scheduled in spring of 2007-08 and for ten laboratories classes to be scheduled during the fall of 2008 including: CHEM 160: *Introductory Chemistry*, CHEM 010: *Intermediate Chemistry* and CHEM 001: *General Chemistry*; BIO 015: *Introduction to Biology*, BIO 001: *Principles of Organismal Biology* and BIO 014: *Principles of Microbiology* and GEOL 002: *Physical Geology Laboratory* [[Evidence 131](#)]. Laboratory assistance was found by temporarily shifting the science laboratory technician for the Fairfield campus to the Vallejo Center

during fall, spring, and summer of 2007-08, 2008-09. A position has been presented to Executive Council to staff a Vallejo Science Laboratory Technician and to allow the temporary assignment to return to the Fairfield campus and relieve the workload there [[Evidence 132](#)]. Additionally, the Center has a space set aside as a learning center for reading, writing and math. Position hiring proposals have been written and submitted to Executive Council for action to staff that facility to provide equivalent resources at the Vallejo Center.

14. 2005 Self-Study Planning Agendas: The Art Department will continue building the digital image and video collection, while maintaining a traditional collection of slides and videos to accommodate all faculty needs. Pending the purchase of more pieces of newer equipment, the department places an even greater emphasis on building the digital collection. (IIC1a)

Progress Status

Background: In 2002, the Visual Resources Center occupied a cubicle in the Art Department office (Room 1302), and consisted of two large slide cabinets and a collection of VHS video tapes on artists, art historical periods, and techniques. The following year, the Department purchased a computer to act as a database for digital files, including images found online, and scanned from books. The Visual Resources Center student aide began to digitize excerpts of selected art videos, saving them in .MPEG and other digital video formats on the database computer. By 2006, all computers in the department – including faculty desktop computers, the smart classroom computers in 1301 and 1305, as well as the mobile smart classroom computer – were each linked via the SCC network to the central, digital database computer. The database included art history image folders, as well as personal folders for each faculty member to access. These personal folders could contain, for example, scanned images of student artwork, images selected for teaching a specific class, or PowerPoint lectures. Faculty could, at any time, copy images from their personal folders to the main database, sorting and cataloging as necessary, thereby expanding the breadth of the digital database collection.

Evidence of expansion

In 2007, the need for expanded resources to support the digitization of the collection became apparent. As a lone and now-outdated computer, the digital database had neither the capacity nor the security to be entrusted with so much vital, irreplaceable data. In April 2007, the Art Department secured funding for a server on which the current database information could be securely stored and backed up nightly. The Thoth server was successfully installed in the fall 2007 semester and data was transferred from the old computer to the new equipment. The server was divided into two areas: the Image Database, and the Video Database. The Image Database includes the following subfolders:

- Non-Western Art
 - Asian Art
 - African Art
 - Arts of the Americas
 - Oceanic Art

- Western Art
 - Paleolithic to Medieval
 - Renaissance to Present
- Adjunct faculty folder
- Individual folders for full-time faculty
- A complete set of textbook images and PowerPoint lectures from three survey art history textbooks

The Video Database includes several full-length videos in digital format and video clips, as well as an indexed list of videos (both VHS and DVD) in the physical VRC collection.

Not only can faculty access the server from Art department computers – they can also map to the Thoth server from any SCC computer, logging in at any site (including the Vallejo and Vacaville campuses). With instant access to over five gigabytes of customized, specialized, and organized visual information, faculty can respond fluidly to students’ needs, using up-to-date technology. The Art Department faculty is continuing to add to the server’s database collection, and to organize the information to ensure maximum functionality for all users. The old database computer was upgraded, and now serves both the Visual Resources Center (VRC) aide, and adjunct art faculty. This terminal is connected to a flatbed scanner, which is frequently used to add new digital images to the database. Currently, a rare, out-of-print art book is being scanned by the VRC aide, page by page. This resource cannot be found online, and its valuable contents will make a great addition to the Thoth server-database. Other rare and fragile visual resources in the art faculty’s private collections will also be added to the digital collection, to ensure their preservation and future use by students.

15. 2005 Self-Study Planning Agendas: The Access Services Librarian will work with faculty who teach online with the goal of expanding the number of courses that offer online Library orientations. The Librarians will investigate ways to make traditional format stand-alone, not-for-credit workshops viable and will offer library-related Flex Cal activities, as budget and time permit. (II.C.1.b.)

The Librarians will develop student learning outcomes for use in orientations and workshops. The librarian who has taken a course on assessing student learning outcomes is developing student learning assessment tools for Library use. Plans are underway to create student learning outcomes for the Library and assessment tools for these outcomes. The Librarians will develop student learning assessment tools for Information Competency and library instruction. (II.C.1.c., II.C.2)

The Librarians will update the Web page and increase its content. The Librarians will develop a plan to catalog the serials using available software and develop a plan to offer new services, such as Librarian “office hours,” reserve textbooks collections, and book deliveries at the new Vacaville and Vallejo Centers. (II.C.1.c.)

