



SOLANO  
COMMUNITY  
COLLEGE

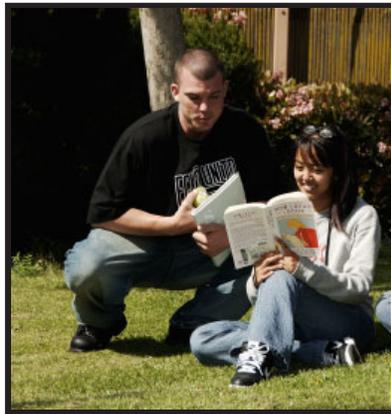
INSTITUTIONAL SELF STUDY

FOR

REAFFIRMATION

OF

ACCREDITATION



OCTOBER 2005



# Solano Community College

## Institutional Self Study Report in Support of Reaffirmation of Accreditation

*Submitted by*

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

*To*

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

Paulette J. Perfumo, Ph.D.  
Superintendent/President

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# Table of Contents

Certification of the Institutional Self-Study Report .....	1
Introduction .....	3
History of the Institution .....	5
Student Demographics .....	6
Off-campus Sites .....	9
Responses to Previous Recommendations .....	11
Student Achievement .....	16
Student Learning Outcomes .....	21
Abstract of the Report.....	23
Organization for the Self-Study .....	25
Organization of the Institution.....	29
Solano Community College Organizational Chart 2004-2005.....	29
Academic Affairs Organizational Chart 2004-2005 .....	30
Student Services Organizational Chart 2004-2005.....	31
Administrative & Business Services Organizational Chart 2004-2005 .....	32
Technology & Learning Resources Organizational Chart 2004-2005 .....	33
Certification of Continued Compliance with Eligibility Requirements .....	35
Standard 1: Institutional Mission and Effectiveness .....	39
A. Mission .....	41
B. Improving Institutional Effectiveness.....	44
Standard II: Student Learning Programs and Services.....	53
A. Instructional Programs.....	55
B. Student Support Services.....	89
C. Library and Learning Support Services .....	105
Standard III: Resources.....	141
A. Human Resources .....	143
B. Physical Resources .....	155
C. Technology Resources .....	161
D. Financial Resources .....	170
Standard IV: Leadership and Governance .....	189
A. Decision-Making Roles and Processes.....	191
B. Board and Administrative Organization.....	201
Table of Figures.....	213



# Certification of the Institutional Self-Study Report

May 2005

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

From: Solano Community College  
4000 Suisun Valley Rd  
Fairfield, CA 94534-3197

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

<hr/>	Superintendent/President & C.E.O.
<b>Paulette J. Perfumo, Ph.D.</b>	
<hr/>	President, Governing Board of Trustees
<b>Denis Honeychurch, J.D.</b>	
<hr/>	President, Academic Senate
<b>Gail Kropp</b>	
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<b>Terri Martin-McCaffrey</b>	
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<b>Diane White</b>	
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<b>Jeffery Lehfeldt</b>	
<hr/>	President, California School Employees Association
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<b>Floyd Hogue, Ph.D.</b>	
<hr/>	Co-Chair, Accreditation Steering Committee
<b>Sandra Rotenberg</b>	
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<b>Laurie Duesing, Ph.D.</b>	



# INTRODUCTION





*Thanks to:*

*James Claffey*

*Jennifer Fitch*

*Nancy Hopkins*

*Nick Pavloff*

*Ann Short*

*Rob Simas*

*Marjorie Trolinder*

*and the entire SCC Graphics Department*

# Introduction

## History of the Institution

Solano Community College (SCC) was established in 1945 as part of the Vallejo Unified School District and functioned as Vallejo Junior College for ten years. A Citizens' Committee recommended that it be established as a separate institution. Under the new approach, Vallejo Junior College operated as an independent, two-year college. In 1965, Solano County voters approved the formation of a separate, countywide college district, and in 1967, voters approved a \$12.5 million bond issue to construct a new campus. Located on Suisun Valley Road in Fairfield (just off Interstate 80, halfway between San Francisco and Sacramento), the present campus opened in February 1971. In November 2002, voters approved a \$124.5 million bond to establish two permanent educational centers (Vacaville and Vallejo), to construct a new Student Services Building on the Fairfield campus, to renovate campus buildings, and to upgrade the campus infrastructure. Planning for these projects is underway.

Geographically, the College District boundaries include all of Solano County, except for the Rio Vista Joint Union High School District. The Winters Joint Unified District in Yolo County is also served by the College District. Near the center of population, the College serves the communities of Benicia, Dixon, Fairfield, Suisun, Vacaville, Vallejo, Winters, and Travis Air Force Base. The population of the College District is estimated at 416,500. The county is experiencing impressive growth in residential, business, and industrial construction — the fastest growth of the nine San Francisco Bay counties, according to the Association of Bay Area Governments.

College facilities operate at or near maximum capacity Monday through Thursday from 8 a.m. to 1 p.m. and from 6:30 p.m. to 10 p.m., as well as Friday mornings from 8 a.m. to 1 p.m. Many other courses and labs are offered between 1 p.m. and 6:30 p.m. on Fridays. Weekend courses are offered on Friday evenings and weekends. The off-campus locations also exhibit growth. The south-county interim site is located at the John F. Kennedy Library (Vallejo); while the north-county interim site is located near the junction of Interstate 80 and Highway 505 (Vacaville). The College also offers classes at the Solano County Nut Tree Airport (Vacaville), on Travis AFB (Fairfield), and in the Harbor Theatre (Suisun).

# Student Demographics

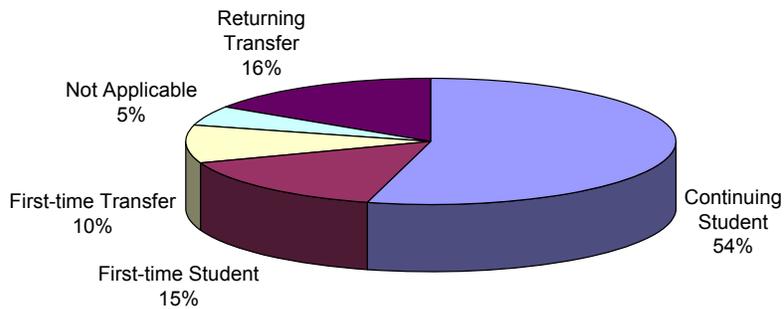
## Enrollment

Since fall 2000, enrollment has increased from 10,618 credit students to 11,550 credit students in fall 2004 ([http://misweb.cccco.edu/mis/onlinestat/studdemo\\_coll\\_cube.cfm](http://misweb.cccco.edu/mis/onlinestat/studdemo_coll_cube.cfm)). Statistical information on the student body for the last full Academic Year (2004-2005) indicates:

## Enrollment Status

One-fourth (25%) are new students or first-time transfers to SCC.

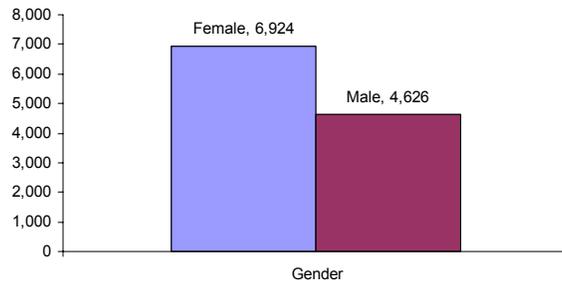
• Figure 0-1: SCC Student Body, Enrollment Status



## Gender

Three out of every five students (60%) are women.

• Figure 0-2: SCC Student Body, by Gender



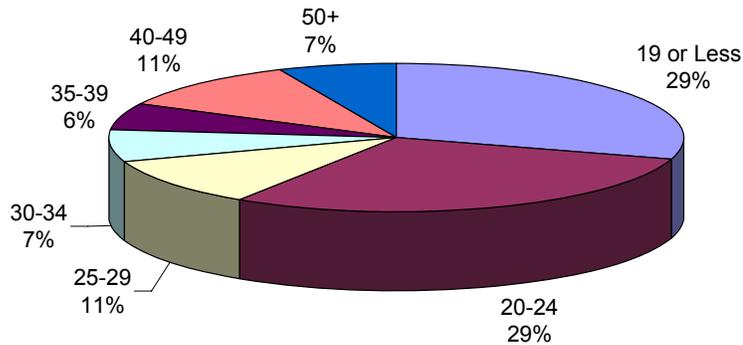
## Fall to Spring Retention

About three-fifths (62%) of students continue from fall to spring.

## Age

Those students who are 25 or more years old compose 42% of the total population.

• Figure 0-3: SCC Student Body, Age Distribution



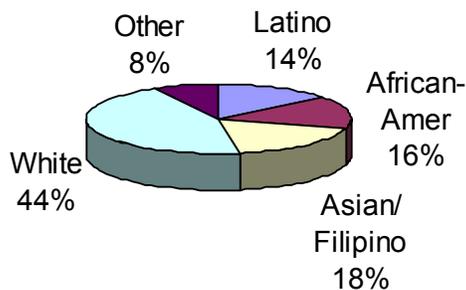
## Units Enrolled

Some 67% are part-time students, enrolling in fewer than 12 units.

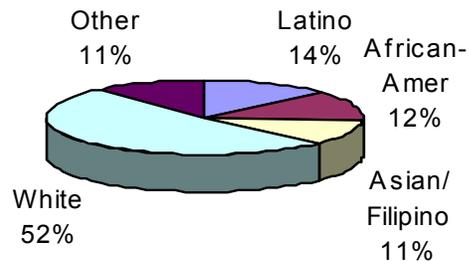
## Ethnicity

The ethnic breakdown of the students is very near that of the county. Over half of the students (56%) are from historically underrepresented ethnic groups (16% African-American, 12% Filipino, 14% Latino, and 14% all others). Figure 4 shows the college's population Figure 5 shows the county's population based on the 2000 US Census.

• Figure 0-4: Ethnic Distribution of SCC Student Body



• Figure 0-5: Ethnic Distribution of Solano County



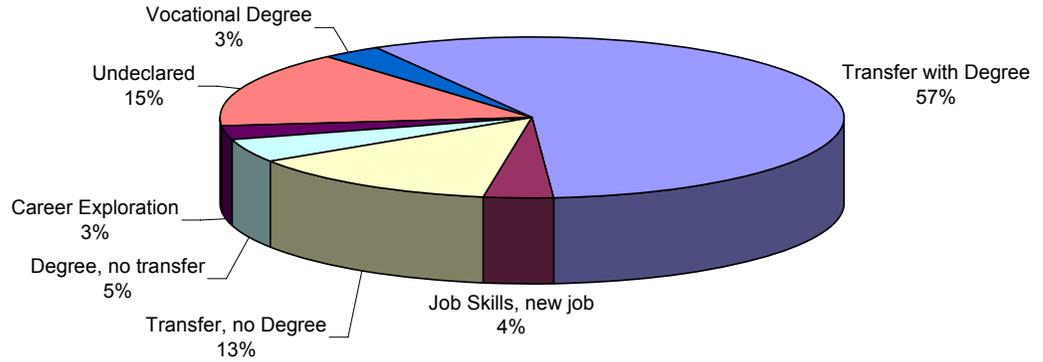
## Academic Level

Almost three-fifths (58%) are first-year students, having completed less than 30 units.

## Educational Goals of Full-Time Students

The data from fall 2004 show that more than two-thirds of the full time students (70%) plan to transfer to a four-year college, most of those students (81%) with an Associate Degree.

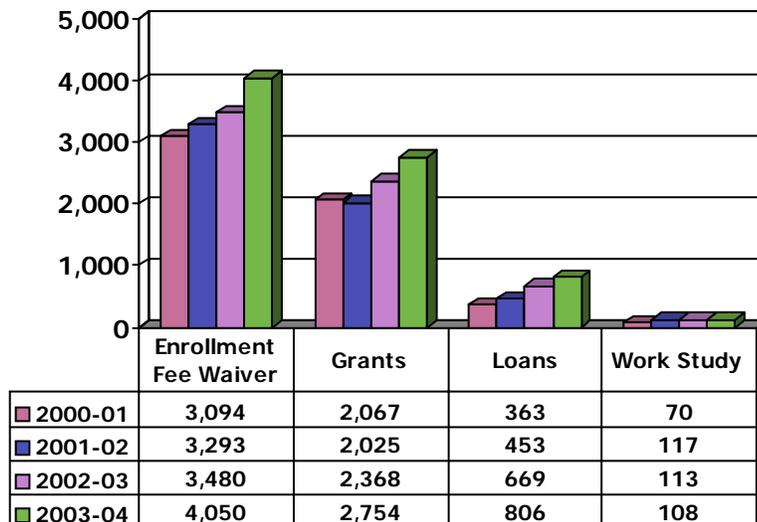
• Figure 0-6: Top Seven Educational Goals of Full-time Students



## Financial Aid Received

Over one-third of Solano students receive some form of financial aid. The chart shows the counts of the four forms of financial aid (provided through the services of the College). Counts are duplicated across categories.

• Figure 0-7: Numbers of SCC Students Receiving Financial Aid, by Type



## Off-campus Sites

There are currently five off-campus sites:

- Table 0-1: Off-campus Locations for Solano Community College

Description	Location	Bldgs. (GSF)
Vacaville Center	1990 Akerly Dr, Vacaville	13,940
Nut Tree Aeronautics Facility	301 County Airport Rd, Vacaville	8,100
Vallejo Center at JFK Library	505 Santa Clara, Vallejo	5,992
Harbor Theatre	720 Main St, Suisun	12,363
SCC at Travis University Center	530 Hickam Ave., TAFB	4,477

### Vacaville Center

The Vacaville Center, located in north Vacaville near the junction of Interstate 80 and Highway 505, opened in October 1996. The District leases the building, housing seven classrooms, a computer lab, administrative offices, and a vending machine area. The Vacaville Center serves as many as one thousand students in 155 class sections. Plans are underway to build a permanent facility near its current location.

### Nut Tree Aeronautics Facility

The aeronautics program expanded to the Nut Tree Airport in Vacaville in 1991. The facility was renovated in fall 2004. All airframe and power plant courses are offered at this site to meet FAA certification guidelines. This program is an approved FAA testing center.

### Vallejo Center

The Vallejo Center, located in a leased part of the John F. Kennedy Library in downtown Vallejo since 1984, accommodates four classrooms and one computer lab, as well as a reception area and administrative space. The College also utilizes classrooms in local high schools for evening classes. The College will expand its facilities in Vallejo with the construction of its new location on Columbus Parkway.

### Harbor Theatre

In December 1998, Solano College signed a Memorandum of Understanding with the City of Suisun to run the Harbor Theatre as part of the college's award-winning theatre program. The partnership has expanded to include a very popular Youth Theatre program serving youth through theatre courses offered in the cities of Fairfield/Suisun, Vallejo, and Vacaville. Productions by the Youth Theatre are staged at either the Harbor Theatre or the campus's own Theatre.

### Travis University Center

Solano College has offered classes at the Travis University Center on Travis Air Force Base since Fall 1975. The college coordinates the course offerings with the needs of the military

personnel through the Base's Educational Services Officer. During the fall 2004 term, 25 sections of classes were offered, ranging from Anthropology, to Art, Bioscience, Business, Computer Information Science, English, Geography, History, Mathematics, Nutrition, Physical Education, Philosophy, Psychology, Social Science, and Spanish. Spring 2005 saw 23 sections scheduled, including courses in Economics, Human Development, Physics, and Speech.

• Figure 0-8: Relative Locations of Solano Community College Within Its Service Area (Solano County)



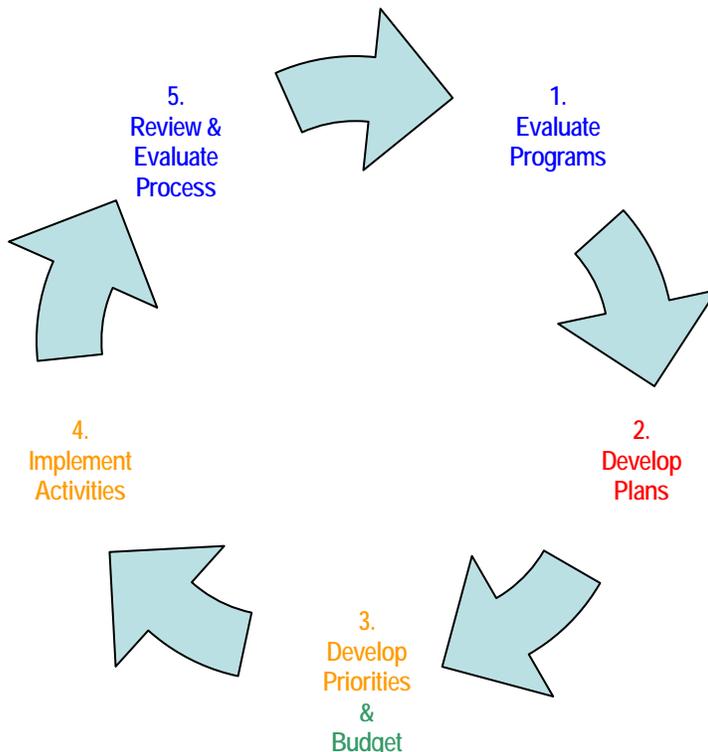
## Responses to Previous Recommendations

**Recommendation 9.1:** The Governing Board and the college should review and further develop their budgeting processes to ensure: (a) that short-range and long-range planning are linked to budgeting; (b) that information is communicated in a timely, usable format to all constituencies and segments; (c) that participants are properly oriented; (d) that alternatives and priorities for addressing operating, expense requirements are provided, and (e) that these processes are linked to measures of effectiveness.

(Standards 4.A.2, 4.A.4, 8.5, 9.A.2)

Solano Community College uses an integrated approach to program review, planning, and budget development, all of which revolves around a systematic and ongoing review and evaluation process. This approach fosters continuous improvement at all institutional levels effecting a continuous, five-step cycle of evaluation, planning, budgeting, implementation, and review/evaluation (see Figure 9 below).

• Figure 0-9: The Program Review, Planning, and Budget Development Processes at SCC



In the fall of 2004, the Superintendent/President appointed a campus-wide Task Force on Program Review, Planning, & Budget Development. This group, representing faculty, management, staff, and students, reviewed existing processes, with an objective towards clarifying, strengthening, and streamlining processes. Presently, existing programs and student/community needs are first evaluated and activities planned that either improve programs or address needs. Proposed activities are then prioritized on a district-wide level. Resources to support the prioritized activities are identified and allocated/budgeted. Having

received the necessary support, an activity is implemented. After implementation, the activity is reviewed and evaluated, beginning the next planning cycle [Intro-1]\*.

Task Force representatives reported regularly to the members of their constituent groups (Academic Senate, unions, educational administrators, Executive Council, ASSC) during the life of the Task Force. The Task Force proposed final recommendations to the Superintendent-President which were shared with and accepted by the groups' leadership. The document prepared by the Task Force is the basis for ongoing staff training.

Task Force members agreed to reconvene annually to evaluate the program review, planning, and budgeting processes. The Task Force will communicate recommendations for changes to all constituent groups before presentation to the Superintendent-President.

**Recommendation 9.2: The college must give prompt attention and serious consideration to the development and implementation of an enrollment management plan to address its enrollment decline and under-utilization of instructional facilities throughout the district. (Standards 4.A.2, 4.A.4, 8.5, 9.A.2)**

The College has experienced steady growth over the past five years. The FTES for U.S. residents has grown from 7,366.72 in 1999-2000 to 8704.64 in 2003-2004 ([http://misweb.cccco.edu/mis/onlinestat/ftes\\_dist.cfm](http://misweb.cccco.edu/mis/onlinestat/ftes_dist.cfm)). The "factored" FTES, which includes additional FTES to annual totals to offset the effect of non-instructional days in the school year, is the figure upon which the College is funded by the State. Despite this growth pattern, Solano has undergone fiscal readjustments over the past couple of years — as have all California public agencies — due to State revenues being lower than anticipated. Nevertheless, through effective management of resources and the dedication and cooperation of its staff, the College has maintained the quality and breadth of its curriculum and services.

• Table 0-2: Growth in Full-time-Equivalent Students, by Academic Year

Year	FTES	Factored FTES
1999-2000	7,366.72	7,422.87
2000-2001	7,519.26	7,581.83
2001-2002	7,862.38	7,929.49
2002-2003	8,223.80	8,281.76
2003-2004	8,704.64	8,747.17

A Task Force on Scheduling Effectiveness was commissioned by the Superintendent/President in the spring of 2003. Composed of representatives from faculty, division deans, and other educational administrators, the Task Force reviewed the various issues concerning enrollment management, maximum size, and class scheduling. Completing its work in December 2003, the Task Force reported its findings to the Superintendent-President, identifying six ways to improve the College's effectiveness (as measured by instructor load, i.e., the average number of student contact hours per week) of delivering instruction. The recommended college-wide goal is an average instructor load of 525 [Intro-2].

One Task Force directive was to examine the relationship between room capacity and class maximums. Facilities are most heavily used during the morning and evening hours, with only light use during the mid-afternoon. This matches the scheduling needs of most Solano students, who attend classes either before or after work. As long as the majority of the

\* References are marked in square brackets [ ] and listed at the end of the Introduction.

College student body continues to be in the regular workforce, this scheduling pattern will be maintained. In fact, the pressures of balancing work and school have led to the rapid growth of Solano's "Weekend College" (compressed courses scheduled on Friday evening and all day Saturdays) and online courses.

**Recommendation 3.1: The college should build on its current planning efforts, with particular attention to institutional research and documentation, implementation and monitoring, coordination and clarification of all planning components, and most importantly, full integration and linking between planning and budgeting, both on a short-term and long-term basis. (Standards 3.A.1, 3.A.2, 3.B.2, 3.B.3, 8.5 9.A.1, 9.A.4, 9.C.4)**

Planning processes are integrated into the day-to-day operations of the College. The standard reports produced and consulted on a regular basis are the following.

- ◆ **SCC Enrollment Analysis Reports** — These are run daily during the enrollment periods and distributed to the academic deans and the Vice President of Academic Affairs. In addition to showing current enrollment in each section, the reports show the number of attempts by students to enroll in sections that were filled (closed). This report is extremely helpful in the front-line enrollment management conducted by the deans.
- ◆ **Combined TOP Codes Program Review Reports** — These are run as of first census and at the term's end and distributed to the academic deans, the Vice President of Academic Affairs, and the Curriculum Office. The Offices of Admissions & Records and of Research & Planning maintain copies. These reports calculate the FTES (full-time equivalent students), WSCH (weekly student contact hours), percent fill, course/room maximums, and instructor load figures for use by deans in planning future schedules. The reports also generate Excel worksheets and serve as a longitudinal database for enrollment management and scheduling issues.
- ◆ **Combined TOP Codes Retention Reports** — These reports are run at the end of the terms and contain the percent retention figures used in the development of the Hourly FTEF (full-time equivalent faculty) Model for the academic divisions.
- ◆ **Hourly FTEF Model** — This locally developed, Excel-based projection model is distributed to the academic deans periodically when they develop course schedules for upcoming terms. The model uses the divisional FTES, FTEF, instructor load, and percent fill data from prior terms, together with the College's desired FTES growth, to project FTES goals and potential adjunct FTEF positions required to meet these goals division by division. The model, using adjunct instructional cost information supplied annually by the Office of Fiscal Services, calculates the costs for projected FTEF.
- ◆ **Instructional Hiring Criteria Reports** — These reports present FTES, FTEF, percent fill, percent retention, and other information, department by department. Reports from the current and previous four major terms are annually distributed to the division deans for use in the College's faculty hiring process. Trend data extracted from these reports are used to support faculty requests in specific disciplines.
- ◆ **SCC Maximum Load Calculation Reports** — Run during schedule building, these reports show the maximum capability of all scheduled courses, including labs, to generate FTES.

In addition to the above reports, the Office of Research & Planning is responsible for the data collection, analysis, and presentation for ad hoc projects involving enrollment.

The Master Planning Calendar, contained in the Educational Master Plan [Intro-3], specifies the annual periods for the development and review of the above plans and the responsible

individuals/bodies involved in each step. All three-year plans and funding priorities feed into the budgeting cycle beginning in January of each year to coincide with the State budget release.

Representatives from campus constituencies compose the College's Financial and Budget Planning Advisory Council (FABPAC), a body which meets biweekly to review budgetary issues. It analyzes the College's current (approved) budget. It receives information on the district-wide funding priorities.

**Recommendation 10.1: The college should further develop its organizational and communication process to clearly outline and delineate functions, lines of authority, and shared responsibility in a consistently inclusive manner. All staff members need to take a broader role assisting in and assuming responsibility for the decision-reaching process, which will lead to more informed and widely supported decisions. (Standards 5.4, 9.A.5, 10.B.4, 10.B.6, 10.B.8, 10.B.10)**

The Superintendent-President's Executive Council, composed of senior administrators, meets weekly to review information and decisions on a district-wide basis. The Academic Deans meet biweekly to discuss common issues, coordinate activities, and plan implementation of instructional programs. The Academic Senate meets biweekly to discuss and to address academic issues. The Academic Senate's Curriculum Committee also meets biweekly to review and approve all changes to the curriculum, including adoption of new courses and course modifications, and to guide an ongoing curriculum review. Student Services managers meet biweekly to review programs and needs. Other areas of the College (e.g., Fiscal Services, Operations & Grounds) meet regularly to plan and to discuss operational issues. All units meet at least once a year to develop activities in support of the District Strategic Plan, annual district-wide goals, and unit-level plans. The District's Shared Governance Council and the Financial and Budget Planning Advisory Council each meet biweekly to review general policy and financial issues. The Executive Council makes recommendations for funding to the Superintendent-President, the Superintendent-President being responsible for making final budgetary decisions, which are then incorporated into the District's annual budget, and subsequently reviewed and accepted by the Board of Trustees.

*Superintendent/President's Executive Council*

- Superintendent-President
- Vice President, Academic Affairs
- Vice President, Student Services
- Vice President, Administrative & Business Services
- Vice President, Technology & Learning Resources
- Associate Vice President, Workforce & Community Development
- Director, Human Resources

With the newly passed Measure G bond funding new facilities, District staff members, along with consultants, have begun a detailed analysis of on-campus facilities. Their goal is the improved utilization of existing space. The bond-planning team will use this information as new facilities are designed and built, and existing ones remodeled.

The latest Instructional Program Review (2003-2004) [Intro-4], and minutes from meetings of the College's Curriculum Committee and Shared Governance Council are accessible to the public on the college's web site.

**Recommendation 7.1: The college should set specific timetables to eliminate the backlog of overdue evaluations and provide for the implementation of a "systematic,**

**consistent, and timely performance evaluation process for all categories of employees and which broadens the criteria for faculty evaluations.” (A previous team recommendation) (Standard 7.B.1, 7.B.3)**

Within two years after the last accreditation team’s visit, the backlog of overdue evaluations was eliminated. Evaluation files for all categories of employees have been maintained and are up-to-date. The Director of Human Resources monitors currency, notifying senior administrators of the due dates for employee evaluations within their units.

**Recommendation 9.3: The college should develop a plan to address long-term financial obligations including debt retirement, capital lease options, retiree benefits, and accumulated vacation and sick leave benefits. (Standard 9.C.1)**

With reference to the College’s plan for retirement of its long-term debt, the College provides updated information on the success of the following efforts:

**1. Commissioned and completed an actuarial study on retirement benefits.**

The Solano County Community College District (SCCCD) contracted with Total Compensation Systems, Inc., to complete an actuarial study of retiree health liabilities. This study was completed on April 19, 2001, and updated on November 16, 2004 [Intro-5]. This study was completed to garner the following:

- Information to allow SCCC to better manage the cost and liabilities associated with its retiree health benefits.
- Information to allow SCCC to communicate the financial implications of retiree health benefits to independent auditors, internal financial staff, the Governing Board, and employee groups.
- Information needed to comply with Governmental Accounting Standards Board Standard 45.
- Finally, Executive Council has begun to regularly review vacation reports and schedule employees to use accumulated leave time to reduce liability to the District.

**2. Developed a long-term debt retirement schedule as part of the District’s Fiscal Plan [Intro-6] and the Human Resources Plan [Intro-7].** A seven-year schedule addressing capital lease, bonds, retirement incentives (golden handshake), and operational leases was developed as part of the FY2000-01 budget-building process.

**3. Maximized FTES growth, generating increased revenues.** The Enrollment Management Group developed a detailed plan to increase FTES in 2001-02 [Intro-8]. The state-mandated P2 report estimated FTES at 7,568 for the FY ending 6/30/01, an increase of 146 FTES (2%) over the 7,422 reported on 6/30/00. This increase has continued over the past five years [[http://misweb.cccco.edu/mis/onlinestat/ftes\\_dist.cfm](http://misweb.cccco.edu/mis/onlinestat/ftes_dist.cfm)].

Over the past ten years, with the single exception of FY 1998’s statewide funding crisis, the College has maintained a +5% reserve of unrestricted funds. The College believes that it is addressing the Commission’s recommendations to achieve long-term fiscal stability and that our plan is sound.

The passage of a multi-million dollar bond (Measure G for \$124 million) in November 2002 has inspired increased planning efforts for the development of two off-campus educational centers (Vacaville and Vallejo), the design and construction of an on-campus Student Services Center, and the renovation and upgrading of campus facilities and infrastructures [Intro-9]. This planning, initiated in October of 2001 and running through completion of the final construction project in 2009, has involved all campus community members. Academic deans have been meeting with their faculty and staff members to discuss program needs both on and off campus. Senior administrators have been and are meeting with representatives from community groups and four-year public and private institutions (the University of California at Davis, California State University, Sacramento; California State University, East Bay; and California State University, Sonoma; St. Mary's College of California) concerning academic partnerships.

A formal survey validated the need for and potential uses of the new centers (commissioned by the District in the spring of 2002) [Intro-10]. This survey identified educational needs, interests, and intents of Solano County residents and led directly to the proposal of Measure G to fund the expansion of College services in the north and the south county areas.

## Student Achievement

### Degrees and Certificates

Over the past five years, 6,482 degrees and certificates have been awarded. Students often complete the requirements for and receive more than one award. Therefore, during any given year, the total number of degrees/certificates conferred is slightly higher than the number of students receiving them.

• Table 0-3: Total Degrees Awarded by Solano Community College by Academic Year

Academic Year	AA	AS	Certs	Total
1999-2000	412	293	338	1043
2000-2001	446	310	347	1103
2001-2002	419	253	294	966
2002-2003	495	274	335	1104
2003-2004	502	277	321	1100
Totals	2,274	1,407	1,635	5,316

• Table 0-4: Number of Degrees/Certificates Awarded During Last Five Years (AY1999-00 to AY2003-04), by Title

Title of Degree/Certificate	Certificate	AS	AA
<i>KEY: *Continued under new name; -Not currently offered</i>			
Accounting	61	55	N/A
Aeronautics: Airframe & Power Plant Maintenance Technician	34	15	N/A
Aeronautics: Airframe Maintenance Technician	15	11	N/A
Aeronautics: Power Plant Maintenance Technician	15	9	N/A
Aeronautics: Avionics Technician	1	1	N/A
Art	N/A	N/A	2
Art: Three Dimensional	N/A	N/A	5
Art: Two Dimensional	N/A	N/A	5
Automotive: Body & Repair	2	0	N/A
Automotive: Mechanics Theory	9	3	N/A
Automotive: Technician	23	3	N/A
Banking & Finance: Bank Operation	2	1	N/A
Banking & Finance	14	11	N/A

<b>Title of Degree/Certificate</b> <i>KEY: *Continued under new name: -Not currently offered</i>	<b>Certificate</b>	<b>AS</b>	<b>AA</b>
Biology	N/A	39	N/A
Biotechnology Production Technician	49	33	N/A
Business Administration: Management, TQM Emphasis	0	0	N/A
*Business Administration: Supervision, TQM Emphasis	1	3	N/A
*Business Administration: Management	2	4	N/A
*Business Administration: Supervision	0	0	N/A
*Business Administrative Support Services: Administrative Assistant	1	2	N/A
-Business Administrative Support Services: Clerical Specialist	0	1	N/A
-Business Administrative Support Services: Word Processing Specialist	0	1	N/A
*Business Administration: Small Business Management	2	3	N/A
*Business Information Processing: Computer Programming	0	2	N/A
*Business Information Processing: Microcomputer Applications	2	1	N/A
Business Management & Administration: Small Business & Entrepreneurship	0	0	N/A
Business Management & Administration	4	5	N/A
Business: General (Transfer)	211	222	N/A
*Business: Marketing	3	1	N/A
-Carpentry Apprenticeship	N/A	2	N/A
Chemistry	N/A	26	N/A
-Commercial Art	N/A	N/A	3
Communications Studies	N/A	N/A	23
Computer & Information Science: Computer Programming	44	39	N/A
Computer & Information Science: Microcomputer Applications	56	50	N/A
Computer & Information Science: Network Administration	73	64	N/A
*Computer Programming	1	1	N/A
-Computer Servicing Technician	0	0	N/A
Cosmetology	62	10	N/A
Criminal Justice	1	2	N/A
Criminal Justice: Corrections	154	120	N/A
Criminal Justice: Law Enforcement	199	156	N/A
Drafting Technician	20	17	N/A
*Drafting Technician: Civil/Architectural	0	2	N/A
*Drafting Technician: Mechanical/Electrical	2	0	N/A
*Dramatic Arts	N/A	N/A	3
Early Childhood Education	89	57	N/A
-Early Childhood Education Assistant	5	4	N/A
Electronic/Computer Servicing Technology	47	29	N/A
-Electronics Technician	1	2	N/A
-Electronics Technology	4	4	N/A
Electronics Technology: Computer Servicing Technician	2	5	N/A
English	N/A	N/A	32
Ethnic Studies: Ethnic Studies Combination	N/A	N/A	2
Ethnic Studies: Latino Studies	N/A	N/A	0
Ethnic Studies: Mexican-American Studies	N/A	N/A	0
Ethnic Studies: Native-American Studies	N/A	N/A	1
Ethnic Studies	N/A	N/A	0
Ethnic Studies: African-American Studies	N/A	N/A	3
Fashion Design	0	1	N/A
Fashion Merchandising	3	2	N/A
Film & Television	N/A	N/A	14

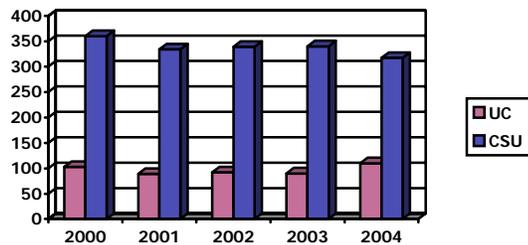
<b>Title of Degree/Certificate</b> <i>KEY: *Continued under new name: -Not currently offered</i>	<b>Certificate</b>	<b>AS</b>	<b>AA</b>
Fine Arts	N/A	N/A	8
Fire Science	3	4	N/A
Fire Technology: Hazardous Substance & Waste Handling Specialist	0	N/A	N/A
Fire Technology: Hazardous Substance & Waste Handling Technician	0	N/A	N/A
Fire Technology	61	57	N/A
Foreign Languages: French	N/A	N/A	6
Foreign Languages: German	N/A	N/A	6
Foreign Languages: Spanish	N/A	N/A	35
General Business	17	18	N/A
General Foreign Languages	N/A	N/A	13
General Science	N/A	N/A	356
*Graphic Design & Illustration	N/A	N/A	4
History	N/A	N/A	17
Home Economics	2	1	0
Home Economics: Clothing & Textiles	0	N/A	0
Home Economics: Interior Design Merchandising	1	N/A	1
Human Services	201	N/A	59
Industrial Management	1	1	N/A
Industrial Management: Safety	2	2	N/A
-Industrial Management: Supervision	1	1	N/A
*Interior Design	13	7	N/A
International Relations	N/A	N/A	2
Journalism	N/A	N/A	7
Liberal Arts	N/A	N/A	1,381
Life Management	0	1	N/A
-Machine Tool Technician	1	0	N/A
Maintenance Technician	8	3	N/A
Management: TQM Emphasis	3	4	N/A
Management: Small Business Management	3	3	N/A
Management: Supervision, TQM Emphasis	3	3	N/A
Management	10	6	N/A
Marketing	1	2	N/A
Mathematics	N/A	N/A	53
Music	N/A	N/A	4
Music: Instrumental	N/A	N/A	12
Music: Theory & Composition	N/A	N/A	7
Music: Vocal	N/A	N/A	5
-Nursery School Training	1	1	N/A
-Nursery School Training Assist	N/A	1	N/A
Office Technology: Administrative Assistant	22	20	N/A
Office Technology: Legal Specialist	3	3	N/A
Office Technology: Medical Office Specialist	20	12	N/A
Office Technology: Medical Transcription Specialist	5	5	N/A
Ornamental Horticulture	2	0	N/A
Ornamental Horticulture: Commercial Floral Practices	1	0	N/A
Ornamental Horticulture: Horticulture Science	0	3	N/A
Ornamental Horticulture: Landscape Maintenance	0	0	N/A
Ornamental Horticulture: Landscape Practices	4	1	N/A
Ornamental Horticulture: Nursery Production	1	0	N/A
-Photographic Technician	1	1	N/A
Physical Education	N/A	N/A	0

Title of Degree/Certificate <i>KEY: *Continued under new name; -Not currently offered</i>	Certificate	AS	AA
Physics	N/A	16	N/A
Political Science	N/A	N/A	11
-Pre-Accounting	2	2	N/A
Professional Photography	10	7	N/A
Psychology	N/A	N/A	118
Real Estate	7	5	N/A
Registered Nursing	N/A	160	N/A
-Shipbuilding Apprenticeship	N/A	18	N/A
Social Science	N/A	N/A	61
Sports Medicine/Fitness Science	N/A	8	N/A
*Telecommunications	N/A	N/A	8
-Television Servicing	0	0	N/A
Theatre Arts	N/A	N/A	7
Water & Wastewater Technology	5	9	N/A
Welding Technician	6	3	N/A
Welding: Industrial Technician	1	0	N/A
<b>TOTA</b>	<b>1,635</b>	<b>1,407</b>	<b>2,274</b>

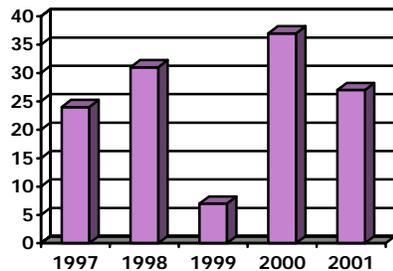
Transfers

Each year many students transfer to both public and private colleges and universities [www.cpec.ca.gov](http://www.cpec.ca.gov). Figure 10 shows those transferring to public schools, and Figure 11 shows private schools over the last five years.

- Figure 0-10: Solano Community College Students Transferring to Either the California State Colleges Or the University of California



- Figure 0-11: Solano Community College Students Transferring to WASC Accredited 4-year Private California Colleges/Universities



## Success Rates

The following table shows the success rate by gender for the 2003-04 academic year [Intro-11].

• Table 0-5: Success Rates (Grade of C/CR or Higher) by Gender for AY2003-04

Term	Female		Male	
	Grades of Record	% Successful *	Grades of Record	% Successful*
Summer (8,666 total grades)	4,941	78%	3,724	82%
Fall (29,355 total grades)	16,698	69%	12,478	65%
Spring (28,764 total grades)	16,154	69%	12,121	65%
*(A+B+C+CR) / (A+B+C+D+F+CR+NC+W)				

## Awards, Scholarships, Recognition

Solano College students, faculty, and programs/activities have been and continue to be recognized for achievement and high quality. For example:

- The internationally recognized biotechnology program at Solano College serves as a model for others in the State and nation because it incorporates industry practices and standards with classroom and lab instruction.
- Solano College Theater (SCT) has won more awards than any other regional theater company, this year receiving the most nominations for the annual Elly Award, sweeping the college category.
- Solano College has the longest-running college program of travel-study classes to the Oregon Shakespeare Festival (three to four classes per year for the past 23 yrs).
- Solano College transfers to U.C. Davis out perform “native” students (those who attended Davis for their lower division courses).
- The College women’s basketball team has won the Bay Valley Conference for five of the past nine years and has been in the play-offs for nine straight years. In 1998, ex-SCC player Marissa von Bromssen was the first female basketball player from Solano to play professional basketball. The 2000-2001 team was ranked first in the State. Our men’s basketball team has made the play-offs ten straight seasons. Bakari Hendrix from our men’s team is currently playing professional basketball in the NBA and CBA.
- Solano Aquatics boasts 38 all-Americans. The 2001 Water Polo team finished 8th in the nation and had three athletes voted onto the 2001 all-America water polo team. The College also hosted the 2001 State Swimming and Diving Championships.
- College athletes have competed in the Super Bowl (Earsell Macbee for the Minnesota Vikings) and in the World Series (Tug McGraw with the Philadelphia Phillies and New York Mets).
- College faculty are regularly honored for their excellence regionally, statewide and nationally (Professor James DeKloe was recently named the top faculty member by the American Community College Trustees for the Pacific Region).
- The College Judo Club Championship Team, under the tutelage of Dr. James Tanaka, has never had a losing season. Although the club is organized as a P.E. class and receives no athletic sport funding from the College, students have consistently defeated club teams from the following universities: U.C. Berkeley, Stanford University, and CSU San Jose.
- College Speech and Debate Team is top-ranked in forensics in the State, winning the Governor’s Cup again this year. The team won the 2000 Championship Tournament by outdistancing second place Chabot College by 45 points.
- Dean Robert Myers (Physical Education/Athletics Division) was named the 2003-04 Athletic Director of the Year (West Region) by the National Association of Collegiate Directors of Athletics.
- Alison Aubert was named 2003-04 Athletic Trainer of the Year in Junior & Community Colleges (Far West) by the National Athletic Trainers Association.

## Student Learning Outcomes

In the fall 2004 semester, the Superintendent/President called for a joint task force with the Academic Senate on Student Learning Outcomes to expand, formalize, and expedite the campus-wide dialogue regarding student-learning outcomes. The Taskforce was initially co-chaired by Senate President Gail Kropp and Dr. Paulette J. Perfumo; assigned co-chairs are currently Gail Kropp and the Interim Vice President of Academic Affairs, Dr. Floyd Hogue. Prior to this formalized process and structure, workshops were conducted during Flex calendar activities over the prior year, and a number of faculty and administrators attended statewide conferences and workshops to become better informed on student-learning outcomes. Presently the Shared Governance Council is receiving feedback from all constituent groups to update the College's Mission Statement to include reference to student-learning outcomes. As the Task Force continues to work on finalizing definitions, developing pilot projects, and campus-wide workshops, the College will more systematically develop student-learning outcomes at the course, program, and degree levels in concert with the Curriculum Committee and all campus divisions.



# Abstract of the Report

Solano Community College has been meeting the educational and training needs of Solano County residents for sixty years. Founded as Vallejo Junior College in 1945, the institution adopted its current name in 1967. The College was moved to its present 192-acre, Fairfield campus in 1971 to be more centralized and easily accessible by all county residents. The College also has developed regular course offerings at off-campus sites in Vallejo, Vacaville, and on Travis Air Force Base.

Part of the public California Community College (CCC) system, the institution is regulated by the State's Education Code and funded through the State budget. As a key component of California's Educational Master Plan, all CCCs provide transition between high schools and the University of California (UC) and California State University (CSU) systems, in addition to addressing the State's workforce development needs.

Solano is one of the fastest growing counties in the greater San Francisco Bay area. Straddling the heavily traveled Interstate 80 corridor, the County has traditionally provided affordable "bedroom communities" for workers commuting to jobs in the Bay Area, Sacramento metropolitan region, and even the higher-priced communities in Contra Costa, Napa, and Sonoma counties. Adversely affected by the closure of the Mare Island Naval Shipyards and the cutback in military presence at Travis AFB, the County has been working to attract biotechnology and other industries, providing the College with opportunities for change and growth.

Starting with some 5,000 students in 1971, Solano Community College currently serves a student body of around 12,000 each semester — over 20,000 different students each academic year. The College's student body reflects the ethnic diversity of its service area. As indicated on the Application for Admission in fall 2004, over half (56%) of the students were from historically underrepresented ethnic groups, the largest of these being African-American (16%), Hispanic (14%), and Filipino (12%). Three-fifths (60%) were female. Two-fifths (41%) of the students were 25 years old or older (17% were 40 or older), the remainder being equally divided between those in the 20-24 years-old bracket (29%) and those 19 or younger (30%). Over one-third (36%) of students receive some type of financial aid to enable them to attend the institution.

Around 450 students transfer from Solano Community College to the UC, CSU, or private WASC-accredited institutions in California each year. The College awards about 800 associate degrees annually, with nearly twice as many Associate in Arts as Associate in Science, and over 300 certificates. Associate degrees can be earned in 83 different program areas; certificates are offered in 48 different areas. Many students earn multiple awards.

The College's programs, faculty members, staff, and students continue to be recognized for their educational achievements and academic and social contributions. The Speech & Debate Team has won regional and national awards. The Theatre program mounts productions that consistently win recognition from regional theatre critics.

Solano Community College faces several challenges. In spite of the State's budget crises over the past few years, the College has maintained the scope and quality of its operations, demonstrating the commitment and expertise of the campus's staff and faculty. Growth in

overall enrollment, due in part to increasing numbers of online classes, and the development of new programs in contract education also have offset some State revenue loss. The College is revitalizing its Educational Foundation and aggressively seeking grants from outside agencies to assist in meeting defined educational needs.

In maintaining and expanding its services, the College has had to cope with significant changes in staffing. During the past four years, over one-third (35%) of the full-time faculty members, about two-fifths (42%) of the full-time classified staff, and nearly half (46%) of the management positions were filled with new people. Although some of the faculty changes were to fill additional positions, most were replacements for positions vacated through retirement or reassignment. Most changes in classified staff and management were in response to retirements or resignations.

Another challenge facing the College is the increased presence of private, four-year institutions in proximity to the campus. Three such newcomers are extensions of St. Mary's University, Chapman College, and the University of Phoenix.

In addition to maintaining its financial and operational stability and excellent academic programs, Solano Community College will be addressing several challenges and changes over the next few years:

- The completion of upgrades to campus buildings and infrastructures, including the conversion of classrooms to "smart" (technology-rich) classrooms
- The construction of a new Student Services building and subsequent centralization of all student support programs
- The construction of two new educational centers on properties in Vallejo and in Vacaville, expanding the number of courses and types of programs offered at those sites
- The conversion of separate administrative and student databases to an integrated data system, with commensurate upgrade of the mainframe system
- The development of student learning outcomes at the course, program, and degree/certificate levels

# Organization for the Self-Study

The college's self-study was co-chaired by Laurie M. Duesing, Ph.D., a long-time member of the English faculty and former editor of an accreditation self-study, and Sandra Rotenberg, a newer member of the Library faculty and an expert in library research techniques and computer applications. Floyd M. Hogue, Ph.D., served as the Accreditation Liaison Officer (ALO). The Accreditation Steering Committee, charged with the planning and monitoring of the overall accreditation process (self-study, report, site visitation, and follow-up) was composed of the college's Executive Council, ALO, and the two faculty self-study co-chairs. The Accreditation Self-Study Taskforce, charged with implementing the self-study efforts and writing the report of findings, was composed of the Accreditation Steering Committee plus the chairs, vice chairs, and leaders from each of the four standard teams.

