



Solano Community College

ACCJC 2013 Follow-Up Report

Submitted to the Accrediting Commission

For Community and Junior Colleges,

Western Association of Schools & Colleges

October 15, 2013

Adopted by the Solano Community College Governing Board on October 2, 2013

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I. STATEMENT ON REPORT PREPARATION

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

On February 11, 2013, Solano Community College received written notification that ACCJC, after reviewing the College's ACCJC 2012 Follow-Up Report, took action to continue imposing its "Warning status," and require that the College complete a Follow-Up Report by October 15, 2013.

The Commission requested that the College correct the deficiencies noted in its February 11, 2013 letter, and to demonstrate in the College's Follow-Up Report that the Institution has fully addressed four Recommendations, namely 5 (Student and Staff Equity), 6 (Learning Support for Distance Education), 7 (SLOs in Faculty Evaluation), and 9 (Code Of Ethics).

On February 13, 2013, the Superintendent-President, held a Campus Forum [[E0.1: Accreditation Press Release, Feb. 13, 2013](#)] to inform the faculty, staff, and students of ACCJC's response to our 2012 Follow-Up Report and the evaluation Team's findings as reported on November 13, 2012. Beginning in 2013, and continuing into Summer 2013 and Fall 2013, the College gathered evidence and identified actions and outcomes relevant to the four ACCJC Recommendations, and formed Committees to address these Recommendations (**addressed here in PART 1 of SCC's Report**). Additionally, the College continues to report on progress for the previous year's five Recommendations, namely 1, 2, 3, 4, and 8 (**addressed here in PART 2**).

In April 2013, an Accreditation Self-Study Coordinator (from the English/Reading faculty) was interviewed and selected to begin work to coordinate and edit the ACCJC 2013 Follow-Up Report. The Accreditation Self-Study Coordinator job description (3 year assignment) reflects the District's commitment to remain off sanctions and to be in compliance at all times with the ACCJC Standards [[E0.2: Accreditation Self-Study Coordinator Job Description](#)]. The Accreditation Self-Study Coordinator formed an Accreditation Task Force comprised of representatives from all College constituents. On August 19, 2013, the Accreditation Coordinator chaired the first formal meeting of the Accreditation Task Force [[E0.3: Accreditation Task Force Minutes, Aug. 19, 2013](#)]. On September 5, 2013, the initial working draft of the ACCJC Report was sent by email to all College employees [[E0.4: Email to All, September 5, 2013](#)] for review and commentary by the entire College community.

A Report draft was presented to, and discussed with, the Academic Senate (AS) on September 9, Shared Governance Council (SGC) on September 11, Governing Board on September 18, and the President's Cabinet on September 16. A second Accreditation Task Force meeting was held on September 16 and a third meeting was held on September 30. Subsequent drafts of the Report were sent to the entire College community again on September 19 and October 3, providing extended opportunity for feedback to all constituents. After further comment and revision, the final Report was approved by the Academic Senate on September 16 [[E0.5: Academic Senate Minutes, Sept. 16, 2013](#)], by the Shared Governance Council on September 25 [[E0.6: SGC Minutes, Sept. 25, 2013](#)], and by the Governing Board on October 2 [[E0.7 Governing Board Agenda, October 2, 2013](#)]. The final version of SCC's ACCJC Follow Up Report was signed on October 3, 2013.

II. ELIGIBILITY REQUIREMENTS

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

1. **Authority**: Solano Community College, located in Solano County, is one of one hundred twelve community colleges in California, is recognized by the California Community Colleges Chancellor's Office, and is authorized to provide educational programs in accordance with the California Education Code. Solano Community College is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC).
2. **Mission**: The current Mission Statement was adopted by the Governing Board in 2012. The new Mission Statement better reflects the diverse student population the College serves, as well as the College's commitment to student learning. Basic skills, workforce development, and a transfer level curriculum are the foundations of Solano Community College's mission. The College publicizes its Mission Statement through a variety of venues, including its Web site, the College Catalog, various College newsletters, and in other official publications.
3. **Governing Board**: The Solano Community College District Board of Trustees is an eight-member body that includes a Student Trustee. The Governing Board formulates policy, maintains Institutional integrity, fiscal soundness, and ensures the fulfillment of the College's mission. Seven members are elected by the electorate within the District. Board members are elected to 4-year, staggered terms. The Associated Students of Solano College elect a Student Trustee annually to represent the Student Body for a one-year term.
4. **Chief Executive Officer**: The Superintendent-President is the Chief Executive Officer (CEO) of Solano Community College. The CEO is hired by the District's Governing Board, and serves as the Secretary to the Board. The Superintendent-President is responsible for administering Governing Board policies, ensuring the quality of the Institution, providing leadership in budgeting, managing resources, and assessing Institutional effectiveness. The Superintendent-President also ensures that the Institution adheres to all applicable laws, regulations, and policies.
5. **Administrative Capacity**: The rigor of administrative oversight at Solano Community College is sufficient to ensure efficient management and operation of the College, as well as to ensure compliance with all laws, regulations, and mandates. The staff are fully qualified and meet or exceed minimum qualifications required for their positions. The Superintendent-President is supported by a Vice President of Academic Affairs, a Vice President of Finance and Administration, a Dean of Research, Planning, and Institutional Effectiveness, and an Associate Vice President of Human Resources. In addition, as reflected in the SCC Organizational Chart, Solano Community College has a Chief Technology Officer, School Deans, Center Deans, a Dean of Counseling, a Dean of Student Services, Associate Deans, Directors and/or Managers, a Chief of Police, one Public Relations Officer, and Confidential Employees who comprise SCC's Administrative Leadership Group.
6. **Operational Status**: Solano Community College operates in a manner that is consistent with its authority and mission. In Fall 2013, approximately 9,693 students were enrolled at the College. The College offers its students a wide array of instructional programs and student services, a library collection and library services, and a wide selection of academic

support services for both onsite and online students, as well as students enrolled in the Vacaville and Vallejo Centers.