Progress Status

On-line Services, Workshops and Flex Cal Activities

In addition to providing online reference, the Library is now offering approximately ten hours a week of instant messaging access to SCC reference librarians via its webpage. Newly-developed library instruction videos are available to embed in online courses for those having a research component.

The librarians have made a more concentrated effort to visit division meetings. Fall 2008, each librarian was tasked with visiting divisions to which they are assigned as liaisons [[Evidence 133](#)]. Most campus divisions met with their librarian liaison. In addition, the librarians continue to give a presentation at the New Faculty orientation every fall.

Student Learning Outcomes and Service Area Outcomes

Library faculty have created Service Area Outcomes and assessments for the Library orientations and workshops as well as the reference desk and our student worker program. To ensure we are serving both populations well, the assessments for the Library instruction sessions is two-fold: there is a survey the students are asked to take as well as one for faculty. The Library has completed assessments of the orientations and workshops, the reference desk, and our student worker program [[Evidence 134](#)].

All of the College's Library courses have recently been updated and sequenced. For all courses, a variation on an assignment called "the exploration" has been chosen to assess information competency and a rubric has been written for each course. For each course, the assignment is assessing different competencies in the study and use of information tools and technologies in research. The Library has completed assessment tools for library instruction in all its courses. The Library has completed at least one assessment cycle for two of the four classes it teaches [[Evidence 135](#)] [[Evidence 136](#)]. As part of SLO evaluation for library orientations, an anonymous survey was distributed to faculty electronically to determine their use of library orientations for their classes and their estimate of students' abilities to identify and access library resources after an orientation. All library SLO documents are posted on the College Library webpage, <http://www.solano.edu/library/SLO.html>.

One of the College's librarians has spoken at the Educause 2007 and 2008 Western Regional Conferences and the Future Technologies workshop for the Monterey Bay Area Consortium of Libraries Technology committee on the use of virtual worlds in library instruction. She has spoken at two California Council of Chief Librarian sponsored, daylong seminars, on our process and progress with Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and the assessment cycle.

Website(s)

The Library's website has been redesigned to increase awareness of library resources and services, to provide more assistance to users, and to incorporate more 508/accessibility (*Section 508 of the Rehabilitation Act {29 U.S.C. 794d}*) and usability features, such as making sure all images, acronyms, etc contain alt text that can be read by screen-readers. Some additions to the website include: SLO assessment work ("Information Competency"

webpage), Instant Messaging 24/7 Reference service, remote-access instruction for databases, increased content and instruction on library services and policies, "Faculty Resources" and "Student Resources" pages, increased e-content access and advice, and an online listing of available textbooks in the new Textbook Reserves Collection.

Additional WebPages have been created for both the Vallejo and Vacaville Centers as well.

Other web-based assistance tools are being developed and will be made available on the Library website including: database tutorials, enhanced citation-creation instruction, an online resources wiki, and a "New Items in the Collection" feature [[Evidence 137](#)].

Library Services at Centers

Regular hours for librarians have been instituted at both Centers. Vallejo is staffed for 17 hours a week, meeting the commitment made for a half-time Librarian for the new center. Vacaville is staffed for six hours a week. These hours are regular and posted each semester, providing faculty and students the opportunity to either drop in or schedule time ("office hours") with librarians. Current staffing or adjunct faculty funding will need to increase in order to add additional librarian hours at either Center. Vallejo has a dedicated room serving as the Library. There is a small "ready" reference collection, six laptops, and access to all of the Library's digital resources. Library services at Vacaville are provided by a librarian in a room that is equipped with a small reference collection and access to all of the Library's digital resources. Digital reference resources were increased in the 2007-08 academic year with the addition of the Gale Reference Collection. This was specifically added to provide resources in a digital format that are available in print form at the Fairfield campus library but were impractical to add to the Centers.

At both Centers, librarians teach discipline-specific orientation sessions for classes by request of the instructors. They also provide general reference and research assistance for students and faculty. 24/7 online reference help is available through the Library's participation in a consortium to provide that service. Several librarians are also allowing students to engage in online chat with them when they are working at the reference desk or at one of the Centers. The Library home page has an icon that lets students know when a librarian is online and available as well as an easy interface to start the chat session.

At this time, there is no textbook reserve collection at either Center like the one maintained at the Fairfield campus Library. The Library has also determined that there is not enough staffing to be able to effectively institute book deliveries. However, through the SNAP consortium, materials can be delivered to public libraries in both Vallejo and Vacaville (and other locations in Napa and Solano counties) providing closer access though not at the Centers themselves.