## Accreditation Steering Committee

Paulette J. Perfumo, Ph. D.	<i>Superintendent/President &amp; CEO</i>
Floyd M. Hogue, Ph. D.	<i>Vice Pres., Academic Affairs &amp; ALO</i>
Robert J. Simas	<i>Director of Research and Planning &amp; ALO</i>
Gerald F. Fisher	<i>Vice Pres., Student Services</i>
Willard Wright, Ed. D.	<i>Vice Pres., Admin. &amp; Business Services</i>
Jay Field	<i>Vice Pres., Technology &amp; Learning Resources</i>
Charles R. Shatzer	<i>Assoc. Vice Pres., Workforce &amp; Community Development</i>
Ernesto V. Fuentes, J.D.	<i>Director, Human Resources</i>
Laurie M. Duesing, Ph. D.	<i>Faculty Accreditation Self-Study Co-Chair</i>
Sandra Rotenberg	<i>Faculty Accreditation Self-Study Co-Chair</i>

## Chairs & Vice Chairs of Standard Teams

<b>Standard I</b>	Jonathan Schouten, Chair; Gerry Fisher, Vice Chair
<b>Standard II</b>	Jeffrey Lamb, Chair; Matthew Bianchi & Melissa Mason, Vice Chairs
<b>Standard III</b>	Kevin Anderson, J.D., Chair
<b>Standard IV</b>	Barbara Pavão, Chair; Dorothy Hawkes & Charles Shatzer, Vice Chairs

### Timetable for the Accreditation Self-Study Process

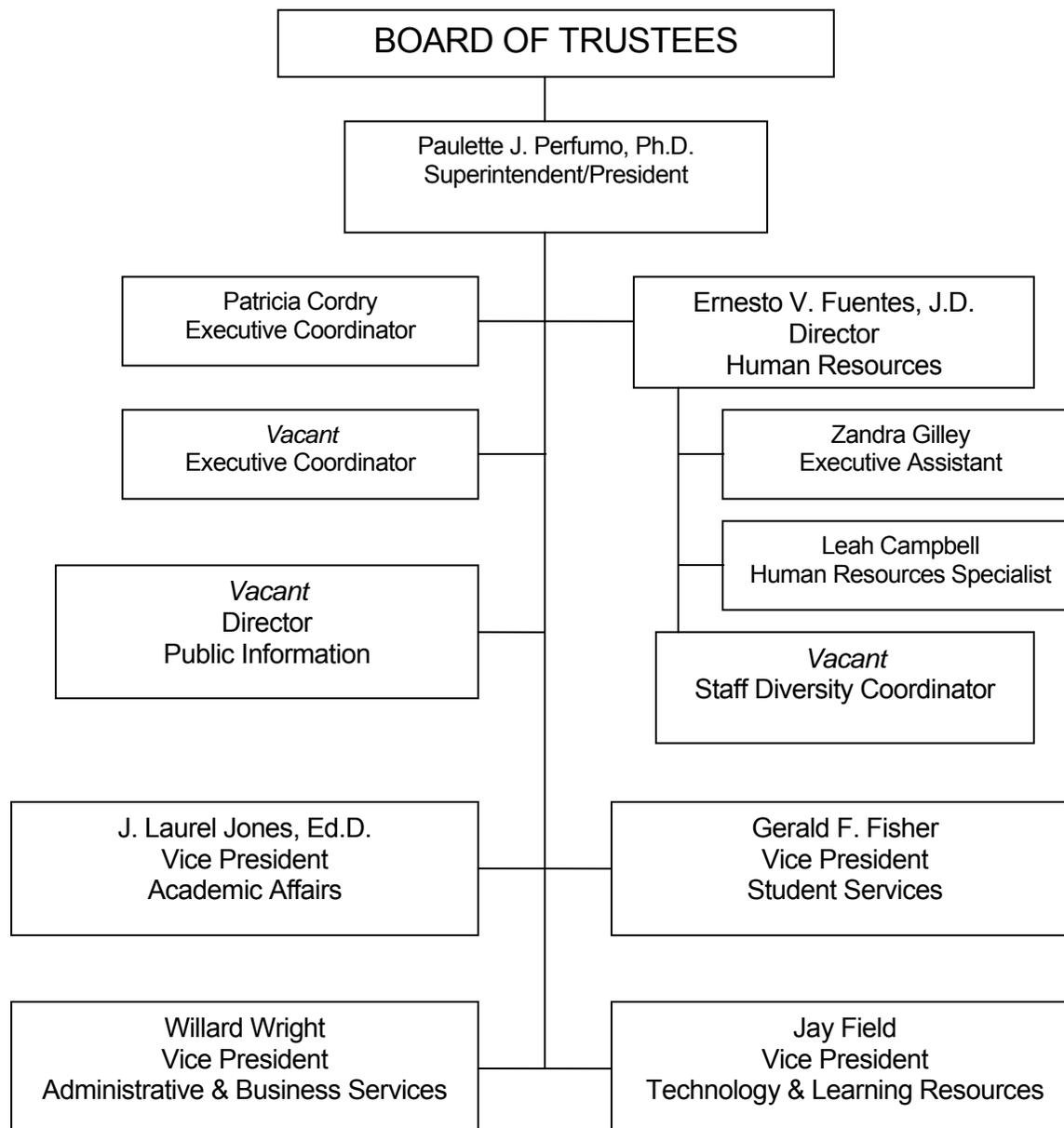
MONTH	ACTIVITY	DATES
FEB 04	<ul style="list-style-type: none"> <li>Preliminary Information</li> </ul>	<p>20 FEB 04 — ALO interviewed by Tempest for article on accreditation.</p> <p>26 FEB 04 — ALO drafts and distributes announcement for faculty chair of accreditation self-study</p>
MAR 04	<ul style="list-style-type: none"> <li>Preliminary Training</li> </ul>	<p>2 MAR 04 — ALO meets with division deans to review standards and self-study process.</p> <p>16 MAR 04 (FlexCal) — Presentation by ACCJC Associate Director Darlene Pacheco on new Standards and self-study process. Breakout sessions on individual standards.</p>
APR 04	<ul style="list-style-type: none"> <li>Preliminary Organization and Continued Training</li> </ul>	<p>5 APR 04 — ALO meets with Academic Senate on accreditation self-study processes and reports on applications for faculty chair.</p> <p>26 APR 04 — ALO meets with Student Services staff to review Standard II and present information and brief workshop on SLOs.</p>
MAY 04	<ul style="list-style-type: none"> <li>Selection &amp; Appointment of Faculty Chair for Accreditation Self-Study</li> </ul>	<p>17-21 MAY 04 — Superintendent/President, ALO, Academic Senate President, Academic Senate President-Elect meet to interview and select faculty co-chairs for accreditation self-study.</p>
JUN 04	<ul style="list-style-type: none"> <li>Initial Preparations for Accreditation Self-Study</li> </ul>	<p>24 JUN 04 — ALO meets with Executive Council to begin plans for accreditation process.</p>
JUL 04	<ul style="list-style-type: none"> <li>Train Faculty Co-Chairs and Other Staff, Define the Organization of the Self-Study, and Draft Preliminary Timeline</li> </ul>	<p>1 JUL 04 — ALO meets with faculty co-chair and Academic Senate President to begin training and planning for the accreditation self-study.</p> <p>6 JUL 04 — ALO meets with other faculty co-chair to begin training and planning for the accreditation self-study.</p> <p>14 JUL 04 — ALO meets with division deans to review accreditation self-study processes.</p> <p>20 JUL 04 — ALO meets with faculty co-chairs to determine organization of self-study and rough timeline.</p>
AUG 04	<ul style="list-style-type: none"> <li>Train Campus Community and Enlist Volunteers for the Self-Study Teams</li> </ul>	<p>18 AUG 04 — Superintendent/President, ALO present overview of accreditation self-study process and timeline to campus community.</p> <p>19 AUG 04 — ALO presents outline of self-study process to the Academic Senate and elicits “starters” for October FlexCal session.</p> <p>20 AUG 04 — ALO meets with Math &amp;</p>

MONTH	ACTIVITY	DATES
		<p>Science Division and Trade &amp; Technical Division on SLOs, program review, and the self-study process.</p> <p><b>31 AUG 04</b> — ALO meets with ASSC to explain the accreditation standards, self-study process, and timelines, and to elicit student participation in self-study teams.</p>
SEP 04	<ul style="list-style-type: none"> <li>• Plan and Develop Materials for Plenary Session #1</li> </ul>	<p><b>1 SEP 04</b> — ALO and faculty co-chairs meet to begin plans for FlexCal workshops.</p> <p><b>7 SEP 04</b> — ALO present workshop to division deans on topics of program review and SLOs.</p> <p><b>8 SEP 04</b> — Surveys on accreditation distributed to sample of all students. Surveys on accreditation distributed to all faculty &amp; staff.</p> <p><b>13 SEP 04</b> — ALO meets with faculty FlexCal committee to plan October FlexCal training day on topic of accreditation.</p> <p><b>15 SEP 04</b> — ALO and faculty co-chairs meet to determine materials needed for Plenary Session #1.</p> <p><b>16 SEP 04</b> — ALO meets with Math &amp; Science Division faculty on SLOs.</p> <p><b>22 SEP 04</b> — ALO and faculty co-chairs finalize materials for Plenary Session #1. Begin processing surveys from faculty, staff, and students.</p>
OCT 04	<ul style="list-style-type: none"> <li>• Plenary Session #1: <ul style="list-style-type: none"> <li>○ Explain Processes</li> <li>○ Develop Teams/Subgroups</li> </ul> </li> </ul>	<p><b>5 OCT 04 (FlexCal)</b> — Superintendent/President, ALO, and faculty co-chair present information on self-study process and timeline, detailed information on standards, and SLOs. Teams hold first organizational meetings.</p> <p><b>7 OCT 04</b> — Steering Committee meets with co-chairs to review teams lists for adequate size and representation.</p> <p><b>21 OCT 04</b> — Steering Committee meets with co-chairs to review composition and adequacy of teams and timeline.</p>
NOV 04	<ul style="list-style-type: none"> <li>• Begin Drafting Report</li> </ul>	<p><b>1- 30 NOV 04</b> — Teams and subgroups will meet, gather evidence, and begin drafting their assigned sections of the report.</p>
DEC 04	<ul style="list-style-type: none"> <li>• Review 1<sup>st</sup> Draft &amp; Provide Feedback</li> </ul>	<p><b>8-20 DEC 04</b> — Self-Study Co-Chairs will receive and review drafts, providing critique and directions to team chairs and subgroup leaders.</p>
JAN 05	<ul style="list-style-type: none"> <li>• Critique 1<sup>st</sup> Drafts:</li> <li>• Board Training <ul style="list-style-type: none"> <li>○ Report on Progress &amp; Findings</li> <li>○ Review Timelines</li> </ul> </li> </ul>	<p><b>12 JAN 05 (FlexCal)</b> — Self-Study Co-Chairs and ALO will be available for consultation (1-3 p.m.).</p> <p><b>19 JAN 05</b> — ALO trains Governing Board on new standards and SCC process</p>

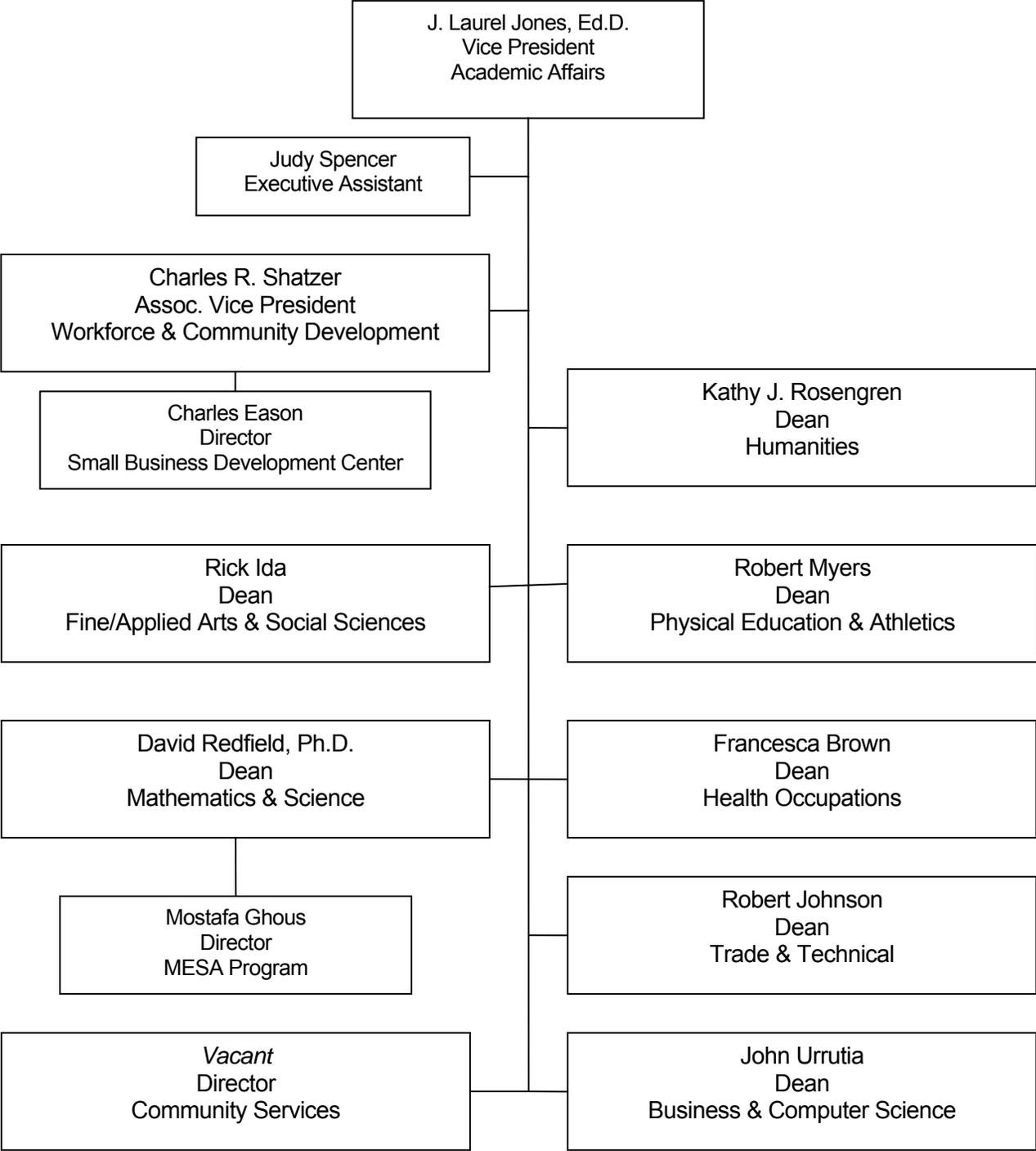
MONTH	ACTIVITY	DATES
		details and updates Governing Board on progress of self-study.
FEB 05	<ul style="list-style-type: none"> <li>Complete 2<sup>nd</sup> Draft &amp; Gather Evidence</li> </ul>	28 FEB 05 — Drafts due to Self-Study Co-Chairs.
MAR 05	<ul style="list-style-type: none"> <li>Review Drafts &amp; Evidence</li> <li>Plenary Session #2: <ul style="list-style-type: none"> <li>Report on Progress &amp; Findings</li> <li>Critique 2<sup>nd</sup> Drafts</li> <li>Review Timelines</li> </ul> </li> </ul>	1-21 MAR 05 — Self-Study Co-Chairs will critique and begin editing 2 <sup>nd</sup> drafts. 15 & 16 MAR 05 (3 to 4 p.m.) — Co-Chairs & team leaders will facilitate reports and group meetings.
APR 05	<ul style="list-style-type: none"> <li>Draft to Designated Groups</li> </ul>	18 APR 05 — Draft* presented to Academic Senate (for information) 19 APR 05 — Draft* presented to ASSC, CSEA, & Local 39 (for information) 20 APR 05 — ALO reports status to campus community at FlexCal; present draft to Governing Board (for information) 27 APR 05 — Draft** presented to Shared Governance Council (for information)
MAY 05	<ul style="list-style-type: none"> <li>Final (Text-Only) Draft Complete</li> </ul>	18 MAY 05 — Draft** presented to Governing Board (for acceptance)
JUN 05	<ul style="list-style-type: none"> <li>Edit &amp; Layout Report &amp; Organize Evidence</li> </ul>	1-30 JUN 05 — Co-Chairs will work with Graphic Arts Supervisor to develop layout format and complete final editing.
JUL 05	<ul style="list-style-type: none"> <li>Duplicate Report</li> </ul>	1-31 JUL 05 — Report will be duplicated (deadline = 1 AUG 05) and bound. Copies will be placed in Library, and sent to all staff members.
AUG 05	<ul style="list-style-type: none"> <li>Mark &amp; Centralize Evidence</li> <li>Distribute Self-Study to ACCJC and Visiting Team Members</li> </ul>	1-15 AUG 05 — ALO will mail bound reports and ancillary documents (in electronic format, when possible) to the ACCJC and each Visiting Team member. Evidence will be identified, cross-referenced, and arranged in the designated "team room."
OCT 05	<ul style="list-style-type: none"> <li>ACCJC Visit</li> </ul>	OCT 05 — ACCJC visiting team reviews evidence, interviews selected staff and faculty, and prepares its report for the ACCJC.

# Organization of the Institution

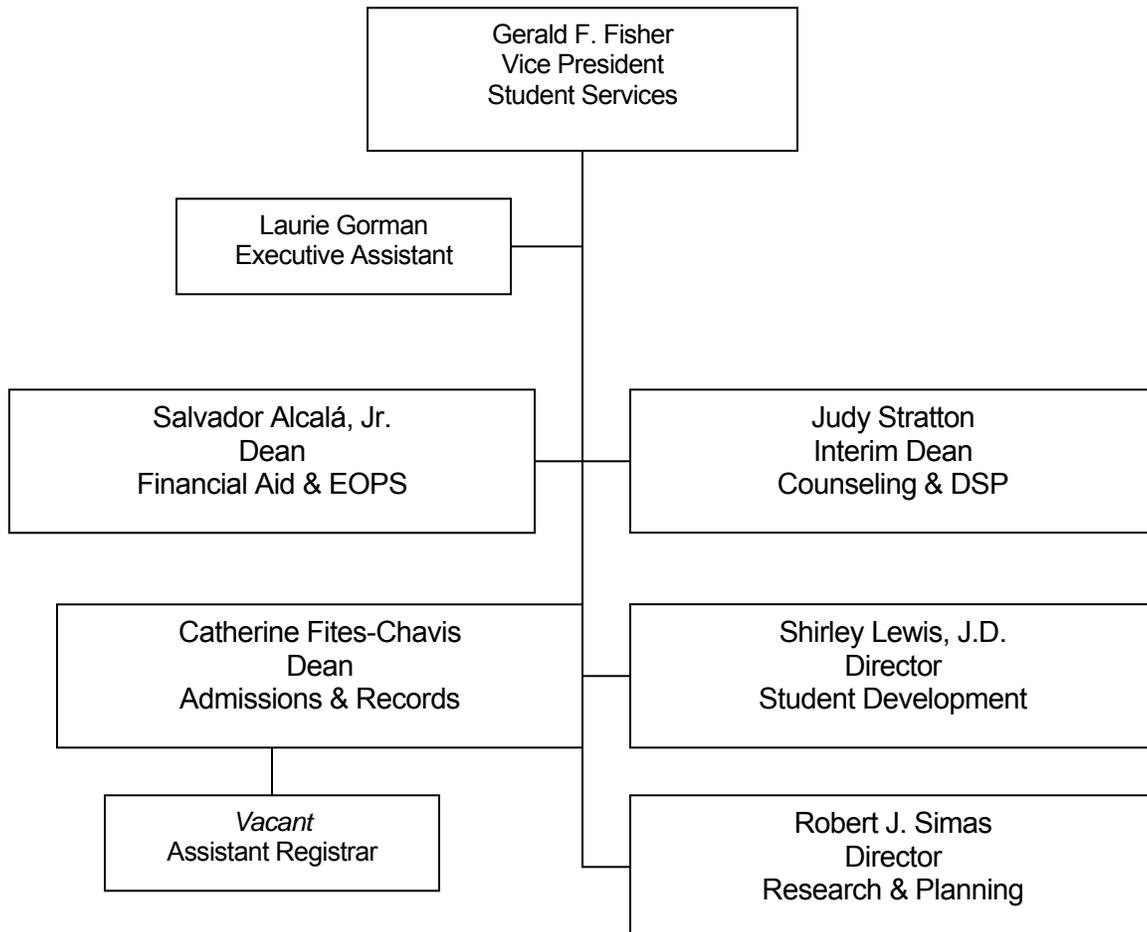
Solano Community College  
Organizational Chart  
2004-2005



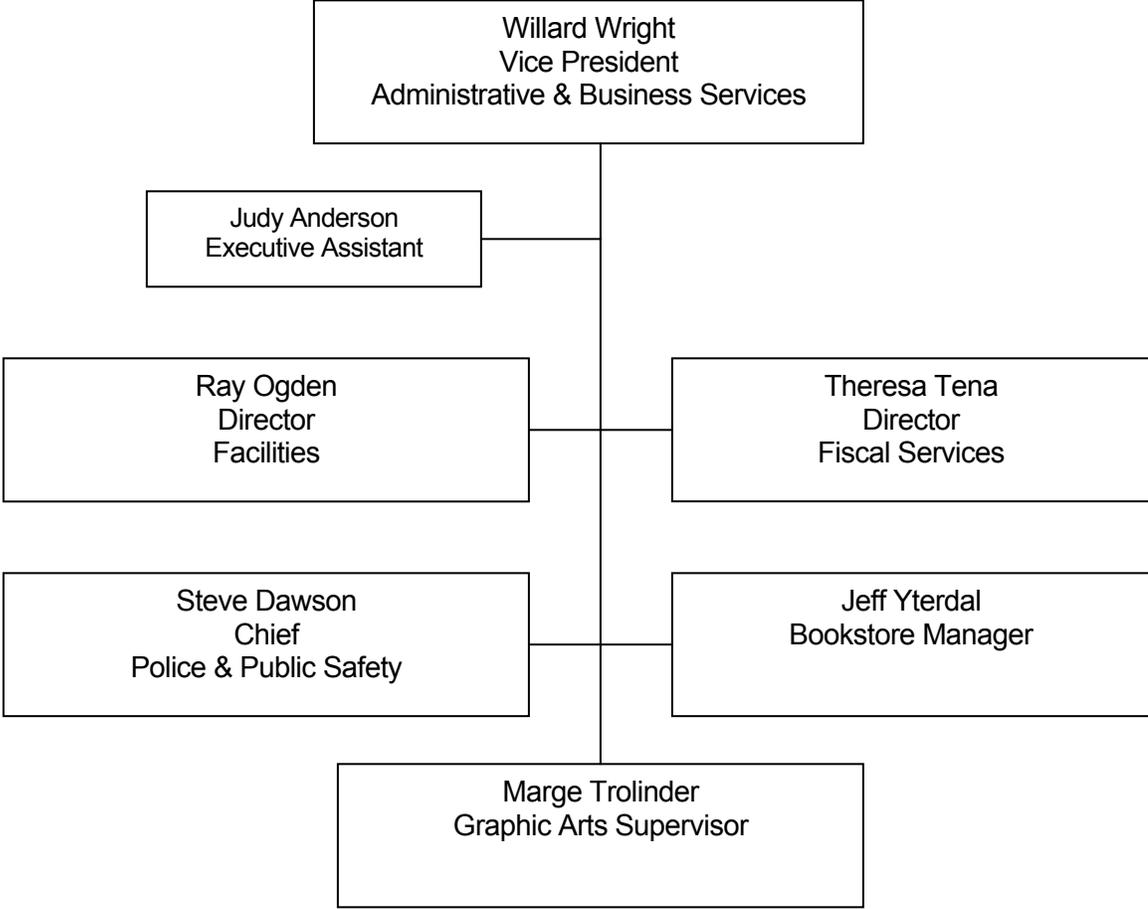
Academic Affairs  
 Organizational Chart  
 2004-2005



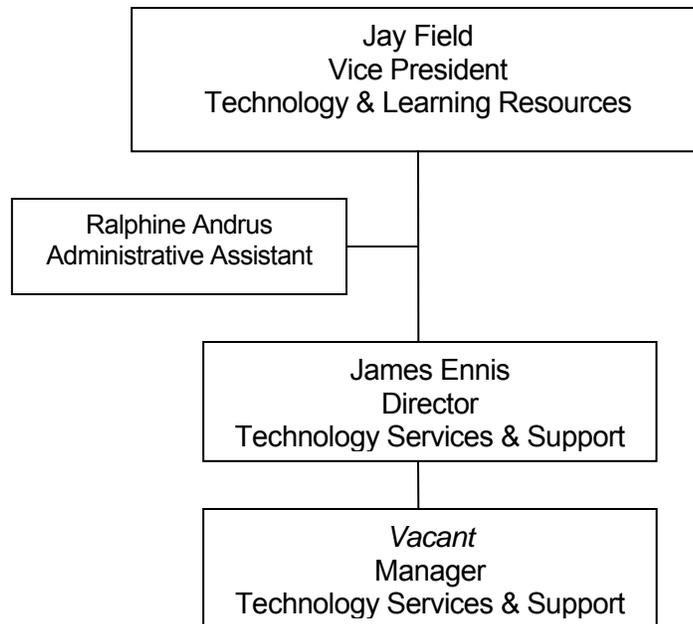
Student Services  
Organizational Chart  
2004-2005



Administrative & Business Services  
Organizational Chart  
2004-2005



Technology & Learning Resources  
Organizational Chart  
2004-2005





# Certification of Continued Compliance with Eligibility Requirements

Solano Community College continues to meet the Eligibility Requirements for Accreditation (Adopted June 1995; Revised January 1996; Revised January 2004) in the following areas:

**1. Authority.** Solano Community College is authorized to operate as an educational institution and to award degrees by the State of California (ref. California Code of Regulations, Title 5, division 6).

**2. Mission.** Consistent with its legal authorization, the Board of Trustees adopted the educational mission of the College in June 1997. The mission clearly defines institutional commitment to achieving student learning and is reviewed and reaffirmed by the Board on a regular basis (last reaffirmation in JUN 2005).

The mission of Solano Community College is to provide the highest quality academic, occupational, cultural, developmental, and continuing education programs that are dedicated to the achievement of student learning outcomes and responsive to the needs of our community. In fulfilling our mission, we are committed to a diverse educational and cultural campus environment that prepares our students for productive participation in the 21st century.

**3. Governing Board.** The Solano Community College Board of Trustees is responsible for the quality, integrity, and financial stability of the College and for ensuring that the College's mission is carried out. The Board is responsible for ensuring that the institutional financial resources are used to provide a sound educational program. Seven of the trustees are publicly elected officials who serve four-year terms of office. The eighth trustee is elected annually by student body members. The Board, sufficient in size and composition to fulfill all responsibilities, is an independent policy-making body, reflecting constituent and public interest in its activities and decisions. Meetings are publicized and open to the public, in accordance with regulatory statutes for public institutions. Most Board members have no employment, family, ownership, or other personal financial interest in the institution. The Board adheres to a conflict of interest policy that assures that those interests are disclosed and do not interfere with the governing body members impartiality or outweigh the greater duty to secure and ensure the College's academic and fiscal integrity.

**4. Chief Executive Officer.** The Superintendent/President is appointed by the Board of Trustees and serves as the chief executive officer, with full-time responsibility to the College and possessing the requisite authority to administer Board policies. The Superintendent-President serves as Secretary to the Board of Trustees. As provided in the Educational Code of California, the Board annually elects a president and vice president from its publicly elected trustees.

**5. Administrative Capacity.** The current 25 executive/administrative/managerial staff members have been hired with attention to appropriate preparation and experience in providing the administrative services necessary to support the College's mission and purpose.

**6. Operational Status.** Since its founding in 1945, the College has remained in continuous operation, with students actively pursuing its degree programs.

**7. Degrees.** The College offers 83 programs leading to associate degrees and 48 leading to certificates. All students are enrolled in courses that either relate directly to completion of a degree/certificate program or are remedial/basic skill courses leading to degree/certificate applicable courses.

**8. Educational Programs.** Solano's principal degree programs are congruent with its mission. All programs must receive prior regulatory approval by the California Community Colleges' Chancellor's Office to ensure they are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. All degree programs are a minimum of two academic years in length.

**9. Academic Credit.** The granting of academic credits is governed by statutory requirements. Information on academic credit is available in the *College Catalog*.

**10. Student Learning and Achievement.** Learning objectives have always been a part of the College's course approval process. The institution is currently engaged in campus-wide dialog to define and develop student learning outcomes at the course, program, and degree levels.

**11. General Education.** In accordance with the College's educational philosophy, all degree programs require a substantial component (30 semester units) of general education designed to ensure breadth of knowledge and promotion of intellectual inquiry. The general education component requires competence in writing and computational skills and an introduction to major areas of knowledge [ref. C-1].

**12. Academic Freedom.** College faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

**13. Faculty.** As of fall 2004, the College employed 156 full-time faculty and 273 part-time faculty. The Faculty Handbook clearly delineates faculty responsibilities, as well as the processes of curriculum development and review.

**14. Student Services.** Solano provides appropriate student services designed to support student learning and development, which are in accordance with the institutional mission.

**15. Admissions.** Following regulatory statutes, the College is an "open-door" institution, admitting anyone eighteen years old or older. It is the Board's prerogative that students under this statutory age may be admitted on a case-by-case basis to enroll in advanced courses unavailable to them through the normal school system.

**16. Information and Learning Resources.** The College provides, through ownership and contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs.

**17. Financial Resources.** The institutional funding base, financial resources, and plans for financial development are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

**18. Financial Accountability.** As required by statute, the College undergoes an annual external financial audit by a certified public accountant. The results of this audit are made available to the public.

**19. Institutional Planning and Evaluation.** The College systematically evaluates and publicizes how well and in what ways it accomplishes its purposes. The institution assesses progress toward its strategic goals and makes decisions regarding improvement through ongoing and systematic evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

**20. Public Information.** The *College Catalog* contains precise, accurate, and current information concerning the following:

- General Information —
  - Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
  - Educational Mission
  - Course, Program, and Degree Offerings
  - Academic Calendar and Program Length
  - Academic Freedom Statement
  - Available Student Financial Aid
  - Available Learning Resources
  - Names and Degrees of Administrators and Faculty
  - Names of Governing Board Members
- Requirements —
  - Admissions
  - Student Fees and Other Financial Obligations
  - Degree, Certificates, Graduation and Transfer
- Major Policies Affecting Students —
  - Academic Regulations, including Academic Honesty
  - Nondiscrimination
  - Acceptance of Transfer Credits
  - Grievance and Complaint Procedures
  - Sexual Harassment
  - Refund of Fees
- Locations or publications where other policies may be found

**21. Relations with the Accrediting Commission.** The College assures the Commission that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The College will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. It is understood that failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke accreditation.

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Paulette J. Perfumo, Ph.D.  
Superintendent/President

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Denis Honeychurch, J.D.  
President, Board of Trustees

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Date Approved

## Introduction References

- Intro-1 Taskforce on Program Review, Planning, & Budget Development: Final Report (DEC04)
- Intro-2 Taskforce on Scheduling Effectiveness: Final Report (DEC03)
- Intro-3 Educational Master Plan (2004-05)
- Intro-4 Instructional Program Review
- Intro-5 Actuarial Study (Apr. 19, 2001 and Nov. 16, 2004)
- Intro-6 7-Year Business Plan
- Intro-7 Human Resources Plan
- Intro-8 Enrollment Management Group 2001-2002
- Intro-9 Facilities Master Plan
- Intro-10 SCC Results Workbook (Center for Community Opinion)
- Intro-11 Grade Distribution Reports



# STANDARD 1

- Institutional Mission & Effectiveness •



## Standard I: Institutional Mission and Effectiveness

### Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

<b>Jonathan Schouten, Chair</b>	<b>Humanities (Faculty)</b>
<b>Gerald F. Fisher, Vice Chair</b>	<b>Vice Pres., Student Services (Admin)</b>
<b>Alan Jian, Ph. D.</b>	<b>Mathematics &amp; Science (Faculty)</b>
<b>Anne Bevilacqua</b>	<b>Fine/Applied Arts &amp; Behavioral Sciences (Faculty)</b>
<b>C. Sabine Bolz</b>	<b>Fine/Applied Arts &amp; Behavioral Sciences (Faculty)</b>
<b>Carlos M. Esteve</b>	<b>Mathematics &amp; Science (Faculty)</b>
<b>Christine Ducoing</b>	<b>Mathematics &amp; Science (Faculty)</b>
<b>David Redfield, Ph. D.</b>	<b>Dean, Mathematics &amp; Science (Admin)</b>
<b>Debbie Williams</b>	<b>Health Occupations (Staff)</b>
<b>Joseph Conrad</b>	<b>Mathematics &amp; Science (Faculty)</b>
<b>Kate Delos</b>	<b>Fine/Applied Arts &amp; Behavioral Sciences (Faculty)</b>
<b>Lorna Marlow-Muñoz</b>	<b>Humanities (Faculty)</b>
<b>Marianne Flatland</b>	<b>Counseling, Guidance, &amp; DSP (Faculty)</b>
<b>Richard Ida</b>	<b>Dean, Fine/Arts &amp; Behavioral Sciences (Admin)</b>
<b>Tammy Boatwright</b>	<b>Associated Students of Solano College (Student)</b>
<b>Thom Watkins</b>	<b>Business &amp; Computer Science (Faculty)</b>

# Standard 1: Institutional Mission and Effectiveness

## A. Mission

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*The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.*

### **1.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

#### **Mission Statement:**

The mission of Solano Community College is to provide the highest quality academic, occupational, cultural, developmental, and continuing education programs that are dedicated to the achievement of student learning outcomes and responsive to the needs of our community. In fulfilling our mission, we are committed to a diverse educational and cultural campus environment that prepares our students for productive participation in the 21st century.

#### **Description:**

The Mission Statement focuses on blending the various areas by which the College provides for students' learning needs. These areas are listed in the Mission Statement as:

- **Academic**—This area focuses on the instruction a student receives at the College. Instruction has several aims, chief among them to prepare students for four-year universities and to develop employment skills. The College also stresses a well-rounded education, the specifics of which are commented on below. The academic program coordinates instruction with: occupational, cultural, developmental, and continuing education programs.
- **Occupational**—This area focuses on preparing students to enter the work force, helping them develop and enhance employment skills. While specific job skills are addressed by the College's instructional program, the College also recognizes the importance of character and pride, encouraging in our students a sense of self-worth.
- **Cultural**—The County's population is diverse, several cultures being present in our geographic area. The College is aware of these cultures and makes efforts to integrate this diversity in our classrooms. Instruction then acquires the added impetus to apply cultural understanding to academic instruction. The College works to understand and address the needs of a wide range of individuals, even though those needs sometimes are tangential to, and sometimes are different from the College's goals.
- **Developmental**—The College offers developmental programs and services that allow students to acquire the necessary skills and knowledge for college-level work. Services are wide ranging and include well-articulated pre-collegiate courses, tutoring, mentoring, and counseling.

- Continuing education programs—Through both the extensive College Community Service and regular credit course offerings, the College strives to enrich students' academic and professional lives.

In pursuit of the aforementioned goals, the College staff is dedicated to providing an innovative, respectful, responsive, and proactive educational experience. The College focuses on students, holds itself accountable in providing a quality education, and is dedicated to the College Mission.

**Evaluation:**

The College meets this standard.

The SCCCD Governing Board annually reviews the College's Mission Statement during the strategic planning process. The Governing Board's last formal modification of the Mission Statement transpired on June 15, 2005. The College's planning process follows a Master Planning Calendar, centered on the Educational Master Plan, first developed in 1999. The Executive Council and educational administrators meet in the summer to identify institutional initiatives/goals, presenting them to the Academic Senate in August. At the beginning of the fall semester, the Governing Board reviews and has an opportunity to modify these initiatives/goals. Every division creates a three-year plan, replete with projects and activities to meet both institution and division needs. From these three-year plans and the institutional initiatives/goals, the educational administrators develop action priorities, which are presented to the Academic Senate. In January, the educational administrators and Senate meet to finalize the priorities, forwarding them to the Executive Council. The Financial and Budget Planning Advisory Committee reviews the revenue and expenditure projections. Simultaneously, other institutional planning takes place to provide coordination with institutional initiatives/goals and the Educational Master Plan [1A-1]<sup>\*</sup>. These other institutional plans include Facilities [1A-2], Fiscal [1A-3], Human Resources [1A-4], and Technology [1A-5].

Dialogue continues concerning the Mission Statement and its connection to both work done and work being proposed in support of Mission Statement goals. This dialogue finds a forum in department meetings and Division meetings, as well as in Flex Cal events and in planning committees. All these forums directly or indirectly address the Mission Statement, and each forum often pivots around the principles and ideas guiding and governing the College's mission.

In 2000-01, the planning process was used to develop the Facilities Master Plan for the scope of construction and remodeling made possible by the recent Bond election. Each Division reviewed its three-year plans for input into remodeling requests. The published spending plan incorporated many proposals generated by these planning processes.

In 2002-03 and again in 2003-04, reviews of the fall 2002-2004 Faculty Staff Surveys indicated some discontent with the planning process [1A-6]. The Superintendent/President established the Task Force on Program Review, Planning, and Budget Development, with representation from all employee levels, to review the process and make recommendations for improvements. The Task Force determined that much of the process seemed efficient, but communication of the process and its outcomes was limited. In early fall 2004, the Task Force developed a modified planning process, including a more efficient timeline to ensure and clarify the connections among the various groups [1A-7].

**Planning Agenda:**

None.

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<sup>\*</sup> References are marked with square brackets [ ] and listed at the end of the Standard.

**I.A.2. The Mission Statement is approved by the governing board and published.**

## Description:

The Governing Board reviews and adopts/reaffirms the Mission Statement annually (last date: June, 2005) [1A-8]. It is publicly posted at various campus locations, in the annual Catalog [1A-9], and on the College's Web site [www.solano.edu].

## Evaluation:

The College meets this standard.

## Planning:

None.

**I.A.3. Using the institution's governance and decision-making processes, the institution reviews its Mission Statement on a regular basis and revises it as necessary.**

## Description:

In addition to the process cited above, throughout the year, the College, including staff, faculty and administrators, participate in evaluation of the College's stated goals and its success in achieving them. The Mission Statement is also reviewed through the accreditation process.

## Evaluation:

The College meets this standard.

## Planning Agenda:

None.

**I.A.4. The institution's mission is central to institutional planning and decision-making.**

## Description:

The Mission Statement is a touchstone, generating discussions, which strengthen the College's stated goals. The College's Mission, core values, and strategic directions, provide a clear framework within which institutional planning and decision making take place [1A-10]. Dialogue is on-going in each department and division concerning the implementation of the Mission Statement in relation to student learning outcomes. College personnel assemble the necessary statistics to track student progress to evaluate if the College is fulfilling the Mission Statement's promise. These findings are used to revamp programs to fit our students' changing needs.

## Evaluation:

The College meets this standard.

## Planning Agenda:

None.

## B. Improving Institutional Effectiveness

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*The institution demonstrates a conscious effort to produce and support student-learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*

### **I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

#### **Description:**

The College conducts an ongoing dialogue in a variety of forums, ranging from departmental to campus-wide discussions. These forums act to present issues concerning the campus, its programs, and its students, and all have as their goals the improvement and enrichment of campus life.

Following is a list of these groups and committees and their function in promoting a dialogue with focus on the College's strengths and weaknesses.

- In-service Workshops—Organized activities explore the College's efforts to fulfill its functions and to realize the Mission Statement's principles. Activities are periodically conducted during Flexible Calendar(Flex Cal) in-service training program [1B-1]\* and monthly Student Services in-service workshops. [1B-2]
- Division/Department meetings—Separate divisions/departments focus on College aims, as well as the responsibilities of each division/department to fulfill these goals.
- Committees—Separate and smaller groups of instructors and staff, as well as administrators, work together to recommend changes in the College curriculum and academic areas [see Standard II.A].
- Division dean meetings and retreats—the heads of departments, as well as the College's administrators, discuss the College's direction adjusting and determining goals to fulfill the directives in the Mission Statement.
- Task Forces—Representatives from all campus constituencies form working groups on an ad hoc basis to investigate and make recommendations on specific prioritized issues.
- Retreats provide informal sessions, where the concerns and achievements of the College and its personnel are reviewed and discussed.
- Program Review—the College evaluates instructional and student programs and their presentation, questioning both the courses offered and how they mesh to form the program itself [1B-3].
- Curriculum Review—the Curriculum Committee systematically evaluates courses offered at the College, examining the course descriptions and codes, scrutinizing the

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\* References are marked with square brackets [ ] and listed at the end of the Standard.

courses' construction and directives to provide the best educational experience [[www.solano.edu/president/committees/meetings](http://www.solano.edu/president/committees/meetings)].

Through the groups and occasions listed above, the College shows commitment to its education offerings in an effort to further the goals of the Mission Statement, while allowing for change and growth.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

**I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

Description:

The College has adopted a model that provides for overall goals to be established and then effected through instructional initiatives. Dialogue is ongoing concerning the College's effectiveness. The instructors and staff are committed to continuous review in order to improve the direction and scope of learning, a commitment which is achieved in a variety of ways, from course reviews and evaluations of programs to campus-wide workshops.

Once the College's overriding goals are determined and understood, measurable initiatives are created, focusing on specific management outcomes that can be implemented and evaluated. The institution's members understand the time and effort related to these goals' pursuit. The College routinely reviews the Mission Statement in a variety of ways, but largely in division meetings, various committee groups, and Flex Cal forums.

Furthermore, a variety of sources provides vital data for the College to measure its accomplishments and successes. Some of these sources are:

- "Smart classrooms"—Classrooms are remodeled, upgraded and provide for technical improvements [see Standard II.C.1.a].
- Online classes—Online classes enjoy continuing growth, increasing the number of courses, sections, and service. Each calendar year this program expands to meet student demand and is evaluated for its effectiveness.
- Disabled students—The College remains committed to compliance with the Americans with Disabilities Act (ADA), continuing to make modifications in existing structures for expanded access, including purchasing furniture and equipment.
- Learning Communities—The College continues to broaden its offerings of linked or integrated classes [see Standard II.A]. These offerings have increased in numbers and sections and are reviewed on a semester-by-semester basis.
- Student Equity Plan—The College collects data to evaluate student access and success [1B-4]. These data are evaluated and integrated into the three-year plan [1B-5].

The following instruments also enhance College goals:

- Assessment tests that provide reliable information to determine student placement in classes and levels where students can succeed.
- The Composition Mastery Exam (CME) where students are given two hours to create an exit-level essay, demonstrating their ability levels and the College's success in placing them in the proper composition class.
- Student Learning Outcomes (SLOs) that gauge the result of class work, helping to evaluate the student's improvements and movement through the College system.
- Student evaluations of faculty that provide both quantitative and qualitative documentation, illuminating the effectiveness of our instructors.
- Instructor evaluations by division deans that result from classroom observation, assessing the instructor's method of instruction and its success in the classroom.

All these measurements are relevant to the efficacy of the College's educational offerings and programs; and, as part of the College's on-going self-evaluation, these measurements are collated and shared among College personnel, adding to the College's functionality and understanding of students and staff.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

**Description:**

The College has a comprehensive program that measures and examines existing Instructional Programs and Student Services. Through its Program Review process, the College biannually evaluates its programs. The Instructional Program review (2003-2004) and the Student Services Program review (2000-2001) [1B-6] are the most recent examples. These reviews look at both the quantitative data and the qualitative analysis based on the results of each area's three year plans and priorities established under the institutional goals for each year.

This on-going evaluation assists the institution in assessing progress toward stated goals and objectives. The College is currently undergoing a review of its processes to further integrate Program Review, Planning and Budget development. During the 2004-2005 academic year a Task Force was established to review existing processes and recommend changes that would improve the existing process. The Task Force completed its recommendations and took the recommendations to the Associated Students, Academic Senate, Financial and Budget Planning Advisory Committee, and the Shared Governance Council for dialogue and comment during the 2004-2005 year. The recommendations of the Task Force will be instituted in the 2005-2006 academic year.

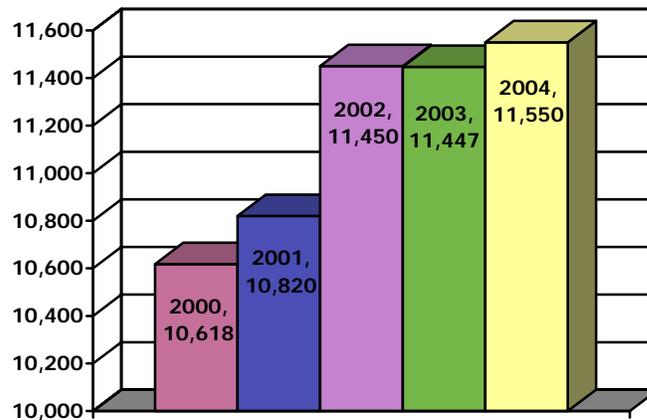
In addition to the Program Reviews, many program level assessments occur to assist students in the successful completion of their programs. The following instruments assist in the evaluation process:

- Assessment tests in English, Mathematics and ESL that provide guidelines for placing students in classes and at levels where they can succeed.
- The Composition Mastery Exam (CME) where students are given two hours to create an English 1 entry level essay, illustrating both their levels of ability and revealing the College's success in helping them attain that level.
- SLOs that gauge the result of class work as the College evaluates the student's growth and movement through the system.
- Student evaluations of instructors that provide both qualitative and quantitative material from which to understand and better the role instructors play in the classroom and beyond in students' lives and education.
- The use of Learning Communities to interweave various disciplines into a comprehensive group of courses to promote the relationships of disciplines to each other.

As a result of the above processes, the College has data and analysis to assist in resource allocation throughout the planning cycle. The College hiring process is based soundly on meeting the high demand areas of instruction that are required by our students.

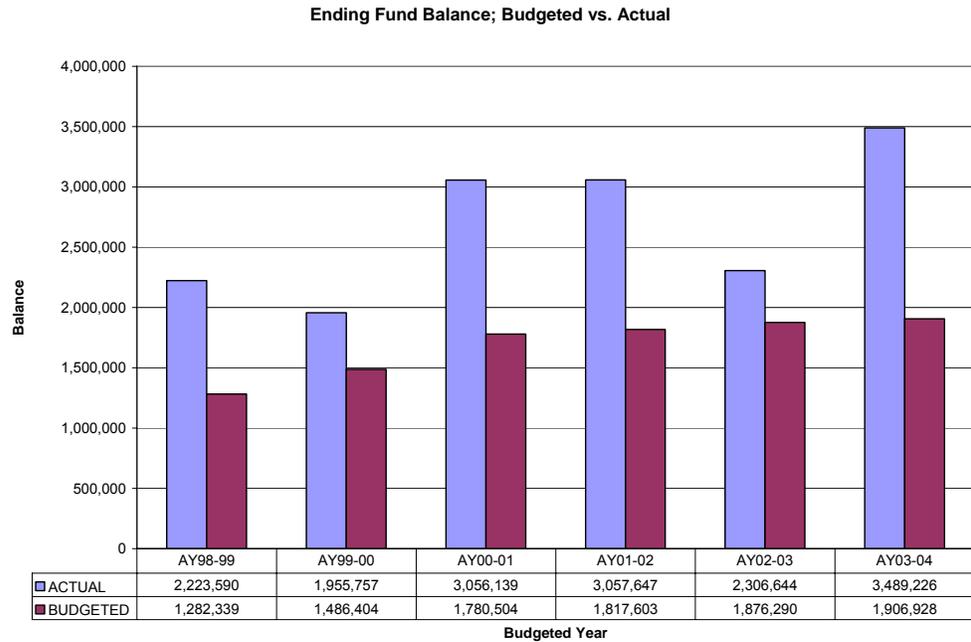
The College has exhibited steady growth over the past five years and is fiscally sound.

• Figure I-1: Enrollment Growth Fall 2000 thru Fall 2004



[http://misweb.cccco.edu/mis/onlinestat/studdemo\\_coll\\_cube.cfm](http://misweb.cccco.edu/mis/onlinestat/studdemo_coll_cube.cfm)

• Figure I-2: District Ending Balances; AY1998-99 thru AY2003-04



[1B-7]

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

The Vice President of Technology and Learning Resources will investigate the possibility of presenting the reports via electronic mail.

**I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

**Description:**

The planning process incorporates input from all College stakeholders (faculty, staff, students, and administrators). Planning for the institution is guided by and focuses on the Mission, Vision and Strategic Directions, adopted and reviewed regularly by the Governing Board. Institutional Goals are adopted annually to focus the institutional needs with regard to allocating limited available resources.

Faculty are appointed to representative committees by the Academic Senate; classified staff are appointed by the CSEA and Operating Engineers, Local 39 unions; students are appointed by the Associated Students of Solano College (ASSC); administrative representatives are appointed by the Superintendent/President. These groups seek input from their constituents and voice concerns, participate in planning, and suggest solutions for the entire College community.

Representatives from the above groups serve on the committees to plan and write the Educational Master plan; the Technology plan; the Facilities Master plan; and they participate

in the Financial and Budget Planning Advisory Council (FABPAC). Minutes from these committees are posted on the campus Intranet to ensure wide access to both the issues and the discussion affecting each committee.

The College uses a Program Review process that provides all segments of the institution the opportunity to address specific areas/disciplines/departments in an analysis of the effectiveness of its services. The results of the analysis are integrated into three-year plans as part of the planning process. Institutional goals are established each year with input from the Educational Administrators and the Executive Council and are reviewed by the Academic Senate and Shared Governance Council before being forwarded to the Board of Trustees for input and adoption. These goals focus the planning process and assist the College in establishing Institutional Priorities, which are, in turn, sent to FABPAC for funding consideration. FABPAC considers possible funding sources and forwards its recommendations to the Superintendent/President.

Evaluation in this area takes place through a variety of meetings aimed at integrating these divergent constituencies in furthering a common goal.

- Shared Governance
- The Educational Master Plan
- Technology Master Plan
- Human Resources Plan
- Business Plan

These constituencies and documents provide input concerning institutional effectiveness. Furthermore, the Academic Senate, as well as the administration, meets to discuss the work done to ensure quality in education.

**Evaluation:**

Although the College meets the standard, there remains a need to continuously improve the transparency of campus budgeting, evaluation, and planning processes.

**Planning Agenda:**

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.

**I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

**Description:**

The Research and Planning Office provides the College community with reports and analysis of information for use in decision making and evaluation. Examples include reports, such as The Student Equity Plan; historical data on degrees awarded; reports to local high schools on the success of their students; reports on the success of students in their progress from English Fundamentals (English 370) to completion of College Composition (English 1); and annual highlights of progress toward the District's Strategic Goals. In addition, many research projects address the success of students in various disciplines (i.e., Math and Science).

**Evaluation:**

The College meets this standard.

The Research and Planning Office provides data on its Web site [[http://www.solano.edu/institutional\\_research](http://www.solano.edu/institutional_research)] indicating the composition of the College student body and its relation to Solano County's population to demonstrate that the College effectively serves all of the community. Survey data indicate high levels of student satisfaction with student services [1B-8]. Specific research results for various disciplines are provided to faculty for review and analysis.

Notwithstanding compliance with the standard, as Student Learning Outcomes (SLOs) become more widely instituted throughout the campus, more research will be required to assess their effectiveness for students.

**Planning Agenda:**

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.

**I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

**Description:**

The Research and Planning Office provides the College community with timely and accurate information for decision making and evaluation. The results of research and surveys are posted at the Research and Planning Web site on the intranet for access by the various campus committees. This site includes information about students, educational programs and the community.

The Director of Research and Planning facilitates the discussions of the Strategic Planning Coordinating Council to ensure progress is being made in each of the seven strategic directions adopted by the College. These directions are 1) Quality Teaching and Learning, 2) Student Access, 3) Institutional Diversity, 4) Organizational Culture, 5) Technology, 6) Fiscal Strength, and 7) Community Relations. An annual highlight brochure is distributed to the campus community indicating progress in each area [1B-9].

**Evaluation:**

The College meets this standard.

The Educational Master Plan provides the overall direction to the College. The Facilities Plan and the Technology Plan are updated annually to support the Educational Master Plan. This is accomplished by identifying any planning item that may impact these plans by noting them in the three-year plans. The three-year plans originate in each area of the campus and provide the direction for the area/departments/divisions. Each area tracks its accomplishments from year to year. The accomplishments of all areas and their impact on improving the effectiveness of the College are not always communicated clearly to the entire campus. Efforts are underway to improve this communication through educational workshops planned for all the Division Deans so that they may engage faculty and staff at the Division level in a comprehensive dialogue and understanding of the process for planning and resource allocation. The Program Reviews of instructional and student services programs are an essential part of the institutional planning and resource allocation. To assure the effectiveness of the Program Review and the planning and budget development process, a campus-wide committee was formed in 2004-05 to address the integration of these

components and identify strengths and weaknesses of the current process. The committee found that the three-year plans were the most well understood process and that the planning and budget development process was understood to a lesser degree. The Task Force on Program Review, Planning and Budget Development made several recommendations to improve understanding of the process, including well defined timelines, and greater communication of decisions at all levels of the process.

#### Planning Agenda:

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.

#### **I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

#### Description:

Each academic/student services division conducts a regular program review. The present pattern is every two years. The previous five years of trend data are reviewed to determine necessary modifications to curriculum offerings. Every five years the academic divisions conduct a complete curriculum review of all division curriculum offerings, updating and deleting as circumstances warrant. The plans/activities in each area are tracked by year and provide a historical record of accomplishments. These findings inform the faculty hiring process and are used to make modifications to current programs and services, and to plan for the future.

The Student Services Program Review is used to assess the effectiveness of the services provided. "How do we rate?" surveys are compiled periodically to get feedback from our students [1B-10]. In addition, division/area meetings occur regularly, and discussions of student concerns and comments by students take place. These results are used in modifying services and identifying areas where improvement is warranted.

#### Evaluation:

The College meets this standard.

The Program Review process has a long history at the College. The outcomes from the program review are used to bolster requests for new faculty positions and are considered as a key to the development of the Educational Master Plan. Providing effective services for our students is the primary core value of the institution's "Focus on Students." The Task Force on Program Review, Planning and Budget Development is preparing a series of information workshops to explain the planning processes used in the budgeting cycle to all campus constituencies. It is hoped that this will clarify the process for all.

#### Planning Agenda:

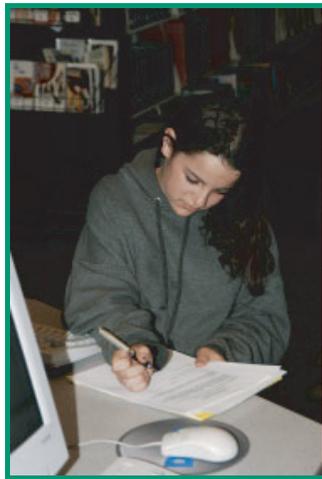
Notwithstanding that the College meets the standard, it will provide workshops and training opportunities to increase understanding of the planning process and evaluation of this process. This will be accomplished by various means (forums, meetings, in-service sessions). The Program Evaluation and Review 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 References

- 1A-1 Educational Master Plan (2004-05)
- 1A-2 Grade Distribution Reports
- 1A-3 7-Year Business Plan
- 1A-4 Human Resources Plan
- 1A-5 Technology Plan
- 1A-6 Accreditation Self-Study Survey of Faculty & Staff: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 1A-7 Taskforce on Program Review, Planning, & Budget Development: Final Report (DEC04)
- 1A-8 Board Minutes [May/June 2005]
- 1A-9 Solano Community College Catalog 2005-2006
- 1A-10 Strategic Plan (approved by Board, JUL 2000)
  
- 1B-1 Examples of Flex Cal brochures
- 1B-2 Examples of Student Services In-service Workshops
- 1B-3 Instructional Program Review
- 1B-4 Student Equity Plan (JUN 04)
- 1B-5 Three-Year Plan
- 1B-6 Student Services Program Review 2000-2001
- 1B-7 CCFS-311 Reports (1998-99 thru 2003-04)
- 1B-8 Student Accreditation of Self-Study Survey: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 1B-9 Strategic Goals: Highlights of Activities & Achievements for the 2003-2004 Academic Year
- 1B-10 "How do we Rate?" Survey

# STANDARD 2

- Student Learning • Programs & Services •



## Standard II: Student Learning Programs and Services

### Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

<b>Jeffrey Lamb, Ph.D., Chair</b>	<b>Humanities (Faculty)</b>
<b>Emily Blair, Ph. D., Sub-Chair A</b>	<b>Humanities (Faculty)</b>
<b>Jocelyn Mouton, Sub-Chair B</b>	<b>Counseling, Guidance, &amp; DSP (Faculty)</b>
<b>Ruth Fuller, Sub-Chair C</b>	<b>Library (Faculty)</b>
<b>Amanda Smith</b>	<b>Associated Students of Solano College (Student)</b>
<b>Cheryl Williams</b>	<b>Counseling, Guidance, &amp; DSP (Faculty)</b>
<b>Deni R. Harding</b>	<b>Humanities (Faculty)</b>
<b>Erin Farmer</b>	<b>Humanities (Faculty)</b>
<b>Evangeline East</b>	<b>Fine/Applied Arts &amp; Behavioral Sciences (Faculty)</b>
<b>Ferdinanda Florence</b>	<b>Fine/Applied Arts &amp; Behavioral Sciences (Faculty)</b>
<b>Floyd M. Hogue, Ph. D.</b>	<b>Vice Pres., Academic Affairs (Admin)</b>
<b>Francesca Brown</b>	<b>Dean, Health Occupations (Admin)</b>
<b>Genele Rhoads</b>	<b>Mathematics &amp; Science (Faculty)</b>
<b>George Daugavietis, Ph. D.</b>	<b>Mathematics &amp; Science (Faculty)</b>
<b>George Olgin</b>	<b>Humanities (Staff)</b>
<b>Gerald F. Fisher</b>	<b>Vice President, Student Services</b>
<b>Helen Ritchey</b>	<b>Health Occupations (Faculty)</b>
<b>Joanne Goodsell</b>	<b>Special Services (Staff)</b>
<b>Kathy J. Rosengren</b>	<b>Dean, Humanities (Admin)</b>
<b>Laurie Gorman</b>	<b>Student Services (Staff)</b>
<b>Mary Ann Harris</b>	<b>Business &amp; Computer Science (Staff)</b>
<b>Mary Gumlia</b>	<b>Counseling, Guidance, &amp; DSP (Faculty)</b>
<b>Melissa Mason, Vice Chair</b>	<b>Associated Students of Solano College (Student)</b>
<b>Michael Wyly</b>	<b>Humanities (Faculty)</b>
<b>R. Bradford Paschal</b>	<b>Mathematics &amp; Science (Faculty)</b>
<b>Salvador Alcalá, Jr.</b>	<b>Dean, Special Services (Admin)</b>
<b>Sam Maher</b>	<b>Business &amp; Computer Science (Staff)</b>
<b>Sandra Rotenberg</b>	<b>Library (Faculty)</b>
<b>Sarah Nordin</b>	<b>Trade &amp; Technical (Faculty)</b>
<b>Susan Messina</b>	<b>Humanities (Faculty)</b>
<b>Teresa McLeod</b>	<b>Financial Aid (Staff)</b>
<b>Will Martinelli</b>	<b>Mathematics &amp; Science (Faculty)</b>

# Standard II: Student Learning Programs and Services

## A. Instructional Programs

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*The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.*

**II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

**II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student-learning needs and to assess progress toward achieving stated learning outcomes.**

### Description:

The College's diverse educational programs, as listed in the Solano Community College 2004-5 Catalog [2A-1]<sup>\*</sup> clearly relate to the objectives of the institution's mission [see Standard I.A] values and goals. These programs strive to meet the varied educational needs of the District's community. The College relies on research to identify student-learning needs and regularly assesses progress in the interest of achieving stated learning outcomes through the program review process. The Research and Planning Office provides institutional research for the campus as a whole and on an ad hoc basis. Since the last accreditation site visit, beginning in 2002, each fall the students have been surveyed to determine their perception and satisfaction with various aspects of their educational experience [2A-2]. A study of integrated learning communities indicated that combining developmental English with counseling instruction significantly increased the rate of success in preparing students to qualify for English I [2A-3].

Modifying the Program Review process has been an on-going endeavor. Timing has been evaluated by the Task Force on Program Review, Planning and Budget Development [2A-4]. This process will now be College-wide and on a four-year cycle with only one-fourth of the programs being reviewed and published each year.

After initial faculty workshops in the fall 2004 in-service Flex calendar days, a Student Learning Outcomes (SLOs) Task Force was initiated by the Superintendent/President. The Task Force was composed of both faculty and administrators and was co-chaired by the Senate President and the Superintendent.

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<sup>\*</sup> References are marked with square brackets [ ] and listed at the end of the Standard.

The SLOs Task Force has been meeting since February 2005. Student learning goals have been part of the instructional program review process since its 1988 [2A-5]. Emphasis on Student Learning Outcomes, instead of goals, has been the initial recommendation of the SLOs Task Force. The Task Force has been training its members on definition, development and use of SLOs and will train the faculty on SLOs uses and incorporation for determining student success at the course, program and degree levels [2A-6].

**Evaluation:**

The College meets this standard. It addresses the needs of both current students and the District constituents with diverse demographic and economic backgrounds. It provides access to continued learning for all in the community who are able to benefit. The College continues to expand opportunities by the increased number of courses at the Centers in Vallejo and Vacaville, and in online courses. Credit courses for fall 2004 had 28.3% of the classes offered in the evening, 5.1% online and 4.1% on the weekend [2A-7].

The College Catalog lists 1,025 credit courses with 68 percent designated as transferable to the California State University system.