7. **Degrees**: Solano Community College provides the courses needed to fulfill the requirements for 89 Associate Degrees and 40 Certificates. The majority of the College's course offerings apply toward Degree or Certificate completion. In 2012-13, the College awarded 1072 Associate Degrees and 181 Certificates to students.
8. **Educational Programs**: Solano Community College's Degree programs are consistent with its Mission to provide basic skills, workforce preparation, and a transfer curriculum. Its programs are based on recognized fields of study, reflect a wide variety of disciplines, and are evaluated. All courses and programs are reviewed through a curriculum review process and approved by the Governing Board.
9. **Academic Credit**: Solano Community College awards academic credit for coursework using standards established in the California Code of Regulations and accepted higher education standards.
10. **Student Learning and Achievement**: At Solano Community College, all courses have approved course outlines of record and are required to have student learning outcomes, methods of assessment of those outcomes, and an ongoing cycle of assessment. To ensure the quality of programs and services, Student Learning Outcomes (SLOs) have been developed for 100% of all courses active courses and, of those, 95% percent have been assessed. 100% of College Programs have defined learning outcomes. Approximately 50% of the College Programs have been assessed. Institutional Learning Outcomes (ILOs) were assessed in Fall 2012 and Spring 2013 and will continue to be assessed. Solano Community College continues to maintain progress to achieve proficiency in learning outcomes assessment and evaluation in order to continue to provide quality student learning.
11. **General Education**: Students seeking an Associate Degree from Solano Community College are required to take a number of General Education courses in order to gain a breadth of knowledge across a wide range of disciplines. Students have three options for the completion of the College General Education requirement. Option A is a 21 unit pattern of courses representing Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Cross-cultural Studies. The College has an additional local requirement in the area of Health and Physical Education. Option B is a pattern of classes matching the IGETC standards, and Option C matches the CSU GE standards. In both Options B and C, a student must include a cross-cultural course requirement.
12. **Academic Freedom**: The Solano Community College District adopted Board Policy 6430 regarding academic freedom in December 1984 and made revisions to this policy in 2007 and in 2009. Article 16.8 of the SCFA Collecting Bargaining Agreement also addresses academic freedom.
13. **Faculty**: Solano Community College employs 150 full-time faculty and approximately 253 adjunct faculty. Full-time faculty teach approximately 62% percent of the College's credit hours. All faculty possess the minimum qualifications of their teaching position as set forth by the California Community Colleges Chancellor's Office. The faculty develops and reviews curriculum as well as develops and assesses student learning outcomes.

14. **Student Services:** Solano Community College's Fairfield campus, along with the Vacaville and Vallejo Centers, provides a comprehensive array of student services to assist students in meeting their educational goals. Services reflect the values stated in the Mission Statement of the College and support the achievement of student learning. Students are oriented to avail themselves of various student services, and these services are widely publicized in the College Catalog, College Class Schedule, College web site, and other official College publications.
15. **Admissions:** Solano Community College's open admissions policy is consistent with its Mission, the Mission of the California Community Colleges system, and the California Education Code.
16. **Informational and Learning Resources:** Solano Community College is committed to provide informational and learning resources for all students. The primary resources include the Library at the main campus, which includes a repository of books, periodicals, and electronic databases, and recently expanded Library Services at the Vacaville and Vallejo Centers. Other resources include: the Tutoring Center, the Math Activities Lab, the Reading and Writing Labs, Science labs, Student Computer labs, the Mathematics, Engineering, and Science Achievement (MESA) Center, Financial Aid Center, Transfer Center, the Academic Success Center, Veterans' Affairs, Online Student Services, and Services for Students with Disabilities.
17. **Financial Resources:** Solano Community College District documents its funding base, financial resources, and plans for financial development adequate to support student learning programs and services, improve institutional effectiveness, and to assure financial stability. The District's FY 2013-14 adopted budgets reflect reserves of 12% of its unrestricted expenditure and transfer requirements, which is in excess of the 5% minimum established by SCC Board policy and required by the California Community College's Chancellor's Office. These excess reserves position the District for state budget shortfalls, minimizing the need to borrow and permitting a thoughtful budget reduction planning process. Additionally, funds have been transferred to an irrevocable trust to pay for the costs of medical, dental and vision insurance benefits to eligible retirees. Furthermore, in November 2012, the District successfully passed a \$348 bond that will ensure adequate funding for ongoing maintenance of the existing facilities, as well as new construction and renovation of facilities.
18. **Financial Accountability:** The Solano Community College District annually undergoes and publicizes an external independent, financial audit firm of all federal, state, grant, and bond funds. The report is widely presented to all oversight committees including the SCC Audit Sub-Committee of the Board of Trustees and the Citizen's Bond Oversight Committee; the final audit report is reviewed and accepted by the SCC Governing Board in public sessions. For 2011-12, the District was issued an unqualified audit opinion. In addition, the District's financial statements are filed with the California Community College's Chancellor's Office and adheres to Board approved policies and procedures regarding fiscal matters.

19. **Institutional Planning and Evaluation**: Solano Community College is engaged in the ongoing development and implementation of effective Institutional planning, and provides institutional support to the Office of Institutional Research, Planning, and Effectiveness. The College's Mission, Educational Master Plan, Facilities Master Plan, the Strategic Plan, Institutional Learning Outcomes, and Program Reviews link planning initiatives across the Institution and connect these plans to resource allocations.
20. **Public Information**: The Solano Community College Catalog contains pertinent information to assist students. It is available in print and on the College website. The Catalog provides general information, information on requirements for admissions, student fees, degrees and certificates, graduation, and transfer, as well as information on policies affecting students. The Catalog is reviewed annually for accuracy and currency.
21. **Relations with the Accreditation Commission**: Solano Community College adheres to the requirements, standards, and policies set forth by the Accrediting Commission for Community and Junior Colleges. Solano Community College is in full compliance and all of its disclosures are complete, accurate, and honest.