16. 2005 Self-Study Planning Agendas: The Vice President of Technology & Learning Resources will investigate the installation of a security camera over the Library cash register, the entrance, and four exit doors. The camera will provide security for the

Library staff and patrons. This would be funded through an SCC Foundation grant that was made previously to the Library. In addition, the Vice President of Technology & Learning Resources will work with the Librarians and Library staff to evaluate and upgrade Library security. (IIC1d)

Using available software, the Librarians will develop a plan to catalog the serials. The Library will work with SNAP to get better statistical reports and data on the collection, to utilize new modules of CARL, including Serials and Acquisitions, and to participate in CARL training to use new modules. (IIC1e)

As part of the process for the College's Integrated Evaluation, Planning, and Budget, the Library will be scheduled for systematic review in the Institutional Program Review Schedule. This process will be beneficial in a number of ways, including follow-through of Three-Year Plans, preparation for self-study, and funding prioritization. (IIC2)

Progress Status

Improve library security

In the 2007-08 school year, the Library unfortunately experienced a substantial increase in student behavior problems, particularly in the area of the Information Commons. Students' behavior problems were a regular occurrence ranging from benign to very serious and often requiring police intervention. Campus police together with Student Services worked to deal with the worst offenders through the student discipline and legal processes. After several students were removed from the campus, the Library returned to a more normal state of affairs. Supervision remains an issue however. Librarians and circulation staff do not have the time to also actively supervise the Information Commons. Dedicated lab assistants would be an appropriate solution should the budget allow it.

The College issued an RFP (request for proposals) in the spring of 2008 for a campus security plan. This document will be a blueprint for implementing a standard set of security protocols, hardware, and software that will eventually be deployed in the Library. We anticipate that this will include video cameras that can record problems in the Information Commons as well as panic buttons that can summon help immediately. The planning for the major remodel of the Library is also looking at this issue very carefully [[Evidence 138](#)].

Improve Serial Cataloging, Use of CARL

The Library has implemented the Serials module of our ILS, Carl.Solution. Serials are cataloged and processed as they are received at the Library. Users can search the online catalog to see if the Library carries a particular serial or if a specific issue is available. The Library does not circulate the serials collection. They are available for use in the Library only.

Include Library Services in Program Review schedule

After a full three-year cycle of assessing instruction and services, the Library is scheduled for Program Review in 2012-13. The last time the Library participated in Program Review was in 2006-07. The only data collected for analysis in 2006-07 was about the for-credit library

courses. In the next Program Review we will be able to evaluate the Library's services due to the development of inclusive Student Learning and Service Area Outcomes and assessments for the reference desk, our library instruction sessions, our student worker program, our courses and more.

17. 2005 Self-Study Planning Agendas: The combining of the Career Center and Job Placement Services will go into effect in the summer of 2005. The combined services will be housed in the new Student Services Center when the building is completed

The Career Center will move into the new Student Services building in the year 2006-07. The Career Center will be located on the second floor, with accommodations for 30-35 students (seven tables). The Career Center will include an office for the career specialist with access to the Transfer Center, so that materials can be shared by both offices and staff. The Counseling Division will update the Career Center Website. (IIC1)

Progress Status: The combining of the Career Center and Job Placement Services occurred as noted. As of January 2008, the new services are housed on the second level of the new Student Services Center. The environment is very pleasing and comfortable with tables and room for 30 – 35 students. The location is next door to the Transfer Center (there is a window between the areas) and materials are easily shared. The new facility has not only new computers, but a new computerized program to aid students in the search for job opportunities.

The Career Center website has been redesigned with three objectives in mind: 1) to facilitate student access, 2) to enhance the interface with the employer community, and 3) to create a resource library and a portal for anyone who would want to easily access major web sites regarding career exploration, job search, and educational opportunities.

User-friendly graphics are used to encourage and invite access. Students are provided with the requisite information about the available career and employment services in general as well as easy access to our Internet-based employment database.

Employers are given a distinct portal through which all the necessary information is relayed as to how to post a job opening. The Career Center's willingness to establish personal contact is reiterated by encouraging employers to call into the Career Center at multiple spots on the related web page.

The website design reflects the Center's desire to foster personal relationships with the employer community as well as with the student population. Under the "Resources" heading, the site invites students to seek advice and direction from the Employment Development Officer. The rest of the page provides access to the most fundamental career exploration, job search and public education sites available in California today.

18. 2005 Self-Study Planning Agendas: New College Centers are being built in Vacaville and in Vallejo, to be completed by 2007. One FTE staff/faculty will be coordinating student support services for each Center. (IIC1)

Progress Status: The Vallejo Center opened for first full term of classes in spring 2008. The responsibility for providing student services remains with the Dean/Director of the service area.

All student services are available to Vallejo Center students. There is one FTEF counselor available to students at Vallejo. Students can make online counseling appointments for either center or the Travis Air Force Base. DSP services are provided for students regardless of location. Admissions and Records services are almost entirely online and the Admissions and Records staff has been assigned to the center at peak registration times. Financial Aid counseling is available from an outreach specialist, who conducts regular visits and hosts events at the Center. Assessment is provided on a scheduled basis at Vallejo...typically for a special orientation or outreach event. Additional assessment is provided at local high schools as we are invited.

Additionally, the College entered into a memorandum of understanding with Planned Parenthood and the Solano County Health Department to provide student health services at the Vallejo Center.