The Curriculum Committee, a committee of the Academic Senate, continues to assess the viability of all programs. New programs are developed in response to changing employment markets, industry demands, and technology advances. Biotechnology is a new program formed from a partnership between the College and Genentech Corporation. This is a new certificate program that prepares employees for this new and growing industry. Contract Education is expanding to meet the needs of Solano County employers in all businesses and industries as well. Between 1999-2000 and 2004-2005, the fall credit enrollment has risen significantly from 10,646 to 11,550 [see Standard I.B.3], although the number of certificates awarded has declined slightly from 338 to 321, the number of Associate Degrees has increased from 705 to 779 [see Introduction: Student Achievement].

The College is committed to being responsive to the community by offering viable programs, while balancing community demands with overall cost to the District. The College continues to develop new ways to increase faculty awareness of the diverse student learning styles and the varied teaching strategies available to accommodate these needs. The College is developing partnerships in nursing to expand this high-demand, high-cost program. One example is a partnership with Sutter Solano Hospital.

**Planning Agenda:**

None.

**II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

**Description:**

The College utilizes a wide range of delivery systems and instructional modes designed to support curriculum objectives and current and future needs of its students. Methods of instructional delivery include the following: lecture, lecture-discussion, discussion, activity, laboratory, lecture-laboratory, computer-assisted instruction, distance learning, travel study, independent study, honors courses, and online and hybrid-online instruction. To complement classroom instruction, various departments and the tutoring center provide tutoring services, and the College Library is a consistently fine resource. Students can complete unique projects through independent studies and gain practical experience through internships and cooperative work experience.

Additionally, the College has developed a Weekend College program, summer intersession, noncredit and community service courses, contract education, learning communities courses, and occupational work experience. Begun in 1998, the Weekend College program was developed to meet community needs and interests. Its courses offer instruction in a compressed time period for a variety of disciplines, allowing students attending eight weeks or less to complete courses normally offered in the semester-length format. Offered on Friday evening and most of the day on Saturday, these courses allow students to complete general education requirements or to complete the requirements for the Computer Programming major in a shorter period than the traditional night student could, and in approximately the same time as a day student. When one course is finished, another begins the next weekend. These courses are particularly responsive to the needs of students with full-time work and family responsibilities. Similarly, the Summer Intersession program was started in 1997. Though the College has not been able to offer this program for two years because of budget constraints, these courses were typically offered between the end of the spring semester and the beginning of regular summer school. The intersession format enabled students to complete courses in four weeks, increasing students' scheduling flexibility. It also provided the more dedicated students the opportunity to participate in both the intersession and the summer session, thereby allowing students more flexibility of scheduling and the opportunity to complete their course work more rapidly.

The College offers noncredit courses in nine categories authorized by the Department of Education and the Chancellor's Office. Non-credit classes are ungraded and free. The classes are designed to strengthen basic skills, ESL, and skills that promote workforce preparation, as well as serve special populations. Community Service fee-based, not-for-credit classes are also offered. These courses are generally short-term and are geared to appeal to employers, workers interested in upgrading job-related skills, and individuals wanting personal development and enrichment. Courses in some disciplines may also carry Continuing Education Unit (CEU) units. A bulletin is published twice a year describing the classes [2A-8]. Ideas for courses are generated from a plethora of sources: potential instructors submit ideas; staff and faculty make suggestions; the office staff receives requests from students; or the program administrator invites proposals related to specific topics. The teaching-learning process in these courses tends to be student-centered, with students actively involved. With no prerequisites or grades, the atmosphere tends to be relaxed, noncompetitive, and focused on skill development and personal growth within an environment that encourages social interaction and exchange among students and instructors. Through the office of Workforce Development, the College also offers contract education courses. Based on agreements with outside agencies, contract education creates partnerships for the delivery of services and training specifically tailored to that agency's needs. The College has expanded contract education offerings in the past few years and will continue to do so to meet the burgeoning needs of the Solano County business community.

The College offers a number of Learning Communities courses each semester under the direction of a faculty coordinator and a learning communities steering committee. Learning Communities are interdisciplinary courses in which instructors, students, materials, and assignments are combined to create a "community" of learners. The College offers learning communities in three different configurations: integrated courses in which two or three classes are woven together to examine a theme, and a team of teachers and students all attend the same class meetings; course clusters in which two or more classes are linked with the same set of students, but where not all of the teachers are in the rooms at the same time; and adjunct courses in which students from several different sections of one content course have the option of enrolling in one designated skills-building course. The College offers from three to four learning communities of varying formats per semester. Cluster-type Learning Communities at the College offer coordination between the cluster courses; instructors typically meet weekly to coordinate assignments within the cluster courses.

For example, in the Cultures and Computers Learning Community [which combines English 355 (Reading and Writing Skills), English 320 and English 310 (Reading and Writing Labs), CIS Fast Track Introduction to Computers, Counseling 102A (Time Management & Goal Setting), and Counseling 102C (Test-Taking, Test Anxiety & Memory)], the computer instructor teaches students how to format essays for English and counseling; the counseling instructor teaches students how to plan adequate class, lab, and study time for all courses; and the writing instructor assigns a composition on the topic of procrastination, one component of a multi-part assignment with readings and some writing in both counseling and English courses. This coordination helps students apply the concepts they learn in each class to other courses.

Instruction in Integrated-type Learning Communities at the College more completely combines instruction and assignments for the two courses. Pedagogical approaches emphasize active student learning and collaborative learning. For example, students often exhibit more engagement in their learning when they work with fellow students. The doubled class time of integrated Learning Communities (the courses are scheduled back-to-back) allows inclusion of both traditional lecture and active, collaborative learning strategies.

Additionally, the College offers internships and both occupational and general work experience courses. Occupational work experience connects college credit with a student's job, which, in turn, must be related to the student's major. General work experience credit does not necessarily have to be related to the major. Work experience is available in all occupational programs and may be paid or unpaid. Students may earn up to twelve units in this program. The objective is to teach students skills, knowledge, and attitudes that will equip them to function successfully and to adapt as employees in a variety of jobs and situations. In addition to working at a job, students must attend weekly seminars and develop job-oriented objectives for themselves to earn work experience units.

Since 1977 the English Department of the College has offered English 87 (Drama in Performance), a travel/study course to the Oregon Shakespeare Festival. Three or four sections of the course are offered each year in spring, summer and fall; and the classes always enroll 40-60 students per section. Students attend class on the College campus prior to the trip to Ashland, Oregon, see from four to nine plays at the Festival, and attend classes on the campus of Southern Oregon University while the course is in session in Ashland. Students have the opportunity to learn from lectures on the plays, participation in class discussion about the plays, and visits from actors and other members of the OSF Company [2A-9, 2A-10].

One unique method of student learning at the College is the Foreign Language Cross Age Teaching Program, begun in the spring of 2001. This program sends advanced students at the College in French or German in pairs to work on a weekly basis with students in local elementary schools (grades 1-5). The elementary teacher is present in the classroom while the student teachers conduct class, and the student teachers are also mentored by their French and German instructors at the College. French instructor Lorna Marlow-Munoz and German teacher Gail Kropp work with six to fifteen students each spring, determining the design and implementation of curriculum, the collection and production of materials and individual lesson plans, and assist with teaching methods, providing a forum in which the student teachers can test and practice their lessons before presenting them to three to eight classrooms of elementary pupils throughout Solano County. Lessons are taught primarily in the target language and include a wide variety of age-appropriate communication-based activities, such as songs, games, music and dances. The student teachers are evaluated twice during the 17-week period by the elementary host teachers, as well as by their mentor instructors.

The College provides a number of places students can get the help they need for academic success. The Tutoring Center offers students one-on-one help from students who have been successful in the discipline. The Business & Computer Science Division maintains a computer lab so that students can get help in their business and computer information science courses.

The Reading/Writing/ESL Labs, run by the Humanities Division, are open days, evenings, and Saturday mornings to assist students with problems in these areas. These labs are also linked to developmental courses in which students must complete certain components and work a number of hours in the labs to get credit in the courses. At any one time, these labs are staffed with one to three instructors, two to five full-time staff members, and one or more student tutors. The Reading/Writing/ESL lab space accommodates about 75-80 students at a time, approximately 1000-1200 per semester. In the fall of 2004 a total of 1150 students were registered in the three labs according to first census figures.

The Math Activities Center (MAC) provides drop-in assistance to students enrolled in mathematics and statistics courses and is open approximately 850 hours each semester. MAC staffing includes most of the full-time math instructors, twelve student tutors, and two full-time staff members. Each hour the MAC is open, at least two people provide assistance; the norm is one faculty member, one MAC staff person, and one student tutor. At high usage times, staffing is increased by adding tutors. Student tutors are hired if they demonstrate interest, but must be recommended by a math instructor. Tutors provide about 1500 hours of assistance in the MAC each year.

The Math Activities Center's capacity is approximately 100 students, and it is typically near capacity several hours each morning. Solano College students spend over 50,000 hours in the MAC each year.

The Center has twenty-one networked computer stations preloaded with mathematics and statistics software and two networked printers. Each computer has the department's preferred graphing calculator loaded on the desktop. The computers are also set up for individual login to publisher-supported interactive computer labs. The MAC maintains a collection of approximately fifty current textbooks, as well as scientific calculators, student solution manuals, reference textbooks, and faculty-donated materials. All materials are available for checkout to students for use in the lab. Students may also select materials from over 200 videotapes, CD-ROM's, and DVD's, which may be viewed on one of the four VHS tape players or on any computer.

Furthermore, the Business & Computer Science Division makes available the following lab or classrooms, some for teaching only, some for teaching and open lab, and one classroom for lab work only.

All classroom computers have the same software, except the keyboarding classroom, where computers have the same software as other computers plus some specialized keyboarding software.

All the computers have Windows XP Pro, Microsoft Office 2003, Microsoft Visual Studio .NET 2003, and various other programs.

Most courses taught in the teaching-only labs have an extra hour added to the weekly class time. This extra hour is used for students as if in an open lab setting. During the extra hour, students work on assignments and may ask their instructor for assistance. The lab in room 504 has a tutor available on Monday through Thursday from 9:00 a.m. to 6:00 p.m., and Friday from 9:00 a.m. to 12:00 p.m. The lab in room 507 has a tutor available on Monday

through Thursday from 8:00 a.m. to 9:00 p.m., Friday from 8:00 a.m. to 3:00 p.m., and Saturday from 9:00 a.m. to 2:00 p.m.

The following Business and Computer Science lab services and equipment are provided:

• Table II-1: Lab Services Offered

Computer Lab	Type of lab	Number of Workstations	Number of Printers
Room 501	Teaching only	30	2
Room 502 (Keyboarding Lab)	Teaching and open lab	38	4
Room 503	Teaching only	32	2
Room 504	Teaching and open lab	28	2
Room 507	Open lab only	28	2
<b>Totals</b>		<b>156</b>	<b>12</b>

All College students have access to the Information Commons, an open computer lab located in the Library. At this sixty-station lab, opened in 2001, and at open labs in the Business and Humanities buildings, students have free access to the Internet, the World Wide Web, the Library Catalog and various subscription-based electronic information resources (e-books, electronic reference resources, general periodical databases, and subject specific electronic information databases) [see Standard II.C.1.a]. Open labs are staffed to offer students technological help, and the Information Commons is additionally staffed by the College reference librarians to aid students' research needs.

English instructor Susan Messina directed a two-year project (2000-2002) to research and plan ways to improve students' academic success at the College. The project was supported by a \$50,000 grant from the Chancellor's Office of the California Community Colleges.

Faculty, counselors, the institutional researcher, and administrators volunteered to participate in the twice-monthly afternoon meetings of the team to explore the current rates of successful completion of College courses and to learn how to improve the successful completion rate. The participants brainstormed, led larger faculty group discussions during Flex Cal/staff development days, attended conferences, read research, which they summarized for each other to their mutual expansion of knowledge.

Several worthwhile results emerged: a greater sense of collegiality and cooperation, especially between faculty and counselors; a pilot project linking a counseling study skills class with a minority group relations class; a discovery that as many as 50 percent or more of developmental students in basic math and English classes do not succeed upon their first attempt at the classes; and large areas of agreement among faculty and counselors as to causes of student failure in course work.

One longer-term impact is the addition of basic skills learning community clusters to an existing college-level learning community program. These developmental learning communities consist of English classes, counseling classes in study skills and time management, and introductory computer skills classes. These new learning community clusters seem to lead to increased levels of student success in the basic English classes.

Since our 1999 accreditation self-study, the delivery system which has seen the greatest growth is our online education program. The brainchild of a faculty member and a dean, this program was presented to the administration as a pilot program. Two other faculty members

joined the pilot, and three classes began in the spring of 2000. The courses offered online had to meet three criteria:

1. The course had to be one which was also taught face-to-face on campus;
2. The course needed to be a high demand course; and
3. The course would count towards a certificate or would be a component of the general education degree.

The online program is now known as Solanonline and has quickly grown because of the high student demand. In the spring of 2005, Solano will be offering 54 sections of full online courses and 10 sections of hybrid courses (part face-to-face and part online). The academic year of 2004-2005 anticipates an enrollment of 4700 seats in online classes.

The College developed a unique plan in building its online program. The Online Program developed a Three-Year Plan and set goals to offer certificates in Criminal Justice, Fire Technology, and Computer Science, with other courses offered towards the general education requirement. This plan has been instrumental in accepting courses to be taught online.

The College has two committees directly overseeing online issues. One is the full online committee made up of administrators, instructors, counselors and Librarians. The VP of Academic Affairs and the VP of Technology and Learning Resources are also present. The online program is directly under the office of Academic Affairs. A faculty Online Coordinator chairs this committee and receives released time to coordinate the many tasks of running an online program. The second committee is the eTeachers committee, made up of instructors teaching online, and it primarily focuses on mentoring and providing support to new and established instructors. Committee members also share their best practices, and the Online Coordinator also chairs this committee.

As the College was exploring the possibility of offering online classes, it became apparent in the fall of 1999, the College did not have the infrastructure to support online teaching. Therefore, the online committee researched many outsource providers and elected to contract with eCollege, a full course-management system, including a 24/7 technical helpdesk for students and faculty alike. The level of service from eCollege is high and professional, and suggestions from College instructors have been heard and implemented when possible.

Solanonline has had several faculty subcommittees working on a continuous basis with the goal of developing tools for instructor evaluation, student evaluation, and course standards. An application process to offer and develop new online courses has been instituted and keeps the focus on following the original plan when offering courses online. This process was successful in fulfilling the original Three-Year Plan and has helped maintain focus during the development and implementation of the second round of Three-Year Plans. The online committee has adopted an intellectual property document, approved by the Academic Senate and educational administrators to send forward for contractual consideration [2A-11].

The Division Deans, under the direction of the Vice President of Academic Affairs, are responsible for scheduling class sections and faculty assignments. To assist with this process, the Research Office provides historical data by class, which includes enrollment figures, grade distribution, success and retention rates, and overall grade point averages. The Vice President of Academic Affairs, the Division Deans, and the faculty review course offerings for breadth, depth, rigor, sequencing, and student need or demand. Divisions/departments are encouraged to propose scheduling that balances offerings for full-

time, part-time, day, and evening students. Experimentation with scheduling alternatives occurs often, using variations in days, times, length of section and repetition. Short-term intensive offerings respond to student demand during a semester when possible. Course offerings are expanded during registration in response to student demand if resources permit. As sections close, the dean, in consultation with the Vice President of Academic Affairs, may add additional sections. The Deans may also cancel sections that are not successfully enrolling students, in accordance with Article 19.5 of the CCA Collective Bargaining Agreement [2A-12].

**Evaluation:**

The College meets this standard.

The College provides a broad offering of credit and noncredit courses taught by varied instructional methods. These diverse methods are designed to meet the needs of a wide spectrum of learners. The contract education program and community services classes meet the continuing education needs and interests of individuals and the business community. The development and growth of the online program since 2000 has been particularly impressive, and its consistently high enrollments attest to the fact that online courses are meeting student need. Math online/hybrid offerings have been slow in development. The first course will be offered in spring 2005. Several publishers have available extensive on-line software to facilitate mathematics' instruction in an online environment.

In spring of 2003 a survey was conducted of the online students and their comments. Those comments provided the school with a document of the Qualitative Benefits of the Online Education Program of Solano Community College [2A-13]. That document and an accompanying enrollment management plan [2A-14], developed by an online subcommittee, were instrumental in aiding the College in getting an excellent bond rating for our Measure G bond, passed by the voters of Solano County in 2002. This confirmed that offering online courses was not only a valid way to offer education, but also significant to our students' lives and needs. The College found, given the students' comments, that online courses contributed to their knowledge, computer skills and critical thinking abilities. The College continues to monitor online students' needs and strives to offer courses that meet the goals of the students, the College and community.

The College is about to embark on a partnership with GIA – Gemological Institute of America to offer the first two years of a four-year business degree online. This partnership will expand the College's online offerings to the international community and provide the College with a globally expanding base of students. As online offerings grow, the College can meet the needs of many more students. The College is dedicated to flexibility and responsiveness to new developments and concerns.

An important measurement of the effectiveness of delivery systems and methods of instruction is whether the outcomes are significant to the lives and needs of the students and contribute sufficiently to society. The College must determine whether the education delivery systems and methods are successful at both the teaching and learning of the desired outcomes identified in course outlines. The data measured include student persistence, retention, grades, numbers of degrees and certificates conferred, graduation and transfer rates. The Research and Planning Office does an excellent job of accumulating and disseminating data in all these areas and for all College departments, programs and services. Sometimes new delivery developments move at a rate that outpaces educational policy development; however, the College is dedicated to flexibility and responsiveness. Departments, divisions, the Instructional Online Committee, the Academic Affairs Office, constituent groups that provide input for the Educational Master Plan, and the Executive

Council all utilize research results to assess progress toward College goals and objectives. Dialogue in and among these above-named groups is ongoing, addressing such critical topics as intellectual property rights, evaluation of the effectiveness of online and hybrid online classes, and comparisons of student expectations of online versus standard courses.

Learning Communities are needed for math, as well as more English clusters. To meet that goal, more counselors need to be hired, and more full-time English and math instructors need to participate. A modest step in that direction has occurred this academic year as two recently hired English faculty are offering English composition in the learning community context.

In the future the math department would like to develop additional support for the students in math classes not requiring a lab, including both basic skills and remedial students. The MAC would benefit from more space. Increased funding would support an increase of student tutor wages and expanded hours. The MAC would also benefit from a network server, which could disseminate information among students and be accessed by any external Web browser. The remodeling from the current bond will allow an adjacent classroom to be wired for future expansion of the MAC as an associated computer lab.

Additional methods of improving student success, identified and planned by the Student Success Grant Committee but not implemented due to lack of funds, were a math supplemental instruction program and an ongoing faculty “learning community,” focusing on research and implementation of student success methods that would have been part of the campus staff development program.

The College is committed to examining the formal research results to aid in making decisions about instructional delivery; however, instructional methods also have subjective elements. Much teaching is not amenable to objective measures. Students bring academic, social, cultural, and emotional histories, as well as different learning styles, into the classroom; and outcome measurements cannot assess these factors’ influences.

The diversity of delivery systems and instructional methods indicates the curiosity and flexibility of the College’s instructors as far as learning styles, pedagogical developments, the work world, technology, and students’ needs. Moreover, the plethora of delivery systems and instructional methods suggests a strong faculty work ethic.

#### Planning:

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 Division Deans and Academic Senate should investigate the expansion of learning communities.

**II.A.1.c. The institution identifies student-learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

#### Description:

The College has operated with the concept of student learning objectives and is moving toward the implementation of student learning outcomes. For the purpose of this report, the terms *objectives* and *outcomes* should be considered interchangeable.

Each credit and noncredit course lists in its official course outline the minimum learning outcomes expected from each student upon completion. These appear in the Section K (course outline) and are developed by dialogue among department faculty. The student learning outcomes range from very specific (The student will be able to write analytical paragraphs and essays based on experience and assigned readings—English 370) to quite expansive (A student will be able to better understand the world around him/her by examining human experience—Humanities 1). These outlines are on file in the Curriculum Office and are available to students upon request or through the College Intranet. Each department modifies and updates student learning outcomes on its course information sheets (Section Ks) as part of its division curriculum review every five years as mandated by the College Curriculum Committee's guidelines. As the name suggests, a division curriculum review is a study by the faculty of the division's entire curricula to update or reaffirm the efficacy of each division course. Data on the types of assessments used in a discipline and their effectiveness are presented as part of the division/department curriculum review document. Each division/department curriculum review is carefully scrutinized by the College Curriculum Committee. Division faculty also complete a formal program review every two years, during which time the goals and student learning outcomes are examined for every program in each division; and the assessment of that program's effectiveness is used to make improvements in programs.

The English and English as a Second Language Departments depend heavily on assessment testing to evaluate the appropriateness of student placement and resulting enrollments. They constantly review and attempt to improve the process, with the objective of ensuring or increasing student success by testing, counseling, advisement, and referral. Evaluation of assessment instruments is done periodically in light of research reports on success rates. The assessment instruments employed at the College are on the Chancellor's Office approved list of testing instruments and have, accordingly, met rigorous matriculation guidelines and standards in terms of validation, test bias, and disproportionate impact as mandated by the State of California.

Testing in individual courses and class sections is largely designed and implemented by individual faculty. Departments attempt to ensure consistent measures of success in achieving learning outcomes among faculty members teaching similar content by sharing sample examinations and student papers. Faculty regularly participate in flex-calendar staff development activities that may include testing design and other evaluation methods, such as portfolio review and fine arts performances [2A-15].

In an effort to identify student learning outcomes in the composition area, English faculty have developed a common final examination called the Composition Mastery Examination. This essay examination is administered to all students in developmental English composition and ESL courses. A scoring rubric has been developed by the English/ESL faculty to chart the skills and concepts to be demonstrated at the conclusion of the courses (English 305, 350, 355, and 370; ESL lower and mid-level courses). This is particularly helpful in sequential courses, such as English composition, in which students must exhibit certain exit level skills in a prerequisite course in preparation for a subsequent course, where entry-level skills are critical to future success. Each student essay exam is read and scored by two composition instructors. When a discrepancy in scores is identified, a third reader reviews the work. The English instructors review final essay examinations, return them to the students, advise and refer them to the appropriate course. The same common essay exam is administered to ESL students, in collaboration with the English department, to ensure consistency of preparation for college level English composition. To prepare readers for scoring, the department holds a norming session for all instructors. Participants score a set of anchor papers and discuss their findings in relation to the pre-established rubric. Therefore, in addition to a grading rubric, instructors have an anchor set of papers against which to measure their own scoring.

Identifying student learning outcomes for transferable courses is particularly critical since they have been articulated with four-year colleges and universities. In some departments, such as Foreign Language and English, faculty discuss and often coordinate the selection and adoption of textbooks. Faculty research texts, determining what textbooks are used at four-year colleges and universities, particularly those to which the College's students are most likely to transfer.

**Evaluation:**

The College, in great part, meets the standard.

Standard II.A.2.a addresses the collegial approach of faculty in developing and reviewing courses, programs, degrees and certificates. Standard II.A.2.e documents the process of curriculum review, a comprehensive vehicle for assessing programs' strengths and weaknesses and planning for improvements. Student learning outcomes have always been addressed as course and program objectives and need to be thoroughly reviewed for possible revision to make certain they document specific student learning outcomes.

A faculty Student Learning Outcomes (SLOs) Task Force was formed in the fall of 2004 to assume this project. Considerable discussion about student learning outcomes was a part of the fall 2004 semester College Flex Cal day in October. (The entire day was on the subject of the new accreditation standards). Each division made the review of its stated course and program outcomes a priority for discussion and revision during its departmental program reviews in the fall of 2004 as well.

The SLOs Task Force, headed by the Vice President of Academic Affairs (taking over from the Superintendent/President) and the President of the Academic Senate, meets twice monthly to conduct a campus-wide dialogue on the implementation of student learning outcomes at the course, program, and degree level.

Assessment test results have a significant place in determining the achievement of student learning outcomes and also play an important role in student advisement and enrollment procedures, as College counselors use assessment results as their first measure for placing students in classes. Departmental common examinations are modified according to department and student needs. Similarly, ongoing analyses of test results catalyze adjustments to the curriculum.

The College has consistently provided a forum for the discussion of teaching strategies and pedagogy, generally, on institutional flex days. These forums have been associated with the research on student learning (such as the Student Success Grant) or pilot programs (such as the Learning Communities program). In some cases, College faculty have facilitated these discussions and workshops; and, in others, outside experts were hired as consultants to share their expertise on teaching and learning methods, such as collaborative learning. In addition, through the Office of Research & Planning, the College conducts longitudinal studies on student success [2A-16].

**Planning:**

The Vice President of Academic Affairs and the Academic Senate will support and implement the findings of the SLOs Task Force, as possible.

**II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for**

**international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

**II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

Description:

Faculty, in conjunction with the Curriculum Committee, play a central role in developing, approving, implementing, and evaluating education programs. The Curriculum Committee provides the academic leadership on all matters relating to programs courses, and other curriculum issues, including curriculum planning, development, and review of short-range and long-range curriculum goals, and is responsible for reviewing and acting upon all proposals to establish new educational programs, and to make substantive changes to existing courses and programs. Faculty initiate proposals for new and revised courses, which are then evaluated by their departments, and subsequently submitted for review and approval by the Curriculum Committee.

The Curriculum Committee is comprised of fifteen members, the voting membership of which consists of one faculty representative from each of the five divisions, two Deans, and two students, one each from an Academic and a Vocational program. The non-voting members include the Vice President of Academic Affairs and advises the committee on issues regarding course development and transferability. In addition, a Librarian advises the committee on availability of learning resources for proposed changes in courses and programs. The Curriculum Analyst manages the process's technical details, making sure proposals conform to format guidelines, addressing questions about the process, and ensuring implementation of committee actions.

The Curriculum Committee validates course prerequisites within disciplines and recommends and/or approves co-requisites and advisories for all courses. In addition, the Curriculum Committee is charged with implementing state-mandated curriculum regulations and policies and recommending changes in degree and certificate requirements and general education requirements for the Associate in Arts degree and the transfer programs.

Faculty initiative and expertise drive the curriculum approval process at nearly every stage of its development. A course proposal is prepared by one or more faculty members in a program and is then submitted for review by the department. Upon department approval, the course proposal is forwarded to the Curriculum Committee as a meeting agenda item. The full course outline is included in the curriculum packet, to be reviewed by each member, for the scheduled meeting. The author(s) of the proposed course attends the meeting to answer questions. After discussion, the committee votes to approve the proposal or to return the proposal for revision. Once a course is approved, it moves on to the agenda as an item for action by the Board of Trustees.

The Curriculum Committee also presides over the Curriculum Review, a periodic evaluation conducted by each division every five years to assess strengths and determine areas needing improvement. The Program Review includes review and updating of all course outlines – including course objectives (or student learning outcomes), and prerequisites, co-requisites, and advisories, as well as proposals for new course offerings and course deletions, when deemed necessary by the division. All changes, including modification of existing courses, course deletions, and proposals for new courses are enacted by Curriculum approval.

In addition to the five-year curriculum review, each division conducts more frequent, periodic reviews that involve a thorough quantitative and qualitative analysis of each program. The quantitative portion includes compilation of statistical data, such as FTES generated, fill and retention percentages, instructor load, apportionment income, expenses, and annual cost per FTES, as well as percentage of changes in each category from year to year. This portion of the review is conducted annually and provides data for consideration in the qualitative process, which involves analysis of trends, assessment of program goals, and recommendations for changes to the program. Based on the results of the two-pronged program review, the division faculty develop a three-year plan – a list of program activities, each of which is connected to a goal and direction identified in the College’s strategic plan [2A-17].

**Evaluation:**

The College meets this standard.

The College’s curriculum process, including the progress from course or program inception to implementation, as well as subsequent regular evaluations of courses and programs, is well established and clearly defined. Through work on or with the Academic Senate and the Curriculum, faculty are central to the process. Among the notable additions to the academic programs is the International Relations (IR) major, developed by a Political Science instructor. The International Relations major is an interdisciplinary program developed in response to student interest [2A-18]. In conjunction with the IR major, the instructor also created a new course, Global Interdependence, patterned after a course offered at one of our transfer institutions, UC Davis. The research feeding the program provided part of the impetus for campus colloquia on globalization. Faculty from several disciplines and guest lecturers gave presentations and led discussions at these well attended forums.

The Curriculum Committee is currently at work on a couple of program and policy projects, including discussion of how to address the possible statewide changes in the Math requirement for graduation and the exploration of the implementation of an Informational Competency graduation requirement in course content. This latter project has been guided by our Learning Resources faculty librarians, who have conducted extensive research on the issue and have partnered with faculty in other divisions to pilot different configurations of courses designed to achieve the specified learning outcomes. In fact, the possibility of an Informational Competency requirement inspired intense discussions of course objectives as learning outcomes.

The impetus for the initial exploration of the course came from discussion at the state level of mandating an Information Competency graduation requirement. That discussion was tabled when the state budget crisis prevented system-wide funding of such a project. The College’s Information Competency Task Force, however, has continued to investigate the feasibility of and to make plans for establishing a strong offering of courses in this area.

Over the past few years, the curriculum process has been streamlined, most recently through the implementation of a web-based course development and submission process. The Curriculum Management System (WebCMS) allows the College faculty and staff to develop and manage the curriculum forms and process via the Internet ([www.solano.edu/webcms](http://www.solano.edu/webcms)). The forms for new courses, as well as for modifying and deleting courses, are completed in a “Curriculum Working” area, then transmitted electronically to the appropriate division office for department consideration, and then forwarded to the Curriculum Office, where the proposal is added to the Curriculum Committee agenda. Upon approval of the Curriculum Committee and the Governing Board thereafter, the official course information is moved into the current course database, where it is available to the public through the College’s website.

The College has initiated and will continue its efforts in developing Student Learning Outcomes (SLOs) for all courses, programs, and degrees. A SLOs Task Force is now researching and developing a process for establishing SLOs. The Task Force recently completed an assessment matrix analysis to document all student assessment efforts currently used on campus [2A-19]. Staff development activities are planned to share information and to assist faculty in developing SLOs, and effective student assessment criteria.

**Planning Agenda:**

The Vice President of Academic Affairs and the Academic Senate will support and implement the findings of the SLOs Task Force, as possible.

**II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student-learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

**Description:**

Competency levels for courses, certificates, and degrees are established by faculty with input from advisory committees. These competencies are published in the College Catalog (p 49) and identify the prerequisites, co-requisites, and advisories required for each course [2A-19]. Minimum levels of performance for degrees are established and include a cumulative grade point average of 2.0 or higher in all courses attempted, measurable minimum competencies in reading, writing and mathematics; completion of required courses; and a general education requirement (Catalog, p 33) that ensures students will select a broad spectrum of classes so that they become acquainted with intellectual, social and aesthetic perspectives, which, in turn, form the basis for lifelong learning and enjoyment.

Vocational and occupational program advisory committees provide input on current trends in occupational fields. Faculty in vocational programs meet on a regular basis with advisory committees composed of industry employers. Advisory committees review curricula, comment on general trends in the industry, and advise on skills, knowledge, and abilities needed in the workplace [2A-20].

The Electronics Program has undergone a near complete revision of the program and its courses. Eight courses have been added: Fundamentals of Wire and Cabling, Fundamentals of Fiber Optics, Fundamentals of Wireless Technology, Electrical Safety, Introduction to Electronics, Home Technology Integration Techniques, Computer Forensics Investigations, and Security and Surveillance Techniques. The Department now issues four Job-Direct Certificates in Computer Servicing, Home Technology, Computer Forensics, and Electronic Security and Surveillance. Using input from local industry and the department's advisory committee, three courses have been discontinued, and six courses have been extensively revised with eight more scheduled to be revised next fall.

**Evaluation:**

The College meets this standard and is engaged in developing student learning outcomes for all courses, certificates, and degrees, as well as methodologies for assessing student progress towards achieving those outcomes.

Faculty members propose competency levels during the curriculum development of new courses and the periodic revisions of existing courses. Advisory committees review competencies for all vocational and occupational programs. Faculty maintain expertise in their fields through close ties with other professionals in their disciplines, through membership

in professional organizations, and participation in conferences appropriate to their field of study.

The traditional measurements of student progress and success evidenced by grades, pass rates on state exams (e.g. nursing and cosmetology), persistence/retention and graduation rates will include new student learning outcomes measurements currently being developed.

**Planning Agenda:**

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.

**II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

**Description:**

The College ensures the quality of instruction through its rigorous faculty hiring processes and periodic teaching evaluations, and through the departments' and curriculum committee's scrutiny of course proposals and revisions and program review documents.

General course outlines, on file in each department, as well as accessible to the public in the College online curriculum database, document the breadth, depth, and rigor of courses and provide compulsory standards for all instructors teaching the course of record. These course outlines, which provide a template for the instructors' individual course information handouts, identify Student Performance Objectives (the College's current term for SLOs), methods of evaluating student progress toward meeting those objectives, length and frequency of required reading and writing assignments, and provide a detailed outline of course content. The curriculum committee carefully reviews each new course proposal and modified course outlines for the viability of articulation with transfer institutions and ensures that course changes will not jeopardize current articulation agreements. Periodic program reviews further ensure that course content and teaching quality are consistent with professionally developed and proven definitions of rigor for the discipline and good pedagogy.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

**Description:**

As described in Standard II.A.1.b. the College employs a variety of instructional delivery methods, including lecture, lecture/discussion, discussion, collaborative group work, activity, laboratory, work experience, distance-learning, travel-study, independent study, honors courses, online and hybrid online instruction. In addition, instructors make use of various technologies available in the classroom, such as video, audio, PowerPoint, and overhead projection, to enhance lecture and engage students with different learning styles.

The College offers a variety of special Programs and services—EOPS, DSP, Puente, MESA, and academic skills labs—that specifically address students' needs, and learning styles.

The Extended Opportunity Programs and Services (EOPS) addresses the needs of financially and educationally disadvantaged students by providing assistance in transferring to four-year colleges and universities, academic, career, and personal counseling, book services, priority registration, and special grants for those who qualify.

The Disability Services Program (DSP) at the College provides equal access services for all of the College's students with disabilities (approximately 900). These services are multifaceted and based on the functional limitations of the disability. DSP starts with an intake counseling session with the student and a copy of the documentation of his/her disability and its functional limitations. The DSP counselor then recommends certain accommodations to the class instructor and the course. Some of these accommodations are extra time on tests, note takers, e-text in audio format of textbooks and other print materials, liaison with instructors, as well as campus and community services, specialized equipment, sign language interpreters, assistive listening devices, and motorized transport on campus. The other specialized parts of DSP that assist students, instructors, and the community are Learning Disability diagnostic testing and learning strategy classes, adapted computer technology classes, adapted physical education classes, and an Alternate Media Specialist for visually impaired, otherwise print impaired, as well as closed captioning for the hearing impaired. DSP has published a Faculty Handbook—Guide to Empowering Students with Disabilities, as well as a Student Handbook of DSP [2A-23]. The program also has a Web site under the Counseling Department of the College.

The Math, Engineering, and Science Achievement (MESA) Program offers an array of support for students majoring in Math, Science, or Engineering. The program assists economically and educationally disadvantaged students by helping them overcome educational barriers through strong academic assistance, and by making students aware of the many career opportunities in math-related fields. Academic services offered by MESA include Academic Excellence workshops, MESA tutoring, MESA study center, and MESA computer center. Counseling services offered by MESA include transfer advising, individual education plans, career counseling, and personal counseling. MESA student activities include summer research, science and leadership conferences, university tours, scholarships and student support. Additional information is available on the MESA Web site, [www.solano.mesa.org](http://www.solano.mesa.org).

The College is one of 56 community colleges participating in the Puente Project, a one-year writing, counseling, and mentoring program open to all students. Puente's main objective is to empower students to access four-year colleges and universities. The Puente Program has three main components:

1. A rigorous, one-year writing program, comprised of two courses—English Fundamentals and English Composition. These classes provide a supportive and stimulating environment for Puente students to build confidence in writing skills.
2. Focused counseling services—involving two courses, Applied Psychology and Career/Life Planning. Students work closely with the Puente counselor until graduation, exploring career options, developing an academic educational plan, and identifying lifetime goals. Students visit University of California and California State University campuses and attend an annual student transfer conference.
3. Professional community mentors. Each student is matched with a mentor from the business or professional community. Mentors share with students personal,

academic, and career experiences and provide a perspective on a “real life” work environment.

In the spring of 2005, the Puente program was temporarily suspended due to lack of enrollment, but will resume in the fall of 2005.

In addition to the programs described above, the College maintains a number of skills labs to avail students with supplemental instruction or assistance on a one-on-one basis. The English Department operates a Reading Lab, which assists students with reading and research problems. The Writing Skills Lab, also maintained by the English Department, assists students with problems with basic grammar, sentence structure, spelling, punctuation, and vocabulary.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

**II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

Description:

Division faculty conduct in-depth curriculum reviews every five years. Results are presented to the Academic Senate’s Curriculum Committee for discussion and approval. These reviews include the updating of all course outlines, including course objectives (or student learning outcomes), prerequisites, co-requisites, advisories, and proposals for new course offerings and deletions, when deemed necessary by the division. All changes are enacted by Committee approval.

In addition to the formal five-year curriculum review, each division conducts more frequent, periodic quantitative and qualitative analyses of each program. The quantitative data includes FTES generated, fill and retention rates, instructor load, cost per FTES, and trends over time. The qualitative process evaluates trends, assessment of program goals, and the outcomes of implementing program changes. The results of these analyses lead to recommendations for change that are included in the division’s three-year plan.

Evaluation:

The College meets this standard.

The College is transitioning from the use of “course objectives” to “student learning outcomes.” Any changes will follow the curriculum review process.

Planning Agenda:

None.

**II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

**Description:**

The College faculty, by department and in concert with the Curriculum Committee (a subcommittee of the Academic Senate), engage in extensive dialogue and analysis to identify expected student learning outcomes for College courses, individual curricula, and degrees and certificate programs. Specific activities are identified above in Section II.A.1.C. The College relies extensively on a collegial approach to review and develop courses, degrees and certificates. Section II.A.2.b. identifies the process which the Curriculum Committee uses in its review of courses, degrees and certificate requirements. That section explains the comprehensive vehicles used for assessing program strengths and weaknesses and how plans for improvement are formulated. As an example, the faculty is presently involved in a review of mathematics requirements in light of anticipated changes to statewide requirements.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

**Description:**

The College analyzes for bias by undertaking the analysis required by the California state mandated Student Equity Plan [2A-23].

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

**II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

**Description:**

The evaluation of student learning at the College is based on clearly stated and published criteria in the Catalog and in the course outlines of record. These criteria are based upon generally accepted norms and equivalencies. Information regarding student learning outcomes and the basis for credit are also available to students and faculty from various sources: Online Services on the College community Web page at <http://onlineservices.solano.edu> where the current Catalog and Schedules of Classes are available; The Student Handbook; The Faculty Handbook, all of which are available to the public in print form or online.

Matriculation and testing/assessment information is included in the class schedule. The class schedule also lists the testing services scheduled for the relevant semester. This information is also available at College Counseling Web page under "Assessment" at <http://www.solano.edu/counseling/assessment.html>. Testing/Assessment at the College includes assessment and placement in English, Reading and ESL courses.

Policies on credit for non-traditional learning are also available in the Catalog under “Non-Traditional Learning.” The College awards non-traditional credit for CLEP (College Level Examination Program), credit by examination, advanced standing, USAFI/DANTES, formal military service schools, and military service to a maximum of twenty-four semester units. Complete descriptions of each policy are also provided in the College Catalog (p 31).

To ensure that credit awarded is consistent with student learning and is based on generally accepted norms and equivalencies, published criteria and policies include the following:

- explanations for regulations of grades
- award of credits
- the credit/no-credit policy
- course auditing policy
- appeals procedures
- withdrawal policies and deadlines
- academic record symbols including incomplete grades
- computation of grade point averages; academic probation
- progress probation
- academic disqualification
- special program requirements
- assessment procedures in English, Reading and ESL

The Catalog includes definitions and descriptions of student rights, including student equity and sexual harassment. The Catalog also includes definitions and descriptions of student responsibilities, including attendance, participation, withdrawal from courses and academic honesty.

Faculty are required to provide syllabi for students at the beginning of each course and each semester the faculty submit their syllabi to the appropriate Division Office. The Faculty Handbook provides that key policies such as the following be included on the course syllabus for standard reference:

- unit value
- scope
- objectives
- content
- required texts
- other reading/writing assignments
- outside-of-class assignments
- instructional methodology
- methods of evaluation
- co/prerequisites and course advisories
- grading standards and grade weights

- withdrawal policy (including the final day to drop a course and receive a “W”)
- key dates (such as mid-term and final examination dates and semester holidays)

While some instructors may have extensive course syllabi which they expect students to purchase from the bookstore, the Faculty Handbook [2A-24] states that the above information shall be provided for each student free of charge. Faculty may also post syllabi online at the Solano Web site under Faculty Homepages. Faculty may also request a course shell in eCollege via the Online Coordinator in which syllabi can be posted, along with supporting documents or relevant course, which students have the option of accessing.

Each department and program establishes its advisories, prerequisites, and co-requisites in accordance with its logical sequence of courses and/ or articulation and transfer requirements. Any change must be approved by the department and submitted for approval to the Curriculum Committee before it can be listed in the Catalog or Class Schedule. Guidelines for meeting prerequisites and co-requisites from each department are on file with Admissions and Records. Division Deans are available during the entire enrollment period for prerequisite challenges. Counseling faculty are also available throughout the year to advise students of advisories, prerequisites, and co-requisites.

Students receive grades and progress reports throughout the semester. The Faculty Handbook clearly stipulates that classes are required to meet for the entire scheduled time and that faculty are required to hold final examinations or an appropriate culminating activity. For full-time courses, finals are given during the final examination period at the end of each term. For short-term courses that do not meet during the final exam period, the final examination is given during the last class meeting. Faculty can choose to post end-of-semester grades in eCollege online course shells for face-to-face and online courses. Grades are mailed to students at the end of each semester. Official transcripts are available upon completion of the course work.

To maintain consistent grading policies, the English and ESL departments schedule a common essay exam, called the Composition Mastery Exam (CME), for all composition courses at the levels below freshman composition (English 1). Students must achieve a sufficient score to advance in the composition sequence. English and ESL faculty collaborate to develop a single prompt for the daytime CME. For day sections, the essay exam is administered at the same time on the same day for all students, the date and time of which is available at the beginning of each semester. (Usually the CME is scheduled on a Friday at 2:30 p.m.). For evening sections, students are administered a separate prompt during the normally scheduled time for that week. Make-up times are available to individual students according to instructor discretion. Instructors proctor their own course sections, but all students follow the same guidelines. Accommodations are made for students with disabilities, as recommended by and in cooperation with Disabled Student Services. To minimize test bias, a norming committee, composed of representatives from the English and ESL departments, meets, following the exam, to discuss the CME rubric and to construct norming packets, composed of representative student essays for English and ESL faculty review. All English and ESL faculty partake in a norming session conducted by the norming committee before a holistic reading of all exams by multiple faculty members. All exams are evaluated anonymously by at least two faculty. Conflicting scores from two faculty prompts referral of the exam back to the norming committee for review by a third reader. Scores determine to which level a student advances.

Many certificate programs include California state proficiency exams as part of their assessment. In the nursing program both CNA and LVN students must pass state board examinations before employment.

The College abides by statewide definitions of the grading scale as outlined in the Catalog. Student learning outcomes for each course, upon which these grades are based, are clearly indicated in the course outlines. Complete course outlines are kept on file by the Office of Academic Affairs and by individual Division Offices to provide continuity and consistency within departments. Course outlines are available to the public in hardcopy by request to the Office of Academic Affairs. Course outlines are also always publicly available online at <http://onlineservices.solano.edu> under the link titled "Course Outlines". Section K of each course outline clearly delineates the student learning outcomes and also describes the multiple measures of assessment that determine these students have achieved the learning objectives specified in the course outline. Multiple measures include formal essays and essay tests, research projects, quizzes, exams, oral reports, presentations, and demonstrations.

The College Catalog contains detailed descriptions for all degree and certificate programs, including minimum competencies in math, reading, and writing, grade point average requirements, and courses needed for requisite fields of study. This information is found in the sections titled "Graduation Requirements," "Workforce Development Education," "Program Degrees and Certificates," "Programs" and "Course Descriptions." In the section titled "Course Descriptions," the requirements of each degree program are outlined in a preface. The specific learning objectives are detailed as course objectives in the Section K of the official course outlines.

Institutional dialogue regarding the learning expected of students occurs every two years as a part of the program review process for each division. Program data includes FTES, load, enrollment, and number of sections offered for each course and student retention rates from the previous five years. The data is collected and compiled by the Office of Research & Planning and disseminated to each division. Individual departments within each division review the data to reevaluate the program in terms of student learning outcomes, including what successful completion of the program should enable the student to accomplish. Faculty also list quantitative and qualitative indicators in an effort to analyze, identify, and explain how trends in data relate to program goals in an effort to generate conclusions regarding program successes and recommendations to increase program effectiveness. These recommendations, along with supporting evidence, are forwarded to the curriculum committee for general program review.

[See previous descriptions under Standard II.A.2.a-f for more details for program review, especially the role of the Curriculum Committee.]

Evaluation:

The College meets this standard.

Planning Agenda:

None.

**II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its Catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

The College's academic and vocational degree programs require a general education component. The "General Education Philosophy and Criteria Statements" are clearly presented in the College Catalog (p 33), the first paragraph of which reads as follows:

General education represents the breadth component of a liberal arts education as compared with the in-depth study required for a major. The purpose of this requirement is to give students the opportunity to become acquainted with intellectual, social and aesthetic perspectives that can form the basis of an expanded plan for lifelong learning and enjoyment. In addition, it is designed to assist students in achieving an expanded context within which to explore their majors so as to enrich these specialized viewpoints.

As General Education courses are developed or modified, a formal curriculum development process is undertaken. The College Curriculum Committee bears final responsibility for the course development process. Before the Committee approves a course, however, it must have been authored and supported by Division faculty who have knowledge relevant to the course content. Faculty and Division Deans often work in concert to generate a course outline, which speaks to student needs and the relevant discipline. When complete, the proposed outline is entered onto Course Development forms, then distributed, reviewed, and signed by appropriate Division members. During this process, several checks and balances are observed, along with the following considerations:

- The California Education Code and its established requirements for general education are consulted.
- The course proposal's stated learning outcomes in reading, writing, speaking, and critical thinking. The course proposal also outlines the numbers of pages to be read, types of written and oral exercises, numbers of papers and exams, and quality of textual analysis expected in the course.
- A member of the Counseling Division is informed of the developing course, and this counselor provides expertise on General Education requirements.
- Any demographics and statistics relevant to the College's geographical area and specifically germane to the course's offering are provided by the author(s) of the proposed course.
- Similar offerings by other colleges are researched, and compared and contrasted with the proposed course.
- The proposed course's impact on the relevant major and on the College's offerings as a whole is assessed.

Furthermore, the proposal delineates the course's methodology, the manner of presentation of its content, and the ways in which the course will encourage students to develop critical thinking skills, intellectual skills, creative capacities, social attitudes, and appreciation for cultural diversity.

The process for course proposal, adoption and offering is methodical and thorough, typically taking at least three semesters: one or more for preparation of the course proposal itself, one for the Curriculum Committee process, and another to move the course into the College curriculum.

Course outlines of record are available for public perusal in the Academic Affairs Curriculum Office and on the College website.

**II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

**Description:**

The College, as part of its general education program, offers a full range of courses and three options for completing the General Education requirements of an Associate Degree (Catalog 33-38). All three degree options require completion of course work in the prescribed disciplines. Option A requires completion of course work in Humanities; Natural Sciences; and Social and Behavioral Studies. Option B requires course work in Arts and Humanities; Physical and Biological Science; and Social and Behavioral Science, while Option C requires course work in The Arts, Literature, Philosophy and Foreign Language; Humanities; Physical Universe and Life Forms; and Social, Political and Economic Institutions. Among the general education offerings, there are currently 81 courses that fulfill the requirements in the area of Humanities and Fine Arts, 39 in Natural Sciences, and 13 in Social Sciences. In Option A, a minimum of 3 units is required from above mentioned disciplines; in Option B, 3 courses are required in The Arts and Humanities area; 2 courses in the Physical and Biological Sciences; and 3 courses from Social and Behavioral Sciences; while in Option C, a minimum of 12 units (9 at the College) fulfills The Arts, Literature, Philosophy, and Foreign Language requirement; a minimum of 12 units (9 at the College) fulfills the Physical Universe and Life Forms requirement; and a minimum of 12 units (9 at the College) fulfills the Social, Political and Economic Institutions requirement.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, Information Competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

**Description:**

As mentioned earlier, the College's General Education philosophy states that General Education requirements "form the basis of an expanded plan for lifelong learning and enjoyment."

The College's "General Education Philosophy and Criteria Statements" document the College's efforts to ensure that students manifest the above skills. Those statements particularly relevant are the following:

- To improve the essential communication skills of speaking, writing, reading and listening.
- To provide the opportunity for students to achieve competence in mathematics and analytical thinking appropriate to their needs.
- To develop the knowledge and understanding of the rights, responsibilities and privileges involved in becoming a participating citizen in a democratic society.
- To develop an understanding of technological developments and the effects these will have on society today and in the future.

Information Competency is infused into the College's curriculum through the work of the College Public Services and Access Services librarians. Students are instructed in

Information Competency through one-on-one reference, an extensive library orientation program stand-alone not for credit workshops, and one-unit courses teaching Information Competency skills (Learning Resources 10). The College librarians also work with faculty to help design course work that will reinforce Information Competency skills.

Additionally, in an effort to ensure that students earning an Associate degree will be lifelong learners, the College requires that students demonstrate minimum competencies in Writing, Reading, and Communication and Analytical Thinking (mathematics requirement).

**Evaluation:**

The College meets this standard.

The course descriptions in the College Catalog validate the fact that the College's General Education courses offer students a plethora of rich and varied opportunities to develop their intellectual, personal, and cultural growth, as well as offering venues for understanding technology and developing computer literacy. The College's commitment to information competency is evident in the Library's Information Commons on the Solano campus and the wide availability of computers and technologically accessible information in the Library (<http://www.solano.edu/libray/magazines.html>).

Instructing the students to be information competent is the chief role of the Public and Access Services Librarians. Through work on the reference desk and in the classroom, the librarians have made headway infusing Information Competency into the curriculum. However, there are no current measures of student learning outcomes in regard to Information Competency and no structure to ensure all students receive instruction in Information Competency skills. In an attempt to address this issue the College Curriculum Committee has convened the Information Competency Task Force. The Task Force is currently examining methods for implementing a possible Information Competency requirement at the College. It must be noted though that the loss of part-time librarians and a stagnant budget hamper librarian efforts to infuse Information Competency throughout the curriculum.

**Planning Agenda:**

The College should consider a degree requirement of Information Competency.

**II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities.**

**Description:**

All General Education courses developed at the College are reviewed by the Curriculum Committee and approved by the Board of Trustees using the General Education Philosophy and Criteria Statements, as well as specifications on the course outline form itself. The General Education Philosophy and Criteria Statements include the following goals, all of which address the standard:

- To understand the heritage and culture of one's own society and the society of others.
- To develop insight and knowledge in the area of self-understanding.
- To develop the knowledge and understanding of the rights, responsibilities and privileges involved in becoming a participating citizen in a democratic society.

The Associate Degree, Option A, specifically requires a minimum of 3 units in the area of Cross-Cultural Studies.

Furthermore, all courses must fulfill a critical thinking requirement, a requirement designed to enhance students' abilities to examine, evaluate, form and express their values.

Some departments have developed course offerings, which are superior examples of the ways in which The College meets this standard. For example, the Department of Fine Arts and Behavioral Sciences provides a model for the teaching of civic awareness and appreciation of diversity in all forms. The multi-cultural course, Art 12, Diverse Artists in the United States, is now taught as part of the art curriculum. In fall 2005, Art 3, a new World Art course, will be offered. Both courses are included in the proposed Art History major, which, if approved, will include a multicultural art history requirement.

The Art Department's cutting edge contributions to cross-cultural studies and diversity are also evident in one faculty member's sabbatical leave study. The Department built a wood-fire kiln, based on a thousand-year-old Japanese model, the kiln being the fruit of a collaborative relationship between the faculty member and a Japanese ceramic master. Through the week-long firing process, which involved maintenance of a round-the-clock temperature of 2000, students gained extraordinary opportunity for meaningful cross-cultural aesthetic dialogue, as well as an opportunity to learn community building skills. This firing process has since become an annual event. Additionally, many of these same students participate in the annual California Conference for the Advancement of Ceramic Art in Davis, California.

Additionally, the College has several service learning programs that pair service to the community with academic instruction. One example is the Foreign Language Cross Age Training Program [see Standard II.A.1.b].

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**II.A.4. All degree programs include focused study in at least one area of inquiry or established interdisciplinary core.**

**Description:**

All degree programs that lead to an Associate of Arts or Science degree include a General Education component and a component that focuses on a specific area of inquiry or interdisciplinary core. The General Education requirement is designed to provide an introduction to the broad areas of knowledge, their theories and methods of inquiry. The remainder of the curriculum is designed by faculty around an established area of expertise or around emerging areas of interest to them and the College's client population. One example of this is the Biotechnology Production Technician program, which was designed to meet a growing need for trained biotechnology technicians in our county. As with all new programs, it had to satisfy all the breadth and depth requirements established locally and statewide, as defined by the Curriculum Standards Handbook from the Chancellor's Office. It was reviewed and approved by the Curriculum Committee of the Academic Senate and by the Chancellor's Office. Since it is considered a vocational-technical program, it also was approved by the Regional Board of Vocational Deans and, as a result, prepares graduates for immediate employment in specific career areas.

Information about the design of degree programs is found in the Catalog (both in print and online), departmental course outlines, instructor syllabi, and brochures for vocational programs. In the Catalog, many disciplines lay out a recommended major's sequence of courses, clearly delineating and describing a sequence from a broad introductory core to more focused courses. Each department and program establishes its advisories, prerequisites, and co-requisites in accordance with a logical course sequence and/or articulation and transfer requirements. Any changes must be approved by the department and submitted for approval to the Curriculum Committee before they can be listed in the Catalog or class schedule. Guidelines for meeting prerequisites and co-requisites from each department are on file with Admissions and Records. Division Deans are available during the entire enrollment period for prerequisite challenges. Counseling faculty are also available throughout the year to advise students of advisories, prerequisites, and co-requisites.