III. SCC RESPONSE TO ACCJC 2012 TEAM RECOMMENDATIONS

PART 1: SCC MUST FULLY RESOLVE RECOMMENDATIONS 5, 6, 7, & 9

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, stated in its February 11, 2013 letter that the College must complete a Follow-Up Report that demonstrates that the Institution “has fully addressed all of the recommendations noted below, fully resolved the deficiencies, and meets Eligibility Requirements and Accreditation Standards.” **The Recommendations listed were Recommendations 5, 6, 7, and 9. The following narrative demonstrates that the Institution has fully addressed these Recommendations, fully resolved the deficiencies, and meets Eligibility Requirements and Accreditation Standards.**

Recommendation 5: Integrate Equity Plans with Institutional Planning

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

Student Equity: Student Equity Plan (SEP)

The ACCJC Evaluation Team acknowledged, in the *November 13, 2012 Evaluation Team Report*, that the team “verifies that the College has expanded its data collection pertaining to student demographics, persistence, retention, and success rates as well as other basic data reports” (p. 17). The Team observed that the College’s Student Equity Plan (SEP) was in the process of being revised by its Student Equity Committee and would be presented for College-wide review and Board approval.

Following the Evaluation Team’s November 2012 visit, Solano Community College (SCC) continued to build upon and improve its planning processes and assessment of student equity needs.

In Spring 2013 and continuing throughout Summer and Fall 2013, the Student Equity Committee engaged in a concerted effort to finalize the College’s Student Equity Plan (SEP) and to formally integrate SEP into the Institutional data base.

By way of background, in 2008-09 to 2012-13, California’s economic downturn resulted in state budget cuts, suspension of many regulatory requirements, and in reduced categorical program flexibility. In 2011, the same year that the College’s Student Equity Committee began work to refine the 2005 Student Equity Plan, the Chancellor’s Office established a Student Success Taskforce whose work culminated in the passage of the Student Success Act of 2012 (SB 1456) and reaffirmation of student equity planning. Due to Institutional difficulties in accessing relevant data from Banner, however, work to update the Student Equity Plan was suspended. In early Spring of 2011, Banner data processing became available which allowed the Committee to move forward and begin, once again, to refine the Student Equity Plan.

The Student Equity Plan data contained in Appendix I of the SEP was originally extracted from California Community College Chancellor's Office (CCCCO) MIS data tables. These 2010-11 data sets have not been updated since. There was some discussion about the use of MIS data and the fact that these data are always out of date. Ideally the College would like to be able to examine "live" (more current) student equity data to more quickly identify data trends and react to emerging trends with more effectiveness. To that end, the Dean of Research, Planning, and Institutional Effectiveness has been working with IT to produce Student Equity data in a format that is easily extracted from the SCC Banner system rather than relying on the CCCCCO-MIS data sets to become available. Furthermore, work is currently underway to construct an SCC equity data report that can be produced at the start and end of every semester. The report tracking system will be developed with input from the Student Equity Committee to ensure it meets SCC equity needs and follows the SEP plan.

During the 2012-13 academic year, the Student Equity Committee analyzed additional data, to include the CCCCCO Student Success Scorecard data published in April 2013 [E5.1: [Solano College Student Success Scorecard, CCCCCO, April 2013](#)] and SCC Basic Skills Initiative (BSI) data for integration into the SEP [E5.2: [2011-2012 ESL & Basic Skills Allocation End-of-Year Report and 2012-13 Action Plan](#)]. In addition, the Committee considered the evaluation results and recommendations of an external evaluator regarding the College's special support programs that target identifiable student subgroups [E5.3: [Wynn, Michael. *Removing Barriers and Expanding Postsecondary Pathways*. October 1, 2012](#)].

In accordance with SCCD Board Policy and Procedure 5355, the SCC Student Equity Committee, composed of faculty, staff, administrators, and students, reviewed the County Census, SCC District, and Chancellor's Office student data, and made recommendations in Spring 2013 to appropriate bodies regarding the draft Student Equity Plan [E5.4: [Board Policy 5355](#)]; [E5.05: [Board Procedure 5355](#)]. From late Spring 2013 and throughout the summer, the College redoubled its efforts to finalize the Plan [E5.6: [Student Equity Committee Minutes, April 11, 2013](#)] [E5.7: [Student Equity Committee Minutes, April 25, 2013](#)].

The 2013-2018 Student Equity Plan (SEP) has been approved through the SCC governance structure in compliance with Title 5 guidelines, Section 54220, to include approval by the Student Equity Committee [E5.8: [Student Equity Committee Minutes, August 20, 2013](#)], SCC Shared Governance Council [E5.9: [Shared Governance Council Minutes, September 11, 2013](#)], Academic Senate [E5.10: [Academic Senate Minutes, September 16, 2013](#)], and the Governing Board [E5.11: [Governing Board Minutes, September 18, 2013](#)] [E5.12: [Student Equity Plan 2013-18](#)].

The updated 2013 Student Equity Plan's integration into the College's overall Institutional planning database is also complete and posted to the SCC Web. Pursuant to the College's revised Integrated Planning Process outcomes and project activities contained in the new Student Equity Plan have been recorded by the responsible parties for the Plan's specified activities in the Planning and Assessment Database [E5.13: [SEP Project Activities Summary from Planning Database](#)] [E5.14: [SEP Outcomes Assessment Summary from Planning Database](#)]. These records are maintained by the Office of Institutional Research, Planning, and Institutional Effectiveness and link SEP to other major College Plans, such as the Educational Master Plan and Strategic Plan.