19. 2005 Self-Study Planning Agendas: The Transfer Center expects to maintain the current level of services and, budget permitting, reconvene university field trips. In 2006-07, the Transfer Center will move into the new Student Services building and will be located the second floor, with room to accommodate tables and chairs for approximately twelve students. The Transfer Center will include an office for the Transfer Center counselor, as well as two offices for the university representatives. The Transfer and Career Centers will share access to resources. (Standard II.C.1)

Progress Status:

Transfer Services and University Field Trips

Transfer Center counselor is a half-time assignment. There is a shared support position with Articulation. The position was filled for fall 2007 and the staff member left February 2008. The position will be recruited in summer or early fall 2008.

The Transfer Center sponsored four field trips during the spring 2007 semester for students to visit San Francisco State University, University of California at Davis, University of California at Berkeley, and Sacramento State University.

During spring 2008, the Transfer Center sponsored one field trip to the University of California at Davis. Additional workload resulting from a move to the new Student Services building and the resignation of the Transfer Center support staff in early January of 2008 took priority for the Transfer Center counselor.

New Location for Transfer Center

The Transfer Center moved from its original location to a modern, technologically up-to-date facility, the new Student Services Center building, in January 2008. The new Center has three round tables that can each seat four students. It also has eight computer stations and additional chairs that can be arranged in such a way that the room can accommodate 36 students for large-group presentations. Additionally, the room is equipped with technology for electronic presentations and wireless Internet access. The Career Center is immediately adjacent to the Transfer Center, which creates ease for mutual student referrals. The Center has office space for one as well as two offices for university representatives.

20. 2005 Self-Study Planning Agenda: The College and Student Services will investigate ways to provide additional services to evening-only students, and College Centers, and to provide adequate facilities. (Standard II.C.1)

Progress Status:

Fairfield Campus

In 2005, one year-round, full-time counselor was scheduled for the second shift, 12 noon to 7:00 p.m. Other full-time counselors were scheduled for one night a week, Monday through Thursday from 4:00 to 7:00 p.m. Absences for the two counselors on duty were covered by substitutes when possible. In 2008, two or three full-time counselors are scheduled into the evenings from 4:00 to 7:00 p.m, in addition to two adjunct counselors, for a total of four or five counselors on duty most evenings [[Evidence 139](#)].

At Fairfield campus, Admissions and Records, Counseling, DSP and Financial Aid are open till 7:00 p.m. Mondays through Thursdays with some changes for holidays etc. Smaller staffed services such as Veterans run on a more limited evening basis. At the beginning of term, most services have extended evening and sometimes weekend hours. The evening services at the Centers are more limited.

Travis Air Force Base, Vacaville Center, Vallejo Center

Counseling hours have expanded at all three Centers, with increased hours per week and year-round availability. Financial Aid has expanded services to off-campus centers: Mondays 3:30 to 5:30 p.m. at Vacaville and Tuesdays 3:30 to 5:30 p.m. at Vallejo, respectively.

In the spring 2008 semester, a representative from California State University, East Bay, held tabling hours at the Vallejo Center. Transfer informational materials are supplied to each of the satellite campuses

Facilities

The relocation of all student services, including DSP and EOPS counselors, formerly housed in temporary buildings across the campus from other Student Services, to the new Student Services Building 400 has provided a seamless, unified delivery of services including offerings in the evening Mondays through Thursdays [[Evidence 140](#)].

21. 2005 Self-Study Planning Agendas: By fall 2005, the Counseling Division plans to update the Transfer Center Web site. The Transfer Center sign-in sheets will continue in use with improvements to be made by having students log in on a computer to make data collection more uniform, consistent and available. Counseling 68, University Transfer Success, will be more strongly promoted to high school students when the Transfer Center counselor visits with junior and senior high school students at the high school sites. Additionally, College students are encouraged to begin the Individual Educational Plans (IEP) in the course, and, later on, the completion of the TAA for the transfer institution. (II.C.1)

Progress Status: The Web Site has been updated to include a calendar of four-year university and college representative visits for each semester. It also has been modified to include a more student-friendly IGETC and CSU general education sheet. An animated link to the ASSIST website has also been added.

In the fall of 2007, the College purchased student appointment and tracking software known as SARS to be installed on one of the computers in the Transfer Center in order to track student usage more effectively. In the meantime, the Transfer Center has tracked students through a manual sign-in process.

The COUN 068: *University Transfer Success* course has been offered, but minimum enrollment has not been met and so the classes have been canceled. Different schedules have been tried, but have not been effective in drawing students. In spring 2008, the counselors and the Transfer Center counselor discussed an alternative option to the course, which is to explore the possibility of offering a non-credit workshop throughout the semester.

In fall 2008, we will begin implementation of DegreeWorks, which will allow students to evaluate their records to the institutional program standards. This will be part of the student access through the Luminis portal.