Additionally, the Catalog contains detailed descriptions for all degree and certificate programs, including minimum competencies in math, reading, and writing, grade point average requirements, and courses needed for requisite fields of study. This information is found in the sections titled "Graduate Requirements," "Workforce Development Education," "Program Degrees and Certificates," "Programs" and "Course Descriptions." In the section "Course Descriptions" the requirements of each degree program are outlined in the prefaces. The specific learning objectives are detailed as course objectives in the Section K of the course outlines.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Description:**

The College offers 33 vocational certificates of achievement and vocational Job Direct certificates of completion (Catalog p 48). Certificates of achievement are short-term, focused certificates, requiring fewer than 18 units of course work, a program of study which introduces a student to one aspect of a trade or occupation.

The College has 22 vocational advisory committees that advise the College on program required core competencies, course requirements, and job needs and opportunities.

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure.

Vocational programs, as required by statute, hold annual or semi-annual advisory committee meetings. Advisory committees are composed of faculty members and local area employers. Employers are a crucial part of the ultimate success of vocational programs, and the College's vocational programs revise their curriculum and add or delete components or processes based on the advice of the employer members. Advisory committees review the vocational and occupational curriculum for relationship to licensure and certification and assure that students are meeting the needs of industry. Biotechnology, computer forensics and HTI (home technology integration) are examples of new vocational programs and classes put into

place to fulfill the changing needs of employers and students. The College continues to invigorate and expand the quality of participation on the vocational advisory committees [2A-25].

Advisory committees keep minutes, which are on file with the Vice President of Academic Affairs and the Division Dean. Since many of the students who attend the College vocational and occupational programs find themselves working for the companies represented on the advisory committees, faculty are apprised of the strengths and weaknesses of the students and adjust student learning outcomes to match the needs of industry. This information is reliable as employers are very concerned that students have the skills to be successful employees once they are hired by these businesses and industries. In varying numbers, depending on the program, some vocational and occupational students “job-out” during the course of their program, taking a few courses, gaining the basic trade skills and being hired full-time before they graduate.

Some vocational and occupational programs have even further requirements determined by state agencies. Fire Science is constantly revising curriculum to maintain currency with the State Fire Marshal, and cosmetology works closely with the State Licensing Board to keep its student learning outcomes updated and relevant to what will be required of students to become licensed. Aeronautics is required to fulfill rules established by the Federal Aviation Administration (FAA). All departments maintain records and documentation of the requirements made by governing agencies.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

**II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.**

**II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

Description:

The College provides its students whose ultimate objective is to obtain a four-year college or university degree with clearly stated, transfer credit policies

([http://www.solano.edu/counseling/transfer\\_information/index.html](http://www.solano.edu/counseling/transfer_information/index.html)).

These policies reflect the state’s most current requirements for students to transfer Solano Community College courses to either or both of the UC and the CSU systems.

Solano Community College is a participating college in the California Articulation Number (CAN) System. The CAN is a course identification system for common core lower-division transferable, major preparation courses commonly taught on CCC and CSU campuses.

Colleges and universities that demonstrate common acceptance of courses through traditional articulation agreements can qualify courses for CAN designations. Courses with CAN designators are accepted by any other CAN participating institutions as being comparable to their local courses with the same CAN designators to meet local requirements, even if the receiving university has not established an explicit traditional articulation agreement with a particular California Community College. Through CAN articulation, SCC helps transfer students to make smooth transitions to the four-year institution of their choice.

At the time of this writing the CSU Chancellor's Office has announced its intent to withdraw from the CAN system and pursue its own system of articulating courses. However, this will be a multi-year implementation and we are advised to continue using the CAN system until a new system is fully implemented.

The College currently provides students with transferability of courses information in each of its course outlines. These outlines are accessible over the internet at (<http://www.solano.edu/webcms/search.asp>) and for the general education transfer courses at ([http://www.solano.edu/webcms/display\\_csu.asp](http://www.solano.edu/webcms/display_csu.asp)) for the CSU General Education Course List and at ([http://www.solano.edu/webcms/display\\_igetc.asp](http://www.solano.edu/webcms/display_igetc.asp)) for the Inter-segmental General Education Transfer Curriculum. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

The above information is provided to students through a variety of sources, including the College's catalog, on the College's website as noted above and through the transfer center ([http://www.solano.edu/counseling/transfer\\_information/index.html](http://www.solano.edu/counseling/transfer_information/index.html)) and at the Counseling Division reception area.

As of the 2004-2005 academic year, the College offers 32 courses that have earned a CAN number (printed by each course description in the schedule of classes each semester and the annual catalog pp 41-42) and thus have officially satisfied the expected learning outcomes of other four-year institutions:

SCC has articulation agreements with all of the UC and CSU campuses. To obtain the most current articulation agreements, students may visit (<http://www.assist.org>) ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) is the official source for the California articulation and student transfer information [2A-26].

#### Evaluation:

The college meets this standard.

Solano Community College publishes all relevant information for transfer students in the catalog and in the schedule of classes. In addition all course outlines are available to students online at (<http://www.solano.edu/webcms/search.asp>). By participating in the CAN system, the college assures equivalent learning outcomes for CAN qualified courses.

#### 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.

**II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

**Description:**

College districts are required by current Regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs. A Program is defined as an organized sequence of courses leading to a defined objective: a major, degree, certificate, job direct certificate, license, skill, or transfer to another institution of higher education. This may also apply to Library Services, Counseling Services, Disability Services, and Special Services. In the past, the College has had no formal process for program discontinuance. However, when changes are made in programs and majors, students can petition Division Deans to have courses substituted or waived. When the Machine Tool major was eliminated in 1995, students were given the option to complete the major at a neighboring college. The major was replaced with a Maintenance Technician major, which included a Machine Tool course as part of the curriculum. Students were given several semesters to complete the major requirements in Machine Tool and were advised by faculty about their options.

**Evaluation:**

Programs are rarely eliminated. The Curriculum Committee regularly reviews courses that have not been offered for four semesters. The Committee discusses with the faculty whether the course should be offered again, revised, or eliminated. The decision is based on the development of the courses in that academic area, as well as the needs of the students in the program or major. When program requirements change significantly, students who attend continuously may graduate under the old requirements. Also, Division Deans are flexible in allowing course substitutions. Each division undergoes a complete curriculum review every five years.

Because a few programs, notably German, French, and Electronics have been recently threatened with discontinuance based on College-wide financial concerns, a dialogue has developed regarding program discontinuance that has stirred much debate at the College. The Program Discontinuance Committee, a joint committee of the Academic Senate, educational administrators, and other College staff, produced a draft document entitled "Guidelines for Program Discontinuance" to formalize such a process. It bases the criteria for discontinuance on the Academic Senate for California Community Colleges (ASCCC) recommendation that local Senates create a process for program discontinuance and that the spirit of access and equity for students must be considered throughout any program discontinuance. Additionally, the draft document puts forth the notion that the program review process and other strategic planning activities should be references and considered sources of data and direction, but their primary purpose and use should not be to target programs for discontinuance. As the draft document states, "The presence of a process should not be construed as an inducement to look for programs to discontinue or as a reason to avoid honest participation in an academic process such as program review."

**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.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its Mission, programs, and services.**

**Description:**

The developments in technology have enabled the College to present clear, accurate, and readily available information on the College Web site, as well as other places. The College's Web site can be found at <http://www.solano.edu>. Information online includes admissions, bookstore, campus information, contacting the College, counseling, course outlines, dates/deadlines, degrees and certificates; the College Catalog, acquiring/updating student information, transfer information, news and events, Vistas, and Measure G Bond.

Students can register for classes, acquire student information and make necessary changes, and request transcripts online. Faculty access the information about the College and various committees via the Intranet (<http://scc-intranet/>) and the College Web site (<http://www.solano.edu>).

The College Catalog is printed annually and includes academic calendars, the College's Vision Statement, Mission Statement, and Core Values; campus information, student services, admission and registration, academic regulations; graduation requirements, transfer information, workforce development education, programs, course descriptions; and Governing Board, administration, faculty and educational administrators, adjunct faculty, classified staff, and contact information.

Not only does the College provide information online, the College also creates accurate and exhaustive printed materials, including the College Catalog, the Schedule of Classes, leaflets concerning specific degrees and certificates, the Student Handbook (last updated October 2004) and other printed material for special programs.

The updated policies can be found in the Board Policy Manual, which is structured as follows:

- Section 1000: Governing Board
- Section 1100: Community Services
- Section 2000: Administration
- Section 3000: Business Services
- Section 4000: Human Resources
- Section 5000: Student Services
- Section 6000: Academic Affairs

Minutes from the following committee meetings are currently being posted on either the College Intranet or the College Internet site: Curriculum Committee, Division Deans, Measure G Committees, Scheduling Task Force; Shared Governance Council, Strategic Planning Coordinating Council, Student Services Managers, Technology Committee, and Campus-Wide Committees/Task Forces/Councils/Coalitions 2003-04.

The College provides high school principals and head counselors information about their graduates, as well as a list of the students' courses and grades and a comparison to graduates from other high schools. The printed graduation bulletin is available at the public graduation, and it includes the names of graduates, honors, and scholarship recipients.

**Evaluation:**

The College meets this standard.

The College updates the Web site in a timely manner and maintains accurate information, including the Schedule of Classes, degree and certificate requirements, complete course outlines, and transfer information. For every semester and intersession a Schedule of Classes is available in hard copy and online. Every year an updated College Catalog is published and available in a hardcopy or online. The College Articulation Officer is responsible for immediate updates of all transfer information. With the Intranet being fairly new, it is not fully utilized and is often out of date.

The College plans to make more full use of the Intranet as a means of communication. Currently the minutes from the aforementioned committees are available on the Intranet or Internet. However, many of them are not current. For example, the Intranet states that the minutes from the Internet will be consolidated with the minutes on the Intranet in January 2004, but the two sites are not yet consolidated. Also, under "Discussion Forums" the only posting is for the Academic Senate's goals for the year 2000-2001.

The proposed number two hiring priority for fiscal year 2005-06 is a College Webmaster. Updates now being done by one of the Technology Services and Support Information Analysts will become the responsibility of this new person, as well as adding improved functionality to our Web site and improving the timeliness of updates and new information posted to the Web site. This person will also help keep the Intranet up to date and will facilitate the movement of appropriate information currently on the Intranet to the Internet Web site.

It is a goal for campus committees and task forces to post their minutes on the Intranet or the Internet Web site, and many do not do this yet. A Webmaster can facilitate this process. Other important campus information, such as Board policies, is being planned for posting to the College Internet Web site in the spring of 2005. With staffing support, more of these activities can take place in a timely and professional manner.

**Planning Agenda:**

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.

**II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public Governing Board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

**Description:**

Through the College's Vision, Mission, and Core Values statements, and Board of Trustees policies, the College addresses academic freedom and academic honesty codes. The College's Vision, Mission, and Core Values are in the College Catalog.

Board approved policies regarding academic freedom are referenced in the Faculty Handbook 2004/2005 (p 35) and in the Board Policy Manual under Policy 6430 [2A-27]. Board Policies regarding academic honesty are covered in the Board Policy 5300 (updated

12/03), and included in the College Catalog 2004-2005 (p 30) and in the Student Handbook (p 10-11).

**II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

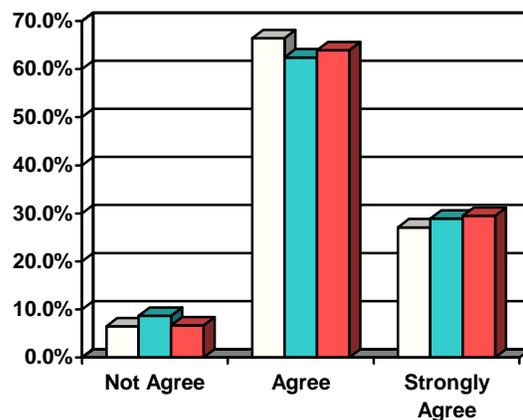
**Description:**

In Board Policy #6430, "The Solano Community College District affirms its belief in the academic freedom of its full and part-time faculty and students." The policy also states: "Since these rights of academic freedom carry responsibilities with them; each faculty member and student should strive to be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and will indicate that he or she does not speak, necessarily for the College." The College's expectations of faculty regarding academic freedom and responsibility are also found in the 2004-05 Faculty Handbook on page 35. The Faculty Handbook is updated annually and is available on the College Intranet (<http://scc-intranet>). During new hire orientation, each full-time and adjunct faculty member receives information regarding how to access the Faculty Handbook on the Intranet. Each Division office also distributes hard copies of the Faculty Handbook each fall to the faculty within that Division. All faculty members have the opportunity to discuss issues of academic freedom with their Division Deans, with the Vice President of Academic Affairs, and with other faculty at Division faculty meetings held throughout the school year.

**Evaluation:**

The College meets this standard.

- Figure II-1: Student Responses on Faculty Identification of Facts vs. Opinion, Fall 2002, Fall 2003, Fall 2004



Article 4 of the CCA/CTA/NEA Collective Bargaining Contract delineates the faculty evaluation procedure, and provides an Instructional Faculty Performance Evaluation form to be utilized when College faculty are evaluated. Criteria #7 on that form, "Instruction is consistent with the stated and approved goals and content of the course," allows the College to communicate its expectations and evaluate the extent to which faculty distinguish between personal conviction and professionally accepted views in a discipline.

On the Students Accreditation Self-Study Survey, question #4 under the section on "Faculty," asks students to evaluate whether "SCC faculty members distinguish between their personal

opinions and proven conclusions.” Ninety-four percent of the respondents agree with this statement in the fall 2004 survey.

Planning Agenda:  
None.

**II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

Description:

The College’s expectations regarding student academic honesty and the penalties for dishonesty are published in the 2004-05 College Catalog, page 30; and in the 2004 Student Handbook: Rights, Responsibilities, and Procedures, pages 10 and 11. Instances of alleged plagiarism or any form of academic dishonesty may be referred to the Vice President of Student Services for action, in accordance with the established disciplinary procedures as set forth in SCC Board Policy 5300: Student Conduct and Discipline. According to this policy, academic dishonesty, such as cheating or plagiarism, is listed as grounds for disciplinary action.

Faculty are also encouraged to include specific statements regarding penalties for academic dishonesty in their syllabus or first day handouts, and these subjects should be discussed during the first class session.

The Senate appointed a subcommittee of four faculty members to evaluate existing policy and to propose changes in consultation with faculty, students and administration. The subcommittee set for itself two immediate goals to be completed by the end of spring 2005: (1) to revise the current Academic Honesty policy; (2) to make recommendations regarding the creation of a “climate of Academic Integrity” with the aim of increasing dialogue and campus-wide awareness of issues of Academic Integrity involving students, faculty and administration. These discussions might include a wide range of topics to be addressed, such as plagiarism/cheating, instruction in the ramifications of plagiarism on a student’s academic/professional career and the like. Other recommendations might include the adoption of a College Honor Code and its posting in every classroom, the printing of the honor code on Blue Books by the bookstore, the provision of student workshops on how to avoid cheating/plagiarism, and the encouragement of student dialogue in the ASSC and student newspapers. The aim of the subcommittee is to make these recommendations via the Senate to the appropriate department/agencies on campus. To accomplish these goals, the subcommittee has already evaluated existing policy and has made recommendations for substantive change after consultation with other faculty and the Office of the Vice President of Student Services. Drafts were submitted on February 28, 2005, March 14, 2005 and April 4, 2005, to the Academic Senate for discussion and faculty input. A proposed final draft was submitted for action to the Academic Senate on April 18, 2005. The final draft included: (1) a substantially revised policy which includes much more detail, examples and a clearer description of sanctions which can be invoked at the instructor and administrative levels with appropriate reference to Board Policy 5300; (2) a Student Honor Code; (3) a form to be used in reporting/recording breaches of Academic Honesty in the Office of Student Services. The draft was presented to all faculty at mandatory Flex Cal on April 20, 2005, for information and to inspire discussion about how to contribute to the creation of a climate of Academic Integrity. The results of this discussion will be recorded by the Senate’s administrative assistant and presented to the faculty-led Flex Cal Committee or other appropriate campus agencies for the creation of future Flex Cal and/or campus-wide events in the 2005/06 academic year on the subject of Academic Integrity.

**Evaluation:**

The Colleges meets the standard.

The issue of academic integrity has arisen numerous times in the last several years as a topic of discussion at both the Division and campus-wide levels. It has been the feeling of many faculty members that academic integrity is neither clearly defined nor consistently addressed on this campus. Unlike many colleges and universities, the College does not have a published Honor Code.

Many faculty are aware that the increased use of technology has made it easier for students to plagiarize papers, or cheat in other ways through use of camera phones, personal digital assistants (PDA), earpieces, and more. Discomfort has led to the need for increased communication and sharing among faculty on this topic, as well as identification of a consistent approach to dealing with students to prevent or limit academic dishonesty. The Academic Senate has begun working to address these issues.

**Planning Agenda:**

The newly revised Academic Integrity policy will appear in the College Catalog 2006-07.

**II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the Catalog and/or appropriate faculty or student handbooks.**

**Description:**

Not applicable.

**Evaluation:**

Not applicable.

**Planning Agenda:**

Not applicable.

**II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

**Description:**

Not applicable.

**Evaluation:**

Not applicable.

**Planning Agenda:**

Not applicable.

## B. Student Support Services

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*The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

### **II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the Mission of the institution.**

#### Description:

Solano Community College is dedicated to providing quality, innovative and accessible student service programs. The College strives to address and identify the needs of its diverse student population consistent with our Mission to be a premier educational institution.

Meeting the educational needs of our students is of utmost importance. The College's student service programs reflect collaboration through shared governance and an innovative approach to meeting the students' needs while promoting their success.

The College has a commitment and responsibility to design and maintain student service programs which promote success as students pursue their educational goals. The College strongly supports continued evaluation of these programs in an effort to improve student services.

The College Student Services program has addressed the criteria for this standard through the program review process, which operates on a two-year cycle; and each department under Student Services participates in this process.

Through this process, programs receive an executive summary report, consisting of recommendations and identification of areas to be improved and areas that could benefit from additional institutional support. Additionally, many special student service programs have designed their own annual evaluations.

A comprehensive program review was conducted in 2001-02 [2B-1]\*. Another review is scheduled for 2005-06. Each year, the managers, in conjunction with staff, evaluate progress in completing annual goals and objectives. Students are also formally surveyed each year to determine their levels of satisfaction with student support services [2B-2].

In keeping with the Mission of the College, the Student Services area strives to create a learning environment that both challenges and supports students in achieving their educational goals. Student Services is dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in the 21st century. Thus, the College Catalog [2B-3] identifies a broad range of student support services offered.

The College actively participates in offering support services to students at each of the off-campus centers, via online courses, Registration Services via Phone (R.S.V.P.), and online registration (including access to the current schedule and catalog) and an online orientation. Students are provided direct access regardless of location. Limited counseling services are

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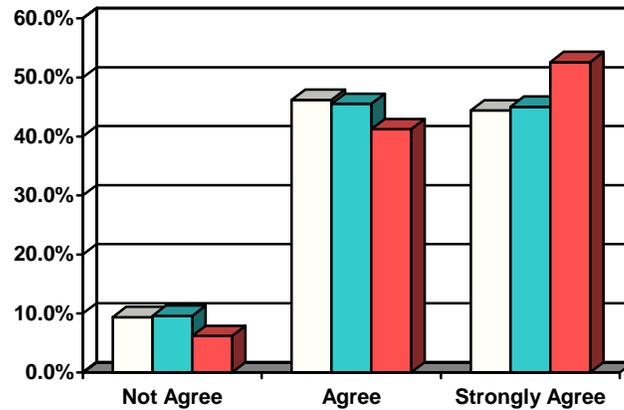
\* References are marked with square brackets [ ] and listed at the end of the Standard.

currently offered at the Vallejo, Vacaville, and Travis AFB centers. As the Vallejo and Vacaville centers are developed, the College has planned to begin operations with one FTE Counselor and one FTE Financial Aid Outreach Specialist providing services at each center.

**Evaluation:**

The College meets this standard.

- Figure II-2: Student Agreement with ease of Online Application & Registration, Fall 2002, Fall 2003, Fall 2004



The College assures the quality of student support services through an annual review of the three-year plans by Student Services personnel. At the beginning of each academic year, Student Services staff is asked to review and provide input for the unit plans. Student Services managers meet biweekly to assess and evaluate quality of student support services. In-service trainings are required for Student Services staff to ensure quality and delivery of student support services. The student services programs collect data that demonstrate and assure quality of student support services.

**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.

**II.B.2. The institution provides a Catalog for its constituencies with precise, accurate, and current information concerning the following:**

a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources

- Names and Degrees of Administrators and Faculty
  - Names of Governing Board Members
- b. Requirements
- Admissions
  - Student Fees and Other Financial Obligations
  - Degree, Certificates, Graduation, and Transfer
- c. Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
  - Nondiscrimination
  - Acceptance of Transfer Credits
  - Grievance and Complaint Procedures
  - Sexual Harassment
  - Refund of Fees
- d. Locations or publications where other policies may be found.

**Description:**

The College is a public two-year associate degree granting college accredited by the Western Association of Schools and Colleges. The address and phone number of the campus and Centers are provided on the first page of the Catalog. This information is also available on the College's Web site at [www.solano.edu](http://www.solano.edu) and in the Schedule of Classes. The College Catalog is available in hard copy at the office of Admissions and Records, the College Bookstore, in the Community Services Office, and at both the Vacaville and Vallejo Centers. The Catalog is also available free of charge online on the College's Web site.

The College Catalog is reviewed and updated annually by the College community and includes the Mission Statement; course, program, and degree offerings; academic calendar and program length; available student financial aid; available learning resources; names and degrees of administrators and faculty; and the names of Governing Board members.

The academic freedom statement is located in the Catalog, the Student Handbook: Rights, Responsibilities, & Procedures [2B-4] and Faculty Handbook [2B-5].

The Catalog provides requirements for admission, degrees, certificates, graduation and transfer, as well as student fee information, financial aid services, and the process for fee refunds. Additionally, the Catalog lists policies affecting students (academic regulations, including academic honesty, nondiscrimination, sexual harassment, and acceptance of transfer credit). Complaint/grievance procedures are found in the Student Handbook.

The Student Handbook is published annually and is available in each building on campus, the office of the Vice President of Student Services, the Student Development Office, and at the off-campus Centers. The handbook contains information on student responsibilities and rights, matriculation procedures, *Student Right to Know* information, privacy of records, civil rights, and academic freedom statements for both students and faculty. The handbook

outlines complaint and grievance procedures, and College safety information in accordance with the *Crime Awareness and Campus Security Act of 1990*.

The Vice President of Academic Affairs, the Vice President of Student Services, and the Associate Vice President of Workforce and Community Development are currently reviewing and reorganizing the process for Catalog publication. Part of this revised process may be to convene a Catalog Committee that includes campus-wide representatives to review annually the Catalog from cover to cover to ensure information is accurate, complete and current.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

**II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

**Description:**

The College provides equitable access to students through enrollment services offered by the offices of Financial Aid Outreach, Admissions and Records, Financial Aid, Disability Services Program (DSP), Extended Opportunities Programs and Services (EOPS), and the Counseling Division, which are headquartered at the Fairfield campus, but also available at the centers.

Applications to the College are mailed to all county residents three times a year through the College Class Schedule for fall, spring, and summer. They are also available online.

Students who register in person at the campus can enroll by completing an application in the Counseling Department, DSP, Library, Admissions and Records, and California Work Opportunities and Responsibility to Kids (CalWORKs).

The College maintains two electronic displays of College information. One is located at the office of Admissions and Records, and the other is in the Student Center; and these displays answer the many frequently asked questions.

For the convenience of students who do not have access to the campus, accommodations have been made for them to apply and register online from the College's Web site. Application and registration can also be completed at the centers in Vallejo, Travis Air Force Base, and Vacaville, or by mail. Students can also register by telephone. Additionally, all students can have their assessment testing done on the Fairfield campus or at the Vallejo and Vacaville Centers.

Efforts are made to accommodate the needs of both day and evening students, and many services are provided online, allowing increased access reducing constraints.

Most College publications and announcements of College activities and programs are available online at <http://www.solano.edu/news/index.html>.

For the convenience of the students, the College has provided several ways for students to request official transcripts, such as written request, fax, or in-person. Unofficial transcripts are available online.

The College Bookstore provides textbooks and instructional materials for the students, as well as carrying a wide variety of reading materials, reference books, and College logo clothing. The Bookstore works closely with many of Solano County's transportation departments, making it convenient for students to purchase bus passes in the Bookstore. The Bookstore offers an online ordering service through its Web site. Bookstore services at the Centers are no longer provided due to recent budget cuts.

The College offers parking permits for on campus parking. At the campus, the students and staff have a choice of six parking lots. The College provides disabled/handicapped parking and visitor parking, in addition to daily parking permits, rideshare permits, and motorcycle parking. Parking is enforced Monday-Friday from 8 a.m. – 10 p.m. Parking is not enforced in student lots 1-6 during the first week of summer or the first two weeks of the fall and spring semesters. Parking is free at the Vallejo Center. A parking permit is required at the Vacaville Center.

The College provides many different federal and state financial aid resources through the Financial Aid Office and EOPS, which offer financial and academic services, making the College more accessible to prospective students. EOPS offers services to students, both financially and educationally disadvantaged. These services include assistance in transferring to four-year colleges and universities; academic, career, and personal counseling; book services, and priority registration. The Financial Aid Office maintains a comprehensive Web site and conducts outreach workshops throughout the year.

The federal and state governments and scholarship donations provide students access to higher education. The College participates in the following programs: State Fee Waivers; State Fee Credits; State Board of Governors Grants; CAL Grants; Federal Pell Grants; Federal Supplemental Educational Opportunity Grants; Federal College Work-Study; Federal Family Educational Loan Program (FELP); Federal Parent Loan for Undergraduate Students; the state-funded Extended Opportunity Program Service Grant; and the State Chafee Grant for foster youth.

To further the commitment to student access, the College has created a new position, Student Services Specialist-Financial Aid Outreach, established at the start of the 2004-05 academic year. The new Financial Aid Outreach Specialist initiated a campaign, announcing statewide and local financial aid deadline for filing for the State CAL Grants and the Federal Pell Grants, and the critical March 2 deadline for transfer students. In addition, the new Financial Aid Outreach Specialist promotes a media blitz, via the local radio station and newspapers, announcing presentations and workshops throughout the county.

The College Counseling Center provides general, transfer and personal counseling for students. Additional counselors are available for students in CalWORKs, DSP, Cooperative Agency Resources for Education (C.A.R.E.) programs, EOPS, and the Puente project. Counselors are at the Centers as well.

Counselors offer career, educational and personal counseling services. They work with students to help them understand their interests, abilities and steps in achieving their goals. The counselors help students choose courses carefully to bolster academic success and to help the students attain their goals while attending the College.

The DSP Office ensures compliance with ADA (Americans with Disabilities Act) standards and assures access by assisting special needs students with appropriate academic adjustments, such as test accommodation, provision of specialized equipment (including computer-based modifications), and academic material in alternate media. Shuttle service between classes is available to students.

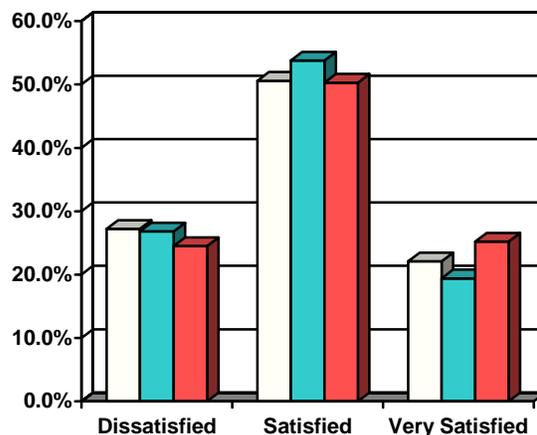
The Vice President of Student Services and the Dean of Counseling & Disability Services evaluate student support services annually and adjust services as needed semester by semester. This involves research to assess current learning support needs and to identify burgeoning needs, regardless of service location or means of delivery.

Student Services has used a “point-of-service” approach to evaluating student support services. Although the paper-&-pencil surveys are available in all Student Services offices for student use on an ad hoc basis, a one-week period is usually set aside every year to solicit student responses, typically scheduled in the middle of spring semester. The analyzed data is reported to the Student Services managers. This survey titled “How Do We Rate?” is only one measurement of student needs. Students voice needs directly to counselors and program staff, who meet to discuss these and, if warranted, propose program modifications/creations in unit-level Three-Year Plans. This anecdotal approach to determining student need is supplemented by professional observation, workload analysis, and evaluation of issues and trends that affect students and the College community. This process has effected a modification in the counseling appointment process and scheduling coordination of placement tests and ESL student orientations. Students have also been involved in the discussion and planning of the design of the new Student Services Center, as well as both the Vallejo and Vacaville centers. Counselors, staff, and students are mutually involved in these planning efforts.

#### Evaluation:

The College meets this standard.

- Figure II-3: Example of Student Satisfaction with Student Services: Counselor Help with Goals, Fall 2002, Fall 2003, Fall 2004



The College offers a broad range of services to support students as they pursue their educational objectives. Programs and services are publicized through orientations, workshops, the comprehensive College Web site, the Catalog, the Class Schedule, and program brochures.

The College has continued to improve with increased use of technology to assist students in educational pursuits. Despite budget cuts, every effort has been made to increase online services to students and staff. The College is committed to expanding services to its communities, as the full impact of our Measure G Bond Project creates centers in Vallejo and Vacaville. One particular concern is outreach, especially to high school students.

The College eagerly anticipates the completion of the new Student Services building in the year of 2006-07, which will comply with accessibility standards. Additionally, efforts will continue to offer technological and space modification accommodations for students in the Disability Services Center.

Efforts are made to accommodate the needs of both day and evening students. Online services are particularly important, now that budget cuts have resulted in reduced in-person office hours.

According to data from the Student Accreditation Self Study Survey, most students express a high level of satisfaction for almost all of the student support services.

Planning Agenda:  
None

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

Description:

The College strives to establish a learning environment that encourages civic responsibility and the personal development of all students. The Student Development Office (SDO) is responsible for promoting student involvement and development in order to enhance the educational experience of all students. The SDO, located in the Student Center Building plans, organizes, and directs a number of student development programs, activities, and services, including student government, student activities, students clubs, and student health, which foster intellectual, ethical, leadership, and personal development for all students at the College. The Director of Student Development provides leadership, support, and technical assistance to student government and student organizations on campus, and facilitates communication between the administration and students.

The Student Development Office also oversees the Student Health Center, the College having contracted with the Solano County Health and Social Services Department to provide student health services. Funded by student health fees, the center is staffed by a full-time Public Health nurse and a full-time health services assistant and is in operation during fall and spring semesters.

Health services are planned and offered to meet the needs of students, the educational programs, and the community. All students who utilize the health center receive service, health education, and community resource referrals.

Approximately 2000 students utilize the services each semester. The primary reason that students utilize the Health Center is need for medications, followed by acute care for injuries and health information. Health and wellness activities include confidential HIV testing, blood drives, an annual Community Health and Resources Fair, sex education, World AIDS Day event, substance abuse information and activities such as “mocktails” (non-alcoholic cocktails), and collaboration with the Children’s Program.

An increase in student health fees to the maximum \$13 per semester allowed by law was approved by the Governing Board for implementation in 2004-05. This was critical to the continuation of the Student Health Center in light of the increase in the number of students eligible to receive Board of Governor's Grant (BoGG) waivers, which exempt students from paying the Student Health Fee, and the rising contract costs for health services at the county level.

Due to the lack of a formal Re-entry Student Program, Student Development and the Student Health Center instituted the New Horizons Program, which provides free monthly seminars on topics especially relevant to re-entry students, ranging from financial aid, obesity, parenting skills, self-esteem, women's issues, health, and personal finance.

Furthermore, the College encourages students to participate in student government, enabling them to be involved in shared governance as an integral part of the campus community. The Associated Students of Solano College (ASSC) is represented by an Executive Board (President, Vice President, Legislative Advocate, Secretary, and Treasurer); the Student Trustee; and a thirteen-member Student Senate. Each year in the spring, the student body elects a President, Vice President, Legislative Advocate, and Student Trustee. ASSC executive officers and senators manage ASSC business and represent a variety of ages, interests, and academic majors. They sometimes have prior student government experience, but often they are simply interested in exercising leadership potential.

The ASSC's major responsibilities include appointing officers and students to campus-wide committees. ASSC has two student representatives on the Financial and Budget Planning Advisory Committee (FABPAC); one representative on the Safety Committee; one representative on the Food Services Advisory Committee; two representatives on the Curriculum Committee; two representatives on Shared Governance Council; three representatives on the College Review Committee; one representative on the Staff Diversity Committee; two representatives on the Facilities Planning Committee; one representative on the Calendar Advisory Committee; and one representative on the Strategic Technology Advisory Committee, as well as representatives on numerous hiring committees and task forces. The task forces in 2004-05 included the Program Review Task Force and Student Learning Outcomes (SLOs). There is also student representation on the Measure G Bond Oversight Committee. ASSC is also actively involved in Region II, California Student Association of California Colleges (CalSACC) and the American Student Association of Community Colleges (ASACC).

ASSC is an integral part of Shared Governance on campus and is involved in developing College policies and annual budget; adoption and oversight of an annual ASSC budget which totaled \$173,000 in 2004-05; providing assistance and support to campus clubs through the Inter-Club Council; administering a program of activities and services for students; and allocating funds for programs and projects. The ASSC's Report by the ASSC Governing Board representative is a regular Board agenda item at Governing Board meetings. The Student Trustee, elected by the student body, has an advisory vote at Governing Board meetings.

The ASSC is provided training in parliamentary procedure; effective meeting techniques; students' roles, rights, and responsibilities with regard to shared governance, as well as an overview of AB 1725 and Title 5 Education of the California Code of Regulations; and the Open Public Meeting Law, otherwise known as the Brown Act. The weekly meetings of ASSC are open to students, staff, and faculty and are traditionally held on Tuesdays at 12:30 p.m., in room 1404.

Students may enroll in Political Science 50: Student Leadership, a civics class devoted to the practical application of the governmental process through participation in ASSC, the student government. The Director of Student Development, who serves as the ASSC and Inter-Club Council Advisor, is the class instructor and oversees the weekly ASSC meetings.

The Student Development Office is also responsible for campus club organization, formation, and support, including approval of club activities. There are over thirty student clubs on campus, which focus on student interests in career options, service and social events, recreation, sports, crafts, politics, and ethnic and/or multicultural diversity. Clubs include the Asian Pacific Islander Club, Black Student Union, Cosmetology Club, Math, Engineering, Science Achievement (MESA) Student Society, Badminton Club, German Club, Latin Club, Gay-Straight Alliance, Re-entry Club, Women's Empowerment Council, Campus Crusade for Christ, Tutoring Association, Student Alumni Association; Performing Arts Club, Drafting Club, Power of Art Club, among others. The clubs are members of the Inter-Club Council, a subdivision of the ASSC, which meets twice a month and is provided with ASSC seed funding at each semester's beginning.

Accordingly, students have the opportunity to join any of the thirty or more officially recognized student organizations on the campus. Other clubs recognize students' academic achievement and promote civic responsibility such as Alpha Gamma Sigma and Phi Theta Kappa (PTK) International Society. In 2002-03, a local chapter of PTK was founded with 64 members and in 2003-04 53 students who earned a cumulative 3.5 grade point average or higher were inducted [2B-6].

The College provides technical expertise and supervision of student activities and events, including arranging security; arranging transportation; equipment; publicity and promotion; custodial services; audio-visuais; budgeting techniques and organizational issues; and supervising the income and expenditures of all campus clubs. Student activities include planning and organizing multicultural and gender equity events, such as the annual Martin Luther King Jr. "Living the Dream" event, Women's History Month, World AIDS Day, and Solano Daze/Multicultural Week, campus beautification efforts, guest speakers, community food drives, blood drives, voter registration drives, student political and educational forums, legislative advocacy, high school tours, tutoring, and participating in local, state and national student government organizations, such as the CalSACC and ASACC.

In summary, students are involved in decision making, policy development, program review, and budget development through the ASSC's representation on the Governing Board and campus-wide committees. The Director of Student Development, an educational administrator, facilitates relations between students (including the Associated Students and student clubs) and the administration. The Office of Student Development provides academic, as well as extracurricular opportunities for students to develop and enhance leadership skills through programs and activities promoting civic responsibility and personal development.

**Evaluation:**

The College meets this standard.

Students are offered a broad array of opportunities at the College to learn about civic responsibility and to enhance their intellectual and personal development; and every registered student is a member of and is encouraged to participate in the ASSC.

**Planning Agenda:**

None.

**II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

**Description:**

As part of the College's matriculation process, counseling services are offered both day and evening, on a drop-in basis and by appointment throughout the academic year. Counseling services are provided in the following areas:

- Counseling Department
- DSP
- Transfer Center
- EOPS
- CalWORKs
- Centers (Vallejo Center, Vacaville Center, Travis Air Force Base's University Center)
- Puente Program
- Veteran Affairs
- International Student Program
- Solano University and Community College Education Support Services (SUCCESS)
- Athletic Program
- MESA

Counselors provide services to students, enhancing their ability to identify and make sound educational decisions. Counselors provide matriculation, personal, academic and career counseling to help students determine goals and achieve academic success. Counselors assist students with IEPs (Individual Educational Plan), course selections, career planning, graduation requirements, personal matters, study skills, and transfer preparation.

The Counseling Department has developed courses taught by Counseling faculty both day, evening, and online throughout the academic year. Courses are offered for credit on campus and at selected off-campus locations, centers and high school sites. These courses include Career Life Planning, Valuing Diversity, Strategies for Re-entry Success, Introduction to Counseling Skills, Field Work, College Study Techniques, Student Athletic Academic Success Strategies, Applied Psychology, Special Topics—College Transfer, Orientation/College Success, Study Skills Practicum, Time Management and Goals, MESA Enrich, LS Strategies, and Text Anxiety and Memory. The Counseling Department offers online courses: Career Life Planning, College Study Techniques, Valuing Diversity and Applied Psychology. Additional counseling courses may be developed to meet protean student needs. Counseling courses are listed in the Class Schedule, College Catalog, Web site, and online.

Counselors provide outreach services to the community and local feeder high schools. The department developed the Retention Assistance Program (RAP), an organized process of "early alert" for at risk students, a program that assists instructors with retention. The College sponsors an annual community open house during the spring semester to showcase the College. Counselors participate in a liaison program with county high schools and conduct a one-day conference every year to foster partnership between local high schools and the College.

The Counseling Division offers programs and services to assist students with preparation for transfer to four-year colleges or universities, including on the spot admission, transfer center counseling, the Cooperative Admission Program and crossover enrollment. Four-year college representatives are scheduled periodically throughout the semester to meet with students. College and University Days have been organized to feature transfer institutions.

**Evaluation:**

The College meets this standard.

The College evaluates the Counseling programs through annual review of the three-year plan. The Dean and Counseling staff assess programs/services at monthly meetings to ensure that programs support student development and success.

All counselors meet minimum qualifications via their education and training. The College further prepares counselors through orientation training and ongoing in-service training. Counseling meetings are held biweekly, encouraging collaboration, offering instructional program updates and critical transfer information. Counselors attend specific local and statewide workshops and conferences to stay abreast of University counseling trends and information, including California State University (CSU) and UC articulation/admissions.

The “How Do We Rate?” survey forms [2B-7] were developed several years ago to provide student/client feedback in a number of Student Service areas.

The Counseling Department provides quality services to our students and maintains an interest in evaluating its individual services. Students are requested to complete Faculty Survey forms for a number of department course offerings. Special events, such as the annual High School Counselor’s Conference and Transfer Day, require feedback through survey forms.

The College Student Services programs are systematically evaluated every two years. Each year the managers, in conjunction with staff, evaluate progress in annual goals and objectives. The Student Services Program Review contains an evaluation of the student support services, collecting data that demonstrates that the services support student learning.

The College counselors are amenable to efforts for ongoing assessment and review of existing programs/services to meet student needs.

**Planning Agenda:**

None.

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

**Description:**

The College is a multicultural and diverse organization, an enriched blend of people and ideas. The College fosters the diversity of our staff, faculty and student body. The General Education philosophy promotes the development of basic educational abilities and skills, while enhancing specialized learning and understanding of the student’s heritage, culture, immediate society and larger societies.

The College supports diversity through a broad offering of programs and services which promote appreciation of diversity. The College demonstrates diversity by supporting programs

that directly impact our diverse population. They are CalWORKs, EOPS, DSP, MESA, Puente Program, International Student Program, Cooperative Agency Resources and Education (C.A.R.E.), English as a Second Language (ESL), and SUCCESS Consortium.

- CalWORKs – Provides support services to promote self-sufficiency through education and work experience.
- C.A.R.E. – Offers support service to qualified students who participate in the CalWORKs program or Temporary Aid for Needy Families (TANF). To qualify, a student must be a single parent and EOPS eligible.
- DSP – Creates equal opportunities for student with physical, visual, hearing, learning, and psychological disabilities.
- EOPS – Provides access for educationally and disadvantaged students.
- ESL – Provides listening comprehension and pronunciation practice for second language learners.
- MESA – Offers support for students majoring in math, science and engineering.
- Puente – Empowers students through counseling and mentoring to access four-year colleges and universities.
- SUCCESS – Provides information workshops to students from groups with historically low college eligibility and attendance rates.

The College has numerous active student clubs including Asian Pacific Islander Club, Black Student Union, Campus Crusade for Christ, Democratic Club, Gay-Straight Alliance, Latin Club, MESA Club, Re-Entry Club, and Women’s Empowerment Council. Faculty and staff actively participate as club advisors.

The College has a General Education requirement, wherein students must complete one cross-cultural course to earn an Option B associate degree. Such courses are offered by the departments of art, cinema, counseling, English, history, human development, music, political science, social science and theatre arts.

The College presents lectures sponsored by the Ethnic Studies department, which have featured such titles as Sexual Orientation and Civil Rights; Women and Aids; Overcoming Obstacles; Importance of Self-Esteem; Violence and Religion; Peacemaking and Violence Prevention; Peace in the Streets: Breaking the Cycle of Gang Violence; Color Line in Society; Spiritual Empowerment; and Personal Triumph.

Flex Cal activities support and promote diversity. Some representative examples are “Teaching the Under-Prepared Student,” “Disability 101,” “Gay/Lesbian Alliance,” “How do I Get Help With the Increasing Number of Students with Disabilities?” “Diversity Workshop – Risk Ractors in a Multicultural Training,” “Mental Health Training,” and “Melting Pot or Meat Grinder—Women’s Cultural Video” [2B-8]

Evaluation:

The College meets this standard.

The above services provide ballast to support, understand and appreciate diversity. The College has developed a systematic approach to fostering diversity and a multicultural learning environment. Student service programs coordinate efforts to serve students from diverse populations. Regularly scheduled student services meetings enhance cultural sensitivity for staff. Outreach efforts have been implemented throughout the county to recruit students of diverse populations. [2B-9].

The College was a recent recipient of the Chancellor's award for demonstrating an appreciation of diversity through maintaining a diverse staff over the past ten years.

The College directly assesses student needs through planning and development of services accommodating diverse students. Priority registration for EOPS and DSP students is one such service. Furthermore, the College has diverse student clubs, organized activities, and outreach efforts.

Planning Agenda:  
None.

**II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Description:

The College has no formal admissions testing requirement; however, students are encouraged to complete the matriculation process as outlined in the Solano Community College Matriculation Plan [2B-10]. A comprehensive document, the plan describes in detail every element of the matriculation process: admissions, orientation, assessment counseling and advising, follow-up, coordination and training, and research and evaluation. The Matriculation Plan is reviewed and updated on a regular basis (August of 1994, April of 2000, and June of 2005) to ensure its validity and to respond to students' needs.

The management and oversight of the assessment/placement process resides with the Assessment Center, under the direct supervision of the Director of Research and Planning. The center has the primary responsibility for assessing students' reading and writing skills when they enter the College. The center conducts testing on a drop-in basis during posted hours. Center staff maintain subject currency, are trained to administer tests, and stay abreast of assessment trends and practices.

Students must complete assessment testing or meet prerequisites for placement into all levels of English courses. The tests are vetted through the California Community College Chancellor's Office by independent research, a process which ensures that approved tests are conceptually valid and unbiased with respect to race, gender and ethnicity. The effectiveness of the English Placement test is evaluated on an ongoing basis by the English faculty, who also evaluate the effectiveness of the multiple measure system used for English placement. Assessment testing is not currently being used for computational skills.

Evaluation:

The College meets this standard.

The Math Division faculty, along with the Dean of Math/Science, is currently conducting an extensive evaluation of the current use of completed coursework only for entrance into math courses. Preliminary data has found that many students are placed in too high a level or too low a level based upon prerequisites only, and that foreign students, in particular, are not placed accurately because of difficulty in evaluating transcripts.

**Planning Agenda:**

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.

**II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

**Description:**

The Office of Admissions and Records makes provisions for the accuracy, confidentiality, and security of student records. Student records, including transcripts, are private, accurate, complete, and permanent. A RAID-ARRAY Data Backup System secures data storage, and backup data is stored on DVD's. To further ensure the security of student information, all student records are stored in a fireproof vault. Permanent student records are protected by strict adherence to standards established by The Family Educational Records and Privacy Act of 1974. Data loss prevention methods maintain all forms of student records. The College utilizes the following data recovery methods to store student records:

**Computer Storage.** A complete record of academic history and personal information for all students is contained in the student database. Computer-generated data from these student records are used to prepare official academic transcripts. Academic records prior to 1977 are stored on microfilm.

**Data Imaging.** The Office of Admissions and Records developed campus-wide data imaging capabilities in 1995, a system which has since been upgraded and in full production mode since 1999. The completed plan provided imaging capability for the Administrative and Business Services Office, Financial Aid/EOPS Office, Human Resources Office, and the Superintendent/President's Office.

**Microfilm Storage.** The Fairfield campus uses two locations to store microfilm cartridges for security purposes. To date, all records dated from 1945 to 1985 are preserved on microfilm.

**Physical Storage.** The College mainframe data collection system contains electronic records, backed up on a daily schedule. The duplicate data are then stored in a fireproof vault and an auxiliary storeroom. Student records are maintained online back to 1977. The College utilizes one of the three storage mediums previously listed to duplicate student record folders stored in the vault. The Application for Admission comprises the basis for individual student files stored in the Office of Admissions and Records vault as long as the student remains continuously enrolled.

The security of student records is protected by the following procedures:

- Computer database access is restricted to authorized users. Users must be trained prior to accessing student data and must use the confidential log-in sequence and password. Passwords are changed frequently to enhance security. During registration periods, when data entry is performed by hourly Registration Aides, logons are performed by regular staff so that access can be kept confidential. Users are directed to terminate sessions when not in use, and passwords and logons are closely guarded.
- Access to the records storage vault is limited to authorized staff. Counselors may check out student records for individual counseling appointments. An out card showing user initials and date of removal of each file is placed where the folder has

been removed. The out card is removed when the file is returned. All storage areas are locked at the end of each working day by a designated staff member.

- Staff members are informed of the provisions of the Privacy Act as described in *A Guide to Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974* as amended (AACRAO; [www.aacrao.org/compliance/ferpa/index.htm](http://www.aacrao.org/compliance/ferpa/index.htm)).
- Students who wish to gain access to their records must appear in person and provide physical identification, such as their student I.D. card or driver's license. They may also request information in writing by providing their Social Security Number and signature.

State and federal regulations prohibit the release of student information without written authorization by the individual student. All correspondence and/or actual Transcript Request forms are checked for completeness (especially the student's signature). When the transcript is mailed to the requested destination, the student's original request and a copy of the request form are put in alphabetical order by the student's last name and kept for one year. After one year, the request form and all correspondence are destroyed.

**Evaluation:**

The College meets this standard.

The College's students have access to their records; their requests for documents are met in a timely manner. Faculty records that are kept as permanent records are available within a reasonable time frame, usually the same day as the request. Current security measures are effective; staff is very conscientious in respecting student privacy.

The document-imaging project at the College is in an on-going implementation phase. The Office of Admissions and Records is involved in the project and has been oriented on the possible uses of the system for each area. Network access to this system has been developed over the last year.

The future plans for the Office of Admissions and Records are concentrated in the further automation of the delivery of services. Implementing a system for optical disk storage of digitized images to replace the hardcopy storage of confidential student files is high priority because of inadequate vault space to store current and projected files. Other cost-saving areas of service improvement planned are to develop an online enrollment verification process and to establish policies and procedures for the implementation of electronic transfer of student transcripts using the new statewide standards for Electronic Data Interchange.

**Planning Agenda:**

None.

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**Description:**

The College's Student Services has a longstanding commitment to "focus on students" as one of its core values. In doing so the College utilizes many mechanisms for determining student needs and satisfaction with current services. The following instruments are used to assess the

progress of each student service toward meeting identified project goals in three-year plans, as well as individual objectives within each student support service:

- Program Review: The Program Review is currently done on a biannual basis. Each Student Support Service is evaluated Counseling and DSP; Financial Aid and EOPS; Admissions and Records; and Student Development.
- Categorical Reports: Directors of categorical programs prepare annual reports that outline the programs' outcomes.
- Student Services Managers Retreats: Annual retreats of the Student Services Managers bring the units together for planning and review. This encourages coordination of plans and projects within Student Services when appropriate and feasible.
- Surveys: Students are asked to reply to "How do we rate?" surveys periodically in each student support area. The Office of Research and Planning compiles the survey results, which are archived with the Office of Research and Planning and are available on the College's intranet.
- Division/Department meetings: Discussions occur at these regularly scheduled meetings to assess student satisfaction with services and to assess the students' needs through comments made throughout the year at the service counter locations in each area.

#### Evaluation:

The College meets this standard.

Recently, the College has used the above instruments to implement new methods of serving students. Examples of this adaptation to new student services delivery are evidenced in the "Online Services" provided to students since the academic year 2000. Students may now add and drop classes over the internet in addition to the telephone system that has been in place since 1992. The Late Add process includes the use of "codes" that enable students to add classes without the need to come to the Admissions and Records Office. This process has been in place since 1996. The use of the internet allows students to add and drop classes, make fee payments, obtain unofficial copies of their transcripts, change and update personal information such as addresses and phone numbers, search the class schedule and get real-time feedback on class space availability.

The Counseling Division has altered its method of scheduling student appointments to more efficiently serve students. The Counseling Division uses online IEPs. A student may leave a counseling session with a copy of the IEP. Assessment scores are also provided online for counselor access. Students leave assessment testing sessions with test scores and placement recommendations. This real-time access to information provides guidance to counselors. The ability to track a student's history with different counselors and sessions is beneficial to both student and counselor.

The categorically-funded programs annually report to the Chancellor's Office the following: the demographics, educational needs, and services provided to specific populations of students.

The Office of the Vice-President of Student Services uses annual comparisons of student petitions to identify policies and procedures needing clarification.

**Planning Agenda:**

The Student Services managers will develop Student Learning 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.

## C. Library and Learning Support Services

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*Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.*

**II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

### Library

#### Description:

The College Library is housed in the 100 Building on the Fairfield Campus. The Library presently comprises 16,128 square feet with a seating capacity for 250 users. The Library is staffed with four full-time professional librarians; additionally, Circulation and Technical Services are staffed with the equivalent of one full-time classified position and the equivalent of one .75 time classified position. The Library also depends on student workers to help in Circulation, Technical Services, and Computing Resources, and currently employs twelve student workers – five from the Federal Student Worker Program and seven paid out of the Library's budget. Student workers cover most open library hours, with hours changing according to need and availability.

Traditionally, the Associate Vice President of Technology and Learning Resources, aided by a faculty-status Head Librarian, managed the Library. In 2001, the position of Head Librarian was vacated and converted to the position of Access Services Librarian. In 2002, the position of Associate Vice President of Technology and Learning Resources was vacated and remained vacant until October of 2004, when the position was promoted to full Vice President and subsequently filled by the current manager. In the gap between 2002 and 2004, the Library was supervised by the Vice President of Academic Affairs.

In the last six years the Library has undergone two significant renovations: the expansion of the Library computer lab to a Bibliographic Instruction Classroom, and the installation of the Information Commons.

The Bibliographic Instruction Classroom (Bib Lab) is equipped with 28 workstations, including a station designed to accommodate students with special needs. In February 2005, the Bib Lab computers were upgraded to Pentium 4 computers and standard smart classroom technology, including desktop control of a ceiling mounted projector and DVD/VCR through a SP system media control panel.

The Information Commons has been open since fall of 2001, its purpose to give students expanded access to online information and to the computer technology needed to complete their education.

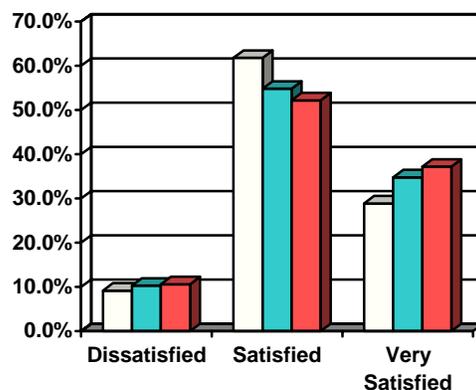
The Information Commons includes 60 Gateway Pentium 4 PCs with flat screens and multimedia capabilities. There are two height-adjustable computer stations for disabled students. Headphones are available at the Circulation desk for access to audible media. In addition to high-speed Internet access, each computer has the complete Microsoft Office Suite Software, including MS Word, Access, Excel, Publisher, and Front Page, as well as software from several different divisions, allowing students to do homework in the Library, as well as in the classroom. Currently enrolled students can log in to a computer for up to four hours per day in one-hour increments. The Commons is open Monday through Thursday from 7:45 a.m. to 7:30 p.m. and Fridays from 7:45 a.m. to 2:30 p.m. and is staffed by a student worker 45 hours a week to answer basic computing questions. Moreover, a librarian or Learning Resources technician is on duty if no student is present.

In addition, there are nine other PCs in the Library, which require no authentication and can be used for research purposes by anyone visiting the Library.

A professional librarian staffs the reference desk whenever the Library is open. During the 2004 calendar year the College's librarians answered 6,034 reference questions.

In addition, the College Library is a member of the 24/7 Reference consortium which offers online research assistance 24 hours a day. Use of 24/7 is growing steadily; in 2003 our students utilized the service 64 times, and in 2004 that number doubled to 133. Online reference questions asked by students at other institutions and answered by this College's librarians are climbing steadily with 148 questions answered in 2003 and 169 answered in 2004.