In accordance with the SEP evaluation process, the annual outcomes assessment, as recorded in the Planning Database, will identify areas that require additional resource allocation to proceed with implementing SEP activities. The College's Strategic Proposal Process allows parties responsible for implementing the Student Equity Plan to submit a funding proposal to the Shared Governance Council for prioritization and, if approved, then must seek a recommendation from the Superintendent-President for final funding consideration. "Student impact" is a feature of the Strategic Proposal SGC Rating Rubric, and accordingly, a Student Equity project proposal will be rated on the basis of whether it has a significant effect on the success of a large number of students or "significant impact" on Student Equity issues.

Conclusion

Solano Community College has met the Accreditation Standards required to fulfill Recommendation 5 (Standards II.A.1.a, II.A.2.d, II.B.3.d, III.A.4.a-c) by updating its Student Equity Plan and integrating the Plan into the College's overall Institutional Planning base, to include the SCC Educational Master Plan (EMP). The adoption of SEP establishes the framework to assess and ensure accountability in implementing the planned activities pertaining to the complex needs of our increasingly diverse student body and to establish goals to address the educational success of all students.

Staff Equity: Equal Employment Opportunity (EEO) Plan

The ACCJC Evaluation Team acknowledged in its November 13, 2012 Evaluation Team Report that "The College's Human Resources Department has examined past practices and the composition of previous applicant pools to determine its success in developing a diverse pool of applicants for positions that were filled. As a result of this assessment, the Equity and Inclusion Advisory Committee (EIAC), working with the Human Resources Department, expanded the advertising sources the College uses in order to acquire a more diverse applicant pool...The College is satisfied it is moving in the right direction to build a more diverse employee base." Furthermore, the Team noted that "through expanded data collection and analysis of student demographics and the development of an equity plan that is integrated with other College plans, the College has taken steps to ensure it meets the learning needs of a diverse student population. The improvement of employee recruitment procedures, similarly, will ensure greater diversity in applicant pools."

In Fall 2012 and Spring 2013, the Human Resources Director, who also serves as the EEO Officer and the Chair of the Equity and Inclusion Advisory Council, continued to finalize SCC's Equal Employment Opportunity (EEO) Staff Plan [[E5.15: EIAC Minutes Oct. 3, 2012](#)] [[E5.16: EIAC Minutes Oct. 31, 2012](#)] [[E5.17: EIAC Minutes Nov. 5, 2012](#)] [[E5.18: EIAC Minutes Feb. 6, 2013](#)] [[E5.19: EIAC Agenda May 1, 2013](#)]. Work continued throughout Summer 2013 as the College's Human Resources (HR) Department developed a schema that would measure and sharpen more specific objectives and outcomes, as well as to refine its 2011-2014 draft EEO Plan (and to finalize the 2013-2016 EEO Plan).

Since Fall 2012, the SCC Human Resources staff has expanded its resources to continue to build a more diverse employee base and to contribute to the overall EEO Plan. Specific resources include the following:

The Design and Implementation of a Non-Faculty Prioritization Process

In Fall 2012, Solano Community College designed and adopted a new process to prioritize the District needs in regard to staffing, a process referred to as Non-Faculty Prioritization Process. The purpose of this new process is to review and justify the need for all newly created positions (non-faculty) being requested at SCC. The new Prioritization Process allows for the District to look, for example, at all SCC Strategic proposals, Education Master Plans, Program Reviews, and Assessment Outcomes to determine if the requests are justified, and, if so, how the requests should be prioritized.

For replacement positions that are non-faculty, the Area Committee makes a determination whether the vacant position is still needed and, if so, the request is then submitted to Shared Governance and the Superintendent-President's Cabinet for approval. If the Area Committee can substantiate that the vacant position is no longer needed, its judgment is sent to the Position Control Review committee for further analysis before a final decision is made.

As SCC now designs and more carefully evaluates plans for staffing needs, we are, at the same time, integrating our overall Staffing needs into the Institutional planning needs of the College.

The Non-Faculty Prioritization Process allows for new staffing positions to be reviewed once a year in March [E5.20: [Email Request for Non Faculty Priority Deadline and Chart](#)] E5.21: [Non Faculty Prioritization Form](#)]. The Reviews will be completed in June to allow Fiscal Services to make appropriate changes to the new budget in July [E5.22: [Non Faculty Prioritization Summary](#)]. Each Department/School (Area Committee) can also submit a request for a new staffing position and then submit its request to the Department of Human Resources. Those requests are then distributed to four different groups for review: Administrative Leadership Group (ALG), Position Control Review Committee, Shared Governance Council and Superintendent-President's Cabinet. The Superintendent-President and Governing Board determine final approval.

Equity and Inclusion Advisory Council

SCC's Equity and Inclusion Advisory Council (EIAC) continues to have wide representation to provide recommendations and revisions for the Staff Equity Plan (EEO), provide support to the EEO Officer and Recruiters, and help to assist Staff Equity efforts to provide education that promotes diversity [E5.23 [EIAC Power Point](#)] [E5.24: [EIAC Values and Operating Principles](#)] [E5.25 [EIAC Purpose and Meeting](#)].