The College President has been working with the district high schools to implement a K-16 bridge program that would have each district high school junior and senior identify career goals IEPs, take assessments, apply to a college or university, and register for classes at Solano College or the institution of their choice [[Evidence 141](#)].

Standard III: Resources

1. 2005 Self-Study Planning Agendas: The Director of Human Resources and the Vice President of Technology and Learning Resources will ensure that the College's Human Resources policies and procedures are uploaded to the College's Website. The Director of Human Resources will complete the review and revision of Board Policies and Procedures relevant to Human Resources in order to ensure they are current, consistent, and legally compliant. (Standard III.A.1.a)

Progress Status: The campus Webmaster, Scott Ota, assists the Human Resources Department in the posting of policies and procedures to the College Website.

The Director of Human Resources completed a review of all of the College's 4000 Board Policies in 2007-08 (Human Resources Policies). Each policy was reviewed for accuracy, relevance, and currency, with outdated policies revised or deleted and new policies developed, as needed. All new or revisions of policy were brought to Shared Governance for approval. New or revised policies were then taken to the Governing Board for approval. Currently all Human Resources Policies are up-to-date [[Evidence 142](#)].

2. 2005 Self-Study Planning Agendas: The Director of Human Resources will conduct a survey of other community college districts' codes of employee ethics. The Academic Senate will develop a statement of faculty academic freedom and responsibilities. The College administration and the Academic Senate will decide how student learning outcomes will be infused into the evaluation process for full-time and adjunct faculty. At the same time, the College and the CTA must negotiate such inclusion into the evaluation articles of the labor agreement (III.A.1.c,d)

Progress Status: The Director of Human Resources surveyed a number of Community Colleges districts for a code of employee ethics. Copies of those policies are available in the Human Resources Office. The Director has been in contact with the President of the Academic Senate about an Ethics Policy and this is one of the areas currently under review by the Senate.

The Academic Senate work on the Academic Integrity, Freedom and Professional Responsibility Policy for faculty began in spring 2008. The Senate expects to complete the policy by spring 2009. As part of its work on this policy, the Academic Senate will also survey other colleges and meet with the College Faculty Association leaders to discuss how or if student learning outcomes should function in the evaluation process for faculty.

3. 2005 Self-Study Planning Agenda: The College will hire an Accounting Specialist II. (IIIA2)

Progress Status: Amanda Lim was hired to fill this position effective March 20, 2006.

4. 2005 Self-Study Planning Agendas: The Director of Human Resources will recommend restructuring of District Procedure 4005 and Policy 4290 to comply with changes in state equal opportunity rules once the Chancellor's Office issues guidance. In addition, the Director of Human Resources will reactivate the diversity committee and provide advisory services to the hiring committees on laws regarding equal opportunity. (III.A.4.a)

Progress Status: The Director of Human Resources has completed a review of District Procedure 4005 (Faculty Hiring) and *Policy §4290* to bring them line with changes in State

equal opportunity rules from the Chancellors Office. The Policy and Procedure are currently being revised to comply with Title V regulations [[Evidence 143](#)] [[Evidence 144](#)].

Hiring committees report that on some, but not all, occasions, the committee chair has distributed *Board Policy §4000*, which addresses the district hiring policies and procedures. No additional advisory services regarding equal opportunity laws are offered.

5. 2005 Self-Study Planning Agendas: The STAC will revise and update the Technology Plan. The Vice President of Technology and Learning Resources will oversee a pilot project for wireless connectivity and, if successful, implement it campus wide. As technology advances and funds become available, the campus networking and server infrastructure will be upgraded by the Director of Technology Services and Support. (III.C.1.a)

Progress Status

Technology Plan

The Technology Plan will be updated during the 2008-09 school year. Banner implementation and governance (Steering Committee, Data Standards Committee, ad hoc committees) have consumed much of the time that would have been spent on this. The Strategic Technology Advisory Committee (STAC) will resume its meeting schedule in August 2008. The District has continued to work from the most recent version of the Technology Plan and has continued to implement according to its objectives and guidelines.

Wireless Connectivity

A project was completed in 2005 to define wireless needs and assess vendors and products. Trapeze Networks was chosen and their wireless access points and management system have been deployed around much of the campus. Wireless connectivity implementation has roughly followed the Measure G Bond program. Wireless connectivity is available throughout the new Vallejo Center and in buildings 500, 300, 1500, 700, 800, 900, 1800B, and 400. The board room in 600 as well as building 100 has also been connected to the wireless network. Current projects in 1700, 1400, and 1800A include implementing wireless connectivity. Conduit is also being installed for future wireless connectivity at the sports fields.

All future Measure G projects will continue to include wireless connectivity.

Networking and Server Upgrades

Through the Measure G bond program, substantial improvements to campus networking and server infrastructure have been accomplished. With the implementation of SunGard Banner as the campus Enterprise Resource Planning (ERP) software, a new and more modern architecture has been deployed in the campus data center. This includes dual load balancers, redundant web servers (for the ERP portal), new database and application servers, as well as upgraded SAN capabilities. The core switch for the campus has been replaced as well. Connectivity between the Fairfield Campus and the Vacaville Center, Vallejo Center, and

Harbor Theater has also been upgraded to 10M wide area Ethernet (AT&T's OptiMAN) from T-1.