• Figure II-4: Student Satisfaction of Library Staff Assistance; Fall 2002, 2003, 2004



As of December 31, 2004, the Library collection held 46,085 circulating items. Our current print periodical subscriptions total 135 [2C-1]\*.

The College Library is part of the Solano, Napa, and Partners (SNAP) Library Consortium. The Library currently relies on its cooperative agreement with the SNAP libraries to increase

\* References are marked with square brackets [ ] and listed at the end of the Standard.

students' access to materials. We share one Integrated Library System (ILS) which includes the library catalog (OPAC), thus providing student access to library materials from any member library. The consortium consists of two community college libraries and eleven public libraries in two counties, amassing over one million items.

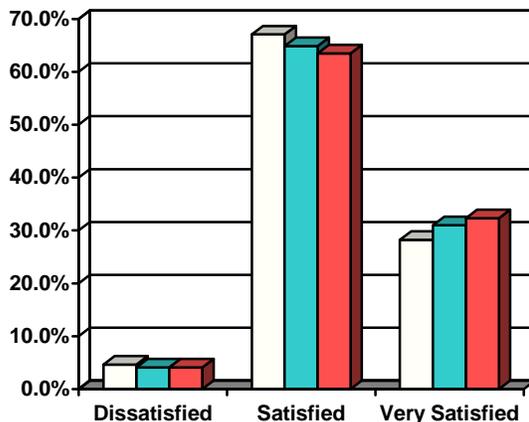
The Library also offers 12,428 full-text online journals and 7,877 electronic full-text books, giving many students remote access to much of the Library's information.

Students have access to course textbooks through the Reserve collection located behind the circulation desk. A very small budget is available for purchasing textbooks, but the majority of texts are donated by instructors. The reserve collection is heavily used by the students.

In addition, the Library has a small microfilm/fiche periodical collection and a small video collection. The Library provides basic audio-visual equipment for students including microfilm/fiche readers, TV/VCRs, DVD and CD players, cassette players, two photocopiers, and a typewriter.

The current Library budget for the monograph collection is \$17,540. The print periodical budget is \$17,679, and the budget for electronic databases is \$36,364 [2C-2].

• Figure II-5: Student Satisfaction with Information Commons; Fall 2002, 2003, 2004



#### Evaluation:

The Library meets this standard. However, the following concerns should be addressed:

Prior to the fall of 2003, the Library was staffed by four full-time librarians and the equivalent of one full-time position in part-time librarian hours. In addition, 3.5 FTE library technicians were employed to work at the Circulation desk and in the technical services area processing books and orders and managing the budget.

During the budget crunch of 2003, the Library lost its part-time librarian hours, its full-time computer lab technician (despite the growth in the number of PCs from approximately 35 to approximately 100) and 1.5 FTE of its library technicians. The work done by the Technical Services Library Technician and the Instruction Materials Specialist has been assumed by the two remaining Library Technicians. While some money (\$38,000) has been added back to the Library budget for part-time librarians (in 2002-2003, it was \$90,562), no relief is expected in the Library's technician positions. The work of the Computer Lab Tech has been left largely to student workers with librarians and staff filling in. Lack of staff is further exacerbated by

time consuming and paper-based processing in acquisitions and serials. This was noted in the 2001 report, "Evaluation of the Library and Recommendations for Development" and is still the case four years later [2C-3].

The work of the Librarian FTE hours has been absorbed primarily by the Public Services Librarian and the two Access Services Librarians. Because of the increase in time on the reference desk for the Public and Access Services Librarians, many projects have been reprioritized, including: grant writing; Web page updates; creation of course related research guides; implementation of more Information Competency workshops; and collection development.

It is worth noting though, that the satisfaction of the students has markedly increased with the added hours of full-time Librarians on the reference desk – the number of Very Satisfied students went from 28.9 percent in fall of 2002 to 34.8 percent in Fall 2003 and 37.2 percent in Fall 2004 [2C-4].

• Table II-2: Information Commons Usage Statistics

Information Commons Usage Statistics June, 2003 – February, 2005					
Month	Total Uses	Total Time	Average Session	Days/Mo open	Ave uses/day
Jun-03	1,615	763:11	28.35	9	179.40
Jul-03	3,641	1,943:30	32.03	15	242.70
Aug-03	4,283	1,694:44	23.74	9	475.90
Sep-03	11,787	5,728:07	29.16	20	589.30
Oct-03	14,714	7,264:09	29.62	23	639.70
Nov-03	10,418	5,281:21	30.42	16	651.10
Dec-03	9,348	4,463:23	28.65	15	623.20
Jan-04	5,099	1,973:46	23.23	8	283.30
Feb-04	11,041	5,025:05	27.31	18	613.40
Mar-04	13,646	6,461:56	28.41	22	620.30
Apr-04	10,248	5,065:03	29.66	17	602.80
May-04	9,209	4,538:26	29.57	17	541.70
Jun-04	1,358	593:50	26.24	7	194.00
Jul-04	4,037	1,889:31	28.08	16	252.30
Aug-04	4,455	1,875:22	25.26	7	636.40
Sep-04	14,894	7,086:21	28.55	21	709.20
Oct-04	14,002	7,011:52	30.05	21	666.70
Nov-04	13,416	6,801:57	30.42	19	707.10
Dec-04	10,127	5,126:08	30.37	16	632.90
Jan-05	6,482	2,710:08	25.09	9	720.20
Feb-05	13,285	6,419:20	28.99	18	739.10
<b>TOTALS</b>	<b>187,105</b>	<b>89,717:10</b>	<b>28.77</b>	<b>323</b>	<b>579.30</b>

The Information Commons continues to be a popular student learning resource. According to the 2004 Student Survey 95.8 percent of students surveyed were satisfied with or very satisfied with the Commons. That number has been stable over the last three years. The table below shows steady growth in usage, dating from the time the PC Reservation software

was installed, rather than when the Commons opened because there are no reliable statistics from those months.

Prior to the arrival of the Information Commons and its 60 PCs, the Library had a full-time Computer Technician working in the Library's Computer lab. Shortly thereafter, the computer technician was promoted and the position filled with a new technician, who was then reassigned to general campus responsibilities. The Commons is now staffed by student workers 45 out of the 57.5 hours the Commons is open, with the Computer Technician acting as "on call" supervisor. These student workers answer basic student computing questions. When there is no student worker available, questions are fielded by a reference librarian or computer technician on call.

In the spring of 2001, Library staff completed a detailed "Evaluation of the Library and Recommendations for Development." This report points out that, based on the 1994 standards set by the *Association of College and Research Libraries, Community, Junior, and Technical College Division*, the College Library falls short of the recommended ACRL guidelines for like-sized colleges in all major categories, except assignable square footage (ASF). Further, the College Library falls below comparable colleges in three out of the seven listed categories (figures based on FY1999-2000). The table below has been updated to include figures from last year only, as there is no practical way to update the rest – the Chancellor's Office Surveys which supply most of the data have not been published since that time. Compared against the College are Ohlone, San Joaquin Delta College, Diablo Valley College, and Santa Rosa Junior College.

• Table II-3: Comparison of Library Budget of Solano Community College and Neighboring Community Colleges

Category \ FTES	ACRL Goal	SCC 7,372	SCC 04	Ohlone 7,405	SJDC 13,909	DVC 16,638	SRJC 18,733
Book Budget – \$/FTES	14.69	7.42*	\$2.14** \$7.00	6.75	8.68	5.84	6.67
Periodical Budget – \$/FTES	8.70	1.66	\$6.58***	3.38	5.39	1.49	2.59
AV Materials Budget – \$/FTES	3.12	1.76	n/a	1.13	2.44	1.04	1.27
Collection Size – Titles	95,000	43,853	46,085	62,424	93,073	88,498	115,203
Professional Librarians – FTE	8	5	4	5	4	6	8
Technicians – FTE	9	4	1.75	7	15	7	10
Physical Accommodations – ASF	9,500	19,667	19,667	22,027	39,017	37,366	29,500

\*This includes the last year of a one-time, \$75,000 grant that had been spread over three years. The regular annual book budget was (and still is) \$10,540, which represents \$1.47/FTES (less if current FTES figures are used).

\*\*The \$2.14 figure is the amount in the budget for the library for the last fiscal year. The \$7.00 figure is accurate only for '04-'05 because of a \$40,000 one time gift from the college to begin updating the collection.

\*\*\*This figure includes our electronic databases made possible by TTIP funds. The print periodicals are \$2.15 per FTES and the electronic databases are \$6.58 per FTES.

While the Library book budget remains stagnant, book costs have skyrocketed. The charts below show some information pulled from the Bowker Annual [2C-5] which covers the latest figures available for each category. The average cost increases over the last ten to fifteen years range from 40.3% to 54.6% for academic books, and the corresponding difference in the Library's budget has not increased in proportion to even the least figure.

• Table II-4: Average Cost of Academic Books

Average Costs of North American Academic Books (1989, 2000 to 2002) by Subject Area					
Subject Area	Base Year	Annual Costs			% Chg Since 1989
	1989	2000	2001	2002	
<i>Fine and Applied Arts</i>	\$40.72	\$46.07	\$51.11	\$58.19	42.9%
<i>Literature and Language</i>	\$24.99	\$35.90	\$34.07	\$35.83	43.4%
<i>Math and Computer Science</i>	\$44.68	\$66.40	\$67.75	\$66.47	48.7%
<i>Psychology</i>	\$31.97	\$45.68	\$43.94	\$44.85	40.3%
<i>Science</i>	\$56.10	\$66.12	\$82.31	\$86.72	54.6%
<b>Average</b>	<b>\$39.69</b>	<b>\$52.03</b>	<b>\$55.84</b>	<b>\$58.41</b>	<b>47.2%</b>

• Table II-5: Average Cost of Periodicals

Average Costs of U.S. Periodicals (1984, 2002-2004) by Selected Subject Areas					
Subject Area	Base Year	Annual Costs			% Chg Since 1984
	1984	2000	2001	2002	
<i>Chemistry &amp; Physics</i>	\$228.90	\$1,519.83	\$1,626.47	\$1,765.20	771.2%
<i>Education</i>	\$34.01	\$146.98	\$159.39	\$175.10	514.9%
<i>Fine &amp; Applied Arts</i>	\$26.90	\$62.33	64.72	68.77	255.6%
<i>Literature &amp; Language</i>	\$23.02	\$64.95	\$71.43	\$76.16	330.8%
<i>Mathematics &amp; General Science</i>	\$405.56	\$603.11	\$647.10	\$704.12	660.8%
<i>Philosophy &amp; Religion</i>	\$21.94	\$67.11	\$72.18	\$77.16	351.7%
<i>Physical Education</i>	\$20.54	\$57.15	\$59.33	\$64.25	312.8%
<i>Political Science</i>	\$32.43	\$148.77	\$161.24	\$176.12	543.1%
<i>Sociology &amp; Anthropology</i>	\$43.87	\$217.37	\$235.83	\$261.86	596.9%
<b>Average</b>	<b>\$59.80</b>	<b>\$320.84</b>	<b>\$344.19</b>	<b>\$374.30</b>	<b>481.98%</b>

• Table II-6: Average Cost of Hard Cover Books

Average Costs of Hard Cover Books (1994, 2001-2003) by Selected Subject Area					
Subject Area	Base Year	Annual Costs			% Chg Since 1994
	1994	2001	2002	2003	
<i>Art</i>	\$39.97	\$56.00	\$60.87	\$52.13	23.3%
<i>Biography</i>	\$30.43	\$53.05	\$50.13	\$85.04	179.5%
<i>Business</i>	\$42.72	\$95.61	\$99.71	\$89.34	109.1%
<i>Fiction</i>	\$20.95	\$28.84	\$30.35	\$27.56	31.5%
<i>General Works</i>	\$60.41	\$167.40	\$157.12	\$119.05	97.1%
<i>History</i>	\$40.20	\$61.21	\$57.43	\$58.95	46.6%
<i>Literature</i>	\$37.77	\$62.99	\$66.95	\$72.36	91.6%
<i>Science</i>	\$90.12	\$100.61	\$106.51	\$105.22	16.7%
<i>Sociology &amp; Economics</i>	\$50.24	\$94.80	\$70.27	\$71.28	41.9%
<i>Technology</i>	\$81.03	\$99.33	\$95.95	\$96.35	18.9%
<i>Averages</i>	\$49.38	\$81.98	\$79.53	\$77.73	65.62%

The 2004 ACRL Standards for Libraries in Higher Education, [2C-6] rather than setting one national standard, recommend creating Library standards by comparing each library to a self-selected group of peer institution libraries. ACRL Standards suggest several criteria to look at and point to the National Center for Educational Statistics for purposes of gathering comparative data. In addition, some data is available from the California Community Colleges Library and Learning Resources Program Annual Data Survey.

Following these guidelines, the College Library has chosen to compare itself to three like-size institutions as well as three institutions closest to us geographically. These institutions are, respectively: Ohlone, Mira Costa and the College of San Mateo and Santa Rosa Junior College, Diablo Valley College and American River Community College. The statistics come from the California Community Colleges Library and Learning Resources Program Annual Data Survey and the National Center for Educational Statistics, Library Statistics Program\*, both of which have only 2001-02 available for comparison – consequently, we are using “Solano then” and “Solano now” figures to give a more updated view. Collection Holdings data has been retrieved from

[http://www.cccco.edu/divisions/esed/aa\\_ir/llrp/attachments/ADS200102.xls](http://www.cccco.edu/divisions/esed/aa_ir/llrp/attachments/ADS200102.xls)

— the NCES data was retrieved from

<http://nces.ed.gov/surveys/libraries/academic.asp>.

• Table II-7: Comparison of Library Costs of Solano Community College and Similar Institutions

Name of College	Books and Serials	Periodicals and Newspapers	Total Materials	Total Operating Expenses	FTEs	Total \$/FTEs
Solano Community College*	\$53,904	\$17,679	\$71,583	\$617,986	7,692	\$80
Solano Community College	\$61,621	\$17,700	\$79,321	\$710,352	7,141	\$90
Mira Costa	\$111,093	\$21,168	\$132,261	\$1,343,274	5,591	\$240
College of San Mateo	\$44,151	\$40,135	\$84,286	\$706,926	8,933	\$79
Ohlone	\$30,000	\$25,000	\$55,000	\$1,088,483	8,380	\$130
Diablo Valley College	\$100,000	\$28,617	\$128,617	\$2,284,769	17,743	\$129
American River College	\$176,929	\$24,956	\$201,885	\$ N/A	18,915	\$66
Santa Rosa Junior College	\$99,775	\$55,231	\$155,006	\$2,027,644	19,302	\$105

\*Most current data (2003-2004)

Despite the small budget, results from general student surveys and feedback from students in orientations and courses show that the Library is meeting the standard.

The heavily used Textbook Reserve collection in the library is helpful in relieving some of the financial pressure that students face. However, the collection is relatively small and dependent primarily on instructor donations. As the cost of textbooks is a significant financial barrier to education, this collection should be expanded to meet the textbook needs of as many students as possible. Instead of relying on instructors to donate textbooks, a healthy textbook budget should be established for the Library. In conversation with the Vice President of Technology and Learning Resources, ASSC has expressed interest in funding a project to expand this collection to include at least one copy of every in-use textbook.

Some steps have been taken toward improving the collection and the Library study spaces with money spent in 2005, but more funding is needed to improve the collection. In addition, increased funding for the textbook reserve collection and the video collection would be beneficial to students and faculty.

Paid for by Measure G, renovations on Building 100 are scheduled for 2006-2007. The renovations should significantly improve the Library's facilities.

#### Planning Agenda:

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.

*Other Learning Support Services:*

**College Career Center**

The Career Center is located in the Student Services Building, Building 100, on the main campus of Solano College in Fairfield, California. The Career Center occupies part of a common area which also contains the English as a Second Language (ESL) Lab, the Reading and Writing Labs, and a separate classroom for counseling classes, Room 135, and has been housed in this location since August 1995.

Clear signage in the building directs students to the Career Center, and highly visible signage guides students within the Career Center. The Career Center is one link on the Counseling Division home page and a selection on the search drop down menus of the College Web site home page. The Career Center is also listed in the College Catalog and Schedule of Classes.

The Career Center Specialist has had some responsibilities for Transfer Center activities since 1995, and in summer 2003, the Specialist assumed responsibility for assessment testing for English. The transfer and assessment responsibilities will be addressed in the hiring of persons for those areas in the spring of 2005.

The Career Center Specialist retired at the end of the fall term, but has returned part time to assist with the Center until the hiring of a replacement in spring 2005. Hours of operation for the Career Center have been adjusted as necessary until the hiring occurs. One or two work-study students assist the Career Center Specialist on a regular basis.

The Career Center provides the following services:

- Support services for Counseling 50, Career/Life Planning classes held at the main campus, as well as the two satellite campuses. Support services include career center orientations, use of career software, books, videos, and printed materials, as well as assistance in locating the center's information.
- Support services to individual students interested in researching educational pursuits and careers via software, videos, books, catalogs, and printed materials.
- Support services to vocational rehabilitation clients, referred to the Center by county and state vocational rehabilitation counselors. Clients are interested in information about educational opportunities and careers based on retraining needs.
- Information and referral services to the public, who are interested primarily in information about primary careers and career changes.

- Annual Career Fair, held in the spring and sponsored by the Career Center [2C-7].

Though responsibilities and working hours of the Specialist have changed over time, the Center has provided information and support services to Career/Life Planning counseling classes, individual students, and community residents. Institutional dollars support the Career Center, providing free services to several hundred students every semester.

The Career Center offers a wide variety of materials including:

- Micro Skills on EUREKA Career Information System software, a computerized informal assessment
- EUREKA California Career Information System (CCIS)
- Career information
- Two and four year post-secondary colleges and universities in California, the U.S., and abroad
- Post-secondary vocational apprenticeships
- Vocational training, including county Regional Occupational Programs (ROPs) [2C-8]

The above information is available in several delivery modes:

- Five networked computers with access to the Internet; EUREKA California Career Information Systems 2004-2005; College Source, a subscription database. One computer is also available for students enrolled in the Disabled Student Services Program which is voice activated for hearing-impaired students and has zoom capability for visually impaired students. The computer is also available to disabled students enrolled in a reading and/or writing lab at the College.
- A wide variety of books on careers, fastest growing careers, career planning self-help, and educational opportunities based on college majors.
- College and university catalogs for California Community Colleges, California four-year public and independent colleges, as well as historically Black Colleges.
- Reference publications, such as Peterson's Guide to two- and four-year universities and colleges.
- Reference books including the Dictionary of Occupational Titles, Occupational Outlook Handbook, Encyclopedia of Careers and Vocational Guidance, Holland Code Reference Book, and the Guide for Occupational Exploration.
- Pamphlets and flyers on California-based employers and small business development.
- Some recruitment materials, such as the Armed Forces Careers.
- Binders with occupational briefs, California Occupational Guides.
- Pamphlets and guides on cover letters, resumes and job interview preparation.

- Study Abroad and Work Abroad information.
- Folders on professional associations.
- Vocational Bibliographies.
- Occupational Videos, produced by EUREKA.

Career Center users have access to the above referenced material, but in the center only. Career center users can print out information from online and EUREKA sources; however, printing is limited due to budgetary constraints. The Career Center has one copier, four tables, and 32 chairs, as well as a VCR.

#### Evaluation:

The College meets this standard.

The College Career Center offers a wide variety of materials and services designed to support student learning and related educational and career goals. Support services include Career/Life Planning classes as well as assistance and referral to individual students and community residents for career and educational planning. Materials include print and online career information software, college and university catalogs, post-secondary vocational apprenticeships, and vocational training.

• Table II-8: Accreditation Self-Study Survey of Faculty and Staff Selected Results

Dissatisfaction v. Satisfaction on Questions Related to Educational Programs, Based on Evaluative Responses Only						
Question	Term of Survey	N	Sample % Dissatisfied	Sample % Satisfied	Total % Dissatisfied	Total % Satisfied
20. Adequate Services for Day Students	Fall 02	99	6.1	93.9	6.0	94.0
	Fall 03	112	5.4	94.6		
	Fall 04	122	6.6	93.5		
21 Adequate Services for Evening-only Students	Fall 02	78	44.9	55.1	48.9	51.1
	Fall 03	90	47.8	52.2		
	Fall 04	102	52.9	47.1		
22. Adequate Services for Students at College Centers	Fall 02	54	20.4	79.6	33.7	66.3
	Fall 03	69	39.1	60.9		
	Fall 04	73	38.4	61.5		
23. High-quality Services Provided by Staff	Fall 02	74	16.2	83.8	12.2	87.8
	Fall 03	94	9.6	90.4		
	Fall 04	95	11.6	88.4		
24. Adequate Facilities for Student Services	Fall 02	70	45.7	54.3	41.6	58.4
	Fall 03	86	41.9	58.1		
	Fall 04	89	38.2	61.8		
25. Services Contribute Significantly to Student Success	Fall 02	77	10.4	89.6	8.4	92.6
	Fall 03	100	7.0	93.0		
	Fall 04	109	8.3	91.7		

Data collection is problematic; sign in sheets need to be developed to record student usage in the Career Center.

The Transfer Center Follow-up Report includes student ratings tabulated for the Career Center. Statistics show that 56 students reported either “satisfied” or “very satisfied”, and two students reported dissatisfaction with the career center for spring 2003 through spring 2004 [2C-9].

In addition, the Accreditation Self-Study Survey of Faculty and Staff: Tabled Data—Fall 2002, Fall 2003, Fall 2004 [2C-10], page 11, includes results from faculty and staff regarding satisfaction vs. dissatisfaction with various services and College functions. A total of 92.6 percent are satisfied that services contribute significantly to student success (question #25). However, 41.6 percent indicated dissatisfaction with facilities for student services (question #24); 48.9 percent expressed dissatisfaction with services for evening-only students (question #21); and 33.7 percent conveyed dissatisfaction with services at College Centers (question #22).

#### Planning Agenda:

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 Web site.

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.

### **Transfer Center**

#### Description:

The Transfer Center is located in the center of Building 100, it is a highly visible and accessible glass-enclosed room. The center is open during fall and spring semesters and closed during the summer session. Open hours are posted on a sign near the door. For the spring 2005 term, hours of operation are Tuesday, 10 a.m.-12:30 p.m.; Wednesday 4:30 p.m.-6:30 p.m.; and Thursdays 9 a.m.-12:00 pm. Additionally, the center is used by the California State University, Sacramento (CSUS) representative on Wednesdays and the University of California, Davis (UCD) representative on Mondays throughout the semester.

A counselor staffs the transfer center during open hours; students utilize the resources and talk with the counselor on a drop-in basis. The counselor helps students with their transfer decision process and refers them to materials, counseling service, or university representatives.

The Transfer Center houses college catalogs from the California State Universities, the University of California system, the California Community Colleges, and California independent colleges, as well as some out-of state colleges. Additionally, the center has three computers with Internet connection, and the College supports a site license for collegesource.org, a database offering online access to national and international catalogs.

Videos, DVDs, and CD's are available for center use only. Medical and law school collections are available as well.

The Transfer Center and counselor offer the following services and resources: sponsoring various activities, including student field trips to U.C. Davis (UCD), U.C. Berkeley (UCB), CSU Sacramento (CSUS), and Sonoma State University (SSU). These trips are usually held during the spring term; however, no field trips were offered for spring 2005 due to budgetary and staffing limitations. The Transfer Center also sponsors the annual fall College University Day presentations, when four-year college representatives are available to students.

During fall semesters, application workshops are offered to students who plan to transfer to a U.C. and/or CSU and are conducted by the Solano transfer counselor, as well as the CSUS and UCD representatives.

Throughout the year, the Transfer Center counselor visits counseling classes to disseminate information on the transfer process and requirements. Counseling 68, University Transfer Success, has been offered at least once a year and is part of the summer 2005 curriculum at the Vacaville Center. The course provides a comprehensive study and analysis of the transfer process from a community college to a four-year college or university.

Transfer center staff also coordinate any guaranteed admission program, including those with UCD, SSU and the University of California at Santa Cruz (UCSC). Students may also receive on-the-spot admissions when offered by various California State Universities.

The Transfer Center counselor is responsible for keeping abreast of current climates related to student transfer, including new requirements and regulations, and in turn, regularly communicates these to counselors and the campus, in division meetings, via e-mail and special training sessions. Currently, the web presence is minimal, consisting of a link (to a page of basic information) from the Counseling home page.

#### Evaluation:

The Transfer Center meets the standard. However, data collection is a concern; the practice since the fall of 2003 has been to record student usage on a sign in sheet. CSUS and UCD sign-in sheets for representatives have historically not been kept after completion of representative-student meetings. Moreover, flyers announcing field trips have not been filed; however, the transfer counselor does record and maintain monthly statistics for students who visit the Transfer Center, as well as the field trip statistics.

The Transfer Follow-up Report includes student ratings tabulated for the Transfer Center. Twenty-eight respondents indicated very satisfied and satisfied for spring 2003; while 50 respondents indicated the same for fall 2003; and 25 respondents for spring 2004.

In addition, the Accreditation Self-Study Survey of Faculty and Staff: Tabled Data—Fall 2002, Fall 2003, Fall 2004, Student Services includes a summary of results from faculty and staff respondents regarding their satisfaction vs. dissatisfaction with various services and College functions. Questions pertinent to student services in general include questions 20, 21, 22, 23, 24 and 25. A total of 92.6 % are satisfied that services contribute significantly to student success (question #25). However, 41.6% of respondents are dissatisfied with adequate facilities for student services (question #24), 48.9% are dissatisfied that there are adequate services for evening only students (question# 21) and 33.7% are dissatisfied that there are adequate services for students at college centers (Question #22).

• Table II-9: Student Satisfaction with Transfer Center as Indicated in Transfer Follow-up Report

			Semester Group			Total
			Spring 03	Fall 03	Spring 04	
Transfer Center	Very Satisfied	Count % within Semester	15 53.6%	32 64.0%	14 56.0%	61 59.2%
	Satisfied	Count % within Semester	13 46.4%	18 36.0%	11 44.0%	42 40.8%
Total		Count % within Semester	28 100.0%	50 100.0%	25 100.0%	103 100.0%

**Planning Agenda:**

The Transfer Center expects to maintain the current level of services and, budget permitting, reconvene university field trips.

The Transfer Center will move into the new Student Services building in the year 2006-07. The Transfer Center will be located on 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.

The College and Student Services will investigate ways to provide additional services to evening-only students, and College Centers, and to provide adequate facilities

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.

The College also offers for student use:

- The Math Activities Center [See Standard II.A.]
- Business and Computer Science Division Labs/Classrooms [See Standard II.A.]

**II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

The Library strives to ensure collaborative efforts in collection-building by encouraging teaching faculty to request materials. At this time the process is informal and is based mostly on instructor interest. Book request forms are available from the Library Web site and can be e-mailed or mailed to the Technical Services Librarian. New faculty is informed about this

process during the New Faculty Orientation. Instructor requests are prioritized and ordered as money permits. The librarians solicit reading lists from instructors when applicable, and texts are ordered accordingly. For example, winners of the Pulitzer, Booker, and National Book Award, as well as various winners of the Nobel Prize, have been purchased upon instructor request. We have recently added the electronic Books in Print to help with collection development. This will allow instructors in other divisions to electronically recommend items for purchase. In addition each librarian serves as a designated liaison to one or more instructional divisions.

Electronic databases are purchased to facilitate general and subject specific research. General purpose database subscriptions include ProQuest, EBSCOhost, Lexis Nexis, Gale Academic ASAP, Books in Print, Net Library, Encyclopedia Britannica, and CQ Researcher. The Library also subscribes to specific databases to support research in unique disciplines. For example, nursing students use CINAHL; Biology students use ProQuest Biology Journals; Literature and Theater students use Literature Resource Center; Psychology students use PsycArticles and PsycInfo; Speech students use Facts.com and Historical New York Times; Computer Science students use the electronic Safari Technical ebook collection; Business students use Lexis/Nexis, the Business and Company Resource Center and NetLibrary. Before the subject databases are purchased, as time permits, faculty in the relevant disciplines are usually consulted. Databases are purchased via the Community College League or in conjunction with SNAP.

The Librarians stay informed of new courses and programs through active participation on the Academic Senate and the Curriculum Committee. When new courses are proposed, a Librarian must “sign off” on the proposal before it moves to the Curriculum Committee. The sign-off process not only informs the Librarians of changes in the curriculum but also provides the Librarians with a chance to contact faculty and purchase ancillary materials for the new course.

Many titles added to the collection by the Librarians are selected from Choice, a review publication, which evaluates academic materials. Comprehensive literary criticism sets have been purchased, including *Short Story Criticism*, *Shakespearean Criticism*, and *Poetry Criticism*. In addition, encyclopedia sets for nutrition, health, and natural science have been acquired.

Collection integrity has been broached in the past using the barometer of Mary Ann Laun’s *Vocational and Technical Resources for Community College Libraries: Selected Materials, 1988-1994*. The Technical Services Librarian uses it to ensure that standard works are not discarded.

The collection has not been systematically weeded since the Library was automated in 1996. In sporadic cases, weeding is done in collaboration with affected divisions. For example, a Librarian is presently working with the Nursing Department to cull and update the nursing collection. The Nursing contact and the Librarian determined that the Librarian will pull books older than ten years and items that have not circulated for five more years. In addition, Nursing reviews its list of periodicals on an annual basis and adds/deletes titles. This year, the nursing faculty determined that retrospective issues of nursing journals older than ten years need not be kept.

#### Evaluation:

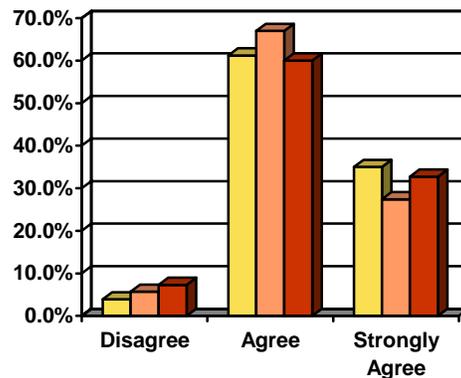
The College partially meets this standard.

Much concern has been expressed by some of the Library faculty over the maintenance of the physical collection. Concerns generally involve lack of published standards for collection development and the weeding of old materials. The collection has not been inventoried since the Library was automated in 1996, leaving staff unclear as to what is available and what is missing. Acquiring statistics from SNAP about the overall age of the collection has proved problematic and requires much data manipulation. The last attempt to assess the overall age of the collection was made at the time of the 2002 Focused Midterm report. The appraisal found that “one-twelfth (8%) of the titles in the Library were published prior to 1950; over half (60%) between 1950 and 1979. The remaining (books) (32%) are equally divided between the 1980s and the 1990s” [2C-11]. The last two years have seen an increase in acquisition of new materials, rendering the previous numbers somewhat inaccurate; however, without an up-to-date inventory or systematic weeding, it is impossible to verify how much of the collection is outdated. A more formal process is needed for development and weeding to ensure that the collection truly supports the campus community.

The database collection is heavily used by students and faculty and is evaluated on a more regular basis by the librarians and the SNAP Partners.

Based on evaluative (i.e., agree vs. disagree) responses from the 2002 and 2003 Accreditation Survey of Faculty & Staff, there is strong (95.2%) agreement with the statement that faculty are involved in the selection of instructional equipment and materials.

- Figure II-6: Faculty and Staff Responses to “Faculty are involved in selecting instructional equipment/materials,” Fall 2002, Fall 2003, Fall 2004



#### Planning:

The new Vice President of Technology and Learning Resources and the Library faculty have begun discussing standards for collection development and collection weeding. Each librarian has been tasked with developing “best practices” for the divisions he/she represents and will present those ideas at the beginning of the fall 2005 semester, with an eventual goal of setting Library standards for evaluating, weeding, and developing the collection.

Working in tandem with SNAP administrators the College Library collection will be inventoried by fall 2005.

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.

*Other Learning Support Services:*

### **Tutoring Center**

#### **Description:**

The Tutoring Center, located in Room 1102 of the portable, maintains a collection of current textbooks, old textbooks for reference, English and foreign language dictionaries, and various study skills handouts. There are two "district standard" computer stations with internet access, and one "non-district standard" computer station without internet access, available for tutoring students with writing assignments, and for tutoring students in some CIS classes or who have coursework with online/computer components. For students requiring the use of specialized CIS software not available in the Tutoring Center, tutors and tutees may work together in one of the computer labs located across campus in the 500 Building.

In addition to the three computer work stations mentioned above, the Tutoring Center has 23 tables and 57 chairs, which are currently configured into fifteen tutoring stations. Five double-sided whiteboards and one single-sided whiteboard are also available for use in these tutoring areas. Printers and a photocopier are also located in the Tutoring Center for tutors and tutees to print or copy class assignments, documents, handouts, and other tutoring-related paperwork.

With the goal of increasing success and retention, the Tutoring Center offers free peer tutoring to students currently attending the College and enrolled in the course(s) for which assistance is desired. Up to three hours of tutoring per subject per week is available for all students, including those referred through categorical programs such as DSP and EOPS. Tutoring Center program services include individual and small group tutoring in most academic subjects. When there is a request for tutoring in a subject for which no tutor is currently available, efforts are undertaken to recruit and hire an appropriate student to fill that position. Our tutors are SCC students who have received an A or B in the subject to be tutored and were referred for the position by an instructor.

Over fall and spring semesters of FY 03-04, 513 students were tutored for 4,148 hours by 124 tutors who were eligible to tutor coursework from 228 classes. This tutoring was primarily by appointment only, although limited "drop-in" tutoring was offered as well.

#### **Evaluation:**

The College partially meets this standard.

The Tutoring Center's lack of additional computer work stations and course-appropriate software is often a limiting factor in providing sufficient student learning support services. The fact that tutors and tutees must make the trek across campus to be tutored in computer-related coursework is not only inconvenient but also means that tutoring sessions and attendance may not be adequately supervised and documented.

#### **Planning Agenda:**

None.

**Health Center Lab**

The Health Occupations Skill Lab, located in room 807 is open to nursing students from 8 a.m. to 4 p.m., Monday through Friday. The lab is a shared space with the EMT program, which meets in the evening hours.

The Skill Lab is used by nursing students as a study area and for practicing and testing of nursing skills. The nursing student population averages 100 throughout the two-year program. Fifty to sixty new students are added each fall semester. There is one full time Master's prepared skill lab instructor who also acts as the Skill Lab Coordinator.

The Skill Lab maintains a collection of textbooks and nursing journals for use in the lab and for checkout by students and faculty. However, the textbooks required in the program are housed in the College Library for student study, the library being open in the evening as well as the day for student use. The Lab also maintains a collection of video tapes and CD-ROM for study and reference.

There are two VHS tape players available and six "district standard" computer stations with Internet access. All computers, except one, have the same software, as well as Microsoft Office Suite Software, including MS Word, Access, Excel, Publisher, and Front Page.

The students use the computers for researching nursing journals, accessing the College Internet site, medical and nursing internet sites, information for state licensing requirements, writing papers, viewing the Skill Lab CD ROM collection, and personal e-mail. The College technical support staff maintains and repairs Skill Lab computers.

The Skill Lab materials are constantly updated and expanded. The collection is used for study before attending clinical, for lectures, and before practicing and testing specific skills in the lab. Other study materials include specific subject binders developed by the Skill Lab Instructor, which contain information and reference articles on skills and medical conditions.

**Evaluation:**

The Skill Lab's lack of a printer is often limiting. The students e-mail articles to their own home computer or copy to a disk.

**Planning Agenda:**

None.

**Computer Labs For Student Use**

The College provides computer lab support for a broad range of departments at the main Fairfield campus and at the current Vacaville and Vallejo sites. Students utilize the computer equipment both to fulfill course requirements and for supplementary study and experience.

Following is an itemized list of the computer equipment, by location:

**AutoCAD Lab (Room 1817)**

- There are twenty student stations and one instructor station with 17-inch flat screen monitors.

**Drafting Lab (Room 1305)**

- There are ten workstations, with 17-inch flat screen monitors.
- All the computers in the AutoCAD and the Drafting labs support AutoCAD 2004. Both rooms have large format plotters and printers that print A and B size drawings.

**Photography Lab (Room 1816)**

- There are six G4 Power Macintoshes, five eMacs, and one G4 workstation used as a server.
- This setup supports the PhotoShop application, scanning and color printing and the entire Photography program.

**Humanities Lab (Room 743)**

- There are 29 Gateway PCs and four Macintosh computers. There is an additional fifth Macintosh, a standalone machine. Additionally, there is a CDROM server.
- This room supports studies in English, French, Spanish, and German.

**Journalism**

- Room 1414: There are twelve Gateway PCs.
- Room 1416: There are four Gateway PCs.
- These rooms support the Journalism program, as well as the campus newspaper's Web site.

**Reading and Writing Lab (Room 136)**

- There are six PCs in this lab.

**Vacaville Center Lab**

- The lab consists of 39 student workstations, three instructor computers, three servers, and two printers. The lab supports the same programs as the Fairfield campus business lab, as well as supporting statistics (Minitab) and specialized software for Nutrition.
- Additionally, though not strictly part of the computer lab, there are four computers to support Fire Science, three to support the Student Resources and a single computer in the lobby to support registration. All have Internet connections.
- There is a three-quarter time lab technician to support the facility.

**Vallejo Center Lab**

- There are 27 student workstations, one disability workstation, one instructor station, one Sharp Notevision XG-NV2U Projector, one server, and one staff workstation.
- The workstations are Gateway Pentium III, 1.0G machines with 256M of RAM, 20G hard drives, and 17-inch monitors.
- There are two networked HP LaserJet 4050 TN printers.
- Norton Antivirus Corp. Ed., NetOp, Zoom Text, MS Office 2003, FrontPage 2003, MS Publisher, MiniTab (Math), and Diet Analysis+ (Nutrition) are all installed and supported.
- There is a full time lab technician on a 10-month work schedule to support the facility.

**Evaluation:**

The College meets this standard.

There are lab technicians, as well as central Technology Services and Support staff, who maintain the equipment and help faculty and staff use it effectively. Updates to software are made regularly, and hardware upgrades and replacements are made as budget allows.

#### Planning Agenda:

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.

#### "Smart Classrooms" for Faculty Use in the Classroom

A "smart classroom" is one equipped with technological devices that enable both instructors and students to share multi-media presentations – including videos (digital and tape), music, PowerPoint, Internet, or any combination of audio-video presentation formats and technologies. The College has recognized the importance of incorporating new technologies in the classroom to support student learning, increasing access to information in a digital age. As "smart classrooms" provide a constant Internet connection, students and faculty can benefit from instant, in-class access to up-to-the-minute information, as well as access to the library's extensive databases. The College has equipped many smart classrooms, keeping in mind the enormous funding, as well as technical support required to equip a classroom sufficiently, not to mention maintenance and updating of equipment.

Seven classrooms meet the current standard, and four more are being completed during the spring semester of 2005. The standard includes the following specifications:

#### Audio/Visual Equipment

Epson 821P	Dalite Model B Wall Screen 72" x 96"
V13H010L30 Spare Bulb for *21P	Dalite #6 Wall Brackets
Chief RPA6000 Mount for Epson 821P	Go Video DV3140 VCR/DVD Combo
SP Control smart Panel Chassis (Black)	Extron 26-238-04 50 ft. VGA cable m/m (non plenum)
with:	Tec Nec P-P-V-50 50 ft. RCA video Cable m/m
SP3AFVP+audiofollowpreamp	Extron 26-522-05 12 ft. micro VGA cables w/audio
SP2-VGA3.5Module	Dukane Camera 101
SP2-MRMudRing	Luxor LSAK Sound Alarm
SP2-VIDRCA jack w/stereoaudio	Interlink VP4300 RemotePoint Presenter
Microworks II Speakers	Kramer VP-211DS Auto VGA w/audio
SP2-ETH-M100Cat5jack	Agile Products Model CC-1101Closed Caption Decoder
SLB-Mini-Keylock	
SP2-Switch(2)	

**Cable installations**

Video Cable Installations (4 each)

Phone Cable Installation

Cat 5 Cable installation – printer

Cat 5 Cable installation – Instructor Station

Cat 5 Cable installations – Laptop

**Computer Equipment**

E-4300 6 Bay Instructor Station  
Computer

w/wireless keyboard & mouse  
w/17" Flat LCD Monitor

Centurion Guard HD Protection Kit

Annual Maintenance Fee

Q5928A HP LaserJet 1320N Printer

Additionally, there are fourteen systems of varying capabilities on carts stationed in a classroom, mobile within a particular building or mobile within the campus. There are 27 ceiling mounted data projectors, including the sites in Vallejo, and Vacaville, and at the Nut Tree. These systems are either directly connected to an instructor station or have cables that can be hooked up to systems brought into those rooms.

**Evaluation:**

The College meets this standard.

Given the high demand for “smart classrooms” and the relatively small number of classrooms fully equipped with the requisite equipment, the College’s current number of “smart classrooms” is insufficient. The non-standard units do not allow faculty to utilize multiple forms of audio-visual equipment with ease, and some are jerry-rigged to the extent that only faculty with training or extensive hands-on experience may confidently operate the equipment. The upkeep of a “smart classroom” must also be considered; currently, the College has one full-time employee on the Fairfield campus to manage everything from trouble-shooting, changing projector bulbs, and installing new devices.

As additional “smart classrooms” are equipped, the need for technician support will increase. Further, given the cost to equip a classroom fully as a “smart classroom”, the non-standard units will be utilized until funds are made available for “smart classroom” conversion.

The new center in Vallejo will be fully equipped with “smart classrooms,” as Measure G funding is dedicated to this project; only the maintenance of these systems will be a concern.

**Planning Agenda:**

None.

**Department Of Fine Arts and Behavioral Sciences Digital Database and Slide Library**

The Art Department provides students with a greater opportunity for learning through the implementation of new technologies in the classroom, expanding the use of the “smart classroom,” and bringing DVD, PowerPoint, and other digital and multimedia presentations into the learning environment.

With the added “smart classrooms” and DVD technology, the Art Department routinely incorporates digital video and multi-media presentations in teaching methodologies. To broaden the opportunities for creative teaching, and to support student learning, the department has linked its departmental computers over the network to the visual resources center, a computer database of digital images and video, giving instructors in the classroom instant access to thousands of digital images, streaming video, and documents. The visual resource center also includes a new flatbed scanner and slide scanner to assist in adding digital images to the database.

Currently, the digital database includes approximately 2,000 images from a broad range of cultures and historical periods. The art image database is categorized in folders, accessible from the visual resources center computer, as well as from the art faculty's office desktops and the Room 1301 "smart classroom" computer. The database also includes excerpts from films with relevance to classroom discussion and concepts presented. The collection of VHS video tapes includes approximately 150 videos and is organized by artist, art historical period, or technique. Videos may be checked out of the collection by faculty or staff, using a binder that provides an in/out information page for each video. The database also includes digital copies of several of these VHS tapes, many of which are rare and irreplaceable.

Conventional slides are also stored and accessible for faculty use in the visual resources center; the slides that are most useful and in good quality have been scanned into the digital database.

**Evaluation:**

The College meets this standard.

All slides are arranged in slide viewing cases by artistic period/era; however, they have not been inventoried and counted. Further, additional donations of slides must be evaluated for quality and categorized prior to inclusion in the traditional slide collection. The digital database, although extensive, must be further organized to optimize ease of use by faculty. The art faculty is presently engaged in discussions to evaluate the extent to which the older, more traditional slide technology should be replaced by current digital technologies, weighing multiple factors, including the faculty members' varying familiarity and comfort with the new technologies; the time that faculty members must invest in order to switch from traditional lecture formats to digital lecture formats; and the cost of purchasing and maintaining equipment to support digital technology.

**Planning Agenda:**

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.

**II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in Information Competency.**

**Description:**

Using the definition and core skills for Information Competency passed by the Academic Senate of the California Community Colleges, the College's Information Competency Task Force adopted the following definition and core skills for Information Competency at the College.

**Definition.** Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of Library literacy, research methods and technological literacy. Information Competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.

**Core Skills:**

- State a research question, problem, or issue
- Determine information requirements in various disciplines for the research questions, problems, or issue
- Use information technology tools to locate and retrieve relevant information
- Communicate, using a variety of information technologies
- Understand the ethical and legal issues surrounding information and information technologies
- Apply the skills gained in Information Competency to enable lifelong learning.

Commissioned as a sub-committee of the College Curriculum Committee, the Library-led Information Competency Task Force is charged with assessing the need for an Information Competency graduation requirement at the College and addressing various methods for implementing Information Competency into the College curriculum. Currently, Information Competency, along with Computer Competency, is listed as a challenge to be met in the 2004-2005 Educational Master Plan.

Current methods of integrating Information Competency into the curriculum (in practice or in pilot form) include the following:

**Library Research Orientations (Traditional and Online).** The College Library orientation program is the College's most successful means of integrating Information Competency into the College curriculum to date. During this 2004 calendar year, the Public and Access Services Librarians instructed 232 research sessions for 62 instructors in seventeen disciplines. The Public and Access Services Librarians instructed via orientations, 6,141 students in 2004, not accounting for students repeating orientations (For English alone, 85 research sessions were conducted instructing 2,362 students) [2C-12].

Dependent on instructor or course need, research orientations vary from general one-hour sessions to more tailored sessions offered over multiple class meetings. In general, Library orientations cover an introduction to the Library and accessing research assistance, using the Library OPAC, using the general periodical databases, using Web search engines, and evaluating information. Per instructor request, orientations can be tailored to meet specific assignments, cover advanced search techniques, and search specialized, subject-specific databases.

Orientations are offered in the Library Bibliographic Classroom, as well as at the Vallejo, Vacaville, and Travis sites.

In addition, online orientations have been piloted for the past year in online courses. Currently, the Library runs orientations for three to five online courses per semester with expanded offerings starting the fall semester of 2005. The online orientations use meeting room software provided by the same organization the librarians utilize to offer 24/7 Reference help (similar to the online environment for the Information Competency Workshops).

Online orientations are conducted in the following manner. The week prior to the actual orientation, a sign-up discussion thread appears in the online course. This allows the students to choose the best times for them and to ask questions about the process. The Librarian logs in and monitors this discussion section.

Then at the actual time of the orientation, the student logs in on his/her regular computer to attend the orientation. The Librarian's view contains a list of attendees, who see a PowerPoint presentation first, with text showing up in the chat box. Students can ask questions that are "heard" by the whole class or just the instructor. Then they go on a web tour, which depending on the focus for the orientation, may include tours of the Library catalog and e-book viewer, of the Library periodical databases, or of useful Internet sites. Instruction includes tips on using these resources to find information useful for their class assignments.

• Figure II-7: Librarian View of Online Reference Help

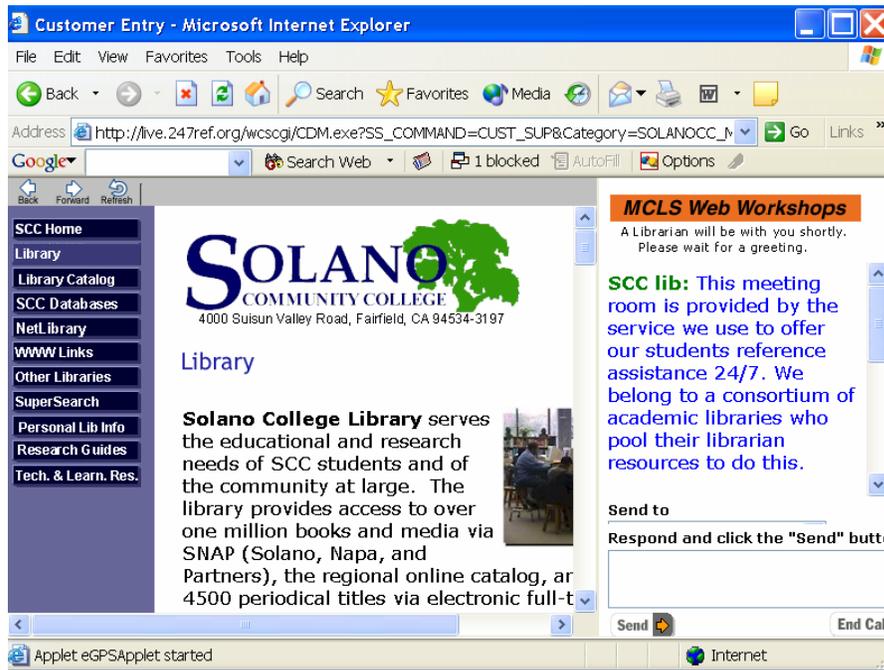


The online orientations are similar in content to orientations offered in the Library classroom. The only differences are the following: 1) because there is no eye contact possible, the e-orientations are sprinkled with questions to elicit feedback from students, and questions are welcomed; and 2) because the online courses are offered as asynchronous courses, the Library offers orientations two-three times a week per iteration, rather than just once to honor the spirit of the online courses.

**Integrated Information Competency Workshops (Traditional and Online).** For the past three semesters, one of the Access Services Librarians has been working with a faculty member to design and implement integrated Information Competency workshops into an online course requiring a research paper. This course requires students to attend three hours of online library instruction during the semester. The students are then required to complete three "Sources Consulted" lists, one each for books, periodical articles and Internet resources. To assess the effectiveness of the integrated online workshops, data has been gathered in the form of pre- and post-questionnaires designed to get an idea of the incoming and outgoing skill level, as well as pre- and post-proficiency tests based on the test developed by the Bay Area Community Colleges Information Competency Assessment Project.

In addition the Library is currently collaborating with the College Nursing Department to offer tailored workshops for the Nursing program. These workshops ensure that the nursing students have basic understanding of their main database, CINAHL (Cumulative Index to Nursing and Health Literature). For two years, the Nursing Lab Coordinator and the Public Services Librarian have collaborated to make sure that each student attends one of four Nursing Workshops. Fifty-five nursing students attended and completed the workshops in fall 2004.

- Figure II-8: Student View of Online Reference Help



**Reference Desk (Traditional and Online).** The College librarians find the Reference Desk an ideal place to teach Information Competency skills in a one-on-one environment. For example, when a student comes to the desk looking for a scholarly journal article, the librarian's task is not to find the article, but to instruct the student on how to find it him/herself. This often includes a discussion of topic, a definition of a scholarly article, the development of a search strategy, use of the database to find an article, and use of the information in the article, including how to cite it in a reference list. Additionally, students are encouraged to make appointments with the Library faculty to work on specific research projects. For example, one political science instructor requires one-on-one Library instruction as part of the class research project. During the 2004 calendar year the College Librarians answered 6,034 reference questions.

**Stand-alone Courses (Traditional and Online).** LR10 "The Basics of Information Competency" is a one-unit course integrating the standards for Information Competency defined by the Information Competency Task Force. The College Library resources are primarily used in instruction of these skills.

LR51 "World Wide Web Searching" addresses many of the competencies defined by the Task Force. It is taught primarily online, although offered once a year for students who need it face-to-face. It focuses primarily on the structure of information online and methods of access and evaluation. By the end of the course, students are able to find information online, using

advanced search techniques to evaluate what they find, to apply criteria for judging the appropriateness of different information, and to apply these skills to any online search tool.

**Paired Courses.** As part of the College Learning Community program, LR10 has been paired with English 1 and offered as a fully-integrated learning community. The course “Information in the Disinformation Age” prepares the serious transfer student for the rigors of a four-year university. This learning community develops valuable writing and Information Competency skills necessary for academic success while critically analyzing issues of the information age.

LR10/Counseling 50, in the planning stages, will be an online or hybrid learning community, which will teach students study and Information Competency skills.

**Stand-Alone Not-For-Credit Workshops (Traditional and Online).** In April of 2004 the Library piloted three “stand-alone” Information Competency workshops:

1. **Lost in the Library:** An overview of the resources available in the College Library. This workshop included instruction on how to locate and request books and e-books, as well as other resources using SNAP.
2. **Periodically Speaking:** An overview of periodical literature for research. Instruction included a definition of periodicals and their location, with a focus on electronic resources and database search strategies.
3. **Lost in Space:** An overview of the Internet for students. This workshop included instruction on what the Web is and is not, how to save time using search engines and other Web tools, and how to construct a search strategy.

Each workshop was offered once in the Library classroom and once online.

**Flexible Calendar Days.** In addition to student orientations, faculty Library sessions have also been included as part of the Flexible Calendar schedule. The most recent of these workshops looked at Information Competency and its successful incorporation into the community college classroom in any division, any discipline. This session explored faculty expectations regarding student research and possibilities for faculty-librarian collaboration in the student research process, so as to establish a fluid learning experience from the classroom to the library to the completed research project.

#### Evaluation:

The Library meets this standard.

Through the overwhelmingly successful orientation program, the Library provides instruction to over 6,000 students per year. The number of classes that the Public and Access Services Librarians teach indicates that instructors support Information Competency skills as an important part of undergraduate education. Though only collected sporadically, evaluations of orientations are favorable, and both instructors and students indicate that the orientations improve students’ ability to use the College Library resources and perform their research more effectively.

The for-credit Library courses have also been effective in integrating Information Competency into the College curriculum. LR51, offered predominantly online, fills every semester, and students rate the course highly in their evaluations. The LR10/English 1 course ran for the first time in fall 2004. Qualitative evaluations from participating students expressed support for the natural pairing of the two courses. Comparing the course to a stand-alone English

course, the English instructor felt that the addition of Information Competency provided students with much needed critical and research-oriented tools, allowing for a more complete and sophisticated instruction in the subtleties of college-level composition. Students were able to master more skills and to demonstrate greater aptitude in all facets of college writing, including critical thinking, planning, source evaluation and inclusion, and clarity. In short, the composition student was better prepared to compose essays across the curriculum at the college/university level.

The stand-alone not-for-credit workshops have met with mixed results. The workshops offered in the traditional workshop environment were attended by only a few students. The online version has been more successful as instructors have assigned this version as part of course work. The Nursing workshops have been successful for the same reason.

The Reference Desk continues to be an excellent way to teach one on one Information Competency skills.

The Library does not currently gather any information about enhancing student learning outcomes. However, a pilot program using student learning outcomes and assessment tools is in process in one of the Library courses, LR51, and in the integrated online workshops conducted within Counseling 55

Although the library meets the standard, it must be said that further efforts to integrate Information Competency are hampered by budget cuts and inadequate resources.

#### Planning Agenda:

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.

The Librarians will offer library-related Flex Cal activities, as budget and time permit.

The Librarians will develop student learning assessment tools for Information Competency and library instruction.

**II.C.1.c. the institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.**

#### Library

##### Description:

Hours of operation of the Library are:	M–Th	7:45 a.m. – 7:50 p.m.
	F	7:45 a.m. – 2:50 p.m.
Library hours up through 2001-2002 were:	M–Th	7:45 a.m. – 8:50 p.m.
	F	7:45 a.m. – 3:50 p.m.