The Council strives to meet once a month for one hour, but agrees to hold at least four meetings per academic year. The composition of the EIAC is as follows

- Academic Senate (1)
- Administrative Leadership Group (1)
- CSEA (1)
- Local 39 (1)
- Disability Services Program (1)
- Veterans (1)
- Ethnic Minority Coalition (1)
- Student Representative (1)
- EEO Officer

The EIAC established the following goals for 2012-2013:

- To approve the EEO draft Staff Equity Plan
- To identify the EIAC members on campus (publish biographies and photographs)
- To ensure that the EEO Staff Plan be approved by the SCC Governing Board for approval no later than September 2013
- To ensure that the EEO Staff Equity Plan is integrated into SCC Institutional Data base (Fall 2013)
- To oversee that the EEO resources are available on campus and at the Centers
- To make suggestions to improve SCC's online presence (HR diversity resources on the SCC Web)
- To continue to investigate and recommend advertising sources to attract a diverse applicant pool (Spring 2013 and Fall 2013)
- To assist HR in the development of a College survey pertaining to equity goals (Fall 2013)

[\[E5.26: EIAC Minutes September 5, 2013\]](#) [\[E5.27: EIAC October 2, 2013\]](#)

Equal Employment Opportunity Training

The Human Resources Department has re-established required Equal Employment Opportunity (EEO) Training for all faculty and staff who wish to participate in Search Committees.

Title 5 Section 53003 (District Plan) states (4):

a process for ensuring that District employees who are to participate on screening or selection committees shall receive appropriate training on the requirements of this subchapter and of state and federal nondiscrimination laws;

To date every person who serves on a selection committee has received the required training in EEO. To date, 233 staff and faculty that have completed this training additional training is scheduled for January 2013 [\[E5.28: EEO training Flex Cal email August 2013\]](#).

Review and Revision of SCC Faculty Hiring Policies

In Fall 2012, the Human Resources Department (HR) and the Academic Senate initiated a review of the current policies and procedures for hiring faculty. The joint Committee comprised of the HR Director, members of the Academic Senate, and Administration determined that SCC should consider the revision of the Emergency Hiring Policy [\[E5.29:](#)

[Email Nov. 12 and Liberal Arts Notes](#)]. Currently, there exists Emergency and Full-time Hiring Policies for faculty, and the Emergency Hiring Policy needs revision as the Policy is often used to hire adjuncts. In Spring 2013, the review was delayed, as it seems that Deans had not had the opportunity to review the hiring procedures [\[E5.30: AS Proposed Faculty Hiring Policy\]](#).

Academic Senate and HR Faculty Hiring

In Fall 2013, the Superintendent-President initiated a review of Human Resources and has implemented a plan for reorganization. Furthermore, the Superintendent-President will design a plan for reviewing all hiring policies and procedures for administrators and staff. In Fall 2013, a new position, Interim Associate VP of HR, is being hired and further analysis of HR reorganization will resume as this position is fulfilled.

Adoption of an Employee Applicant Tracking System

The Department of Human Resources (HR) implemented an online applicant tracking system, NEOGOV, in Spring 2013. This system allows the District to appeal to a broader applicant pool, automatically track the different types of populations that the College wishes to attract, and recommend changes to revise our EEO goals. In Spring 2013, a recruiter was assigned to staff hiring and faculty hiring, respectively. The first NEOGOV data sets were generated in Fall 2013 and an analysis of the data sets was initiated to establish a baseline. CCCCCO MIS data pertaining to the workforce and County demographic data was also examined. An ongoing data set analysis cycle and evaluation will be determined in Fall 2013 [\[E5.31: EEO Plan 2013-2014\]](#).

Expanding Advertising and Recruitment

HR has established, with the assistance of the Equity Inclusion and Advisory Council (EIAC), additional community outreach advertising to increase the diversity of our applicant pools. The outreach extends to our local constituencies, the Workforce Investment Board, and to Unemployment Job Sites. Additionally HR is working to expand existing advertising to include more target groups [\[E5.32: CCC Registry Job Postings\]](#) [\[E5.33: CCCSFAAA Job Announcement Submission\]](#) [\[E5.34: HR WIB Recruitment Job Posting\]](#) [\[E5.35: SCC Recruitment Hire Me Workshop\]](#) [\[E5.36: WIB Job Fair April 2013\]](#) and the expansion of diversity recruitment opportunities and increased awareness of the College's EEO Plan.

Diversity Education for Faculty, Staff, Administration, and the Community

SCC sponsors and promotes many diversity activities, to include annual activities and lectures such as Martin Luther King Jr. Celebration Day, Cinco de Mayo, Native American Pow-Wow (a new event to be sponsored in July 2014), Ethnic Studies Guest Lecture series, Black History Month activities, Women's History Month activities [\[E5.37: Cinco de Mayo Press Release and Flyer\]](#) [\[E5.38: MLK, Jr. Celebration Day flyer\]](#) [\[E5.39: Women's History Month Press Release\]](#) [\[E5.40: Foreign Language Night\]](#) [\[E5.41: Pow Wow Proposal\]](#). Additionally, the Superintendent-President is very active in the community and has established partnerships with many community organizations and businesses [\[E5.42: SP Direct <http://www.solano.edu/president/updates.php>\]](#). In June 2013, the Administration sponsored a presentation entitled "The Role of the Leader in Inclusion" as a central element of the Solano Leadership Academy [\[E5.43: Role of the Leader in Inclusion Power Point\]](#).

Opportunities for Student Internships

In the Fall 2012-2013 academic year, SCC's counseling department provided opportunities for graduate students at CSU Sacramento and St. Mary's College to intern at SCC. Furthermore, a memorandum of understanding with CSU Sacramento was signed in February 2013 to establish opportunities for CSU interns to take advantage of partnerships with the School of Liberal Arts [E5.44: [SCC MOU Sac State](#)]. This semester, a graduate student intern from Southern Illinois University is working with the College's Superintendent-President [E5.45: [S-P Internship](#)]. These student internships at SCC hold the promise of providing peer support to SCC students, and opportunities for faculty and administration to mentor future leadership and to expand SCC's outreach to attract a more diverse workforce within the College.