Cisco's Voice of IP (VoIP) technology is also being deployed around the campus. As with wireless, this deployment is primarily a part of the Measure G funded building projects. It was started after the completion of buildings 700/800/900. The Vallejo Center and building 400 have full VoIP deployments and all future Measure G projects will also include VoIP.

The campus email environment has been upgraded to Exchange 2007 with clustered, redundant servers. This also represents a significant upgrade in the ability to deliver email, calendars, and other Exchange (Outlook) features. The Director of Technology Services and Support and his technical staff are currently evaluating server virtualization for possible deployment.

The Community Services program has adopted a Banner compatible software package (Augusoft-Lumens) for the development, management, and enrollment/financial reporting of its not-for-credit course program (Vistas). A comparison-evaluation/cost benefit analysis of an add-on Banner Module, the Santa Rosa Community College proprietary software, and the Augusoft-Lumens was conducted in anticipation of the transition from our legacy computer system. Augusoft-Lumens was selected based on total cost, training support, and student-friendliness. Additionally the ability to fully integrate with our online course provider (Ed-2-Go) was a feature that improved our internal functionality without adding to staff load. Staff has currently completed the implementation training and will go live in fall 2008.

The Workforce and Community Development TechPrep program is currently evaluating software to facilitate the articulation of courses with local area high schools. The current software is a legacy system 'inherited' from the Solano County Office of Education and is no longer supported by their Information Technology department.

The Solano Community College District auditors recommended that the Foundation's bookkeeping and accounting be converted from its historical/current paper-file system to a computerized system. The implementation recommendation was completed in the summer of 2008 with the purchase/installation of the Premier Edition of QuickBooks for Non-Profit organizations. The Foundation hired an independent contractor to set up and maintain the computerized system. The historical 2007-08 fiscal records have been inputted and the new system is fully operational. In addition to fulfilling the audit recommendations, the new system increases the efficiency and effectiveness of the Foundation's fiscal operation, quarterly and fund reporting, and enables to the Foundation to self-prepare the IRS 990 annual informational return.

6. 2005 Self-Study Planning Agendas: The Director of Technology Services & Support will develop a plan for employee workstation and computer lab refresh. This plan will be developed with the guidance of the STAC. The Vice President of Technology & Learning Resources will pursue, as financial resources permit, other strategic

technologies, such as wireless connectivity, Enterprise Resource Planning (ERP) systems, and expanded Web publishing, again with input and guidance from STAC.) Strata Information Group (SIG) has been retained by the College to assist with the evaluation and selection of an ERP system. Phased implementation (each module will be implemented one at a time) will then occur until the entire legacy system has been migrated to the new, integrated system. This will be a multi-year effort. (IIC1c)

Progress Status:

Employee Workstation and Computer Lab Refresh

The Director of Technology Services and Support works with the division deans, other administrators, and the technology specialists to devise and implement plans for employee and computer lab technology purchases and reallocation. While the STAC was not active in the past two years, Banner implementation computer purchases and reallocation have been completed either as part of the Measure G projects, or general fund purchases for new employees, or through the cooperative efforts of the division deans. As money becomes available for refreshing computer labs, mostly through Measure G or categorical funding such as VATEA, the Director of Technology Services and Support discusses recommendations for reallocation with the division deans and implements the plans created. New computers recently purchased for the Business and Computer Science Division's lab on the Fairfield campus allowed for the refresh of the computer lab at the Vacaville Center.

Wireless Connectivity, Enterprise Resource Planning, Web Publishing

Wireless connectivity is being implemented via the Measure G Bond program.

ERP is also being implemented. While STAC was not used specifically for this purpose, the entire campus community was invited to participate in the ERP selection process. On the campus intranet are many documents detailing the evaluation and selection process we followed for ERP, which resulted in the selection and purchase of SunGard Banner and several ancillary products. In addition, a Banner Steering Committee was established with broad participation and representation.

Expanded Web publishing has not been pursued other than by very exploratory efforts at investigating possible content management systems (CMS) for purchase by the College.

This effort continues. SIG has been working with the College and as of this writing, the Finance and Student modules are "live." Human Resources/Payroll went live July 31st, 2008. Many more facets of this project still need to be implemented. Some of these include *Resource 25* for scheduling and *Xtender* for scanning. An addendum to the original personal services contract for SIG that will cover the 2008-09 fiscal year has been received and will be processed.

ERP Implementation

Additionally, non-SIG consultants are working in Fiscal Services and Student Services to assist with implementation planning and details within those areas.