The College Library strives to provide quality services, regardless of location. Particularly helpful in this endeavor is the Library Web presence, available at <http://www.solano.edu/library>.

Online reference service is available through participation in the 24/7 Academic Reference Consortium. As participants, the Access Services Librarians staff the virtual reference desk

four hours per week. In return our students can log in to receive help from academic librarians 24 hours a day, seven days a week. This service is available to all students, but particularly helpful to our online students, who may not be able to come in during hours of operation. Students can also e-mail questions to a College librarian or call the Reference Desk during open hours.

The SNAP OPAC and the SuperSearch OPAC are available via the Internet, and students can request books from our collection or from our partner library collections to be sent to any of fourteen libraries participating in the Solano Napa and Partners consortium.

The Library subscribes to 24 electronic databases and two electronic book collections, which are available without restriction from any computer on the College network, including the Vallejo and Vacaville Centers. Twenty of the databases and one of the e-book collections are available to our students off-campus as well.

Library handouts are available at each campus, but not online. These handouts provide information about the College Library, SNAP, SuperSearch, College databases, search techniques, identification of different types of periodicals, MLA citations, and Web evaluation.

Traditional library orientations for students are offered at each site.

The online instructors also have the option to schedule a synchronous online Library orientation for their students. These are offered two to three (depending on the size of a class) specific times during a week to accommodate the online students' different schedules.

The College librarians are committed to serving the diverse needs of the College community. One-on-one reference provides students time to work with a librarian whatever their needs or skills. Students are encouraged to make an appointment with a librarian if they want extensive instruction.

Titles for the print collection are selected with the diverse needs of the student body in mind. For example, the Library has a collection that is classified (in collaboration with ESL instructors) by skill level, rather than traditional Library of Congress Classification, specifically for ESL students. The Online Public Access Catalog (OPAC) interface is available in English and in Spanish. Some SNAP materials are available in French, Spanish, German, Italian, Chinese, and Japanese.

There are two Library computers for disabled students, each of which has special software installed (Zoomtext and JAWS) to assist disabled students with computing needs.

The Alternate Media Specialist provides students with disabilities materials (books, class handouts, overheads, etc.) in alternate formats including Braille, Large Print, Audio CD or DVD in an MP3 format, and Video Captioning. Materials can be made in-house or ordered from Alternate Text Production Center and Recordings for the Blind and Dyslexic.

#### Evaluation:

The College meets this standard.

The Library Web page contains most of the information a Solano student needs to know about the Library, as well as links to the Library catalog and databases; however, the page has not grown or changed significantly since its inception in 1998. The trend in many libraries has been to expand Library Web pages to include Internet guides and tutorials, in addition to Library information, and links to resources.

The print periodical collection has not been electronically catalogued. This creates a variety of access problems for the librarians, library staff, faculty and students. The only means of accessing the Library print periodical collection is to visit the Library and view the union list (last updated 2002). Fortunately, students can always call the reference desk for assistance (although the librarians there also have to rely on the same outdated union list).

Using technology already available through the Library's integrated library system, CARL, the librarians are discussing plans for cataloging the periodical collection. This is part of a larger discussion to make both the print and electronic periodical collections more accessible to the College community. To aid in this endeavor the Library subscribes to Serials Solutions and its Article Linker Service, which provides one point of access for all College periodical information, print or electronic. Cataloging the print periodical collection is essential for taking full advantage of this tool.

Cataloging the periodical collection will further benefit the Library by providing students 24-hour online access to the College's list of available print periodicals, increasing the use of the collection. Further, through reciprocal borrowing, other libraries will have access to the College's print periodical listing and have the opportunity to request articles via interlibrary loan, thus benefiting the SCC Library both in monetary credits from the California State Library and OCLC. Using the already available CARL serials module will also greatly reduce the time consuming paper-based processing of periodicals.

When labs are available, traditional format library orientations are held in the Vallejo and Vacaville computer labs, but most often they are taught using a laptop and projector with the students observing, rather than hands-on participation. This method is not as successful as hands-on instruction and has prompted some instructors to bring students from the sites to the Fairfield campus for instruction in the library classroom.

Online orientations have been very successful in offering distance learning students access to Library services without visiting the campus. Online orientations, together with access to library periodical databases and our 24/7 reference service, keep the level of service on a par with the on-campus library services.

#### Planning Agenda:

The Librarians will update the Web page and increase its content.

The Librarians will develop a plan to catalog the serials using available software.

The Librarians will 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.

#### *Other Learning Resources*

##### **Tutoring Center**

###### **Description:**

The Tutoring Center's hours of operation are 9:00 a.m. to 5:00 p.m., Monday through Thursday, and 9:00 a.m. to 3:00 p.m. on Friday during fall and spring semesters. The Tutoring Center is closed during the summer term. One full-time classified employee coordinates and oversees its day-to-day operations. Several student workers are hired each semester to assist with reception and clerical duties. During FY 03-04, individual and group tutoring combined totaled 4,148 positive attendance hours.

The online platform that houses all the online and hybrid courses—eCollege—also provides all instructors on campus, full-time and adjunct alike, a Web-based component for their face-to-face courses. Called an eCompanion Enhancement, this is a free service and allows instructors to post their syllabi, pictures, notes from class or anything Web-based they choose. It is the same software used in the hybrid and fully online courses, allowing both instructors and students to become familiar and comfortable with the online environment. Some instructors who have used this “enhancement” as part of their face-to-face class have developed a hybrid and a fully online course with much of the learning curve of creating a quality online course already mastered.

The following components are present in the eCompanion enhancement:

- Threaded Discussions – Provide the most advanced discussion tools available, allowing students and faculty to read an entire discussion on one page, as well as email directly from a thread.
- Gradebook – Synchronizes student submissions in one easy-to-use location.
- Gradebook CalculatorSM – Calculates grades based on possible points and assigns a “grade to date” for each student.
- User Activity – Lets the instructor view, to the minute, how much time each student has spent in each area of the course.
- DropBox – Serves as the central student submission area organized by assignment and integrates with the Gradebook.
- Document Sharing – Allows students and instructors to post documents for the entire class or for specific groups of students.
- Webliography – A resource of Web links posted to the course by both instructor and student.
- Journal – Allows students to keep an online journal that can be shared with the instructor or remain private.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

**II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

**Library**

Description:

The Library currently has a 3M bridge-gate model that students must pass through to enter or exit the Library. The gate has a counter to count the number of patrons entering the Library each day. The gate has a sensor that rings when a patron attempts to leave the Library without having his/her item desensitized. This bridge-gate does not have the capability to stop patrons if they choose to leave with Library materials.

The Library has alarms at the four emergency exit doors, which alert staff when a patron attempts to use them to exit the Library. These four doors are clearly marked for emergency use only.

The Library trash is scheduled to be emptied every night, and the staff bathrooms are on the same schedule. Due to budget cuts and lack of adequate staff, “deeper” cleaning happens much less often.

**Evaluation:**

The College partially meets this standard.

Currently, the gate does not have the capability to prevent students and items from leaving the Library. The Library has four double doors for use during an emergency, but even though the doors have alarms, there are times when a patron exits the Library using one of these doors. Staff can try to stop the patron, but if the student bolts, there is no way to prevent loss of materials.

Staff members are also concerned that there is no security for Library staff handling cash. Campus Police, however, will escort the staff member who takes the cash to Fiscal Services.

Although the maintenance staff works diligently to keep the Library free of trash and debris, the department is understaffed. The Library is used heavily by the campus community and requires constant upkeep. Students are not allowed to bring food or drinks into the Library, but they often do, evidenced by trash left behind. There has been much discussion over permitting food and drink in the Library, but this would not be possible without increased maintenance staff.

With the upcoming remodel of Building 100, which houses the Library, a more careful examination of entry and exit flows as well as physical security will be made. Emergency exit doors can be outfitted with timers that will delay their opening just long enough to allow the alarm to sound first and to discourage students from using those exits to take materials without checking them out. If appropriate, and when funds are available, the gate system may be replaced with one that does not allow free exit if items are not properly checked out. The programming for the remodel will include the opportunity to review these and other possible enhancements to security in the Library.

**Planning Agenda:**

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.

The Vice President of Technology will work with the Librarians and Library staff to evaluate and upgrade Library security.

*Other Learning resources*

**Tutoring Center**

**Description:**

The Tutoring Center Specialist, the classified employee who oversees the daily activities in the Tutoring Center, is responsible for ensuring that all doors are locked and the workspace is secured at the close of each work day. Work place security also involves protecting the

confidentiality of student records and information. Access to student information stored in the Tutoring Center database is secured by login password known only by the Tutoring Center Specialist and authorized student workers. Hard copies of student applications and other paperwork containing personal information are filed in lockable drawers and cabinets. Maintenance of the Tutoring Center's physical space is performed by College Maintenance and Operations personnel. Computer troubleshooting, when needed, is carried out by the Technology and Learning Resources staff.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

**Description:**

The Library currently has contracts with two consortia, North Bay Cooperative Library System (NBCLS) [2C-13] and Solano Napa and Partners (SNAP) [2C-14]. In addition, the Library relies on OCLC for Interlibrary loans that cannot be filled by SNAP or NBCLS. The Library also purchases subscriptions to approximately half of our electronic databases through a less formal consortium of California Community Colleges, facilitated by the California Community College League.

In 2004 the College Library loaned 3884 items and borrowed 1495 items through SNAP, NBCLS, and OCLC.

**Evaluation:**

The College partially meets this standard.

The Library has no formal method for evaluating the quality of contracted services. However, the Librarians have engaged in much discussion over the College's membership with SNAP. In addition, the 2001 report "Evaluation of the Library and Recommendations for Development" evaluates SNAP and identifies the following benefits and liabilities of our membership to the consortium:

**The benefits:**

- Group purchasing power for online databases (However, as noted above, the College can purchase the same databases through other sources, such as CCL).
- Ease of access to the Consortium's collections.
- Shared costs for computer power to run the system.
- Shared costs for technical expertise to run the system.
- Shared costs for the ILS.

- Provides patrons with a familiar user interface, regardless of the Library they visit in the area.
- Encourages cooperative collection development, which reduces redundancy in purchasing of materials and results in a broader selection of materials for patrons.
- Shared expertise and increased cooperation among libraries.

The liabilities:

- Lack of control over system setup and parameters. For example, the Library uses LC-based classification (which is used by a majority of academic libraries), while the other members use Dewey. The system parameters and reports are set up to efficiently use Dewey, not LC. As a result, the Library can't get the Collection Development reports it needs.
- Consortium policies and procedures may not be appropriate for the College's Library.
- There can be a lack of flexibility in implementing new procedures, enhancements, or modules.
- The needs of the public libraries take precedence over the needs of the academic institution.
- Specific or unique cataloging requirements and collection development reports have not been accommodated.
- The automated system is not providing the kind of functionality needed by an academic Library.

At this time staying with SNAP is the most financially viable option as the Library does not have the funding to buy and run its own OPAC. When budget permits, the Library should reevaluate the liabilities and benefits of SNAP against the liabilities and benefits of its own system.

Implemented in 2001, the OCLC Interlibrary Loan Service is growing at a steady pace. For no charge, students and faculty can request items not available through SNAP or NBCLS. Faculty and students find the resource useful, but there are problems with delivery time. Currently, the Library relies on the U.S. Postal Service to deliver Interlibrary Loans. Items can take up to two weeks to be received. When budget permits, it would be worthwhile to consider electronic document delivery systems to speed the process.

All three resources (SNAP, NBCLS, and OCLC) are defined by reciprocal borrowing. Not having electronic access to the print periodical collection limits the Library's ability to loan periodical articles to other libraries, honor reciprocal borrowing, or get valuable credits from OCLC and the California State Library.

Planning Agenda:

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.

**II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**Description:**

The Library has not been systematically evaluated since the 2001 report "Evaluation of the Library and Recommendations for Development," but it has taken part in the development of a Three-Year Plan and is now included in the institutional schedule for Program Review.

In addition, the Library and Learning Resources are featured in yearly surveys distributed to the faculty, staff and students.

The Library does not currently gather any information about the assessment of student learning outcomes.

**Evaluation:**

The College does not meet this standard.

Faculty, staff and student surveys tend to be positive. For example the 2002 and 2003 student survey found that respondents generally tended to be either "Satisfied" or "Very Satisfied" with the four basic Library services listed on the survey. Online resources tended to be rated highest. These showed the only significant change in ratings--from "Satisfied"/"Neutral" to "Very Satisfied" from fall 2002 to fall 2003. Analysis of only the evaluative responses shows a high level of satisfaction on all Library-related items. It is noteworthy that the librarian-selected online resources (e.g., magazine/journal databases, catalog, web guides, and 24/7 reference) received almost a perfect satisfaction rating (98.2%), the highest rated single item in the survey. However, faculty and student surveys are not enough; it is important the Library be evaluated in a more systematic manner.

**Planning Agenda:**

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.

The Vice President of Technology and Learning Resources will create a general Library Advisory Committee for the campus. This would be a committee of faculty members interested in advising and supporting the Library. It would provide a regular channel for information and inquiries to flow in mutual directions, informing the faculty about the Library's operations and allowing the Library staff and management to know more about faculty specific needs and interests, as they relate to the Library's functioning.

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.

**Other Learning Resources:**

Tutoring Center

**Description:**

Reports of total tutoring hours, students served, and courses tutored are prepared each semester. Each semester, tutors are evaluated by the Tutoring Center Specialist. Surveys requesting feedback from students on Tutoring Center services and tutor performance have been conducted, but inconsistently, and not always in reference to specific evaluations, plans, or goals.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

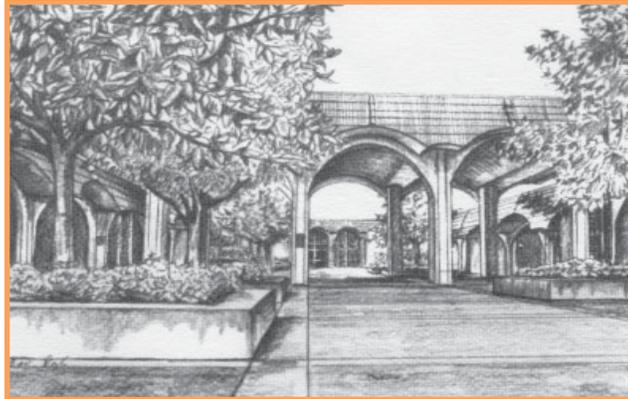
None.

## Standard II References

- 2A-1 Solano Community College Catalog 2004-2005
- 2A-2 Student Accreditation of Self-Study Survey: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 2A-3 Learning Communities and Student Survey
- 2A-4 Taskforce on Program Review, Planning, & Budget Development: Final Report (DEC04)
- 2A-5 1998-89 Instructional Program Analysis & 3 Year Planning Report
- 2A-6 Student Learning Outcome Taskforce minutes
- 2A-7 Reports from Fall 2004 Schedule Database
- 2A-8 Bulletin from Community Services of Vistas
- 2A-9 Curran, Colleen. "Love of Shakespeare, Love of Teaching" Oregon Shakespeare Festival 2004 Commemorative Program: 44-45
- 2A-10 Solano Community College Class Schedules [ENGL 87: *Drama in Performance*]
- 2A-11 Guidelines for Intellectual Property Rights and Online Courses at Solano Community College
- 2A-12 Collective Bargaining Contract (CCA/CTA/NEA)
- 2A-13 Qualitative Benefits of Online Education Program; Student's Comments Spring 2003
- 2A-14 Online Enrollment Management Plan
- 2A-15 Examples of Flex Cal brochures
- 2A-16 Grade Distribution Reports
- 2A-17 Strategic Plan (approved by Board, JUL 2000)
- 2A-18 International Relations Major Brochure
- 2A-19 Student Assessment Matrix
- 2A-20 Advisory Committees and Membership List
- 2A-21 Faculty Handbook – Guide to Empowering Students with Disabilities
- 2A-22 Student Handbook of the Disability Services Program
- 2A-23 Student Equity Plan (JUN 04)
- 2A-24 Faculty Handbook (to AY2004-2205)
- 2A-25 Advisory Committees Material
- 2A-26 Information on CAN
- 2A-27 Board Policy & District Procedures
- 2B-1 Student Services Program Review 2000-2001
- 2B-2 Student Accreditation of Self-Study Survey: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 2B-3 Solano Community College Catalog 2004-2005
- 2B-4 Student Handbook: Rights, Responsibilities & Procedures (06/2005)
- 2B-5 Faculty Handbook (to AY2004-2005)
- 2B-6 Student Services Highlights Brochure 2002-2003
- 2B-7 "How do we Rate?" Survey
- 2B-8 Examples of Flex Cal brochures
- 2B-9 Student Services Activities Calendar
- 2B-10 Matriculation Plan (revised JUN05)
- 2C-1 Circulation Report, December 2004
- 2C-2 Board Approved Budget, 2004-2005
- 2C-3 Demars, Jeanne. Evaluation of Library and Recommendation for Development
- 2C-4 Student Accreditation of Self-Study Survey: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 2C-5 Bowker Annual Library and Book Trade Almanac, 2004, 49th ed.
- 2C-6 ACRL Standards for Libraries in Higher Education
- 2C-7 Student Services Highlights Brochure 2002-2003
- 2C-8 Career Center Resources Handout
- 2C-9 Transfer Follow-Up Survey
- 2C-10 Accreditation Self-Study Survey of Faculty & Staff: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 2C-11 Age of Collection Reference Report
- 2C-12 Reference Statistics
- 2C-13 NBCLS Contract
- 2C-14 SNAP Contract

# STANDARD 3

- Resources •



## Standard III: Resources

### Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

<b>Kevin Anderson, J.D., Chair</b>	<b>Business &amp; Computer Science (Faculty)</b>
<b>Ann Willer</b>	<b>Business &amp; Computer Science (Faculty)</b>
<b>Benita Hatcher</b>	<b>Associated Students of Solano College (Student)</b>
<b>Chris Duran</b>	<b>Associated Students of Solano College (Student)</b>
<b>Curtiss R. Brown</b>	<b>Physical Education &amp; Athletics (Faculty)</b>
<b>Edward Re, Ph.D.</b>	<b>Mathematics &amp; Science (Faculty)</b>
<b>Eric Black</b>	<b>Physical Education &amp; Athletics (Faculty)</b>
<b>Ernesto V. Fuentes, J.D.</b>	<b>Director, Human Resources (Admin)</b>
<b>George Maguire</b>	<b>Fine/Applied Arts &amp; Behavioral Sciences (Faculty)</b>
<b>Janice Larsen</b>	<b>Humanities (Staff)</b>
<b>Jay Field</b>	<b>Vice Pres., Tech/Learning Resources (Admin)</b>
<b>Jean Reyes</b>	<b>Health Occupations (Faculty)</b>
<b>Jeanne Askeland</b>	<b>Associated Students of Solano College (Student)</b>
<b>John Higashi, Ph.D.</b>	<b>Mathematics &amp; Science (Faculty)</b>
<b>John Urrutia</b>	<b>Dean, Business &amp; Computer Science (Admin)</b>
<b>Kristine Mercado</b>	<b>Associated Students of Solano College (Student)</b>
<b>LaVerne Beverly</b>	<b>Health Occupations (Faculty)</b>
<b>Mark A. Feighner, Ph.D.</b>	<b>Mathematics &amp; Science (Faculty)</b>
<b>Patrick J. Mallory</b>	<b>Mathematics &amp; Science (Faculty)</b>
<b>Robert Myers</b>	<b>Dean, Physical Education &amp; Athletics (Admin)</b>
<b>Ronald H. Beverly</b>	<b>Physical Education &amp; Athletics (Faculty)</b>
<b>Sanford A. Wright, Ph.D.</b>	<b>Humanities (Faculty)</b>
<b>Sarah M. Donovan</b>	<b>Mathematics &amp; Science (Faculty)</b>
<b>Walter Mikolajcik</b>	<b>Fine/Applied Arts &amp; Behavioral Sciences (Faculty)</b>
<b>Willard Wright, Ed.D.</b>	<b>Vice Pres., Admin &amp; Business Services (Admin)</b>

# Standard III: Resources

## A. Human Resources

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*The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.*

**III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

**III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. The College's faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

### Description:

The 400 series (Human Resources) of Board Policies (Pol) and District Procedure (Pro) [3A-1]<sup>\*</sup> specify that Criteria and qualifications required for all positions are included in the job descriptions for management and for classified positions (Pro 4000.II) and in job announcements for faculty positions (Pol 4005.I and 4005.II). Job announcements are sent out to numerous relevant publications depending on the position [3A-2] and to anyone who requests a copy [[http://www.solano.edu/common/human\\_resources](http://www.solano.edu/common/human_resources)]. The announcements are also posted on the College's Web site [[www.solano.edu/human\\_resources/vacancies.html](http://www.solano.edu/human_resources/vacancies.html)]. The Human Resources Office maintains the job descriptions for all positions and gives them to anyone requesting a copy. They are not presently posted on the Web, but will be uploaded on to the College's Web site by fall 2005.

The hiring procedures for the District are contained in Board policy and adopted procedures, which delineate the core elements of how managers, faculty, and classified staff are hired. They are available to all selection committee members during the hiring process (Pol 4005 and Pro 4000).

In accordance with those policies and procedures, the Director of Human Resources is appointed as a resource person who works with the hiring committees, the Executive Council, the Shared Governance Council, and representatives of the collective bargaining units to

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<sup>\*</sup> References are marked with square brackets [ ] and listed at the end of the Standard.

ensure that principles of fairness are met (Pol 4005.II.d, 4005.XII.b, f, g, 4005.XV.d, 4005.XVII.a). While the previous permanent Human Resources Director provided training for potential selection committee members, after the retirement of that Director, the interim Director suspended the training because he was working only part time. With the hiring of a new Director, committee member training will resume. Notwithstanding the earlier suspension of the training, the Director and members of the Human Resources Office staff continued to provide all hiring committees with guidance at the start of a selection process and additional guidance on issues, which the processes may generate.

For classified staff and managers, position descriptions are reviewed and revised where necessary. Possible revisions may be initiated by supervising managers, self-initiated by employees as part of the reclassification process [3A-3, 3A-4], or spearheaded by union representatives. Duties, responsibilities, and authority are addressed in this process. Proposed revisions of position specifications are considered by the Executive Council and the Shared Governance Council before being sent to the Governing Board by the Superintendent/President for approval.

As specified in the CTA Collective Bargaining Contract [3A-5], new faculty positions are subject to review by the CTA (Article 9) and by the Academic Senate as part of the shared governance process (Pol 4005.II). All reviews are considered in light of the minimum qualifications guidelines published by the California Community College Chancellor's Office and the state Academic Senate [3A-6].

Board Policy (Pol 4800) outlines the rights, entitlements, conditions of employment, and responsibilities for Administrative Leadership Group employees. This Policy was approved on May 18, 2005. District Procedure (Pro 4000.I & II), sets out the processes for consideration of new job requirements and position modifications.

Classified employees are hired and promoted in accordance with the provisions of two collective bargaining agreements: 1) CSEA Contract (Article VIII), and 2) Operating Engineers Local 39 Agreement (Article 19), and by District hiring procedures (Pro 4000.II). Also, the union contracts contain procedures for updating job descriptions and making salary adjustments.

Faculty hiring: Board Policy and District Procedures delineate the faculty hiring process. Position requirements are developed with input, advice and mutual agreement of the affected faculty with expertise in the relevant field. Applicants for permanent faculty positions are reviewed by faculty/management hiring committees to ensure each applicant meets the statewide Academic Senate minimum standards (Pol 4005.II.b) or demonstrates equivalency (Pro 4005). In practice, the faculty of the affected departments, along with the managers (the relevant deans) on the hiring committees, make sure the job announcement presents the appropriate content that will recruit faculty who fulfill the College's and department's needs prior to publication of the vacancy. Applicants are required to submit substantiation of the equivalency of foreign degrees. Thereafter, the faculty/management committees review the applications and send the top qualified applicants to the Superintendent/President who, in consultation with the committee members and the dean, recommends the final selection to the Governing Board (Pol 4005.XI.c).

The Human Resources Office maintains and updates organizational charts that detail lines of authority. The District regularly reviews and proposes updates of Human Resources policies and procedures. In January 2004, comprehensive review of the College's Human Resources policies and procedures resulted in revision of over half of the District's Human Resources policies and procedures. The process, which entailed consultation with all affected groups, did not achieve a consensus on some critical provisions involving compliance with Proposition

209, Prohibition Against Discrimination or Preferential Treatment by State and Other Public Entities. [3A-7]. The process was put on hold when the former Human Resources Director retired. With the hiring of the new Human Resources Director, the review and updating process has resumed with its attendant consultation with affected groups.

The Management Manual and union contracts (which include Human Resources related provisions) are also accessible on the Web and provide initial guidance on the application process and a summary of the selection process. The remainder of relevant guidance is found in the Series 4000 Board Policies and Procedures, and job announcements.

**Evaluation:**

The College meets this standard.

However, revision of Policy 4005 needs to be completed to comply with California State Proposition 209. In the meantime, the District has directly applied state law to remain legally compliant.

Although some of the Human Resources related Board Policies and Procedures are on the Intranet, the remainder do not currently exist in Web-accessible form and need to be converted. It is expected that these policies and procedures will be uploaded to the public Web site by fall semester 2005.

**Planning Agenda:**

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 Web site.

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.

**III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

**Description:**

**Board of Trustees**

The District Board adopted "Self-Evaluation" Policy, (Pol 1027), which provides for a process of annual self-evaluation regarding roles, responsibilities, and overall effectiveness. In December of 2004, the Governing Board completed its most recent self-evaluation. The Governing Board is also evaluated by the electorate periodically, when its members run for re-election.

The Governing Board has also adopted Performance Evaluations Policy (Pol 4220), which requires that all academic, management, and classified staff be evaluated regularly, the goals being to retain competent staff, improve level of service and create a basis for recognizing outstanding achievement and promotion, and, if necessary, to serve as a basis for demotion, discipline or dismissal.

**Superintendent/President**

The Superintendent/President is subject to a specific Evaluation Policy (Pol 2035). Under that policy she/he is evaluated annually. In accordance with that policy, the Governing Board evaluates the Superintendent's roles, responsibilities and overall effectiveness. The Governing Board completed the last evaluation in December 2004.

**Educational Administrators**

Board Policy (Pol 4840) provides the evaluation mechanism and criteria for second level educational administrators. Criteria for evaluation are agreed upon annually, with the Superintendent/President and the individual being evaluated through a discussion and update of individual and institutional performance goals. The evaluation, including the criteria, is discussed and included in Governing Board reports during closed session of the Board's December meeting.

**Classified Managers and Administrative (Confidential) Staff**

Classified managers and administrative support employees are evaluated on the same schedule as other classified staff. The relevant procedure is found in Board Policy (Pol 4840). The Classified Managers and Administrative Support groups' standardized evaluation form is formulated to be sufficiently flexible so that each evaluation can be tailored to the tasks and responsibilities specific to each position. These standards can be supplemented by self-evaluation at the discretion of the supervisor and/or staff member.

**Faculty**

The College has written criteria for evaluation of faculty in the performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to their expertise. These criteria are agreed to by the faculty and administration and appear in the Collective Bargaining Contract between the District and the CTA (Article 4).

The intent, process, and timelines for faculty evaluations are defined in the Collective Bargaining Contract, and the procedures are given to new faculty at the time of hiring. Further, as part of staff development in the Flexible Calendar (Flex Cal) In-service Training process, faculty are offered the yearly opportunity of training on the evaluation requirements. Adjunct Faculty Evaluation Procedures are also outlined in Article 4 and distributed to the faculty. The elements in Article 4 are intended to ensure quality and instructional improvement.

The Vice President of Academic Affairs, Vice President of Student Services, Vice President of Technology & Learning Resources and the division Deans are responsible for ensuring that faculty evaluation activities and required follow-up actions are formal, timely, and documented. All faculty evaluations are expected to address areas for improvement in a constructive manner, which will later be re-examined as the starting point for the subsequent evaluation. In the case of non-tenured faculty, the evaluation serves as the basis for contract renewal recommendations to the Governing Board.

**Classified Staff**

Permanent classified employees are formally evaluated biennially by their immediate supervisor (CSEA Article 4.2 and Local 39 Article 6). The classified employees are evaluated using classified performance evaluation forms [3A-8]. Goals are regularly established with significant input from classified employees. Effectiveness in several areas is rated on a five-level performance scale, from outstanding to unsatisfactory. Areas of needed improvement also are listed. The supervisor provides his/her comments and the employee may respond in writing within ten working days to any part of the evaluation. These comments are included in the personnel file along with the evaluation. Further questions are referred to the Human Resources Director for resolution, then to the Superintendent/President. There are no appeals beyond the President.

**Tracking of Evaluations**

The Human Resources Office tracks and maintains a reminder system to ensure timely evaluations of employees [3A-9]. Substantially, all employees have been evaluated in a timely manner.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

**Description:**

The effort to include student learning outcomes (SLOs) in community college education is new to the College. The understanding and definition of this standard has been and presently is under considerable debate among the leadership and Academic Senate of the College [see Standard II.A.1.c].

**Evaluation:**

The College meets this standard.

Currently, as part of the faculty evaluation process, teaching skills and teaching style inspire more attention than SLOs. Faculty and managers are working diligently through the SLOs Task Force to make sure that SLOs are put in place and made integral to the evaluation process.

When the SLOs criteria and evaluative components are completed, they will be incorporated into the faculty evaluation criteria.

**Planning Agenda:**

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.d. The institution upholds a written code of professional ethics for all of its personnel.**

**Description:**

Board Policy 1017 contains a comprehensive Board code of ethics, adopted by the Board.

The College has not adopted a specific code of ethics for its employees; however, ethics requirements appear throughout the policy and regulatory scheme of the College. For instance, Board Policy (series 4000) contains several provisions requiring ethical conduct of employees and listing aspects of expected behavior. Board Policy 4040 prohibits employment of personnel where conflicts of interest may occur between family members. Board Policy 4100 provides that employees are expected to give faithful and honest service to the College. Board Policy 4490 prohibits employees from accepting gifts and gratuities from vendors. Policy 4500 (Pol 4560, 4520) prohibits instructional personnel from accepting payment from students for tutoring or instructional services.

**Evaluation:**

The College meets this standard.

However, it may prove efficient to consolidate the requirements into one document.

**Planning Agenda:**

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.

**III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

**Description:**

The state of California has set the goal for each community college that 75% instruction be taught by full-time faculty [3A-10]. Each college is assigned minimum faculty obligation number (FON) annually, that must be achieved until the 75% goal is reached. Due to College's growth, the state recently required the College add eight new faculty members to meet the FON [3A-11]. These faculty, along with eight other positions for faculty that have retired, are presently being recruited.

• Table III-1: College Employees by Assigned Position; Fall 2004

College Employees: By Assigned Position						
Primary Function*	Tenured	Tenure Track	Adjunct	Other	Not Faculty Status	Subtotal
<i>Primarily Instruction</i>	117	38	273	1		<b>429</b>
<i>Exec./Admin./Mgr.</i>					18	<b>18</b>
<i>Other Professionals</i>					7	<b>7</b>
<i>Tech./Paraprofessionals</i>					44	<b>44</b>
<i>Clerical/Secretarial</i>					75	<b>75</b>
<i>Skilled Craft</i>					6	<b>6</b>
<i>Service/Maintenance</i>					27	<b>27</b>
<b>TOTAL</b>	<b>117</b>	<b>38</b>	<b>273</b>	<b>1</b>	<b>177</b>	<b>606</b>

\*IPEDS Survey (Winter 2005). Data as of 1 NOV 2004

In accord with Board Policy 4000 and Faculty Hiring Procedure 4005.I, the Academic Senate and the division Deans identify position priorities. The faculty are hired in conformity with criteria jointly established by relevant deans and faculty for the open faculty positions. Board Policy 4005 identifies the College's Minimum Qualifications, which were adopted by the College's Academic Senate. All faculty, tenured, contract, and adjunct, meet these minimum qualifications or the equivalent for their field. The equivalency is determined in accord with SCC Equivalency Procedure, adopted by the Governing Board and the Academic Senate.

Of the full-time faculty, 35 have doctorate degrees, 117 have master's degrees, five have bachelor's degrees, and none have an associate degree as their highest degrees. Vocational

instructors have specialized training and occupational experience in addition to academic preparation.

In the fall of 2004, the College hired fourteen additional faculty and the District employed a total of 158 full-time faculty, 286 adjunct faculty, 171 staff members, and 23 administrators. All employees meet the qualifications for their positions as determined by qualifications criteria identified by Board Policy 4005, and selection District Procedure 4000.

The College has met the fall 2004 full-time faculty obligation of 157.6 qualified, full-time faculty, in compliance with California Education Code, Sections 84750 and 87482.7.

On June 30, 2003, the College reduced the number of classified staff and administrators due to the state budget constraints. However, the College retained staff in critical functions required to provide administrative support. In other cases, new resources were used. As an example, the District's Purchasing Technician was laid off. However, the District introduced a software buying system, called Epylon. Accordingly, the District has provided sufficient services so that no District critical functions were unaddressed.

The 2003-2004 independent financial audit found that workload related to reconciliations and general ledger postings were not being completed in a timely fashion.

District Procedure 4000 provides the mechanism for establishing qualifications, hiring criteria and procedures for managers and classified staff. In all cases, managers and staff have been hired in accordance with the Procedure. There have been no exceptions.

**Evaluation:**

The College will fully meet this standard when an Accounting Specialist II is employed.

**Planning Agenda:**

The College will hire an Accounting Specialist II.

**III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

**Description:**

Board Policy 4005 requires the College to establish and implement Human Resources procedures and criteria. Human Resources policies and procedures also result from negotiated agreements and implementation of state and federal laws. The College subscribes to an update service from the Community College League of California (CCLC), which periodically distributes recommended revisions. Prior to that time the Human Resources Director initiated revisions based on guidance issued by the California Community Colleges (CCC) Chancellor's Office and recommendations of community college trade associations, such as Association of College Human Resources Officers. The Human Resources portion is found in Board Policy and Procedures, 4000 *et seq* (Pol 4270 and Pro 4285).

The Human Resources policies and procedures have been undergoing a comprehensive review and revision for two years, which has resulted in most policies being updated and revised. However, the retirement of the previous permanent Human Resources Director delayed the review's completion. The new Director has continued a comprehensive review.

Handbooks and orientation materials are distributed to new faculty (including adjunct faculty) and staff when initially hired. The material is updated annually and includes information regarding the Human Resources policies and procedures. Much Human Resources information is included in the bargaining agreements.

The procedures contain mechanisms that ensure fairness and equity for employees and for job applicants. These procedures include a committee structure for selection of staff, providing a check and balance system of applicant screening and bringing together committee members with the appropriate knowledge of the position being filled (Pol 4005 and Pro 4000). All stakeholders are represented on hiring committees, except confidential employees. The committees are required to apply uniformly the same questions and selection standards to all candidates.

While Procedure 4005 still needs updating, the delay by the CCC Chancellor's Office in issuing guidance has made it difficult to complete those updates (Calif. Ed. Code §87106.6). Nonetheless, the College is implementing the new state law on equal employment opportunity directly from the statute until the state of California issues the model guidance required by the new statutory provisions.

The College's continuous updating of the policies and regulations is guided by a CCLC update service and District's legal counsel. Based on the foregoing, the College is systematically developing its personnel procedures in compliance with the standard of providing fairness.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

**III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

Description:

Personnel records are maintained in locked cabinets under the control of and within the Human Resources Office. Only limited access to the files is permitted. That access is regulated by labor agreements (CTA Article 5, CSEA Article IV, Local 39 Article 6). Access is recorded when it does occur. The files may not be removed from the Human Resources Office. In compliance with the labor agreements cited above, individual employees may review their personnel files in the Human Resources Office during regular business hours. Archived personnel files of former employees are kept in a locked storage vault.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

**III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

• Table III-2: College Employees: By Gender and Race/Ethnicity

<b>College Employees: By Gender &amp; Race/Ethnicity</b>				
<b>Primary Function</b>	<b>Race/Ethnicity</b>	<b>Men</b>	<b>Women</b>	<b>Subtotal</b>
<i>Primarily Instruction (Tenure/Tenure Track)</i>	<i>Black, non-Hispanic</i>	5	11	<b>16</b>
	<i>American Indian/Alaska Native</i>	0	1	<b>1</b>
	<i>Asian/Pacific Islander</i>	3	3	<b>6</b>
	<i>Hispanic</i>	7	5	<b>12</b>
	<i>White, non-Hispanic</i>	56	65	<b>121</b>
	<b>TOTAL</b>	<b>71</b>	<b>85</b>	<b>156</b>
<i>Primarily Instruction (Adjunct)</i>	<i>Black, non-Hispanic</i>	7	8	<b>15</b>
	<i>American Indian/Alaska Native</i>	2	0	<b>2</b>
	<i>Asian/Pacific Islander</i>	12	7	<b>19</b>
	<i>Hispanic</i>	8	8	<b>16</b>
	<i>White, non-Hispanic</i>	117	104	<b>221</b>
	<b>TOTAL</b>	<b>146</b>	<b>127</b>	<b>273</b>
<i>Exec./Admin./Mgr.</i>	<i>Black, non-Hispanic</i>	1	0	<b>1</b>
	<i>American Indian/Alaska Native</i>	0	0	<b>0</b>
	<i>Asian/Pacific Islander</i>	1	1	<b>2</b>
	<i>Hispanic</i>	2	1	<b>3</b>
	<i>White, non-Hispanic</i>	10	2	<b>12</b>
	<b>TOTAL</b>	<b>14</b>	<b>4</b>	<b>18</b>
<i>Other Professionals</i>	<i>Black, non-Hispanic</i>	0	0	<b>0</b>
	<i>American Indian/Alaska Native</i>	0	0	<b>0</b>
	<i>Asian/Pacific Islander</i>	1	1	<b>2</b>
	<i>Hispanic</i>	0	1	<b>1</b>
	<i>White, non-Hispanic</i>	1	3	<b>4</b>
	<b>TOTAL</b>	<b>2</b>	<b>5</b>	<b>7</b>
<i>Tech./Paraprofessionals</i>	<i>Black, non-Hispanic</i>	1	4	<b>5</b>
	<i>American Indian/Alaska Native</i>	0	0	<b>0</b>
	<i>Asian/Pacific Islander</i>	5	2	<b>7</b>
	<i>Hispanic</i>	1	2	<b>3</b>
	<i>White, non-Hispanic</i>	12	17	<b>29</b>
	<b>TOTAL</b>	<b>19</b>	<b>25</b>	<b>44</b>
<i>Clerical/Secretarial</i>	<i>Black, non-Hispanic</i>	1	6	<b>7</b>
	<i>American Indian/Alaska Native</i>	0	2	<b>2</b>
	<i>Asian/Pacific Islander</i>	1	9	<b>10</b>
	<i>Hispanic</i>	1	5	<b>6</b>
	<i>White, non-Hispanic</i>	1	49	<b>50</b>
	<b>TOTAL</b>	<b>4</b>	<b>71</b>	<b>75</b>
<i>Skilled Craft</i>	<i>Black, non-Hispanic</i>	0	0	<b>0</b>
	<i>American Indian/Alaska Native</i>	0	0	<b>0</b>
	<i>Asian/Pacific Islander</i>	0	0	<b>0</b>
	<i>Hispanic</i>	0	0	<b>0</b>
	<i>White, non-Hispanic</i>	6	0	<b>6</b>
	<b>TOTAL</b>	<b>6</b>	<b>0</b>	<b>6</b>

STANDARD III: RESOURCES

<i>Service/Maintenance</i>	<i>Black, non-Hispanic</i>	4	1	<b>5</b>
	<i>American Indian/Alaska Native</i>	0	0	<b>0</b>
	<i>Asian/Pacific Islander</i>	3	2	<b>5</b>
	<i>Hispanic</i>	3	0	<b>3</b>
	<i>White, non-Hispanic</i>	11	3	<b>14</b>
<b>TOTAL</b>		<b>21</b>	<b>6</b>	<b>27</b>
<b>TOTAL</b>	<i>Black, non-Hispanic</i>	19	30	<b>49</b>
	<i>American Indian/Alaska Native</i>	2	3	<b>5</b>
	<i>Asian/Pacific Islander</i>	26	25	<b>51</b>
	<i>Hispanic</i>	22	22	<b>44</b>
	<i>White, non-Hispanic</i>	214	243	<b>457</b>
<b>TOTAL</b>		<b>283</b>	<b>323</b>	<b>606</b>

**Description:**

The College demonstrates its understanding of and concern for equity and diversity in its policies and practices. Its written policies ensure appropriate programs, practices, and services that support its diverse personnel. This is delineated in Board Policy 4037 and further detailed in other policies, including Age Limits Policy 4020, Nondiscrimination Policy 4030, Employment Procedure 4030, and Equal Employment Opportunity Policy 4035.

The College states its position on equal opportunity on each job announcement [3A-12]. Further, all hiring committees are required (Pro 4000.II.6) to maintain sensitivity to the applicants' diversity and to assess applicants for sensitivity to student and employee diversity.

The Human Resources Office at one time included a Diversity/Equal Employment Opportunity Officer. The fiscal crisis in the state budget impacted the College, and the position was not filled when it became vacant. The former Human Resources Director and the Office's recruitment staff filled this void. The Director advises hiring committees and staff development committees on how to carry out the College's commitment to sensitivity and to diversity. However, due the loss of two staff and the retirement of the Human Resources Director, training of committees on procedures, including diversity, was discontinued last year. Further, the diversity committee has not met since last year.

The College offers and provides reasonable accommodations to all job applicants and staff as requested (Pol 4310, Pro 4310, and Pro 4000.V).

The College's progress is monitored annually through our management information system, and the results are reported in Employee Ethnicity Reports [3A-13]. The report is communicated to the CCC Chancellor's Office and to the College's Governing Board.

While concern for equity and diversity is addressed in written policy and appropriate programs (Calif. Ed. Code 87100 et seq), changes of the state law, namely due to Proposition 209 and the associated Connerly court decision upholding Proposition 209, necessitate amendment of District policies and procedures. The state of California scheduled release of a model plan for equity and diversity for community colleges in January 2005, but has not released the plan as of May of 2005.

Flex Cal training, staff development training and the presentations of the Ethnic Studies department provide training and promote programs that support diversity [3A-14]. In the spring 2005 program workshops on understanding of disabled students and employees, as well as gay tolerance, were held.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

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.

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.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**Description:**

The College maintains an equal opportunity plan in accord with Board Policy and Title V of the California Code of Regulations (sec. 53000 et seq). In compliance with the plan, the College collects and evaluates data about its hiring practices. Annually the College formulates a comprehensive report about its hiring practices [3A-15]. However, due to the decision of Connerly and Proposition 209, the College is limited in the means it can use to address diversity issues that might be identified. Until the Chancellor's Office issues guidance for a revised plan, the District will follow the directives of the State Education Code on equal employment opportunity.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**III.4.A.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.**

**Description:**

Board Policy 4100 provides that employees shall be treated with consideration and respect and that employees will be provided the guidance and supervision to allow them to successfully carry out their duties. Board Policy 4770.2 prohibits employees from engaging in discourteous, offensive, or abusive conduct or language toward students or other employees.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.**

**Description:**

The College provides professional development activities to meet the needs of its personnel. These include faculty Flex Cal activities, classified staff development activities, and classified staff, managers, and administrative support staff activities. Administrators, faculty, and classified staff attend professional training conferences when funds are available.

The classified labor agreements contain provisions which provide incentives for professional growth by awarding extra pay for those who achieve further levels of education (Local 39 Appendix E, CESA Appendix F). The professional development activities include funding from Flex Cal, Staff Development and Staff Diversity monies. Professional growth is financed by the general fund. Staff Development and Flex Cal funds had been depleted. However, in May 2005 the Superintendent/President designated \$10,000 for a staff development program. Staff diversity funds have been used to train and extend the effectiveness of College activities to reach under-represented groups.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

**Description:**

With the assistance of the staff, through faculty Flex Cal evaluations, the institution systematically evaluates professional development programs and uses the results as the basis for improvement.

The College supports internal peer training by faculty. Additionally, classified staff receive growth funding for undertaking additional educational activities in line with classified contract provisions. Also, the College maintains funding of technology training opportunities provided through the Teaching & Learning Center.

The College regularly polls its staff as it provides training and confers with the Academic Senate subcommittee appointees, with the classified union appointees and management association appointees on Staff Development and Flex Cal committees. The College maintains a comprehensive, prioritized list of training needs, which is formulated with these constituent groups' input. To the extent funds or other resources are available, training is provided [3A-16].

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

**Description:**

Annually, in connection with the development of the College's budget and in consideration of the College's Educational Master Plan, the Divisions of the College evaluate their staffing needs. Deans and faculty in each Division examine staffing needs; the same is done by the managers in non-academic areas of the College. The Executive Council members examine the need for additional support services at the same time and develop priority recommendations. Faculty hiring recommendations are discussed with the Academic Senate and other stakeholders in the District's shared governance meetings, which are held on a regular basis; and priorities are further refined. During these discussions the state-mandated full-time faculty obligation is integrated as a critical element for analysis. Finally, the priorities are developed and combined into a college-wide list, which is recommended by the Superintendent/President for approval by the Governing Board.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

## B. Physical Resources

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*Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

### **III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

**Description:**

The College maintains one central campus and two leased buildings as temporary sites in Vacaville and Vallejo. Currently, plans are under way to build two permanent Centers, one in Vacaville and the other in Vallejo. The College also shares an Educational Center at Travis Air Force Base and offers classes at various other locations throughout the county.

The main campus located in Fairfield opened in 1971 on the current 192-acre plot. The campus has eighteen buildings, which mostly are tilt-up concrete framed. The campus has a number of portable buildings that will be removed once all of the College's Measure G Bond projects are completed.

**Demographic Trends**

Student enrollment at the College has increased steadily over the past five years. Instructional space for morning classes is limited; however, space for afternoon courses is available in most buildings. As the student enrollment increases, there will be further strains on the College to expand. Currently the College is at 233,835 Weekly Student Contact Hours (WSCH) for 2003-04 [3B-1]<sup>\*</sup>. As currently configured, maximum capacity is 256,128 WSCH. The College is currently at 91.3% of maximum WSCH 2003-04 [3B-2].

The College is planning for the construction of various campus facilities (including one new student services building and numerous building renovations) and two permanent off-campus Centers (one in Vacaville and one in Vallejo) [3B-3].

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<sup>\*</sup> References are marked with square brackets [ ] and listed at the end of the Standard.

The College's primary concern is ensuring that the academic needs of its students and staff drive facilities' planning and operation. To improve services to its students, the College has also made a priority of committing resources, both human and technical, to the building and maintenance of a technological infrastructure, comprised of wire, fiber optics, voice and data lines and the supporting electronics. Another priority is the elimination of the fifty-year-old portables on campus, to be replaced by an all-inclusive student services building, using the "one-stop-shop" philosophy [3B-4].

**III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

**Description:**

The Governing Board, the Executive Council, with assistance (in the form of recommendations from three-year plans [3B-5], the Educational Master Plan [3B-6] and the Bond Business Plan [3B-7]) from divisions, other campus units and the Academic Senate (as far as faculty input on campus initiatives), and outside consultants (bond planners and bond managers, such as Kitchell CEM) who are part of campus planning coordinate the planning and prioritization of all new facilities.

The Office of Administrative and Business Services is responsible for, maintenance, and operation of the physical facilities; and the Director of Maintenance and Operations is directly responsible for physical facilities. Additionally, the Maintenance and Operations Department is divided into functional areas of maintenance, custodial, and grounds. The Department, under the leadership of the Director, provides maintenance and operations of the College's physical plant.

Each supervisor conducts preventive maintenance of his/her respective unit and routine safety inspections of College buildings and grounds. The College also employs risk management experts and fire science experts to inspect buildings. The College funds preventative maintenance. Each year requests for scheduled/deferred maintenance are submitted to Facilities Planning at the CCC Chancellor's Office for review and potential funding [3B-8].

The College has a program of deferred maintenance, including scheduled replacement of roofing, large equipment and other similar items. Typically, the CCC Chancellor's Office supports District scheduled and deferred maintenance projects in roof repair and replacement, utilities replacement, and electro-mechanical repair and replacement. The Vice President of Administrative and Business Services and the Director of Maintenance and Operations prioritize these projects for Governing Board approval. The list of maintenance projects changes in cost and scope from year to year as does the funding available from the state.

The College has established and maintains effective procedures to ensure that the selection, maintenance, inventory, and replacement of all equipment are accomplished systematically to support institutional programs and services.

Each year the Director of Maintenance and Operations recommends projects to the Governing Board from the Five-Year Construction and the District Scheduled Maintenance Five-year plans [3B-9]. Upon approval of the projects for possible state funding, the funding applications are sent to the CCC Chancellor's Office. Upon state approval of the projects for funding and following Board approval of bids and execution of the contract, the Director proceeds with the projects. In addition, the Maintenance staff conducts a preventive

maintenance program for all equipment attached to or primarily servicing buildings (air conditioners, fans, lighting, etc.).

Maintenance of instructional and specialized equipment assigned to divisions is normally the responsibility of each division. An exception is hardware and software maintained by the Technology Services & Support (TSS) staff. The campus TSS staff and divisions that have technology staff maintain and replace all instructional computer hardware and software, when funds are available. Non-classroom computer equipment is maintained by the TSS staff, but replacements are usually the responsibility of the divisions or various units not part of divisions. Office equipment and office furniture are the responsibility of the unit where it resides.

The Maintenance Department tags all College equipment items valued over \$1,000 and enters every item into a formal inventory. Computer hardware and software are replaced, as the budget allows. The Maintenance and Operations Department strives to provide the highest quality of services in support of the institutional goals.

**Evaluation:**

The College meets this standard.

With the renovations of buildings and campus infrastructure and new buildings being constructed on the campus, the physical environment should be dramatically improved within the next five years. However, as the campus population grows, there needs to be commensurate growth of support staff, in the technology, custodial, grounds and maintenance areas to keep up with increased facilities' and grounds' use. The Bond Business Plan counts on growth to bring in new state monies to pay for these new support positions, equipment and supplies.

As the campus population increases and there are new indoor and outdoor facilities, staff will be added in the Technology Services & Support and the Maintenance and Operations Departments and will investigate alternative scheduling for these staff.

**Planning Agenda:**

None.

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

**Description:**

Maintenance and Operations Department personnel perform general routine maintenance on our campus site, the interim Vacaville site and several smaller off-campus locations. Non-campus personnel perform maintenance at the Vallejo site and at Travis Air Force Base. The main concerns are the maintenance of a quality-learning environment at each site and the efficient use of College funds and personnel to accomplish this purpose.

Physical facilities operate and function seven days a week, twenty-four hours per day. Through computerized energy management systems, lighting and other aspects of the physical environment are monitored and controlled to provide an optimum distraction-free environment during the facilities' use.

Custodial service is provided five days per week, with additional support as required. Custodial support is also provided to outside groups using College facilities under the Civic Center Act [3B-10].

Grounds maintenance is performed five days per week and scheduled so that it minimally interferes with school activities. Grounds personnel also provide services for many College and community-sponsored activities.

Building maintenance personnel perform routine maintenance five days a week and are also on call seven days a week in the event of an emergency. Preventive maintenance, scheduled maintenance and deferred maintenance are planned, scheduled, and tracked by the Director of Maintenance and Operations. All maintenance activities are performed either by College personnel or private contractors. All projects to remodel, upgrade, and modernize the facilities are undertaken to suit the needs of programs and Divisions, as indicated by campus plans (Three-year plans, Educational Master Plan, Facilities Master Plan, et al.).

The operation, maintenance and construction of the facilities are conducted so as not to interfere with instruction whenever possible. For example, when buildings are remodeled as part of the Measure G Bond plan, the College will use “swing space” to accommodate each class displaced by construction.

Quality of facilities is maintained through inspections by facilities staff and Division personnel. All problems are addressed based on the level of the issue (such as safety first, cost-benefit analysis second, convenience items last). All staff are encouraged to report unsafe conditions by completing an unsafe conditions form. [3B-11] A few such forms are submitted each year to the Business Office. Health and safety issues are addressed first since they are the highest priority, as determined by the Director of Maintenance and Operations [3B-12].

The Director of Maintenance and Operations and the maintenance workers are accessible on campus via cell phones. When maintenance is requested for non-emergency issues, campus unit leaders submit maintenance work orders, which are prioritized by the Director of Maintenance and Operations, based on the repair’s cost and urgency. Work orders are also used to request set up for special events, such as the Hall of Fame Ceremony and graduations. Campus personnel submit thousands of work orders each year to the Director of Maintenance and Operations [3B-13].

Since the Americans with Disabilities Act (ADA) was passed in 1990, all new or remodeled buildings must meet prescribed standards. Since that time, the College has been working towards ensuring each building is in compliance. The new Bond Measure will help the College come into compliance.

The College is using Bond funds to effect ADA compliance. The campus will be much more efficient in the use of utilities once the renovations and new buildings are completed. The buildings and individual offices will also be much safer and more secure when Bond construction is finished, both on campus and at the two off-campus centers.

Efforts are being made to assure access, safety, security, and a healthy learning and working campus environment through the use of Bond funding, the Bond Manager, architects, College staff, and the state approval process for Bond projects.

Smoking is prohibited in all buildings on the College campus and within 20 feet of all building entrances.

After the Bond-supported renovations, buildings will be more secure and fire safe. New alarms, electrical upgrades, and utility efficiency modules will be installed in all renovated buildings, on and off-campus.

The Director of Maintenance and Operations ensures that as remodels occur, care is being taken to remove asbestos and other dangerous materials. There also has been an effort to remove the numerous bats that have lived in the buildings and to relocate them to natural local environments. The campus has a Safety Committee chaired by the Chief of the Solano Community College Police Department (SCCPD) and composed of representatives from all constituent groups. This Committee meets monthly to address any problems relative to unsafe conditions, emergency preparedness, and safety training [3B-14].

SCCPD currently has six full-time POST-certified (Peace Officer Standards and Training) officers; at least one officer is on duty at the campus twenty-four hours a day, seven days a week.

SCCPD has a formal Memorandum of Understanding with local law enforcement agencies that details crimes the College police will handle with or without assistance [3B-15]. All SCCPD officers are armed and have been trained appropriately.

The campus has ample parking for all employees and students. Recently additional handicapped spaces have been added in proximity to campus buildings and areas heavily used by disabled students and staff.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

**Description:**

The College attempts to calculate the Total Cost of Ownership (TCO) of new projects. In finalizing the Bond construction plans, a seven-year business plan was completed to examine funding for new support staff needed to maintain the new and renovated facilities. Increases in FTES would provide additional funds to support the maintenance and operation of the new centers and expanded facilities.