Adoption of the 2013-2016 EEO Staff Plan

The 2013-2016 EEO Staff Plan has now been approved and integrated into the College's overall Institutional plan [E5.46: [SGC September 11, 2013 Minutes](#)] [E5.47: [AS Minutes September 16, 2013](#)] [E5.48: [Governing Board Agenda September 18, 2013](#)].

With the adoption of the EEO Plan, outcomes and projects contained have been integrated, along with specified activities and outcomes in the Master Planning and Assessment Database, and maintained by the Office of Research, Planning, and Institutional Effectiveness [E5.49: [EEO Project Calendar in Planning database](#)] [E5.50: [IPP Summary Of EEO Plan](#)]. In so doing, Solano Community College can continue to assess and ensure general equal employment opportunities for SCC staff and faculty and to identify barriers to the employment opportunities of underrepresented groups. With the guidance of the E.A.I.C., the EEO Plan will be evaluated annually, to include EEO Plan revisions as required by the CCCCCO newly revised guidelines and to enhance meaningful EEO practices.

Conclusion

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

Recommendation 6: Learning Support for Distance Education

In order to meet the standards, the team recommends that the College develop mechanisms and learning support systems to ensure that students enrolled in distance education courses are achieving stated learning outcomes at a level comparable with students enrolled in onsite programs and courses. (Standard II.A.1.b-c).

Solano Community College addressed ACCJC's Recommendation 6 with the introduction of several interrelated initiatives: (1) integration and assessment of SLOs in online courses (2) upgrades and enhancements to student learning support services to include online students, and (3) a new process for Program Review, Faculty training, and course evaluation for the Distance Education program.

This Report responds to the following eight items below that were listed in the ACCJC Evaluation Team Report of November 2012.

1. SLOs in Online Courses

The mechanisms for ensuring that Distance Education courses are using and assessing Student Learning Outcomes are currently the same as those for face-to-face courses. All courses, online and face-to-face, have SLOs. Assessments of SLOs in online course are completed by the same evaluation process as face-to-face courses. Our new Program Review process, detailed in the *Program Review Handbook and Self-Study Template*, requires the evaluation and documentation of how individual course SLOs are affecting programs as a whole. Sections 2.4 through 2.7 of the *Handbook* address overall expectations for the use of SLO data within departments and Section 2.8 specifically requires that faculty “describe any changes made to the program or courses that were a direct result of student learning outcomes.” In addition, section 2.18, in particular, requires that faculty “state how you ensure your online courses are comparable to in-class offerings.”

SCC’s revised Program Review process was initiated and piloted in Spring 2013 and Program Review is ongoing as each SCC program completes its self-study. Once the majority of departments at SCC have completed the revised Program Review, the DE Program as a whole will be able to assess more thoroughly differences occurring in online courses compared to face-to-face courses, and to develop a more comprehensive and effective plan of action to address any potential disparities pertaining to DE courses across the curriculum, as well as between DE and FF courses. As of the end of Fall 2013, 35% percent of all online courses will have undergone Program Review. During SCC’s ongoing Program Review, each School will be asked to compare the DE and FF modalities.

SLOs have been established for approximately 95% of all active (non archived) online and face-to-face courses combined. Deans collect and archive all course syllabi and copies are maintained in School administrative offices [[E6.1: SLO Online Syllabi Set](#)] [[E6.2: SLO Evidence Set](#)]. Syllabi review is included in the regular evaluation of instructional faculty; SLO and PLO development and assessment are an obligation of faculty workload [[E6.3: SCFA Article 19.104, 19.105, 19.106](#)]. Schools examine the effectiveness of SLO findings at least twice a year at required Flex Cal days. Beginning in Fall 2013, Deans will facilitate faculty SLO assessment presentations at all regular School meetings.

Evidence supplied in the 2010-2013 data comparisons indicates that while the initial dropout rate is much higher for DE than FF courses, students tend to earn higher grades in online courses if they persist (see item 5 below). Faculty cite various reasons for the initial “drop out” rate for some DE classes, including the claim that some students enroll in online classes because they believe online classes will be less time consuming and less work. When confronted with a heavy DE workload, students often drop the DE course and return to the FF classroom.

Yet, if there exists parity between DE and FF classes, the latter should be equally rigorous and student perceptions should be further examined. Finally, some faculty believe that students who remain enrolled in online courses and are successful, take advantage of online tools, such as discussion threads and other interactive tools, that are available in the online environment. (Program Review data is discussed in more detail under Item 5 below).

Assessments in online courses are to be aligned with the SLOs. Rubrics included with the Outcomes Tool in the new Canvas LMS are the best means to track success rates with course-level SLOs. Rubrics can be created for all assignments and can include specific items from the SLOs. Once the assignment is graded with the rubric, Canvas can correlate data that measures student success rates for the SLOs [\[E6.4: Outcomes Tools and Rubrics Samples\]](#).

2. Student Success Workshops & Orientations

Face-to-face orientation and success workshops for students in online classes are now being offered at the beginning of every semester. These workshops include information on how to succeed in online courses, e.g., Time Management, Communicating with Your DE Instructor, Taking Tests Online, and Introduction to the Canvas Learning Management System. These DE workshops are part of the Student Success Workshops series sponsored by the Academic Success Center. A Distance Education Orientation Workshop was held as part of SCC Preview Day in August, 2013 [\[E6.5: SCC Preview Day Aug. 2013\]](#) [\[E6.6: Online Success Workshop Email to Students Jan. 2013\]](#).

In addition to these on-campus workshops, the DE Committee is developing online orientation courses and student tutorials available through the Canvas LMS to help students prepare for and succeed in online courses. For example, an SCC Counseling Department professor developed retention and persistence tools for DE students as part of her 2010 sabbatical project. Tools she developed include a demo/orientation course for prospective online students and an orientation for students enrolled in online classes. The purpose of the demo course is to help students make more informed decisions about whether online classes are the right fit for them. The demo course is accessible to all students when they log into eCollege. The Administrative Assistant for the DE program is working with the author of the program and Canvas staff to adapt these student courses to the new Canvas LMS. Additionally, Canvas LMS has also produced a Student Quickstart Guide [\[E6.7: Demo Orientation Course and Quickstart Guide\]](#).