Students were able to register for summer classes beginning May 5, 2008. Currently there is a basic shell of student data and the implementation work to build up the functionality of the system for staff, faculty, and student use will continue into the next academic year (2008-09). In mid-spring 2008 (March), the user group work was re-organized and the Student Core Team was formed to take a more integrated approach to the work of implementing and sustaining a complex ERP system. Goals for the student system in the next twelve months include curriculum building and enrollment data reporting, MIS reporting, 320 functionality, *Degree Works* implementation, integration with *SARS*, and finalizing academic record functionality for students and faculty. The *Luminis* portal is a major component of the system that crosses Student, Fiscal Services, and Human Resources.

Financial Aid has also employed the Banner system for announcing fee waivers to eligible students based on what was reported by students off the electronic federal financial aid application. This was done in advance of the student registering. Automated packaging of student financial aid awards has also been set up for the 2008-09 award cycle.

The July 2008, payroll was processed using Banner. The College has been completing requisitions, generating purchase orders, completing budget development, and many other tasks in the Finance module since January 1, 2008. Many custom interfaces have been developed such as the extract and upload of student data to e-College, the College's provider of online courses. *Accuplacer*, *CCCApply*, as well as a custom attendance timekeeping program are other examples of external interfaces that have been completed.

7. 2005 Self-Study Planning Agendas: Given that eighty percent of the budget is committed to salaries and benefits, closer collaboration between the Business Services and Human Resources offices in crafting the budget model will be explored. Care will be given to building the model so that all items and their residual impact have been included. For example, the annual cost of retirement health care benefits, the value of accumulated vacation time for administrators, classified and the part-time faculty hour computation should be well defined and identified. Beginning with the 2008-2009 fiscal year, GASB 45 will require the District to both identify and begin to fund the long-term cost (liability) of providing ten years of health benefits to qualified retirees. (IID1c)

Progress Status: Human Resources and Payroll staff worked together for more than a year on the HR/Payroll Banner module to build databases for salary and benefit information. The annual cost of retirement health care benefits, the value of accumulated vacation time for administrators, classified and the part-time faculty hourly computation has been defined and a process identified utilizing Banner. However, there is still much work to do around reporting and the Payroll staff is currently exploring options with Strata Information Group (SIG) consultants in order to customize these reporting needs.

On April 26, 2006, the College joined the Community College League of California's Retiree Health Benefit Program Joint Powers Authority (JPA) to begin addressing the GASB 45 compliance requirement for unfunded post-employment benefit obligations. The College has deposited \$917,000 into an irrevocable trust to address the unfunded liability for retiree

health benefits. The College expects to meet the compliance requirement starting this fiscal year. For the past two years, the Governing Board has set a very specific goal of addressing the unfunded liability and is expected to take some further action on this item shortly. Currently, the College is in the final stages of completing an updated actuarial study, which will assist the Governing Board with their decision on how to best address the College's liability over the next 30 years.

8. 2005 Self-Study Planning Agenda: Potential errors in projections and budgeting can be resolved by integrating the payroll systems used by Human Resources and Fiscal Services; however, funding for this project has not been clearly identified [see Standard III.C]. The 2005-2006 College goals and priorities include an approved request to fund/hire this full-time position in Fiscal Services. (III.D.1.c, IID2a)

Progress Status: These systems have been integrated with the purchase and implementation of Sungard Banner as the institution's Enterprise Resource Planning (ERP) system. The Finance and HR/Payroll modules are both live. Through the work of the Human Resources and Payroll work group, the team has worked for over a year with outside consultants to resolve issues related to the implementation of the Banner integrated software system. The College was able to run its first payroll (July 2008) under this new system with very few errors. There remain some problems with report writing but these are being addressed. The staff of Human Resources and Payroll are to be commended on their commitment to bringing this system up and the countless hours they spent during the week and on the weekends to make this transition almost flawless.

The 2005-06 prioritization process did include funding for an Accounting Specialist II and the position was immediately advertised and filled.

9. 2005 Self-Study Planning Agenda: The Vice President of Business and Administrative Services will continue to establish additional procedures to ensure that the reporting of all financial resources received from auxiliary activities and fundraising efforts comply with the General Accounting Standards Board (GASB) pronouncements as they are modified. (IID2e)

Progress Status: The College continues to meet the standard in this area. All auxiliary activities are in compliance with General Accounting Standards Board pronouncements. Also, in April 2006 the Solano College Theater Association (SCTA) underwent an external audit from Perry Smith LLC and all general accounting standards were met.

Standard IV: Leadership and Governance

1. 2005 Self-Study Planning Agenda: The Executive Council will work toward more transparent and collaborative decision-making and planning processes, enhancing effective communication, genuine dialogue and discussion of issues. (IV.A.1.)