When buying new instructional equipment for technology, the College sets aside 20% additional funds for repair and replacement of those items. The College also has a system to redistribute used computer hardware when departments on campus upgrade equipment.

When computing equipment or software is needed, the Director of Technology Services and Support must approve the order [3B-16]. Accordingly, the College can discern which equipment may have hidden costs, may impact the workload of the technology staff, or fails to meet College technology standards. For other equipment, the Dean of Counseling & DSP must review potential purchases to make sure all equipment meets federal ADA guidelines.

Also the Director of Maintenance and Operations must check and sign-off to ensure an ordered item will not adversely impact the Maintenance and Operations Department with excessive repairs, installation costs, or other problems.

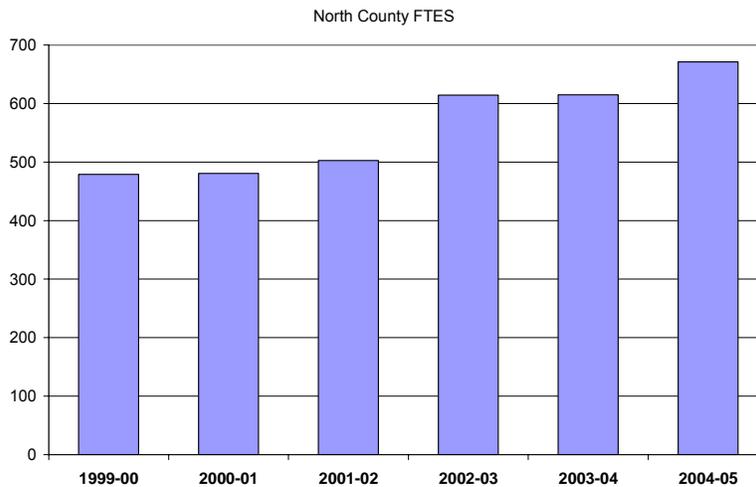
**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

- Figure III-1: Estimated FTES at Start of Class for Past Six Academic Years in North Solano County



**III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

**Description:**

Physical resource planning is the overall responsibility of the Superintendent/President and the Governing Board, and it is their obligation to make sure a plan is in place and followed by all constituent groups [3B-17].

The Strategic Plan [3B-18], Educational Master Plan, which contains the Institutional Initiatives/Goals, and the departmental program reviews [3B-19] and three-year plans are used to guide the overall planning for the institution. The Facilities Master Plan, the Human Resources Plan [3B-20], the Technology Plan [3B-21], the Five-Year Construction Plan, the Scheduled and Deferred Maintenance Plan all support the Educational Master Plan. The Educational Master Plan is presented to the Financial and Budget Planning Advisory Council and the Academic Senate for input and funding consideration. The Superintendent/President makes recommendations to the Governing Board for final approval of any project.

The Task Force on Program Review, Planning and Budget Development has evaluated the planning and budgeting flow for the College. By the end of the 2004-05 academic year, the flow chart of these processes should be adjusted to allow for the most sensible planning and budgeting.

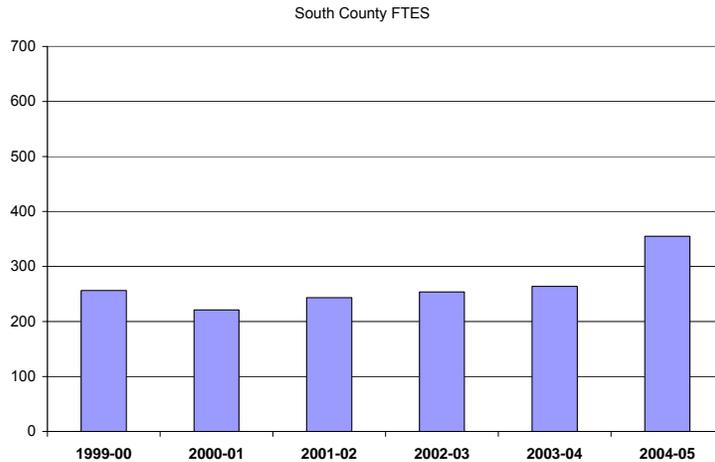
**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

- Figure III-2: Estimated FTES at Start of Class for Past Six Academic Years in South Solano County



## C. Technology Resources

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*Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.*

**III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems.**

**III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

**Description:**

Much of the planning, acquisition, and support for technology is handled by the Technology Services and Support (TSS) department within Technology and Learning Resources. The mission of TSS is to service and support information technologies that aid students in the learning process and assist faculty and staff in their academic and administrative responsibilities.

Direction comes from a variety of sources. These include internal, technical needs for specific hardware and software upgrades, academic planning in the form of program reviews and three-year plans, consultation with administrative and academic computing users, as well as yearly instructional equipment requests.

Academic divisions also do their own planning and, at times, provide funding for the purchase of technologies specific to their instructional needs. Many times TSS staff will coordinate the actual purchasing, installation, and support of the technology and, at other times, divisions will do this themselves.

For divisions or programs without their own technology support staff, TSS staff are always available to consult and, in many cases, complete necessary work.

In 2002, a District Technology Plan was approved and has provided a basis for direction in planning and implementation [3C-1]<sup>\*</sup>. As part of the current set of Bond-related projects, the Technology Plan is being updated. In the summer of 2002, a consultant conducted a series of interviews with many campus technology users and drafted a report, which will be the basis for an updated Technology Plan.

In December of 2004, the Shared Governance Council authorized the creation of a District Strategic Technology Advisory Committee (STAC) [3C-2]. The STAC is composed of representative constituents as defined by the shared governance process. STAC started to meet in March 2005 and has as its initial members, the Dean of Business and Computer Science (Administrative Leadership Group), a Customer Support Technician from TSS (CSEA), an Electronics instructor (CTA), a Humanities instructor (Academic Senate), a student representative (ASSC), and is chaired by the Vice President for Technology and Learning Resources. Additional staff members, such as the Director for Technology Services and Support, will serve as resource persons, as appropriate. This committee will continue the work of a previous Technology Task Force in advising the District on technology issues. The group's first goal is to revise the District Technology Plan, last officially adopted in 2002. In the summer of 2004, consultants came to Campus to interview various faculty, staff, and students to gather information helpful in updating the Technology Plan. The consultants created a draft updated Plan, and the STAC will work on revisions and submitting a plan for adoption.

Technology is listed as a Strategic Direction for the College [3C-3] and is defined broadly to include both classroom/laboratory equipment and computer technology used for instructional purposes and administrative support. The College's goal is to select appropriate and innovative applications of current technologies. An innovative, robust, and supported technology infrastructure is recognized as a keystone in enabling the College to offer and coordinate a range of instructional and administrative programs and delivery systems.

The College uses many means, some informal, to make sure our technology goals, support, and implementations meet the academic and administrative needs of its students and employees. Computer lab technicians meet as a group on a monthly basis to discuss standards and modify them when appropriate.

Help Desk software provides measurements of the issues that face the support staff, and that information is available in making decisions that impact technology services and support.

The telephone system has been upgraded when necessary. A recent upgrade allows for extension-911 services that will better identify the location of a 911 call to emergency response personnel.

In 2001, the campus migrated its email system to Microsoft Exchange Server, which brought increased access to common office productivity tools, such as integrated calendaring, task management, and e-mail through use of Microsoft Outlook.

TSS staff, who directly support personal computing on campus, have also increased the quality and use of tools to allow them to improve service to the campus. ImageCast (for creating and installing a predefined disk image to a personal computer) and remote desktop support (for troubleshooting a user desktop without leaving offices) are two examples.

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<sup>\*</sup> References are marked with square brackets [ ] and listed at the end of the Standard.

Security appliances and software have also been installed to better protect the campus network from external threats. Locally installed virus protection software has been installed on every College-supported personal computer

**Evaluation:**

The College meets this standard.

Measure G will also bring technology improvements to the College and will include infrastructure improvements, as needed and appropriate, as well as helping to fund the move to an Enterprise Resource Planning system to replace current legacy administrative systems. This will engage a broad spectrum of the campus community, including representatives from Student Services, Human Resources, and Fiscal Services, in addition to TSS staff.

**Planning Agenda:**

The STAC will revise and update the Technology Plan.

As technology advances and funds become available, the campus networking and server infrastructure will be upgraded by the Director of Technology Services and Support.

The Vice President of Technology and Learning Resources will oversee a pilot project for wireless connectivity and, if successful, implement it campus wide.

**III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

**Description:**

**Technology Training**

Technology training is available to faculty, staff, and administrators for Microsoft application software. Training is provided in a variety of modes, including structured workshops, one-on-one training on demand, and upcoming Web-based resources for self-help. Workshops are offered throughout the academic year, with a concentration of offerings during Flex Cal sessions prior to the first day of each semester. Training workshops are posted in public folders on the College Exchange server, as well as published on the campus Intranet.

Since January 14, 2002, the College has employed a faculty member as a Technology Training Coordinator to support classified staff, faculty, and administrators with their technology needs. The contract for this position runs until May 31, 2007.

In the period August 2001 to May 2004, 198 recorded technology training workshops and individual sessions were offered. Training workshops are available for full-time and part-time personnel at the campus and at the Vallejo and Vacaville centers. A significant portion of technology training delivered at the College takes place outside a structured workshop environment as "just-in-time" individual training. Staff and faculty may contact the technology training coordinator via e-mail or telephone to request a visit to their office for training and support specific to the task at hand.

The Technology Training Coordinator surveys personnel to determine the effectiveness of their sessions by distributing a combined evaluation and survey at the end of each workshop. The reservation form for the Teaching and Learning Center computer lab also provides a checklist of "Intended Outcomes" [3C-4]. Those receiving training are encouraged to submit surveys and comments to the Coordinator directly, or to the Vice President of Technology & Learning Resources. Those attending training also receive Flex Cal credit, which is tracked

through the Human Resources Office. The evaluation/survey forms are submitted on a weekly basis to Human Resources.

Workshops are held in the Teaching and Learning Center (TLC), a facility designed to support a variety of training activities for all faculty, staff, and administrators/managers. The TLC consists of three integrated service areas.

- **Demonstration/Training Lab** – (Room 103A) provides access to all District network services and supports small group orientations, as well as instructor led training sessions. Twenty-one workstations.
- **Small Group Meeting/Work Area** – (Room 102A) a semi-private facility available to anyone working on grants, curriculum proposals, learning communities and other projects that have a limited duration.
- **High Tech Development Center** – (Room 102Bb) an incubator for new ideas and new techniques where faculty, staff and administrator/managers can work one-on-one with each other or with the Center Coordinators. Four workstations.

### Online Program

The College began offering online courses in the spring of 2000 as a self-development campus, meaning that all online courses were developed by the instructors. The software platform and server are outsourced.

It soon became apparent that a coordinator was needed to provide training for new faculty beginning to develop online courses. The Online Coordinator also acts as a liaison between the College and the outsourced provider, eCollege. Training is done by the Online Coordinator in conjunction with eCollege. The Online Coordinator position was established in 2002. Teachers who teach online courses at the College also provide mentoring and support to each other through a monthly meeting devoted to information, demonstration, and best practices. Training is available on demand and in group meetings.

The Coordinator is available four days a week in person and through e-mail for “just-in-time” individual training. The faculty also have access to a 24/7 helpdesk at eCollege for online course support.

eCollege offers a full menu of online courses, all of which are built, developed, and led by eCollege's in-house team of instructional designers and course developers. The following training courses are available to all full-time and part-time instructors teaching an online course [3C-5]:

- EDU 101A: *eCertification Course: Developing Online Courses*
- EDU 101B: *Teaching Online Courses*
- EDU 102: *Managing Your Online Course*
- EDU 103: *Building 508 Compatible Courses*
- EDU 104: *Creating Multimedia for Online Courses*
- EDU 105: *Using eCompanion*

In summary, a variety of training methods and options are available for faculty and staff. The Technology Training Coordinator, who is available eighteen hours a week to work with faculty and staff, provides “just-in-time” training. In 2005, she provided workshops on using Outlook effectively and made appointments to work with individual faculty and staff. Online instructors are supported through the eCollege online training program, as well as through an “eTeachers” support group, which meets twice a month to learn new skills in using eCollege

and new concepts in online education. Flex Cal also offers opportunities for technology training. In January, a workshop entitled "Staying Safe from Viruses" was taught in TLC's Demonstration/Training Lab.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

**Description:**

The STAC is charged with updating and maintaining the District Strategic Technology Plan and accompanying Technology Standards Document. STAC is populated with members representing the various constituencies of the College.

The 2002 Technology Plan discusses the acquisition, maintenance, and upgrading of the technology infrastructure and equipment and supports centralizing much responsibility for voice, video, and data services in the TSS department. It also promotes the use of the TCO model as well, a funding concept that assumes a relationship between computer hardware/software and support. It is a method of determining the full costs of owning and using computers in an educational environment.

In the 2004-2005 fiscal year, the Library's Bibliographic Instruction Lab was refreshed, along with the addition of "smart classroom" control equipment. Furthermore, the CAD lab also received new computers. Five new "smart" classrooms were installed, consisting of ceiling mounted data projectors, DVD/VCR combination players, and SP Controls media control systems. These projects were funded with instructional equipment monies after the Division Deans discussed priorities and allocations in their regular meetings; and proposals were submitted to the Vice President of Academic Affairs, who made the final recommendations to the Superintendent/President,

Other sources of funding, such as VTEA federal vocational training funds, also allow for the periodic refresh of some instructional technology equipment related to the goals of the College's VTEA Plan.

Enterprise-level technologies, such as border firewalls, e-mail SPAM filters, Exchange Server hardware and software, identity management (Active Directory), server backup, and SAN storage, have been implemented to some degree and are regularly maintained through TSS funding and support within the College's current budget.

The College is also starting its research and planning for the eventual selection and implementation of an Enterprise Resource Planning (ERP) software package. Initial review of available products and the publication of an RFP are scheduled for completion in 2005. ERP is the industry term for software systems that run an entire business or enterprise. In academic institutions, these typically comprise Student Information Systems, Fiscal Services functions and Human Resources. The College presently uses the Santa Rosa Consortium developed Student Information System, as well software from QSS for fiscal and Human Resources needs. The campus leadership, staff, and faculty have identified the desire and need to move to a fully integrated software system to allow for less duplication of effort, such as multiple data entry of the same information and improved capabilities to get important

knowledge from the College's store of data. The current software systems run on an Hewlett Packard 3000 minicomputer, which will be considered "end-of-life" by HP in 2007. While third-party support will be available for some time, no further development will happen on this platform.

**Evaluation:**

The College meets this standard within current budgetary restraints.

The recommendations of the 2002 Technology Plan in this area have gone largely unmet due to budget considerations. There has not been sufficient District funding to refresh employee workstations at the rate desired. There have been strategic, though limited, refresh efforts funded by instructional equipment monies.

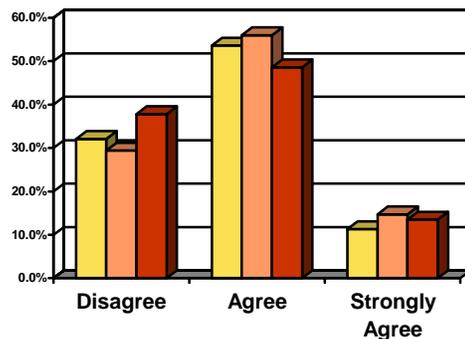
**Planning Agenda:**

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.

- Figure III-3: Faculty and Staff Agreement with "Classroom equipment is sufficient to support ed programs," Fall 2002, Fall 2003, Fall 2004



**III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

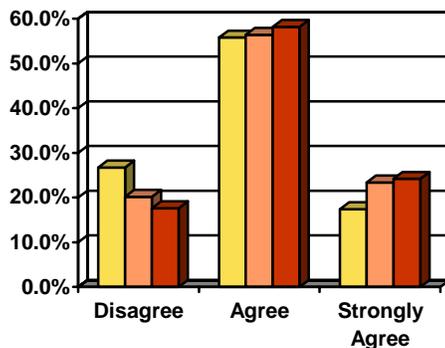
**Description:**

Technology utilization occurs in many areas, including Student Services, computer labs, classroom instruction, Library, and administrative offices. The Office of the Vice President of Technology and Learning Resources, in conjunction with the STAC, has the primary responsibility for recommending an effective distribution of resources to these areas and to the off-campus centers.

The College maintains a one-person/one computer level of availability for all full-time faculty and staff members requiring access.

The College maintains a total of 24 computer labs available for student use, with a combination of PC and Macintosh computers: 22 labs at the Fairfield campus, one at the Vallejo Center and one at the Vacaville Center. Computer labs that are available for student walk-in services (open labs) are generally open 8 a.m. to 9 p.m. Monday through Thursday, 8 a.m. to 3 p.m. on Friday and 9 a.m. to 2 p.m. on Saturday, for a total of 64 hours per week of availability for these busy resources. Most labs are staffed with a full-time laboratory technician; and every open lab is staffed with one or more trained student workers (two or three in the largest labs), whose responsibilities include answering questions about the use of available hardware and software, and enforcing appropriate use policies. Software, hardware, and support are effectively distributed across types of use and physical location. Staff surveys indicate satisfaction with the availability and adequacy of equipment and support [3C-6]. As of November 2004, 1,061 personal computers were available for use by students, faculty and staff, including 724 classroom and lab computers, 181 staff computers and 156 faculty computers. The College provides a computer for almost all staff and full-time faculty members. Computers and related hardware are available for use by adjunct faculty members in shared offices at each of the three District locations.

- Figure III-4: Faculty and Staff Agreement with "Computer labs & other instructional equipment are well maintained," Fall 2002, Fall 2003, Fall 2004



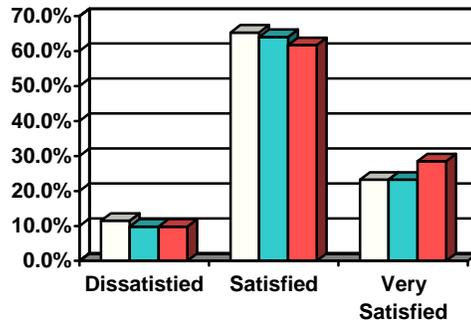
To coordinate development of information technology, the College has formed the STAC, which makes recommendations to ensure that the College:

- Maintains basic hardware and software infrastructure for computer and network-based communication and software tools for teaching, learning, and administration.
- Establishes and revises policies and procedures for coordinating the hardware and software replacement cycle and prioritizing the acquisition and distribution of hardware and software, weighted heavily in favor of putting the latest equipment in student labs.
- Provides the Financial and Budget Planning Advisory Council (FABPAC) recommendations on multi-year equipment and software replacement schedules to aid in financial planning.

The STAC will review current trends and recommend technology upgrades for the College. The College has made a budgetary commitment to maintaining current technology levels,

which dominate the educational horizon. To ensure that equipment and software in the academic labs and on desktops are current and adequate, the College endeavors to maintain a four-year upgrade/replacement cycle. Additionally, the College maintains a similar maintenance/upgrade replacement cycle for various aspects of the infrastructure: wiring, servers, and network connections. The special needs of independent disciplines continue to be addressed at the department chair level, where additional resources are available. The dialogue that exists between the College and STAC is one of mutual benefit, designed to evaluate and improve the technology available to students and staff.

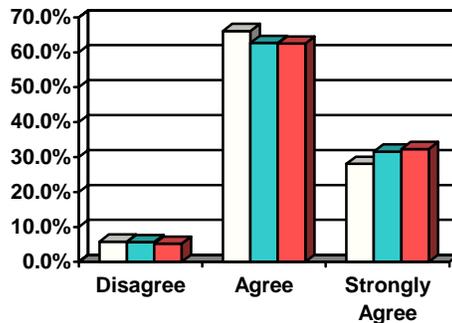
• Figure III-5: Student Satisfaction with Computer Availability, Fall 2002, Fall 2003, Fall 2004



The College has currently upgraded or installed classroom audiovisual/TV and computer interface facilities in twenty-one rooms and will continue to upgrade classrooms on the main campus and offsite centers. These “smart classrooms” typically include a built-in data projector, computer/monitor, projection screen, VHS player/recorder, DVD player, audio/speakers and Internet connection.

Of the students who responded to the self-study survey, 90 percent responded “agree” or “strongly agree” that the available hardware and software support their learning at the College; furthermore 94 percent responded “agree” or “strongly agree” that faculty at the College support their learning [3C-7].

• Figure III-6: Student Agreement with statement: Faculty help students understand subject matter, Fall 2002, Fall 2003, Fall 2004



Of the employees who responded to the self-study survey, 23 percent responded “agree” or “strongly agree” that the available hardware and software help them to carry out their required duties more effectively. Of the employees who responded to the self-study survey, 31 percent

responded “agree” or “strongly agree” that the College’s technology support personnel help them to effectively carry out their required duties.

**Evaluation:**

The College meets this standard.

As technology changes and evolves, perceptions of the need for classroom technology also changes. Computer, technology, and media needs are fast becoming an integral part of many courses offered by the College. As a consequence, classrooms and labs are constantly in need of redesign, rethinking, and retrofitting.

**Planning Agenda:**

None.

**III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

**Description:**

The College’s technology planning procedure is made up of several different processes that converge to make sure that institutional needs are met as best as possible, given financial and human resources. Technology is a key component of the College’s institutional plans at the administrative, departmental, and division levels. As an example, the top two goals for 2005-2006 for both Academic Affairs and Student Services include the hiring of a campus Webmaster and the implementation of an ERP system.

Technology is also a strategic goal for the College. The College’s Strategic Plan states:

We define technology to be both classroom/laboratory equipment and computer technology used for instructional purposes and administrative support. In order to be fully effective and efficient as an organization, Solano must select appropriate and innovative applications of current technologies. A technology infrastructure and developing the means to achieve it will allow Solano College to offer and coordinate a range of instructional and administrative programs and delivery systems.

Goal 1: Increase SCC's instructional support of expanding technologies.

Goal 2: Develop the technology infrastructure needed to improve campus services.

Technology use and needs are also reflected in program reviews and three- year plans.

The Strategic Technology Advisory Committee (STAC) is another venue for the discussion of technology and how it best can meet the College’s goals.

After the former Associate Vice President for Technology and Learning Resources left the College, the position was restructured as a Vice President, who reports directly to the Superintendent/President and is a member of the Executive Council. This restructuring validated the central role that technology plays at the College and the desire to make it integral in the College’s planning efforts.

The Vice President for Technology and Learning Resources sits as a member or resource person on most campus groups or committees, such as Executive Council, Governing Board, Shared Governance, Bond Project Management Committee, Division Deans, Academic Senate, Educational Administrators, Online Committee, Institutional Planning Committee, and

Bond-related project committees, such as those for the Vallejo Center and the Student Services Center.

**Evaluation:**

The College meets this standard.

The 2002 Technology Plan included the goal of updating the District Technology Plan every year, but this has not been done. The inclusion of technology goals and standards into the program review process, three-year plans, the Technology Plan, the Facilities Plan, and associated Human Resources and Fiscal Services Plans, the Library Technology Plan, and the Online Committee's plan will help integrate technology concerns into institutional planning.

**Planning Agenda:**

None.

## D. Financial Resources

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*Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.*

### **III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.**

#### **III.D.1.a. Financial planning is integrated with and supports all institutional planning.**

**Description:**

The primary bodies for review and updating of the financial plans, including the annual planning budget, are 1) the Executive Council, comprised of the Superintendent/President, Vice Presidents, and Directors of Human Resources and Fiscal Services; and 2) the Financial and Budget Planning Advisory Council (FABPAC), comprised of representatives from all campus constituency groups. They are responsible for making recommendations and for informing the various College constituent groups of the status of funding, expenditures, and major modifications made to the adopted budget throughout the year. FABPAC collaborations focus on state and local funding and on the “non-collective–bargaining” parts of the annual budget. The Division Deans and the Vice Presidents of Academic Affairs and Student Services review and prioritize the annual list of college-wide priorities and rank them, making a joint recommendation to the Academic Senate and the Superintendent/President [3D-1] .

FABPAC is a recommending body, with final decisions and accountability resting with the Superintendent/President and the Governing Board. Taking input from the recommending bodies, senior staff meet weekly with the Superintendent/President as the Executive Council to establish spending priorities and ensure that these can be accomplished within a balanced budget.

Several major planning documents drive the planning process. The Educational Master Plan, updated yearly, serves as the basis for all planning efforts, including financial planning. Other planning documents that contribute to the updating of the Educational Master Plan [3D-2] include the Facility Master Plan [3D-3] (the major long-range facilities plan) and the

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\* References are marked with square brackets [ ] and listed at the end of the Standard.

Technology Plan [3D-4], both of which have been developed and/or updated since the last accreditation review. The role of these planning documents is significant because, in recent years [3D-5], whenever additional funds were made available to the College to support student learning, they were used to maintain the number of faculty and classified instructional support positions or to support instructional and infrastructure technology and facility needs.

In November 2002, the District successfully passed a \$124.5 million bond issue (Measure G) to finance the construction of the modernization and new projects defined in the 2002-2007 Facility Master Plan, which was approved by the Governing Board on March 20, 2002. Scheduled to be spent over a seven-year span (2003-2010) [3D-6], this funding will significantly increase the College's ability to construct the 42 replacement and modernization projects listed in the Facility Master Plan. The success of this bond measure is a reflection of county-wide community support for the College.

The Governing Board has ultimate fiscal responsibility for the institution and is apprised of all planning activities through weekly reports, bimonthly meetings, and smaller "cluster" meetings with the Superintendent/President.

The Budget Committee (FABPAC) meets biweekly during the academic year and makes recommendations to facilitate financial decisions necessary for implementing the Educational Master Plan. The Director of Maintenance & Operations prepares the Five-Year Construction Plan [3D-7], submitted annually to the California Community Colleges (CCC) Chancellor's Office and directly linked to the 2002-2007 Facility Master Plan.

Another overarching goal articulated by the Educational Master Plan and the Facility Master Plan is the acquisition of property to enable the institution to meet facilities needs and fully utilize its student-growth funding potential. Since the last accreditation review, the District used Measure G bond funds to purchase a ten-acre site in the southern portion of the county (Vallejo). The District had previously acquired a sixty-acre site in the northern portion of the county (Vacaville). A shared governance committee, including faculty, classified, and management representatives, all of whom were associated with the existing centers, was formed to design and oversee the construction of educational centers on both the Vallejo and the Vacaville sites [3D-8].

As a rule, due to a shortage of information from the state prior to adoption of the annual budget and the near certainty of subsequent budget revisions during the funding cycle, the College's financial planning process is, by necessity, flexible. Within those parameters, the planning process is linked to the Educational Master Plan, the academic calendar and schedule. Requests for discretionary budget increases, new positions, equipment, and facilities are reviewed by the Executive Council regarding the extent to which those requests comply with budget goals and availability of funding. Individual requests are not necessarily required to demonstrate a specific link to the planning documents. There are noted exceptions. As a case in point, requests for non-technology instructional equipment and those for technology, nursing, and VTEA (Vocational and Technical Education Act) funds do require detailed justification.

Personnel, mostly faculty, account for approximately 80% of the annual budget and actual expenditures. Faculty have the most direct impact on students. Thus, requests for new faculty support College goals that 1) relate to student learning and success, and 2) meet the state-mandated 75-to-25 ratio of full-time to adjunct faculty FTEs [3D-9]. The Academic Senate reviews requests for new faculty and forwards recommendations to the Superintendent/President. A collaborative effort between the educational administrators and the Academic Senate is responsible for reviewing the annual Educational Master Plan. The Academic Senate is the link between planning and faculty hiring. Approval of requests for

classified positions is not as clearly tied to the planning process; final approval rests with the Executive Council, which determines staff hiring priorities, compliance with the 75-to-25 rule, the annual budget and the most critical needs to meet College goals.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

**Description:**

The annual College budget meets the expenditure requirements of state law. The CCC system is primarily dependent upon state funding, which is contingent upon legislators' perceptions of the California economy. System funds are allocated by formulas to individual colleges. During the fiscal years of 2002-2003 and 2003-2004, the dissonance between projected revenue and state funding allocations produced a state-wide deficit budget severely impacting the effective planning of those institutions heavily dependent upon state apportionment (Solano College included).

In an institution the size of Solano Community College, which has a reputation for academic excellence, the demand for continuous improvement and innovation exceeds the financial resources available. Thus, the necessity of linking financial planning to institutional goals (Pol 3005).

Over the past five years, an effective planning relationship has existed between the offices of Administrative & Business Services, Student Services, and Academic Affairs in regard to linking of scheduled course offerings to projected funding. Working together, the three offices have accurately projected the student attendance (FTES) that will be produced by careful planning and scheduling of class offerings. The actual student enrollment has exceeded funded maximums for the fiscal years of 2002-2003 (66 unfunded FTES ) and 2003-2004 (473 unfunded FTES). The college FTES enrollment is expected to equal the state funding cap in the 2004-05 and 2005-06 fiscal years.

The effective planning link between Academic Affairs and Administrative & Business Services is mirrored in the working relationships during periods of budget reduction and restoration of programs. This was particularly evident during the first quarter of 2004 when the College was able to restore \$1.5 million to the annual budget. Administrative & Business Services made certain that both the Executive Council and FABPAC were given timely and accurate restoration projections. FABPAC recommended the restorations to the Superintendent/President, who, in turn, made the final recommendations to the Governing Board.

The Technology Master Plan now provides an effective process for managing financial resources available for technology, an area in which demand is growing exponentially and which now is essential to supporting student learning and institutional infrastructure. In the past, technology was considered more "value added" than essential, and resource distribution tended to be allocated without significant reference to institutional goals.

Institutional planning also includes the expansion and acquisition of categorical funding through grants and contracts and through the development of partnerships with external groups. The College made a conscious effort to increase the number of categorical program grants. Grant funding guidelines must support college goals and report the impact of requirements, such as matching funds, on available financial resources. FABPAC has developed a process to review new applications for grants to 1) encourage staff to apply for grants, and 2) ensure that the grants do not require a long-term (unfunded) commitment of College resources [3D-10].

In recent years, state block grants and categorical funds have enabled the College to implement a number of planning goals in specific areas such as instructional equipment and technology. In 2000, the College used a combination of Partnership for Excellence (PFE) and Telecommunications, Technology, Infrastructure Program (TTIP) funds to upgrade Library resources and construct a state-of-the-art staff development center (the Teaching-Learning Center).

The Vice President of Administrative & Business Services has developed a rolling, seven-year Business Plan to reflect the FTES generated and the budget required to operate an expanded and renovated campus and two new educational centers in Vallejo and Vacaville.

The College's planning processes are integrated into its day-to-day operations. The Executive Council meets on a weekly basis to review information and decisions. The division deans meet on a biweekly basis to discuss common issues, coordinate activities, and plan the implementation of District programs. The Academic Senate meets biweekly to discuss academic issues. The Academic Senate's Curriculum Committee meets biweekly to review and approve all changes to the curriculum, including new courses and course modifications. Student Services managers meet biweekly to review program accomplishments and needs. Other areas of the College (e.g., Fiscal Services, Operations and Grounds) meet on a regular basis to discuss operational issues and plan for the implementation of activities developed in support of the District Strategic Plan [3D-11], annual planning initiatives [3D-12], and unit-level three-year plans [3D-13]. The college-wide Shared Governance Council and FABPAC meet biweekly to review general policy or financial planning issues.

Planning begins with the development of three-year plans, which are initiated at the unit level. Unit members prioritize their proposed plans. Unit-level plans are merged within each major operational area (e.g., Academic Affairs, Student Services) by the area's senior manager. The educational administrators work the unit-level priorities into an overall College's list of funding priorities based on the overarching Strategic Plan, the Educational Master Plan, and the three-year plans, which reflect the overall direction received from the College's Governing Board. This list of priorities is shared with the Academic Senate before it is finalized. The final list is used by budget planners to guide funding decisions concerning the reallocation of funds, the use of new funds, and the seeking of external funding.

Support for student learning, direct or indirect, is the primary focus of the College's planning processes. Specific examples of the support for the student learning process include the replacement of faculty positions, as approved by the Academic Senate and, when funds are available, the restoration of classified instructional support staff to levels prior to the 2002 and 2003 budget cuts.

Projecting a budget is subject to many variables and fluctuations. As part of the annual budget development process, the College estimates annual revenues and expenditures and has developed a means of linking state appropriations to specific budget revenues and expenses. A basic tenet of governmental accounting is that each dollar of annual expense must be

matched with a dollar of annual revenue. The College's accounting system is predicated on this principle.

**Evaluation:**

The College meets this standard.

The Strategic Technology Advisory Committee will continue to develop both purchase and replacement priorities, recognizing that prolific technology requests for hardware and software, coupled with the maintenance of existing technology, have exceeded the capability of projected financial resources.

**Planning Agenda:**

None.

**III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

**Description:**

The College maintains a reserve that exceeds five percent of the unrestricted expenses, which is in excess of the Board Policy (Pol 3010) [3D-14]. Payments of long-term liabilities and obligations are included in both short-term and long-range planning, with matches made to revenue streams wherever appropriate. For example, payment of the long-term debt incurred to pay for network enhancements are disbursed from annual departmental expense budgets in the Technology Services & Support department.

The annual short-range financial plan for the next academic year has typically consisted of using: 1) the current year's estimates for ongoing operations and obligations; 2) the prior year's actual expenses and revenue; and 3) the future year's new obligations and revenue projections to determine the amount that should be added to or reduced from current year accounts to plan for the next academic year.

Because the College responded in a timely fashion to the reduction in state funding in January 2003, it was able to maintain Governing Board mandated reserve requirements (five percent of unrestricted expenses) over the past five years. The District's reserves also exceeded state-mandated minimum requirements (five percent of total expenditures).

When projecting liabilities and obligations covered by the General Fund, financial planning leans toward the conservative side to allow for under-projected increases. Revenue projection includes only those amounts and items for which there is a high degree of certainty that the funds will be received. The College has not adequately funded long-term liabilities because there are no funds available above the short-term payment of obligations and liabilities.

The Educational Master Plan is the basis for long-range planning and establishing fiscal priorities to achieve planned objectives. Short-range plans tend to be more responsive to the immediate fiscal realities; more priorities are addressed with increased funding, while lean budget years require retrenchment and reductions. For example, after budget reductions were announced in January of 2003, the College cancelled or postponed major scheduled maintenance projects. Scheduled maintenance funds were either eliminated or reduced to smaller allocations for emergency projects occurring with a greater frequency because of the aging campus infrastructure. The scheduled maintenance program was also included in the Facilities Master Plan and the November 2002 successful Bond referendum.

Multiple factors are considered in fiscal planning. Payments of long-term liabilities and obligations can be matched to revenue streams, particularly in the application of categorical funds, such as the sale of parking permits to pay for both the maintenance of the student/staff parking areas and a portion of the cost of operating the Campus Police department.

**Evaluation:**

The College meets this standard.

Currently, Human Resources and Fiscal Services maintain payroll data on unconnected systems, a factor which exposes the College to possible errors in projections and budgeting.

Increases in liabilities and obligations covered by the General Fund, such as the costs of health and retirement benefits, worker's compensation insurance, and energy rates, have been harder to project and have a much greater impact on financial planning.

• Table III-3: College Employees: Full-time Faculty Compensation

<b>College Employees: Full-time Faculty Compensation</b>			
<b>Category</b>	<b>Positions</b>	<b>Total</b>	<b>Average</b>
Salaries			
<i>Men</i>	71	4,661,435	65,654
<i>Women</i>	85	5,640,864	66,363
<b>SUBTOTAL</b>		<b>10,302,299</b>	<b>66,040</b>
Fringe Benefits			
<i>Retirement (other than SS)</i>	152	875,975	5,763
<i>Medical/Dental</i>	156	1,608,730	10,312
<i>Group Life Insurance</i>	156	3,604	23
<i>Social Security Taxes</i>	133	140,456	1,056
<i>Unemployment compensation</i>	156	59,754	383
<i>Worker's Compensation</i>	156	201,306	1,290
<b>GRAND TOTAL</b>		<b>13,192,124</b>	<b>84,867</b>

**Planning Agenda:**

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.

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].

**III.D.1d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

**Description:**

A number of college-wide committees and other bodies contribute to the financial planning and budget development process, some with a more specialized focus than others. The California Education Code requires that all community colleges adopt a tentative budget by July 1 and a final budget by September 15. Throughout the budget planning process, funds are first allocated to ongoing expenses, which include anticipated increases. If there are additional funds available, they are allocated to support institutional goals established through the planning process. The College goals are primarily directed at improving student learning.

The College's annual budget development begins with the issuance of the annual budget development calendar in November of each year. The previously described Financial and Budget Planning Advisory Council (FABPAC) develops this annual schedule [3D-15]. This document initiates the budget development process and encourages administrators, faculty, and staff to become involved in the process, which is transparent by design.

Budget Managers, working in concert with area administrators, faculty, and support staff, are involved in preparing budgets for their respective areas of responsibility. These budgets are based primarily on past expenditures. Budget managers are encouraged to disseminate budget development information to division/department members. Equipment and facility needs are generally identified and prioritized through discussion and/or consensus among division/departmental faculty. Additionally, the distribution of new faculty hires can have a major effect on the allocation of budget items.

Each year, in addition to the submission of technology requests, departments and programs submit requests for non-technology classroom instructional equipment. The funding source for these requests has been yearly state categorical instructional equipment money usually with a three-to-one, state-to-college match requirement. The amount of these funds varies from year to year. Instructional equipment funds are not guaranteed from year to year. Each year the academic deans request instructional equipment funds based on a pre-determined need. The Vice President of Academic Affairs reviews then prioritizes the requests, based on the potential effect on student learning outcomes and the Educational Master Plan objectives. Available funds are allocated across departments to meet as many of the deans' requests as possible.

Departments, programs, and other College groups submit requests for additional financial support in years when the budget includes additional revenues. Requests for additional faculty positions are submitted to the respective division dean, who prioritizes the requests, solicits the support of the Academic Senate and forwards the recommendation to the Vice President of Academic Affairs. The requests are summarized and the Vice President of Administrative & Business Services reconfirms financial availability. The employment requests are discussed with the Shared Governance Council and, ultimately, the Executive Council, with the Superintendent/President making the recommendation to the Governing Board for a final decision.

Requests for increases in discretionary budgets and additional classified staff and management positions are reviewed by the division deans and FABPAC, who make recommendations to the Superintendent/President. When available, incremental funds are allocated based on priorities established to meet College goals and needs. The impact on improving student learning, meeting College goals, and response to external mandates are the driving forces in these decisions.

The budget managers in the Business Division and Workforce and Community Development collaborate to allocate Vocational and Technical Education Act (VTEA) funds for the following

year. As a result of the consultation, VTEA funds are used to strengthen the academic, vocational, and technical skills of students participating in selected vocational and technical education programs.

**Evaluation:**

The College meets this standard.

The Vice President of Administrative & Business Services states that members of the campus community do not have a clear understanding of the complexities of the revenue streams, limitations imposed by these revenue streams or other obligations, or the long-term cost associated with collective bargaining agreements. Most critical is the necessity for a flexible budget-planning process in order to be able to respond to sudden adjustments. Specific areas that the Vice President cites as misunderstood:

- The current process projecting future year budget shortfalls is admittedly, but necessarily, conservative. It would be fiscally imprudent to ignore the reality that budget reductions will take place as the state continues to grapple with its growing deficit.
- Approximately eighty percent of the District budget is devoted to salaries, benefits, and other items governed by collective bargaining. After providing for mandated obligations and liabilities, only in years of projected student (FTES) growth is there the possibility of additional budget to 1) allocate to priorities identified through the planning process or 2) restore previous staff reductions. Planning bodies then have a limited scope in which to make recommendations. During a downturn in the budget cycles, this adds to the feeling of being disenfranchised and misunderstanding the role of the budget committee (FABPAC).

The general perception is that campus-wide constituencies coexist somewhat peacefully in good budget years when decisions focus on who will receive additional resources, and that the sense of being excluded from the decision-making process is exacerbated during years of reduced budgets.

In summary, the contrast between years of growth with increased resources and the January 2003 reductions has stirred skepticism within the campus community, particularly in fiscal-based interaction between management and faculty/staff. The differences of opinion on what budgetary actions were necessary and prudent, coupled with the short time frame for making those decisions due to externally imposed deadlines, led to a period of misunderstanding of the College's conservative fiscal management.

**Planning Agenda:**

None.

**III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Description:**

The California Education Code requires that the College contract with an independent auditor by April 1 of each year. The Solano County Office of Education and the Chancellor's Office also mandate audit requirements. An independent CPA firm (Perry-Smith, LLP) performs an annual audit to examine all College financial records, including restricted and unrestricted funds, student financial aid, the Campus Bookstore, the Associated Students of Solano College (ASSC), and Bond and trust funds [3D-16]. The audit is discussed with the Board Audit Committee. Board members are also provided with hard copies of the report, and the auditor presents the results, including discussion of major issues and concerns. Audit findings are supported by external auditor recommendations and require a response before publication of the final report.

In the six years since the 1997-1998 accreditation review, the College has received a range of satisfactory to outstanding audit results. With a few minor exceptions, the 2000-2001 and 2001-2002 audit findings were complimentary of the College's managing of financial records. The independent auditors found few discrepancies; all were immaterial. The College's response was both timely and final.

Findings/recommendations from the most recent audits, fiscal years ending June 2003 and June 2004, were more numerous. The discrepancies were noted in record maintenance in those internal areas where staffing was severely reduced in June 2003 due to state-mandated revenue reductions. Selected record maintenance and account reconciliations in the Fiscal Service's area were delayed because of a personnel shortage. The independent auditors acknowledged that all of the findings were related to inadequate staffing, unavoidable due to severe state-mandated budget reductions. The auditors understood the District's dilemma, but exercised their responsibility to the general public, who rely upon audit reports to accurately present the financial status of public institutions. In all of the past six years, fully staffed or not, the auditors consistently reached the conclusion that the "basic financial statements... presented fairly, in all material respects, the financial position of the Solano Community College District ... and the results of its operations, changes in net assets and cash flows for the fiscal year...."

Audit findings support the overall preparation of the budget and financial statements of the District as conforming to accepted accounting principles. Corrections are responded to in a timely manner, and an annual audit report is presented to the Governing Board at a regularly scheduled public meeting, providing the opportunity for public comment. The recent year audit findings/recommendations, while indicating problems, did not have a major impact on the District's financial reporting. A full-time Director of Fiscal Services was hired in December of 2004. The Fiscal Services area continues to operate short one full-time person in 2005.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

The 2005-2006 College goals and priorities include an approved request to fund/hire this full-time position in Fiscal Services.

**III.D.2.b. Appropriate financial information is provided throughout the institution.****Description:**

The College used the Shared Governance process for campus-wide decision making. Many College committees make recommendations in the development of the budget. Each

department and division has a Budget Manager responsible for monitoring and communicating his/her particular budget-related matters.

In addition to the annual audit and quarterly budget reports presented to the Governing Board in public sessions, the annual Public Information and Adopted Budget, copies of the annual CCFS -311 [3D-17] and the independent audit report are sent to the leadership of the Faculty Association (CTA), CSEA, Academic Senate, and Operating Engineers Local 39; placed in the District library; and posted on the College's Web site for public access. As the body ultimately responsible for certifying the financial position of the College, the Governing Board is also given regular updates with regard to any changes to the current budget, the projected impact of legislation, funding agency requirements, and externally driven changes in expenditures.

The Budget Committee (FABPAC) is the primary mechanism for disseminating financial and budget information to the campus community. Representatives from each constituent group serve on the committee and are charged with reporting to their respective groups. In addition, quarterly budgets are presented at public board meetings, with additional information impacting the financial outlook regularly presented through public reports at Governing Board meetings.

Each internal area is assigned a department number. These department numbers can be grouped and summarized by a unique area number. The composite area numbers are assigned to a Budget Manager, usually an academic dean and/or area manager. The Budget Managers are authorized to spend their annual budgeted dollars; each Budget Manager receives a monthly budget vs. actual expenditure update and assumes responsibility for monitoring expenditures. Vice presidents are also accountable for ensuring that cumulative budgets assigned to their areas of responsibility remain within allocations.

The Shared Governance Council serves as the primary planning and advisory committee to the Superintendent/President, while the Budget Committee (FABPAC) has focused more on the review of the budget and other finance related matters like grant applications.

**Evaluation:**

The College meets this standard.

Some College personnel believe there are too many committees and that they take too long to make a decision. Others believe that careful checks-and-balances may be the strength of the process.

**Planning Agenda:**

None.

**III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

**Description:**

The CCC Chancellor's Office recommends a five percent general fund reserve. The Governing Board adopted Policy 3010, stipulating a general reserve equivalent to five percent of the annual unrestricted expense.

The June 30, 2004, audited general fund balance of \$3,487,489 exceeds both the minimum requirements of the Governing Board and the CCC Chancellor's Office.

The College maintains insurance policies to protect itself from financial loss from liability claims and/or property damage and from internal and/or external circumstances, factors, or parties. The College belongs to the Northern California Community Colleges Self-Insurance Authority (JPA) for risk management, which is divided into two components: property and liability and worker's compensation. The College's property and liability programs are secured through the State-Wide Association of Community Colleges (SWACC). The primary policies have deductibles of \$25,000 for liability and \$10,000 for property. In addition, the College has secured supplemental SWAAC coverage of up to \$5 million for liability and replacement cost for property and Schools' Excess Liability Fund (SELF) provides liability coverage from \$5 million to \$25 million. SWACC provides total coverage for all property.

The College is a member of the California Community College Risk Management Association (CCCRMA), and safety concerns are addressed through this organization. Keenan and Associates administers the College's Property and Liability and Workers' Compensation Program. Keenan provides consultants who perform on-site safety inspections and assist in the implementation of health and safety plans.

Every classroom and office area has emergency evacuation routes clearly posted for easy reference by both staff and students. In addition, every classroom and office area has emergency phone contact information clearly posted for ease of access.

The District has historically been adept at achieving accurate projections and has thus been able to maintain operations and stability except in truly abnormal circumstances. From 1999-2000 through 2003-2004, the College maintained reserves of five percent or higher. Cash flow is governed by the revenue source, and once a budget has been approved by the California State Legislature, apportionment is channeled through the Solano County Office of Education and is received monthly. The bulk of enrollment fees and non-resident tuition is received at the beginning of the fall and spring semesters, and property tax revenue is received through the property tax cycle in two lump sums, one in December the other in April.

If cash flow is tight and funds are needed to meet operational needs, the College infrequently borrows short-term funds using the Board-approved Tax and Revenue Anticipation Notes (TRAN). These notes must be paid back in April of the fiscal year in which they are borrowed. Fortunately, the flow of apportionment, property tax, and student tuition revenues occurs with sufficient time to meet the payback deadlines.

The College's Safety Committee has developed a comprehensive Emergency Operations Plan to guide the College's response to extraordinary emergency situations associated with natural and man-made disasters. This plan is not intended for day-to-day emergencies that may be handled with the pre-planned procedures of specific departments.

The College has developed a fiscal policy [3D-18] through the Shared Governance process (FABPAC) that was adopted by the Governing Board on June 1<sup>st</sup>, 2005. This policy addresses all major financial concerns and establishes parameters for financial decisions.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Description:**

All College funds are recorded and managed within the Fiscal Services Office and Administrative & Business Services. Fiscal Services establishes and maintains internal controls that support financial integrity and ensure that financial resources are used for institutional programs and services. An independent CPA firm conducts a complete annual audit of all financial records and internal controls.

The auxiliary operations of the College consist of the Campus Bookstore, the ASSC, the Cafeteria, and vending machines. Additionally, various departments have trust accounts in Auxiliary Services. These accounts result from fundraising activities generated by the individual departments. These operations are subject to an annual review during the regular schedule. The Bookstore is College operated. The food and vending services are contracted out to independent businesses.

The Solano College Foundation is a separate entity with 501(c)3 status and its own Board of Directors. The Foundation Board is responsible for overseeing the management of Foundation investments and distributing the income in accordance with donor wishes. Funds in the Foundation generally fall into two categories — capital donations, either restricted or unrestricted, and scholarships. The Foundation Board meets four times a year and is subject to an annual audit, independent of the annual College audit.

Financial aid is subject to ongoing internal review, due to regular disbursement of funds to students. The financial aid process is multi-tiered with several steps of verification to avoid fraud. All financial aid cash requisitions must be reviewed and approved by Fiscal Services. The Financial Aid Office staff determines student aid eligibility and the Fiscal Services staff generates and distributes the grant checks.

The Campus Bookstore is a self-supporting operation. The Bookstore reimburses the College for the annual cost of 1) an annual payment of \$33,000 on a 1969 bond issue; 2) a \$30,000 contribution to the ASSC; and 3) a \$30,000 payment to the College's general fund.

The ASSC receives revenue generated by 1) the annual beverage vending contract with Pepsi-Cola; 2) an annual contribution of \$30,000 from the Campus Bookstore; and 3) various fundraising events scheduled throughout the year.

Ultimate fiscal responsibility for the District rests with the Governing Board, which reviews monthly revenue and expense reports, quarterly budget reports, and reports on financial aid, auxiliary services, and the Foundation. All grants and externally funded programs must be accepted by the Governing Board and contractual relationships approved. Creating budgets for grants and other externally funded projects, issuing purchase orders, and payments to contractors and vendors are dependent upon Governing Board approval and evidence that College fiscal procedures have been followed. These procedures provide checks and balances to ensure appropriate oversight of finances.

**Evaluation:**

The College meets this standard.

Planning Agenda:

None.

**III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

Description:

Federal, state, and local student financial aid grants are recorded in separate funds as required by law.

There are four auxiliary fundraising organizations: 1) The Solano College Theatre Association (SCTA), 2) Solano Athletic Booster Club, 3) Solano College Foundation, and 4) Solano College Scholarship Foundation. These organizations raise funds to grant scholarships to the College's students. The SCTA provides theatre art production services to the District as an independent contractor.

Financial resources, even those outside College operational revenue, are used to meet College and program goals, tied to the institutional mission and goals. While neither auxiliary nor Foundation funds may be used for College operational expenses, they do add value to and support programs and projects for which no College funds are allocated.

The role of the Financial Aid office is to serve the best interests of the students and to protect the District from federal and other outside sanctions. The office is an active participant in the checks and balances designed to ensure the integrity of the financial aid accounting process. Reconciliation of accounts is a joint effort between the offices of Financial Aid and Fiscal Services, with the former certifying and authorizing payments to students and the latter responsible for disbursement of funds and oversight of the accounting process.

Funds raised by the Solano Athletic Booster Club, Foundation, and the Scholarship Foundation are maintained in separate bank accounts, and these organizations maintain detailed records of expenditures. These funds are used to support the College's mission and goals.

Evaluation:

The College meets this standard.

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.

**III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

Description:

Governing Board policies and College administrative regulations define bidding and expenditure limits of purchasing activities (Board Policy 3220). A conflict of interest policy prohibits the purchase of materials or services from any employee or student of the College except under specific conditions (Board Policy 3230). The College has decentralized the purchasing function and utilizes a cost effective on-line service, Epylon, to order both

classroom and office supplies. The College employs both formal and informal bidding processes, depending upon the projected cost of a purchase order (PO) and/or if it falls above or below the state-mandated threshold requiring competitive bidding.

The College has a variety of contractual agreements, ranging from purchase orders to construction contracts, and including consultant contracts, service contracts, and lease purchase agreements. Before approval, all contracts are reviewed. Standard terminology protecting the College is printed on all purchase orders. Legal counsel has reviewed this terminology and the standard consultant agreement so that the College's integrity is maintained. Another control the College has in maintaining its integrity in contracts is that only the Superintendent/President and the Vice President of Administrative & Business Services are authorized signatories on specific performance contracts.

Contractual agreements are entered into and monitored following specified processes, including appropriate review, consistent with the College mission and goals and according to sound fiscal policy. Many contracts require Governing Board approval and are included in the agenda of the monthly, open Governing Board meetings, thus providing an opportunity for public comment.

Contracts over \$62,400 (effective 1/1/05) require either the use of a public government contract or a bid process, with the award going to the lowest bidder unless otherwise justified. Large equipment purchases and construction contracts funded by Measure G bond proceeds constitute the majority of bids solicited by the College. This affects planning to the extent that extra time must be built in for any purchase or project requiring a bid process.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

**Description:**

The annual audit is the primary external source for evaluating financial management processes. Feedback and findings from the audit are used to improve financial management systems. Other sources include feedback from the program review process and from staff and students, using systems' data.

Once the annual budgets are loaded into the accounting system, monthly budget printouts reflecting the prior month's activity are distributed to each account manager for reference and review.

The purchasing process is an integral part of the financial management system. Requisitions are entered online via the Epsilon system, an e-requisition number is assigned, and, later in the process, an e-purchase order is issued with a different number. Copies of the requisition and the purchase order are available online for review by the originator of the requisition. Both the requisition and purchase order numbers can be used to track the item's activity and location. Most purchases are delivered to the Bldg 1900 receiving area, which certifies receipt of the item(s) and notifies Accounts Payable to pay the invoice. This system has been designed to minimize the creation of paper documents and is cost efficient.

**Evaluation:**

The College meets this standard.

Due to the resignation of the Director of Fiscal Services in July 2004, the District was not able to provide full financial services for five months (July to October 2004). The problem was exacerbated by the employment of two interim Directors of Fiscal Services who had neither the experience nor the training to effectively carry out the duties of that position during that time frame. The delay in the annual closing of fiscal activity was also compounded with the shortage of two full-time staff in the Fiscal Services areas. The staff shortage began in June of 2003 and, even though one position was filled in August of 2004 and another in December 2004, there is still one staff person short in the Fiscal Services area.

There were still initial 'bugs' in the online purchasing process and some staff complain about having to enter orders but the system appears to be working well with minimum intervention required to move orders along.

**Planning Agenda:**

The 2005-2006 College goals and priorities include an approved request to fund/hire a full-time position in Fiscal Services.

**III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

**Description:**

At the end of each year's planning budget cycle, the District's Fiscal Services Director conducts an independent assessment of best practices and the year's accomplishments. Process improvements are discussed and implemented.

The Budget Committee (FABPAC) has revised its by-laws to reflect direct support for the current district infrastructure responsible for the development and implementation of goals/plans. In recent fiscal years, FABPAC has reviewed and prioritized annual objectives from each of the internal administrative vice presidents. FABPAC has also reviewed and recommended annual budget priorities as developed via the annual budget development process.