3. Online Writing Lab

Online Writing Lab, Fall 2013 Plan: In order to address the ACCJC recommendation that students at the Vallejo Center and Vacaville Center receive services comparable to those available to students at the Fairfield campus, a Basic Skills Initiative Grant funded the creation of an Online Writing Lab. This Online Writing Lab will give our Distance Education students a common location for accessing supplemental materials related to reading and writing. In its initial form, the Online Writing Lab will be made available to all students, not just DE students, and will provide worksheets, formatting guidelines and sample essays to download, and instructional videos to view (This Online Writing Lab does not include any “live” or “interactive” instruction). These materials are being made available to students beginning with the Fall 2013 semester. Additional materials will be added periodically as the Online Writing Lab is expanded.

Beginning in Fall 2013 semester, students, faculty, and staff will have access to a range of videos and documents (to be downloaded) pertaining to various elements of writing. The initial materials are intended to meet areas of greatest needs for students, e.g., the use of conjunctions, a “prewriting” exercise, and instruction on how to avoid the use of run-on sentences. As the semester continues, information will be gathered about student needs. Future tutorials and worksheets will then be tailored to these requests and the Online Writing Lab will be evaluated. In the future, direct assistance/tutoring from faculty and staff may also be made available [[E6.8: Online Writing Lab Set](#)].

4. Embedded Tutors

In Fall 2012, DE piloted an Embedded Tutor project for History 17, U.S. History. Additionally, in Fall 2013, Biology instructors are using embedded tutors in their eCompanion shells. The DE Committee intends to expand the embedded tutor program as we transition the DE program to the new Canvas LMS. Tutors are enrolled in the online course “shell” (the website for the online course) and work with students to help them master the course material [[E6.9: Embedded Tutor Pilot project Fall 2012 in History 17 and Fall 2013 Biology classes](#)].

5. Program Review Data Analysis

The first DE Program Review of the Distance Education program will be completed by the end of Fall 2013. The Program Review Report is currently in draft form and is being reviewed by the Distance Education Committee. The DE Committee is analyzing Program review data pertaining to enrollments, retention rates, and student success rates in all online classes. Online data is being comprehensively compared to similar data from our face-to-face courses. Areas of significant differences are being noted and action plans to achieve greater parity are being developed. The DE Committee will conduct a DE Program Review every three years beginning Fall 2013.

The data portion of the 2013 Program Review has been completed and was reviewed by the Distance Education Committee in August & September 2013 [[E6.10: DE Committee minutes, September 9, 2013](#)]. Summary of the data and the Action Plan resulting from the data review are presented here:

Summary of Data

Enrollment data at 1st Census shows a 10% differential in fill rate between face-to-face and online enrollments (FF=92% / OL=83.6 %). Since the online enrollments are generally as high or higher than face-to-face on the first day of class, these data indicate significant drop rates in online classes during the first two weeks of the semester. As noted earlier, the Distance Education Committee identified multiple reasons for this higher drop rate, including lack of student preparedness for online learning, technology barriers, student failure to read and follow directions, and lack of instructor contact in the crucial first days of the semester. DE faculty believe that a segment of SCC students enter online classes with the mistaken impression that online class will be easier, then drop when they discover the contrary.

The **retention data** revealed a 6-8% lower rate of end of semester retention in online classes relative to face-to-face classes. This figure has been very consistent for the last ten years and faculty have not arrived at a decisive reason for this disparity.

Success rate data (students achieving a passing grade at the end of a course) indicates that students who persist in online classes do as well or better than students in face-to-face classes. (GPA rates: FF=2.29 / OL=2.41) This may be because the higher drop rates in online classes leave a cohort of online students that are the better performers [[E6.11: Comparable data, OL/FF, from the DE Program Review](#)].

DE Committee planned actions based on the evaluation of the DE Data

The Distance Education Committee devoted its Sept 9, 2013 meeting to a discussion of measures to address the higher drop rates in online classes. The DE Committee is developing the following Action Plan for Spring 2014:

- Develop a more intense (and mandatory) orientation for students enrolling in online classes
- Develop a survey to measure student preparedness for online learning (technical competency, time management, etc.) The survey will be implemented for Spring 2014 classes prior to class registration
- Continue to survey students at the end of the semester to assess satisfaction with online courses
- Post course syllabi to the SCC Web prior to student registration to illustrate the comparable difficulty of online courses to face-to-face courses
- Develop a common program for all online courses for the first 3 days of class. Students would be required to log into the class on day 1 or 2 and must participate in an activity by the end of the third day, or they will be dropped. This program is to bring the online classes more in line with what happens in face-to-face classes (no-show attendance policy)
- Develop a welcome email message that will be sent to all online students a few days before class begins that clearly explains login procedures and instructor expectations and guidelines for student participation

The DE Committee will institute the above measures for all DE classes beginning in Spring 2014 semester.

6. Faculty Training

All faculty planning to teach online courses at SCC must now undergo training in online teaching. The training focuses on tools and techniques for maximizing student success in online classes, including compliance with ACCJC and Title 5 standards. To date, 12 faculty training workshops have been conducted since Fall 2011. Online versions of the training workshops are also available. Approximately one-half of the online faculty have completed the training program. All faculty who teach online will complete the training by Fall 2014 [[E6.12: Academic Senate Minutes Apr. 15, 2013 discussion of Faculty Training & Certification Proposal](#)] [[E6.13: Online Faculty Training & Certification](#)] [[E6.14: Outline of Canvas Training Workshops](#)] [[E6.15: Training Process Graphic](#)].