Progress Status: The Executive Council (EC) meeting notes are recorded and posted on the College intranet for the College community to read. The Executive Council has published all agendas and minutes from its meetings on the College intranet under <http://scc-intranet/> “Committees” and “Executive Council.” The decisions are made after discussion and input from all members of the Council. During the past 18 months, the Council has dealt with comprehensive building issues surrounding our Measure G Bond program and continual progress can be observed in our renovation and new building program. Simultaneously, the College is engaged in a conversion of its legacy software system to an integrated software solution (SCT Banner). The demands for discussion and coordination are extensive and the process has been stressful for the institution. The College has made good progress and as of July 1, 2008, is operating on the new system. These two very large and complicated projects have taken a tremendous amount of the Council’s time. In addition to these items, the College has been addressing accreditation standards in each of the past three years. The other items necessary for thorough discussion and decision-making, affecting the day-to-day operation of the District are also addressed in these meetings. The responsibilities of the members of the Executive Council are to share important decisions and discussions with their areas of responsibility to provide a continual information sharing process.

2. 2005 Self-Study Planning Agenda: The Task Force on Program Review, Planning, and Budget Development will initiate systematic review and evaluation of the planning process and establish a mechanism for involving the campus community in integrating legitimate business needs into adopted budget priorities. (IV.A.1)

Progress Status: This Task Force and associated process was abandoned in 2006 when, upon recommendation from the October 2005 accreditation visiting team, Solano began a redesign of the College’s planning process. Campus-wide training on the new process began in the fall of 2007 [[Evidence 145](#)].

The 18-month planning cycle began in the spring of 2008. This first cycle will be completed by the end of spring 2009. As part of the process’s formative evaluation, the deans and directors provided feedback on the process at their annual, daylong planning retreat on July 14, 2008 [[Evidence 146](#)]. According to the new process, the Shared Governance Council is the body that will annually review the outcomes of planned projects and the effectiveness and efficiency of the planning process itself [[Evidence 147](#)] [[Evidence 148](#)].

This new process was designed to involve members of the campus community at all stages of the planning and budget development processes. Accordingly, members of the various segments of the campus community are represented on the Review Groups, which have responsibility for the initial level of planning and budget development [[Evidence 149](#)].

Proposals, which are welcomed from any member of the campus community, are vetted twice by the appropriate Review Group before being sent on to the Shared Governance Council for final prioritization. Prioritized proposals having new fiscal impacts (i.e., not simple reallocation of existing resources within an operational area) are forwarded to the Financial & Budget Planning Advisory Council (FABPAC), another shared governance group. Considering district-wide needs and resources, FABPAC then develops budget

recommendations that are forwarded to the Executive Council [[Evidence 150](#)] [[Evidence 151](#)].

The Superintendent-President considers the recommendations from the Shared Governance Council and FABPAC, along with input from the Executive Council, and makes final budgeting decisions, consistent with the legitimate business needs of the District. The proposed budget is then presented to the Governing Board of Trustees for approval [[Evidence 152](#)] [[Evidence 153](#)] [[Evidence 154](#)].

3. 2005 Self-Study Planning Agenda: The Vice President of Technology and Learning Resources, with the assistance of Division Deans and administration, will develop and implement a process to help ensure the timely placement of all committee agendas and minutes on the College web site. (IV.A.3)

Progress Status: Scott Ota, the campus Webmaster, assists the division deans and administration in the timely placement of agendas and minutes on the College web site. The process consists of sending the materials to be posted to the Technology Services and Support Help Desk. All requests generate Help Desk tickets for tracking. The documents are placed on the web site, the ticket is closed, and the person requesting that service is notified.

4. 2005 Self-Study Planning Agenda: The Governing Board, in conjunction with the Superintendent/President, will propose avenues to communicate effectively an understanding of Policy change and implementation. The Board will draft a written process for periodic evaluation of Board Policies. (IV.B.1.b,e)

Progress Status: During the 2005-06 and 2006-07 academic years, the College embarked on a complete review of all of its policies. Utilizing the Shared Governance Council, with representation from all constituencies on campus, all policies were reviewed. The College Board of Trustees adopted an ongoing systematic approach to policy review that established a three year cycle of review with the 3000 series policies (Business Services) and the 4000 series (Human Resources), reviewed during the 2007-08 academic year [[Evidence 155](#)]. In the 2008-09 academic year, policy review will occur for the 5000 series (Student Services) and the 6000 series (Academic Affairs). During the 2009-10 academic year, the 1000 series (Governing Board Policies) and the 2000 series (Administration Policies) will be reviewed.

Using the Policies and Procedures Service available through the California Community College League, each area has been assigned to the appropriate vice president or director to ensure that policy review is continually occurring and changes to the Education Code and/or Title 5 are appropriately referenced.

The approved policies and procedures are posted to the College website for easy reference by the campus and the college community.

5. 2005 Self-Study Planning Agendas: The College will continue to evaluate interim and vacant positions to plan for possible restructuring or restoration. (IV.A.2.a)

Progress Status: The College has continued to replace interim and vacant positions as is necessary and for the continued operational success of the institution. The College has made strides towards replacing the personnel losses due to the 2003-04 budget year cuts [[Evidence 156](#)].

Ongoing assessment of positions that need to be replaced in the District is handled on a case-by-case basis during these uncertain economic times.

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2. Academic Senate Minutes March 17, 2008
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Appendix: Substantiating Evidence

See Additional Binders