Faculty and staff are encouraged to seek out and apply for grants that will support the College's missions, goals, and objectives. During the 2003 statewide budget reductions, the College worked through the budget committee and conducted campus-wide forums [3D-19] to both inform and involve the faculty and staff in the identification and reduction of expenditures. The College extends a conscious effort to ensure that state provided revenue is expended judiciously and to ensure maximum learning outcomes for the student.

The 2005-2006 Budget Planning cycle includes additional reporting to the Governing Board and campus community and encourages staff involvement. The 2005-2006 Budget Development Calendar issued by FABPAC reflects additional reporting requirements that support broader participation in a more transparent budget development process.

The Governing Board recently approved a resolution that permits the College to join a JPA to begin setting aside resources to fund the long-term liability directly associated with providing ten years of health care for retirees and their spouses. There is a constant recording and reporting of Measure G bond expenditures to ensure that the College receives the best value for all dollars expended.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

## References for Standard III

- 3A-1 Board Policy & District Procedures
- 3A-2 Job Announcement Mailing List
- 3A-3 CSEA Contract
- 3A-4 Operating Engineers Local 39 Agreement
- 3A-5 Collective Bargaining Contract (CCA/CTA/NEA)
- 3A-6 Minimum Qualifications for Faculty and Administrators in California Community Colleges (March 2003) as modified by the SCC District Board and Academic Senate
- 3A-7 California State Proposition 209
- 3A-8 Example of Classified Evaluation and Operating Engineer Performance Evaluation forms
- 3A-9 Summary List of Evaluations' Status
- 3A-10 Assembly Bill 1725
- 3A-11 Full-Time Faculty Obligation: Fall 2004 Compliance Requirement
- 3A-12 Example of Job Announcements
- 3A-13 California Community Colleges Management Information Services Employee Ethnicity Report for Fall 2004
- 3A-14 Flex Cal Training Program (Winter 2004), Training Agenda (Spring 2005) re: diversity
- 3A-15 MIS – Annual Report by College
- 3A-16 Priority Staff Development Training List
  
- 3B-1 Program Review Report (SCC010R1)
- 3B-2 Campus Room Utilization Report
- 3B-3 Facilities Master Plan
- 3B-4 ADA Compliance Plan
- 3B-5 Three-Year Plan (latest)
- 3B-6 Educational Master Plan (2004-05)
- 3B-7 Solano Community College Seven-Year Business Plan 2004 to 2012
- 3B-8 SWACC Property & Liability Inspection (November 2004)
- 3B-9 District Scheduled Maintenance Five-Year Plan
- 3B-10 California Education Code (sec 38130-38139)
- 3B-11 SCC Unsafe Conditions Form
- 3B-12 Risk Management Assessment Report
- 3B-13 Maintenance Work Order
- 3B-14 Campus Safety Committee Minutes
- 3B-15 Memo of Understanding Between Solano Community College Police Department and Local Law Enforcement Agencies
- 3B-16 Solano Community College District Project Support Services Requirements Checklist
- 3B-17 Taskforce on Program Review, Planning, & Budget Development: Final Report (DEC04)
- 3B-18 Strategic Plan (approved by Board, JUL 2000)
- 3B-19 Instructional Program Review
- 3B-20 Human Resources Plan
- 3B-21 Technology Plan
- 3B-22 Five-Year Construction Plan

- 3C-1 Technology Plan
- 3C-2 SCC Strategic Technology Advisory Committee Charter
- 3C-3 Strategic Plan (approved by Board, JUL 2000)
- 3C-4 Reservation Form for Teaching & Learning Center
- 3C-5 Course descriptions for EDUC 101 through 105
- 3C-6 Accreditation Self-Study Survey of Faculty & Staff: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 3C-7 Student Accreditation of Self-Study Survey: Tabled Data Fall 2002, Fall 2003, Fall 2004
  
- 3D-1 FABPAC Minutes (Sept. 20, 2001)
- 3D-2 Educational Master Plan (2004-05)
- 3D-3 Facilities Master Plan
- 3D-4 Technology Plan
- 3D-5 FABPAC Minutes (Mar. 25, 2004)
- 3D-6 Bond Construction Plan
- 3D-7 Five-Year Construction Plan
- 3D-8 Measure "G" Project Design/Planning Committee Minutes (Oct. 8, 2003)
- 3D-9 California Education Code (sec 87482.7)
- 3D-10 FABPAC Grant Development Process (Oct 17, 2000)
- 3D-11 Strategic Plan (approved by Board, JUL 2000)
- 3D-12 Educational Master Plan (2004-05)
- 3D-13 Three-Year Plan
- 3D-14 Board Policy & District Procedures
- 3D-15 FABPAC Annual Budget Development Calendar
- 3D-16 Solano Community College District Financial Statements with Supplemental Information for the Year Ended June 30, 2004 and Independent Auditor's Report
- 3D-17 CCFS-311 Reports
- 3D-18 Fiscal Policy
- 3D-19 Examples of Campus Budget Forums (2003)



# STANDARD 4

- Leadership & Governance •



## Standard IV: Leadership and Governance

### Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

#### **Barbara Pavão, Chair**

##### Subcommittee A

**Dorothy Hawkes, Ph.D., Vice Chair**  
**Terri Martin-McCaffrey**  
**Gail E. Kropp**  
**Marc Lancet**  
**Joshua Stein**

##### Subcommittee B

**Marylou Fracisco**  
**Charles R. Shatzer, Vice Chair**  
**Kevin Brewer**  
**Renee Moore**  
**John Nogué**  
**Paulette J. Perfumo, Ph.D.**  
**Roy Pike**  
**Edward Re, Ph.D.**  
**Diane White**

#### **Counseling, Guidance, & DSP (Faculty)**

**Mathematics & Science (Faculty)**  
**Associated Students of Solano College (Student)**  
**Humanities (Faculty)**  
**Fine/Applied Arts & Behavioral Sciences (Faculty)**  
**Humanities (Faculty)**

**Business & Computer Science (Faculty)**  
**Assoc., Vice Pres., Workforce & Com. Dev. (Admin)**  
**Mathematics & Science (Faculty)**  
**Mathematics & Science (Faculty)**  
**Mathematics & Science (Faculty)**  
**Superintendent/President (Admin)**  
**Trade & Technical (Faculty)**  
**Mathematics & Science (Faculty)**  
**Humanities (Faculty)**

# Standard IV: Leadership and Governance

## A. Decision-Making Roles and Processes

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*The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.*

**IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

**Description:**

The College has many institutional leaders: faculty leaders, staff leaders, student leaders, and administrative leaders. A number of planning and decision-making groups and processes are also in place at the College.

The Executive Council, chaired by the Superintendent/President, includes the Vice Presidents of Academic Affairs, Student Services, Administrative and Business Services, Technology and Learning Resources; the Associate Vice President of Workforce and Community Development; the Director of Human Resources; and the Executive Coordinator for the Superintendent/President/Governing Board. The Executive Council is responsible for making decisions and recommendations related to the operation of the College, including matters pertaining to fiscal stability, personnel, coordination of programs/services, and policies/procedures.

The Strategic Planning Coordinating Council provides review and coordination of District-wide strategic planning. Membership includes the Director of Research and Planning; the Superintendent/President; the Vice Presidents of Academic Affairs, Student Services, Administrative and Business Services, Technology and Learning Resources; the Associate Vice President of Workforce and Community Development; and the Director of Human Resources. Every three years, the Strategic Planning Council undertakes strategic planning, with the intent of developing, revising, or reaffirming the institution's Vision, Mission, Strategic Direction, institutional goals, and performance indicators [4A-1]<sup>\*</sup>. The College's Mission Statement, Vision Statement, and Core Values are in the Catalog [4A-2], and the first two are on the web site ([www.solano.edu](http://www.solano.edu)). A pamphlet highlighting the activities and achievements of the Strategic Plan directions and goals was distributed to all employees in September 2004 [4A-3].

There are numerous campus advisory committees, task forces and organizations that offer venues for input from members of the campus community. Details concerning these groups are found on the campus website ([www.solano.edu/president/committees/index.html](http://www.solano.edu/president/committees/index.html)). The Superintendent/President chairs the Shared Governance Council, and its membership includes the Academic Senate President, representatives from the campus unions (CCA/CTA/NEA, CSEA, Local 39), two ASSC representatives, two representatives from the

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<sup>\*</sup> References are marked with square brackets [ ] and listed at the end of the Standard.

Administrative Leadership Group, and two representatives from the Minority Coalition. The Vice Presidents, Associate Vice President, and Director of Human Resources attend as resource persons. The purpose of the Shared Governance Council is described as follows: "...the collaborative participation of appropriate members of the College in planning for the future and in developing policies, procedures, and recommendations under which the College is governed and administered."

The Educational Administrators Group includes the College Superintendent/President; the Vice Presidents of Academic Affairs, Administrative and Business Services, Student Services, Technology and Learning Resources; the Associate Vice President of Workforce and Community Development; Division Deans; the Director of Student Development; the Dean of Admissions and Records; and the Dean of Financial Aid and EOPS. This group meets twice a month to develop strategies and approaches and to disseminate information.

The Vice President of Administrative and Business Services chairs the FABPAC (Financial and Budget Planning Advisory Council), which is charged with making recommendations to the Superintendent/President on District financial and budget planning issues. Constituent groups make membership appointments at the beginning of the fall semester. Members include six representatives from the Academic Senate; four representatives from classified staff; two educational administrators; the Vice President of Academic Affairs; the Vice President of Student Services; two classified managers; two representatives from ASSC (Associated Students of Solano College); the Director of Fiscal Services; two representatives from the Ethnic Minority Coalition; and two representatives from CCA/CTA/NEA. Roles, responsibilities and operating principals for FABPAC have been adopted.

The Academic Senate provides faculty with a formal procedure to participate in the formation of District policies on academic and professional matters; to confer with administration and the Governing Board; to promote communication and mutual understanding within the faculty; and to promote communication and mutual understanding between the faculty and other groups interested in the College and its programs. The Senate has representatives from all divisions, and all faculty have a vote in elections of officers.

The Academic Senate Curriculum Committee is an advisory committee on campus-wide curriculum and instructional issues with representatives from all divisions, students, and educational administrators. Functions of the committee include evaluation of overall College curriculum needs; participation in the planning and development of short-range and long-range curriculum and instructional programs; development and/or implementation of policies and regulations applicable to the curriculum and instructional programs; making recommendations to the administration and/or Governing Board regarding additions, modifications and deletions in the College curriculum.

The ASSC is represented by an Executive Board and the Student Senate. Every registered student is a member of ASSC and encouraged to participate in student government. Students have representatives on many committees and on the Governing Board.

Three employee organizations (CSEA, CCA/CTA/NEA, and Operating Engineers, Local 39) hold regular meetings, providing additional opportunities for staff participation in planning and decision making.

According to the Educational Master Plan [4A-4], "Solano County Community College District has made a commitment to pursue a systematic approach to organizational planning to guide the decision making process of the campus. This systematic approach to the planning process includes the integration of all operational plans under the general direction of the College's Strategic Plan. ...the Educational Master Plan by its very nature is the core and

driving force for all functions on our campus. All other operational plans will include projects or activities that directly support the Educational Master Plan” (p 1).

Each academic division’s faculty routinely completes a regular and thorough program review. Academic disciplines conduct a program review every four years. Occupational programs conduct a program review every two years. Program review documentation serves as the primary basis for decision making on programs and courses offered by the College. The SCC Instructional Program Review [4A-5] is prepared and published biennially as a document separate from the Educational Master Plan. The campus-wide Instructional Program Review is available in Division offices and from the Office of Academic Affairs.

The College staff has Intranet access from on and off campus to the minutes or summary notes of several campus committees. Committees currently posting minutes on the Intranet include the Curriculum Committee, Division Dean Meetings, Executive Council, Measure G Project Committees, Scheduling Effectiveness Task Force, Shared Governance Council, Student Services Managers, and the Technology Committee. Committees for which minutes are not currently posted on the Intranet include the following: Enrollment Management, FABPAC, Online Committee, Staff Development Advisory Committee, and Flex Cal Committee. All Governing Board agenda and minutes are posted on the Internet.

#### Evaluation:

The College meets this standard in part.

While institutional leaders provide a variety of opportunities for faculty, staff and students to participate in the planning and decision-making processes at the College, there are concerns about the efficacy of that participation. There are disagreements and confusion about the interactions of various planning and decision-making groups; about how group recommendations affect final decisions; how new business needs are incorporated into existing priorities; and, in general, about the flow of the decision-making process.

The following list indicates the percentage of respondents in the fall 2004 survey of faculty and staff [4A-6], who “agree” or “strongly agree” with each statement:

- Educational planning supports SCC goals and is integrated with other planning (73%).
- Facilities planning supports SCC goals and is integrated with other planning (68.9%).
- Equipment planning supports SCC goals and is integrated with other planning (61.6%).
- Personnel planning supports SCC goals and is integrated with other planning (47.8%).
- The mission statement guides planning and decision making (67.8%).

While FABPAC Roles and Responsibilities [4A-7] detail the involvement of faculty, staff, students, and managers in financial planning and budget development, minutes of FABPAC report committee members’ questioning the basis for budget recommendations and decisions, as well as the committee’s role in the process [4A-8]. The fall 2004 survey of faculty and staff demonstrates that FABPAC is not perceived as an effective planning group. Respondents indicating either strong agreement or agreement with the following statements are given in the following percentages:

- Guidelines/process for financial planning clear and followed (33.3%).
- Best use of resources by planning/budget processes (32.3%).
- Adequate participation by all in budget development process (25.8%).

• Table IV-1: Dissatisfaction v. Satisfaction on Questions Related to Planning, Based on Evaluative Responses Only

Question	Term of Survey	N	Sample % Dissatisfied	Sample % Satisfied	Total % Dissatisfied	Total % Satisfied
31. Planning Guided by College Mission Statement	Fall 02	72	18.1	81.9	26.6	73.4
	Fall 03	90	27.8	72.2		
	Fall 04	90	32.2	67.8		
32. Educational Planning Supports Institutional Goals	Fall 02	76	14.5	85.5	19.2	80.8
	Fall 03	95	14.7	85.3		
	Fall 04	100	27.0	73.0		
33. Financial Planning Supports Institutional Goals	Fall 02	68	38.2	61.8	47.8	52.2
	Fall 03	87	47.1	52.9		
	Fall 04	96	55.2	44.8		
34. Facilities Planning Supports Institutional Goals	Fall 02	69	40.6	59.4	37.2	62.8
	Fall 03	90	36.7	63.3		
	Fall 04	94	35.1	64.9		
35. Equipment Planning Supports Institutional Goals	Fall 02	73	37.0	63.0	36.0	64.0
	Fall 03	83	32.5	67.5		
	Fall 04	91	38.5	61.5		
36. Personnel Planning Supports Institutional Goals	Fall 02	78	39.7	60.3	45.7	54.3
	Fall 03	82	43.9	56.1		
	Fall 04	94	52.1	47.9		
37. Financial Planning Processes Clearly Defined and Followed	Fall 02	60	46.7	53.3	58.2	41.8
	Fall 03	82	57.3	42.7		
	Fall 04	90	66.7	33.3		
38. Resources Used Well in Planning	Fall 02	60	58.3	41.7	61.4	38.6
	Fall 03	76	56.6	43.4		
	Fall 04	87	67.8	32.2		
39. Adequate Participation in Planning	Fall 02	74	59.5	40.5	67.6	32.4
	Fall 03	99	67.7	32.3		
	Fall 04	89	74.2	25.8		
40. Personally Involved in Unit Planning & Budgeting	Fall 02	91	37.4	62.6	34.8	65.2
	Fall 03	116	34.5	65.5		
	Fall 04	109	33.0	67.0		

Reliance on the College Web site and Intranet to keep the campus community informed about decisions and planning agendas has not proved to be an effective way to communicate.

From fall 2004 to spring 2005, a Task Force on Program Review, Planning, and Budget Development worked to develop a proposal for a more integrated approach to program review, planning, and budget development that revolves around a systematic and ongoing process of review and evaluation. [4A-9].

**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.

The Task Force on Program Review, Planning, and Budget Development will initiate systematic review and evaluation of the planning process.

The Task Force on Program Review, Planning, and Budget Development will establish a mechanism for involving the campus community in integrating legitimate business needs into adopted budget priorities.

**IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**Description:**

Established and systematic policies and procedures are part of the College's governance structure. Because the College has experienced and will continue to experience considerable growth, both in numbers of FTES and number of College sites, the efforts to maintain a governance process in which faculty, staff, administrators, and students fully participate is ongoing. To support and ensure the process of Shared Governance, the College has in place a number of written policies and procedures.

**Establishment of Written Policy**

The College Governing Board has established policies and procedures for District operation in the form of Solano Community College Board Policies and Procedures. Included in the written policies on Shared Governance among Administration, Faculty, Staff and Students is Policy 2005, which acknowledges the Shared Governance requirements of Title 5 of the California Code of Regulations and of the California Education Code. Specifically, it states: "The Board recognizes the Academic Senate as the body which represents the faculty in shared governance in relation to academic and professional matters as set forth in Title 5, Section 53200." Furthermore, "[t]he Board recognizes the Associated Students of Solano College (ASSC) as the body which represents the students in Shared Governance."

The nature of the membership on the Governing Board promotes college-wide participation in its proceedings in that an elected Student Trustee is seated and has an advisory vote. Other representatives of various College groups and constituencies are invited to give reports at regular Board meetings, among them the President of the Academic Senate.

FABPAC is chaired by the Vice President of Administrative & Business Services. and includes representatives of the major constituent groups within the College. This body serves an advisory function, making budget recommendations to the Superintendent/President, who is responsible for the final recommendations, which are then presented to the Governing Board for approval.

In June 1997, the Governing Board adopted (and reaffirmed in June 2000), the Strategic Plan for Solano Community College, a document containing "vision, mission, values, directions and goal statements" to guide the College in planning and decision making processes.

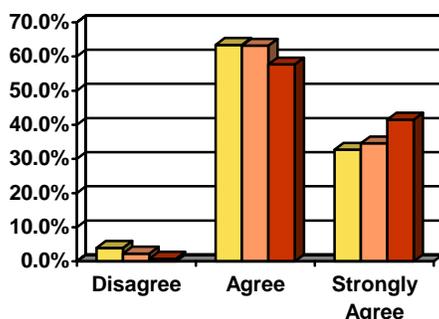
Policy 2005 also describes the make-up and responsibilities of the Shared Governance Council [see Standard IV.A.1]. The Associated Students' President appoints student

representatives to the Shared Governance Council. Student participation is also strengthened by representation on many College committees. Student leaders work with College leadership to identify those committees whose functions incorporate significant effect on the student body. Student membership can be specified on those committees. The Policy recognizes the roles and responsibilities of all other employees in the Shared Governance process.

### Implementation of Written Policy

There are excellent examples of effective implementation of Shared Governance that not only demonstrate the benefits of seeking input from every level of the institution but also provide role models that may be applied to the many areas of the campus operation where Shared Governance is less apparent or invisible.

- Figure IV-1: Faculty and Staff Agreement with statement: Solano Community College offers high quality instruction, Fall 2002, Fall 2003, Fall 2004



The Curriculum Committee is one example of Shared Governance in action. The committee is composed of a balance of administration and faculty representation with staff and student representation as well. All documentation is provided in advance to committee members, who discuss relevant matters openly and fully. Meetings are open, and input is often sought from non-committee members who wish to be heard on the matter. After deliberation, members vote to make a decision [4A-10]. This decision is advanced to the Governing Board for approval and is rarely altered. In this model, all voices are heard; decisions are made by a balanced representation of the campus community.

The Curriculum Committee offers an excellent example of healthy Campus dialogue on this campus, even though its decisions are not universally agreeable. Viewing the history of the Curriculum Committee and the current state of Campus curriculum, excellent decision-making appears to have resulted from this model of Shared Governance. In a survey in which faculty and staff were asked to respond to the statement: "Solano Community College offers high-quality instruction," 99.2% of the faculty and staff agreed or strongly agreed with that statement. Additionally, 96.9% of the students surveyed agree that College faculty provide quality instruction overall.

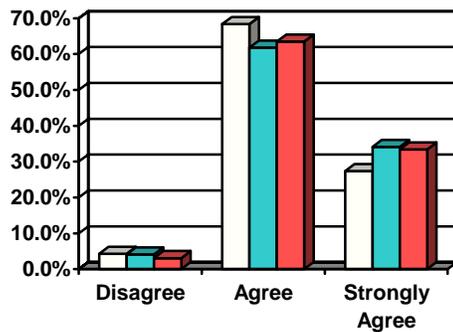
Implementation of written policies regarding Shared Governance is less apparent in matters pertaining to budget formulation and expenditure of funds. To be funded, equipment or staffing needs must first be proposed in writing, costed-out, signed and approved by relevant administrators and staff, then prioritized by Divisions. These Division lists culminate in a campus wide priority list through the collaboration of Division Deans and top level administration. Sometimes the priority list is not followed. Among the campus' top priorities for five years was a laboratory technician for the art department. This position was not funded

for a number of years while other priorities that were lower on the list were funded without explanation.

Administrative funding requests sometimes first appear to the campus community on the Board Consent Agendas or the warrant list [4A-11]. Business necessity doesn't always allow for broad-based participation in decision-making.

Progress is being made this year (2004-2005) as Division-wide priorities for instructional equipment were followed. Funds were available for every Division's top request.

- Figure IV-2: Student Agreement with statement that Solano Community College offers overall quality instruction, Fall 2002, Fall 2003, Fall 2004



**IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

Description:

The roles of the Academic Senate and the ASSC in Shared Governance are clearly defined and established in Board policy in language consistent with Title V of the California Administrative Code, which requires that students, staff and faculty are assured of effective participation in developing recommendations to the Governing Board. Under these guidelines, the Academic Senate is empowered with the primary responsibility for making recommendations in the areas of curriculum and academic standards. (See also the description of the functions and constituency of FABPAC in Standard IV.A.2.)

Various bodies on campus appoint representatives to campus committees, furthering the practice of Shared Governance on the College campus. For example,

- The Academic Senate appoints representatives to the Calendar Advisory Committee, FABPAC, the Food Service Advisory, the Safety Committee, Shared Governance Council, Strategic Technology Advisory Committee, Flex Cal/Staff Development Committee, and the Staff Diversity Advisory Council.
- The CTA appoints representatives to the Calendar Advisory Committee, FABPAC, the Faculty Class Advancement Committee, the Sabbatical Leave Committee, Shared Governance Council, the Staff Development and Advisory Committee, Strategic Technology Advisory Committee, and the Staff Diversity Advisory Council.

- The CSEA and Local 39 (Operating Engineers) appoint representatives to the Calendar Advisory Committee, FABPAC, Shared Governance Council, the Staff Development and Advisory Committee, Strategic Technology Advisory Committee, Safety Committee, and the Staff Diversity Advisory Council.
- The ASSC appoints representatives to the Calendar Advisory Committee, FABPAC, the Food Service Advisory Committee, the Graduation Committee, Strategic Technology Advisory Committee, Staff Diversity Advisory Council, and Shared Governance Council.

In matters of budget planning, the Vice President of Administrative and Business Services holds informational and discussion forums in the spring semester, making duplicate presentations to maximize participation.

Evaluation:

The College substantially meets the standard.

Planning Agenda:

None.

**IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

Description:

In its written policies, the College acknowledges the significance of and solicits faculty input. Policy 2005 states: "The Board recognizes the Academic Senate as the body which represents the faculty in Shared Governance in academic and professional matters as set forth in Title V section 53200" of the California Code of Regulations.

Recommendations and planning for student learning programs and services are also forwarded via the leadership of the Vice President of Student Services.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

**IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

Description:

The concept of Shared Governance is established and endorsed by Governing Board (Pol 2005), which provides the framework for constituent representation on Campus-wide committees and establishes the processes and practices for the constituent groups to work together. The College Shared Governance Council is chaired by the Superintendent/President and includes representation from the following constituent groups: Academic Senate, Administrative Leadership Group, CTA, ASSC, CSEA, Minority Coalition and Operating Engineers. Through this policy, the rights and responsibilities of the staff and students to participate in the formulation and development of College policies, procedures and

processes are clearly stated. The policy also acknowledges that the Board shall collegially consult and give reasonable consideration to faculty, staff, and student recommendations.

Governing Board (Pol 6100) specifies faculty roles in the areas of student educational program and services planning, which include the development of annual and three-year plans by department and/or Division, which are, turn, reviewed by the senior administrators when providing recommendations for budget planning to the Board.

The changes over the past several years in senior Administration and numerous retirements of long-term staff members have resulted in the introduction of new processes and practices. The processes' effectiveness is yet to be determined as they are in developmental and early implementation stages.

**Evidence:**

- a) All committees [e.g., Academic Calendar, Administrative Leadership, Curriculum, Finance and Budget Planning, Program Planning and Discontinuance, Scheduling Effectiveness Task Force (formerly Enrollment Management)] provide input to the Shared Governance Council through appointed representatives and/or through reports (Pol 2005).
- b) All new policies or recommended policy changes, submitted by various committees, pass through Shared Governance before presentation to the Governing Board. (For specific instances, please refer to Shared Governance Council Agendas of October 8, 2003 and March 24, 2004; Shared Governance Council Meeting Minutes of November 12, 2003 and December 10, 2003; and Shared Governance Process Form submitted September 24, 2003 and October 22, 2003. This list is not inclusive, but a selection of the different matters brought to Shared Governance, where there is constituency representation). Hiring committees above the Division Dean level include representation from students. Recently, students have been requested to sit on faculty hiring committees in the Trade and Technical Division [4A-12].
- c) All major campus committees are open to a minimum of one representative of each constituent group, and each representative is provided the opportunity for reasonable input, collegial consultation, respectful consideration and an equal vote. Shared Governance agendas and minutes are posted on the campus Intranet and are widely available on campus [4A-13].

**Evaluation:**

The College meets this standard.

**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.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

**Description:**

The Accrediting Commission supplies the College with the standards and guidelines for a successful accreditation, and the College has agreed to adhere and comply with these

guidelines, policies and standards as it writes the self-study [see Standard IV.A.3]. Commission recommendations sent to the College after the site visits are reviewed by the President's Executive Council, and a letter is sent to the Accrediting Commission, acknowledging receipt of the recommendations. The College then moves expeditiously to address these recommendations, and progress to mitigate concerns is noted in annual reports sent to the Commission. The College encourages and employs reciprocal communication with the Commission, which is essential to achieve and demonstrate honesty and integrity; the "Summary of Evaluation Report," written in 1999 by Accreditation Team Chair Donald B. Berz, documents this [4A-14].

The accreditation standards detail that the role of leadership in the institution's governance and decision-making structures and in its processes be regularly evaluated to ensure their integrity and effectiveness. Currently the College is reviewing and integrating program review, planning, and budget development. This program began in 2003-04 and is being refined in 2004-05 in time to develop the 2005-06 District budget. Evaluation reports, announcements of Commission visits, follow-up reports, Commission recommendations, and documentation of responses to recommendations have all been, in one form or another, released for public disclosure. The issues of the degree of openness and availability of those documents and the implementation of the recommendations made in them will be discussed below. The College has moved to respond to many Commission recommendations.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

For further information see Planning Agenda III.C.1.c

**IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

**Description:**

Governing Board Policy 1027 states that the "Governing Board shall conduct a self-evaluation, at least annually. The self-evaluation will review the Board's roles and responsibilities and assess the overall effectiveness of the Board in performing these functions." The evaluation occurs annually and examines six areas: the Board's relationship with the Superintendent/President, its relationship to the instructional program, staff and personnel relationships, its relationship to the financial management of the College, community relations, and Board development and self-improvement. Standard IV.B.1.g discusses the Board self-evaluation in further detail. The Board self-evaluation does not include feedback from constituent groups on campus, nor are the results of these evaluations communicated to the campus community. The Board discusses its self evaluation during a regularly scheduled Board meeting in open session.

Governing Board Policy 2035 mandates evaluation of the Superintendent/President "at least annually." Policy 2035 states further "the Governing Board shall review the roles and responsibilities of the Superintendent/President and shall assess the overall effectiveness in performing these functions." Board agendas indicate that the Board evaluates the role and performance of the Superintendent/President annually [4A-15]. The Board's evaluation of the Superintendent/President does not include feedback from constituent groups on campus; the evaluation is completed in closed session; any modifications to the Superintendent/President's contract are announced in open session [4A-16].

Institutional goals (formerly called institutional initiatives) are developed annually by the Educational Administrators with input from the Academic Senate and the Governing Board. At present, the only vehicles for evaluating decision-making processes have been surveys which measure satisfaction levels with decision-making structures and processes but which do not analyze how well or if these structures and processes are working, e.g., Planning Survey [4A-17] conducted three years ago and Accreditation Self-Study Surveys conducted fall 2002, fall 2003, and fall 2004. However, the Task Force on Program Review, Planning, and Budget Development has addressed the need to evaluate our current decision-making and Shared Governance structures in regard to planning priorities and budgeting.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

## B. Board and Administrative Organization

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**IV.B.1. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

**IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

Description:

As specified in the 1000 series of adopted Board Policy [4B-1]<sup>\*</sup>, the College consists of seven publicly elected Governing Board members from four designated trustee areas and an advisory voting student member who is elected by students enrolled in the College (Pol 1010). This election process provides the College with independent board members whom voters have selected to represent their interests. The publicly elected Board terms of office are staggered, expiring in December of each even-numbered year. Each elected member of the Board serves a four-year term, commencing on the first Friday in December following his/her election. The student trustee serves a one-year term (Pol 1010.5).

In fulfilling its role, the Board holds public meetings on the first and third Wednesdays of each month, inviting and encouraging public participation in its deliberations. Members of the public may address the Board on any item within the Board's jurisdiction (Pol 1020.19 and Board Agenda). The Board 'Code of Ethics' requires each member of the Board to recognize that he/she is responsible to all citizens of the College, not solely to those who elected the member. And the Code of Ethics (Pol 1017.4) advises Board members that the authority delegated to the Board member by the voters must be exercised with as much care and concern for the least influential as the most influential member of the community.

The Board's Code of Ethics requires that each Board member shall recognize and actively communicate that authority rests only with the Board in a legally constituted meeting, not with individual members; and each Board member must conduct relationships with College staff, students, citizens of the District, and the media on that basis. The policy also directs Board

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<sup>\*</sup> References are marked with square brackets [ ] and listed at the end of the Standard.

members to abide by and uphold the final majority decision of the Board (Pol 1017.2 and Pol 1017.5c).

SCCD Policy 1010.4 provides that the Board support the development and operation of an educational program of the highest possible quality as the Board's common goal, as well as the goal of the Superintendent/President and the entire College. Board duties and responsibilities include formulating, adopting, and supporting goals for the College. The Board's Code of Ethics advises each Board member that he/she shall maintain independent judgment unbiased by private or partisan political pressure (Pol 1017.5b).

**Evaluation:**

The College meets this standard.

The Board is an independent policy-making body that reflects the public interest in its activities and decisions, as evidenced by the public election process used to select Board members as outlined in SCCD Policy 1010, 1010.5 and the Board's regular invitation and encouragement of public participation in its deliberations as evidenced by the highlighted statement on the first page of each Board Meeting Agenda (which is publicly posted as required by the Brown Act). The Board acts as a whole on all matters once a vote is taken; even though members may not always agree with one another, they approve or disapprove actions through a process of majority vote as evidenced by the dialog and recorded vote reflected in all Board minutes related to action items. There is no evidence that the District or Board is subject to undue influence when making decisions in advocating for and defending the institution.

**Planning Agenda:**

None.

**IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

**Description:**

While the Governing Board has no policy officially adopting the Mission Statement of the College, it did approve the Mission Statement, along with the Core Values and Strategic direction for the College on June 18, 1997. The Mission Statement, Vision Statement and the Core Values also appear in the College Catalog [4B-2] and on posters located throughout the College. The Governing Board's Policy on its duties and responsibilities is outlined in SCC Policy 1010.14. The Governing Board annually adopts its District Institutional Goals each December. The recent Goals were presented and adopted in December 2004 for the 2005-2006 school year [4B-3]. Other supporting Policies that reference establishment and adoption of Policies are contained in SCC Policies 1025.1, 1025.2, 1025.3, 1025.4, 1025.5, 1025.6, 1025.7, and 1025.8. The SCC Policy which empowers the Superintendent/President to carry out the Policies adopted and approved by the Governing Board is contained in SCC Policy 2030, and when the Superintendent/President is on a leave of absence, vacation, or unavailable, then SCC Policy 2035 takes effect. SCC Policy 2050 outlines the Line of Responsibility for the College. The SCC Policies and Procedures delineate the operating policies of the College District, which provide direction to the staff to meet the legal requirements. Policies referring to student performance can be found at the College's Web site at <http://www.solano.edu/oar/policies.html>, and the following items can also be found on the College's Web site under the Strategic Plan: Core Values, Vision Statement, Mission Statement, Strategic Directions, Strategic Goals, and Performance Indicators (PI); Strategic Direction: QUALITY TEACHING AND LEARNING (QTL); Strategic Direction: STUDENT ACCESS (SA); Strategic Direction: INSTITUTIONAL DIVERSITY (ID); Strategic Direction: ORGANIZATIONAL CULTURE (OC); Strategic Direction: TECHNOLOGY (T); Strategic

Direction: FISCAL STRENGTH (FS); and Strategic Direction: COMMUNITY RELATIONS (CR) at the following Web address: [http://www.solano.edu/president/strategic\\_plan.html](http://www.solano.edu/president/strategic_plan.html).

**Evaluation:**

The College meets this standard.

The Governing Board's governance model explains the Board's responsibilities and powers; however, the Mission and Vision Statements are not contained within SCC Policy. The Vision Statement and Mission Statement are consistent, and their language supports the College's main purpose, which is to maintain and improve student learning programs and services. At the onset of policy change or implementation, some employees do not appear to be aware of the changes, and some have a minimal understanding of the Board's role in those policies. Improvement is needed in the dissemination of such information throughout the College. Adjunct faculty, in particular, seem to be outside the communication loop.

**Planning Agenda:**

The Governing Board, in conjunction with the Superintendent/President, will propose avenues to communicate effectively an understanding of Policy change and implementation.

**IV B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

**Description:**

According to Board Policy 1010.14, the Board approves the Educational Master Plan [4B-4], approves the annual budget and the expenditure of all funds, assuring the District's educational, legal and fiscal soundness.

The Board is informed about the educational developments at the College via regular reports from the Vice President of Academic Affairs, the ASSC and the Academic Senate. It approves all hiring decisions and new positions.

The Board fulfills its legal obligations by regularly considering and approving the appointment or dismissal of all College employees and signs all legal documents. The Board is kept fully informed of all legal matters affecting the College via regular reports in closed session by the lawyers employed by the District.

The Vice President of Administrative and Business Services gives regular reports on the budget to the Governing Board. The Board reviews and approves the budget before it is finalized and authorizes all expenditures in its meetings every month. An independent auditing firm annually audits the College and reports its findings to the College and the Board.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

**Description:**

The Governing Board derives its authority from the California Education Code. The Board's authority and responsibility are clearly established and described in College Policy and Board bylaws. The College Governing Board Policies and Procedures, Volume I and II (Dated

09/17/04), summarizes the Board's organization and policies. This document can be found on public record at the College Library and is presently being placed on the College web site. These published policies provide the framework utilized by the Board to perform its functions. Areas addressed in these volumes include Board composition, authority, powers, functions, organization, and meetings.

Board Policy 1005 (Legal Basis and Authority) provides the Governing Board with its authority. Subsequent Board Policies 1010.1-1010.8 describe the organization, eligibility, terms of office and compensation of its Board members. The duties of the three officers (President, Vice President and Secretary), which comprise a subset of the seven elected members of the Board, and one advisory student member are defined in Board Policies 1010.9-1010.14. An outline of the duties performed by the Board is defined in Policy 1010.14.

The Board Policy Manual contains sections on Board organization, duties (Pol 1010.14), and authority; an ethics code (Pol 1017); censure policy; and board structure and operating procedures. As the Board deems necessary, it reviews and makes revisions in accordance with published Policy. Criteria and procedures for the assessment of Board performance are not specifically delineated in Policy documents, although the Board engages itself in self-evaluation annually. The Board establishes institutional policies and appropriately delegates responsibility for the implementation of these policies. The Board regularly reviews and evaluates its Policies and practices and revises them primarily on an as-needed basis. The Board holds regularly scheduled meetings and public study sessions when necessary. The Board publishes its self-evaluation process in the Governing Board Handbook. The Board's actions indicate a commitment to improvements as part of the College's self-evaluation processes.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

**IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

Description:

The Board has established a wide range of institutional Policies, which cover Bylaws (100 series), Community Relations (1000 series), Administration (2000 series), Business (3000 series), Personnel (4000 series), Student Services (5000 series) and Instruction (6000 series). These Policies are available at several locations on campus, including the College Library and the Superintendent/President's Office. Community College Policies and Procedures, (Pol 1010.14), states that the duties of the Board will be to "Determine the policies which will govern the operation of the District." The Board Policies and Bylaws are revised and approved as needed. Recommendations for changes in policy are considered by the Shared Governance Council prior to Board action. The Superintendent/President periodically recommends updates in conjunction with recommendations made by the Community College League of California.

Evaluation:

The College meets this standard.

The Board lacks a formal system for evaluation and revision of policies.

**Planning Agenda:**

The Board will draft a written process for periodic evaluation of Board Policies.

**IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**Description:**

The Governing Board is comprised of seven elected members and one student member with an advisory vote. The rules governing the election of Board members are set out in Board Polices (Pol 1010.2, 1010.3, 1010.5, 1010.6 and 1010.7). Board members' elections are staggered as noted on the College website.

New Board members are first oriented by the Superintendent/President, then by the Board President. Subsequently, new members receive training at a two day conference sponsored by the Community College League of California in late January/early February. The Governing Board has an annual retreat at which new members may be further oriented. In addition, an in-depth orientation for new Board members occurs twice a month for a period of six months after the election of new Board members, and the entire Board and public are invited to attend [4B-5].

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**IV.B.1.g. The Governing Board's self-evaluation processes for assessing Board performance are clearly defined, implemented, and published.**

**Description:**

As Policy 1027 of the Board's Policies and Bylaws directs: "The Governing Board shall conduct a self-evaluation, at least annually. The self-evaluation will review the Board's roles and responsibilities and assess the overall effectiveness of the Board in performing these functions."

The Board's instrument for self-evaluation consists of several 'questionnaires' or topic sheets, under the headings:

- A. Relationship to the instructional program.
- B. Staff and personnel relationships.
- C. Relationship to the financial management of the College.
- D. Community Relations.
- E. Board development and self-improvement.

Each sheet contains three to nine prompts, which address areas of the Board's responsibility. For example, in form A, the first item is:

Establishes written policies for the guidance of the Superintendent/President in the operation of the College.

The topic sheets are distributed to each Board member, and each individually responds to the prompts with "acceptable" or "needs improvement." These responses are sent back to the

Superintendent/President's office, where the data are compiled. Typically, the questionnaires are filled out in November, and the Board discusses the results at its meeting in January.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

**IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

Description:

The Governing Board's code of ethics can be found in Governing Board Policy 1017.

Evaluation:

The College partially meets the standard.

Board Policy 1017 provides no stated process for dealing with Board behavior that is unethical.

Planning Agenda:

None.

**IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

Description:

The Governing Board receives training on the accreditation self-study process and regular progress reports. The Governing Board reviews the self-study draft and is invited to participate in the self-study. The final copy is reviewed and approved.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

**IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/systems or college respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluation the president of the colleges.**

Description:

The Governing Board selects the Superintendent/President whenever a vacancy occurs and, most recently, hired the current Superintendent/President, Paulette J. Perfumo, Ph.D., on December 4, 2002, her contract beginning on January 17, 2003. The Board utilizes a Shared Governance selection committee and sometimes works with a search consultant to provide broad-based input on the position description and first-level interviews and screening.

Finalists are recommended to the Governing Board who conduct interviews, site visits, and make the final selection.

Board Policy 2035 (Evaluation of Superintendent/President) provides that the Governing Board shall evaluate the Superintendent/President at least once annually. This is achieved by agreed-upon annual goals between the Superintendent/President and the Governing Board, an established timeline for the evaluation, and an evaluation instrument [4B-6] completed by the Governing Board, along with a self-evaluation completed by the Superintendent/President. In addition, Board Policy 2030 (Superintendent as Executive Officer of the Governing Board) delegates full responsibility and authority to the Superintendent/President, and holds him/her “responsible to the Governing Board for the execution of such delegated powers and duties.”

Evaluation:

The College meets this standard.

Planning Agenda:

None.

**IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Description:

The Superintendent/President derives her authority as the Chief Executive Officer (CEO) from Board Policy 1017-7. The SCCC organizational charts and the Superintendent/President job description as CEO reflects the delegated authority and responsibility for planning, overseeing, and evaluating the four main sectors of the College: Academic Affairs, Technology and Learning Resources, Administrative and Business Services, and Student Services. Additionally she is responsible for and is the reporting official for the Public Information Officer, Director of Human Resources, and the Director of the College's Education Foundation. The Superintendent/President is authorized by Board Policy 2030 to delegate any powers and duties entrusted to her by the Board, including the administration of the campus. The four main sectors of the College are staffed with Vice Presidents delegated with the authority and responsibilities for their respective areas as described in their management job descriptions. The job descriptions of the President's additional direct reports (the Public Information Officer (PIO), HR Director, and Foundation Director) reflect delegated authority and responsibility consistent with the duties of these positions [4B-7].

Evaluation:

The College meets this standard.

Budget reductions, the employee layoffs of 2003-04, and retirements resulted in ten of the 39 administrative positions being vacant or filled on an interim basis. These vacancies have significantly increased the responsibility and workload for the President/Superintendent, Vice Presidents and Associate Vice President. Current recruitment efforts are underway to fill the majority of these positions; however, several positions are vacant or have been filled on an interim basis.

**Planning Agenda:**

The College will continue to evaluate interim and vacant positions to plan for possible restructuring or restoration.

**IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

**Description:**

At the direction of the Superintendent/President, the College established the President's Task Force on Scheduling Effectiveness during the spring semester of 2003 [4B-8]. This broad-based Task Force consisted of representatives from the following areas:

- Dean, Admissions & Records
- Faculty Member, Trade & Technical Division
- Vice President, Academic Affairs
- Faculty Member, Fine & Applied Arts/Behavioral Sciences; and Chair of Curriculum Committee
- Faculty Member, Counseling; and President, Academic Senate
- Dean, Mathematics & Science Division
- Superintendent/President
- Director, Research & Planning
- Scheduling Specialist, Curriculum Office

The Task Force met monthly from April to December 2003 (except for July and November). Approved minutes were shared by the members with their respective constituencies and were posted on the College's network. In addition to roundtable discussions, the members of the Task Force reviewed standard semester enrollment and other reports (Program Review, Grade Distribution, FTES Projection, and Class Maximums) and the results of physical classroom inventories/surveys.

This process ensured an integrated, collegial process that focused on identifying various elements related to the College Mission, and that these components were fully considered in the processes developed for marketing, student recruitment, scheduling, and retention. These included flexible scheduling to provide day, evening, and weekend availability of classes, and that met the needs of different categories of students and faculty. Additionally, consideration was given to staff workloads, master calendar requirements, assignment of facilities, faculty contract restrictions on canceling classes, distance learning, research, assessment, and student learning outcomes. Lastly, the committee focused on: ensuring that Measure G funded facilities, upgraded or constructed, have a mix of large capacity classrooms to allow more college wide access to students, making efficient use of available classroom/lab space, and ensuring a consistent and equitable balance between class size and demand within the various curricula.

The President's Task Force on Scheduling Effectiveness has had a significant positive impact on the effectiveness of the College in meeting its educational goals and objectives, and in integrating its activities into the College's ongoing planning and program review processes.

In 1999-2000, the College established the Office of Research and Planning. This office has worked closely with all components of the College to provide analysis and research to assist in decision-making processes and has fully integrated them into the program review and planning process.

The College uses an integrated approach to program review, planning and budget development that revolves around a systematic and on-going process of review and evaluation. This approach is designed to foster continuous improvement at all levels of the institution, resulting in a continuous five-step cycle of evaluation, planning, budgeting, implementation, and review/evaluation [4B-9].

The College reviews and modifies, if necessary, the Vision, Mission Statement and Core Values of the Institution. The Mission Statement was modified on June 15, 2005, to include the importance of SLOs [4B-10].

**Evaluation:**

The College meets this standard.

Under the guidance of the Superintendent/President, the College has developed a fully integrated, collegial, and well defined process for establishing institutional goals and objectives, defining College priorities, and creating an institutional climate that fosters and supports high standards of integrity and professionalism. She has successfully undertaken efforts to ensure a campus that is adequately supported by formal research methodologies, improved data collection and analysis, and access to data important for decision-making requirements. Planning efforts of the College are fully aligned with overall District objectives. These efforts are achieved while fully addressing those specific planning goals and objectives necessary to advance planning goals and objectives necessary to advance Solano College toward maintaining a learning environment that promotes the highest standards, and one that focuses on ensuring student learning outcomes of excellence.

**Planning Agenda:**

None.

**IV.B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

**Description:**

According to Board Policy 2030 the Governing Board delegates to the Superintendent/President of the College the executive responsibility for administering Board policies. This duty and others are delineated in the Policies and Procedures manual and in the Educational Code of the State of California. The Superintendent-President relies on legal counsel and has recently engaged the services of two new firms.

The College adopted on May 18, 2005, policies that modified the management conditions concerning term, evaluations, salary, and vacation carryover. The Board modifications ensure that management policies are consistent with the state Education Code.

**Evaluation:**

The College partially meets this standard.

The Superintendent/President and the CTA and Academic Senate have disagreed on a number of issues related to the Superintendent/President's adherence to the Governing Board policy.

Planning Agenda:  
None.

**IV.B.2.d. The president effectively controls budget and expenditures.**

**Description:**

Final staff level responsibility and accountability for budgetary allocations and priorities prior to Governing Board action, if required, are vested in the Superintendent/President. The Superintendent/President's fiscal responsibility is based on defining goals, developing plans, and establishing priorities for the District's budgets, which is achieved through managing resources; implementing priorities; and ensuring compliance with appropriate statutes, regulations, and policies. In order to make effective budgetary decisions, the Superintendent/President receives advice from FABPAC and the Executive Council. The 22-member FABPAC has a diverse makeup, and its primary responsibility is to make recommendations to the Superintendent/President regarding College financial and budget planning issues. The Superintendent/President and Governing Board can then take appropriate actions on the budgetary information presented to them to generate a College budget for each fiscal year.

The Superintendent/President, in conjunction with the Governing Board and FABPAC recommendations, adopts an official College budget on an annual basis with respect to the General Fund, Capital Projects Fund and Bookstore Fund. For each fiscal year (FY), the proposed Budget can be found in the Governing Board minutes as an agenda item with the requested action of approval for each FY. Accompanying documentation directed towards the FY-budget presents highlights of the income and expenditures for the College General Fund for this past year.

The Superintendent/President, on advice from FABPAC and in conjunction with the Governing Board, utilizes all relevant financial information, recommendations and projections and consistently provides a solvent budget and implementation strategy based on estimates of revenues and expenditures. The budget is developed in accordance with the goals and priorities of the College strategic plan and meets the requirements of Title 5, Section 58305 of the California Code of Regulations. The budget accurately represents an estimate of College revenue and expenditures each fiscal year. The budget process and procedure is subject to periodic review and evaluation and is revised when deemed necessary.

Evaluation:  
The College meets this standard.

Planning Agenda:  
None.

**IV.B.2.e. The president works and communicates effectively with the communities served by the institution.**

**Description:**

The College primarily serves the Solano County communities. The Superintendent/President interacts with these communities in a variety of ways. These interactions include efforts to enhance local workforce development and recruit freshman students.

Superintendent/President Paulette J. Perfumo is actively involved with the communities served by the College. She is on the Board of Directors for the Solano Economic Development Corporation and the Workforce Investment Board, as well as a member of the Benicia, Vallejo, Fairfield and Vacaville Chambers of Commerce and the Fairfield-Suisun Rotary. To enhance recruitment of freshman students, the President is a member of the Solano County Office of Education (SCOE), which holds monthly meetings with the County Superintendent of Schools and School District Superintendents. In an effort to assist at-risk high school students, the President participates in the Gear Up grant, and she has mentored students in the Puente Program. To enhance local workforce development, the president works with the Solano County Coalition for Better Health, Genentech and the Economic Vitality Roundtable of Fairfield.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

## References for Standard IV

- 4A-1 Review and Validation of the Solano Community College District's Strategic Plan
- 4A-2 Solano Community College Catalog 2004-2005
- 4A-3 Strategic Goals: Highlights of Activities & Achievements for the 2003-2004 Academic Year
- 4A-4 Educational Master Plan (2004-05)
- 4A-5 Instructional Program Review
- 4A-6 Accreditation Self-Study Survey of Faculty & Staff: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 4A-7 FABPAC Roles & Responsibilities
- 4A-8 Selected FABPAC minutes
- 4A-9 Taskforce on Program Review, Planning, & Budget Development: Final Report (DEC04)
- 4A-10 Selected Curriculum Committee minutes
- 4A-11 Selected Governing Board minutes
- 4A-12 ASSC Agenda, Minutes, and Campus Committee Appointment Lists (from 2002 to present)
- 4A-13 Shared Governance Council Agendas and Minutes
- 4A-14 Summary of Evaluation Report (1999)
- 4A-15 Selected Governing Board agendas
- 4A-16 Selected Governing Board minutes
- 4A-17 Results of Planning Survey
- 4B-1 Board Policy & District Procedures
- 4B-2 Solano Community College Catalog 2004-2005
- 4B-3 Governing Board minutes (Dec. 15, 2004)
- 4B-4 Educational Master Plan (2004-05)
- 4B-5 Revised New Governing Board Member Orientations Preparation Schedule
- 4B-6 Example of Timeline for Evaluation
- 4B-7 Taskforce on Scheduling Effectiveness: Final Report (DEC03)
- 4B-8 Taskforce on Program Review, Planning, & Budget Development: Final Report (DEC04)
- 4B-9 Governing Board minutes (Jun. 15, 2004)
- 4B-10 Job Descriptions: P10, HR Director, Foundations Director

## Table of Figures

• Figure 0-1: SCC Student Body, Enrollment Status .....	6
• Figure 0-2: SCC Student Body, by Gender .....	6
• Figure 0-3: SCC Student Body, Age Distribution .....	7
• Figure 0-4: Ethnic Distribution of SCC Student Body.....	7
• Figure 0-5: Ethnic Distribution of Solano County.....	7
• Figure 0-6: Top Seven Educational Goals of Full-time Students .....	8
• Figure 0-7: Numbers of SCC Students Receiving Financial Aid, by Type.....	8
• Table 0-1: Off-campus Locations for Solano Community College .....	9
• Figure 0-8: Relative Locations of Solano Community College Within Its Service Area (Solano County) .....	10
• Figure 0-9: The Program Review, Planning, and Budget Development Processes at SCC 11	
• Table 0-2: Growth in Full-time-Equivalent Students, by Academic Year .....	12
• Table 0-3: Total Degrees Awarded by Solano Community College by Academic Year .....	16
• Table 0-4: Number of Degrees/Certificates Awarded During Last Five Years (AY1999- 00 to AY2003-04), by Title .....	16
• Figure 0-10: Solano Community College Students Transferring to Either the California State Colleges Or the University of California .....	19
• Figure 0-11: Solano Community College Students Transferring to WASC Accredited 4-year Private California Colleges/Universities.....	19
• Table 0-5: Success Rates (Grade of C/CR or Higher) by Gender for AY2003-04.....	20
• Figure I-1: Enrollment Growth Fall 2000 thru Fall 2004 .....	47
• Figure I-2: District Ending Balances; AY1998-99 thru AY2003-04.....	48
• Table II-1: Lab Services Offered.....	60
• Figure II-1: Student Responses on Faculty Identification of Facts vs. Opinion, Fall 2002, Fall 2003, Fall 2004 .....	86
• Figure II-2: Student Agreement with ease of Online Application & Registration, Fall 2002, Fall 2003, Fall 2004 .....	89
• Figure II-3: Example of Student Satisfaction with Student Services: Counselor Help with Goals, Fall 2002, Fall 2003, Fall 2004.....	94
• Figure II-4: Student Satisfaction of Library Staff Assistance; Fall 2002, 2003, 2004.....	106
• Figure II-5: Student Satisfaction with Information Commons; Fall 2002, 2003, 2004 .....	107
• Table II-2: Information Commons Usage Statistics .....	108
• Table II-3: Comparison of Library Budget of Solano Community College and Neighboring Community Colleges.....	109
• Table II-4: Average Cost of Academic Books.....	110
• Table II-5: Average Cost of Periodicals.....	110

- Table II-6: Average Cost of Hard Cover Books.....111
- Table II-7: Comparison of Library Costs of Solano Community College and Similar Institutions .....112
- Table II-8: Accreditation Self-Study Survey of Faculty and Staff Selected Results .....115
- Table II-9: Student Satisfaction with Transfer Center as Indicated in Transfer Follow-up Report.....117
- Figure II-6: Faculty and Staff Responses to “Faculty are involved in selecting instructional equipment/materials,” Fall 2002, Fall 2003, Fall 2004.....120
- Figure II-7: Librarian View of Online Reference Help .....128
- Figure II-8: Student View of Online Reference Help.....128
- Table III-1: College Employees by Assigned Position; Fall 2004.....148
- Table III-2: College Employees: By Gender and Race/Ethnicity .....151
- Figure III-1: FTES for Past Six Academic Years in South Solano County .....159
- Figure III-2: FTES for Past Six Academic Years in North Solano County .....161
- Figure III-3: Faculty and Staff Agreement with “Classroom equipment is sufficient to support ed programs,” Fall 2002, Fall 2003, Fall 2004.....166
- Figure III-4: Faculty and Staff Agreement with “Computer labs & other instructional equipment are well maintained,” Fall 2002, Fall 2003, Fall 2004.....167
- Figure III-5: Student Satisfaction with Computer Availability, Fall 2002, Fall 2003, Fall 2004 168
- Figure III-6: Student Agreement with statement: Faculty help students understand subject matter, Fall 2002, Fall 2003, Fall 2004 .....168
- Table III-3: College Employees: Full-time Faculty Compensation.....175
- Table IV-1: Dissatisfaction v. Satisfaction on Questions Related to Planning, Based on Evaluative Responses Only .....194
- Figure IV-1: Faculty and Staff Agreement with statement: Solano Community College offers high qualify instruction, Fall 2002, Fall 2003, Fall 2004.....196
- Figure IV-2: Student Agreement with statement that Solano Community College offers overall quality instruction, Fall 2002, Fall 2003, Fall 2004 .....197