7. Course Shell Review & Approval

SCC is now requiring all online courses to undergo a “Course Shell Review” to insure compliance with ACCJC and Title 5 standards. The online course shell contains all of the content for the online course, including the course syllabus, course assignments, and course assessments. The College administration has directed that no online section will be added to

the class schedule until it has completed the Course Shell Review. Course shell reviews are now being completed for Spring 2014 online classes taught in the new Canvas LMS [E6.16: Academic Senate Minutes April 29, 2013 Approval of Online Course Shell Review Proposal] [E6.17: Course Shell Review Policy] [E6.18: Course Shell Review Form] [E6.19: Completed Course Shell Review samples].

8. Course Orientations

We are now requiring all online instructors to provide an orientation for their online students: either a face-to-face in-person orientation, or an online equivalent. This orientation component is covered in the Course Shell Review process [E6.20: Course Orientations Set for History 2 and Math 104]. In addition, one English faculty member has connected mandatory orientations to successful SLO assessments [E6.21: English 1 mandatory orientation comparisons with SLOs].

Conclusion

Solano Community College has addressed the ACCJC (Standard II.A.1.b-c) cited in Recommendation 6 and has fully resolved the noted issues to develop mechanisms and learning support systems to ensure that students enrolled in Distance Education courses are achieving stated learning outcomes at a level comparable with students enrolled in onsite programs and courses. Ongoing evaluation of our entire Distance Education Program is necessary to maintain and refine support systems for distance education systems.

Recommendation 7: Incorporate SLOs into Faculty Evaluation

In order to meet the standards and increase institutional effectiveness, the team recommends that the College develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving student learning outcomes. (Standards II.A.1.c, II.A.2.e, II.A.2.f, III.A.1.c)

When the ACCJC Team visited Solano Community College on November 13, 2012, the Solano College Faculty Association (SCFA) and the Administration argued that SCFA Contract language already specified that each faculty member must generate and assess SLOs (see SCFA contract language below):

Article 19, Workload:

Collective Bargaining Agreement, July 1, 2012 to June 30, 2015.

Article 19, Section 19.104, states: “All faculty will develop and assess SLOs/SAOs,” page 61.

Additionally, SCFA pointed out that each faculty member understood that SLO development and assessment was part of their professional responsibility according to the SCFA contract: Section 4.3: “Areas of Instructional Evaluation,” (page 5), states that faculty members would be evaluated on “Area/Departmental Responsibilities and College-Wide Service.” Furthermore, the faculty understood that SLO development and assessment was covered by Question 8 of the Evaluation form that Deans use to evaluate faculty (Appendix I):

“Area/Departmental Responsibilities and College-Wide Service”(page 108)

Nevertheless, the ACCJC Team in their December 1, 2012 letter determined that the faculty response to satisfy this requirement was insufficient:

“The team concludes that the College has partially satisfied Recommendation 7.”

“The team believes that the College’s educational administrators have gone beyond what is required in the standards” and “...support of SLO assessment is a component of the educational administrators’ evaluations, though the evaluation forms were not yet approved by the Board of Trustees at the time of the visit.”

“If there was a direct connection between SLO assessment and performance evaluations that connection would be evident in Section 4.3, “Areas of Instructional Evaluation.” Section 4.3 lists, among the areas to be evaluated, “Area/Departmental duties and responsibilities.” “...the instrument does not identify SLO assessment as part of the evaluation component.”

“The team finds that the assessment of SLOs is insufficiently explicit to meet the standard as a component of faculty evaluations. The connection between the rule that ‘all faculty will develop and assess SLOs/SAOs, and the evaluation instrument is too tenuous and lacks the documentable rigor required of this standard.”

In order to address the remaining deficiencies in Recommendation 7, the Solano College Faculty Association began negotiating with the District team in March, April, and May 2013. However, negotiations were suspended due to several resignations of SCFA Executive Board members. During this time, the assistance of statewide CTA was called in to assist SCFA to restructure itself, which resulted in further delays to negotiations. At the close of Spring 2013 semester, both the District and SCFA agreed to begin negotiations in August when Fall semester 2013 commenced.

Prior to the beginning of Fall semester 2013, the District worked to formalize the Administrative Leadership Group’s Contract to include the implementation of SLOs in the ALG evaluation process, as the District recognized the need to ensure that management was more accountable for SLO assessment [[E7.1: ALG Evaluation Form email](#)] [[E7.2: ALG Evaluation Form](#)]. The SCFA Executive Board met on July 29, August 20, September 17 [[E.7.3: SCFA Minutes July 29, 2013](#)] [[E.7.4: SCFA Minutes August 20, 2013](#)] [[E7.5: SCFA Minutes September 17, 2013](#)], and October 1, 2013 [[E.7.6: SCFA October 1, 2013 Agenda](#)]. A major discussion item was the inclusion of additional SLO language in the SCFA Contract. Both the District and SCFA pledged to work together to remove all ACCJC sanctions. The first round of negotiations was held on September 20, and continued on October 4, 2013.

As part of their current workload under Article 19, Section 19:104, faculty currently develop course SLOs and evaluate their course effectiveness using assessments. Their reports include a statement of the outcomes, the results of the assessment, and actions taken as a result of the assessment. Faculty members routinely perform these activities to “close the loop” in the continuous improvement process. The explicit formal inclusion (in the SCFA Contract) of the evaluation of these activities and the placement of language in the faculty evaluation instrument used by administrators provides the accountability that the ACCJC Team found lacking in their December 1, 2012 report.

The Solano Community College District and the SCFA have resolved the key issue raised in Recommendation 7, namely SLO assessments are now to be part of the SCFA Evaluation instrument used by administrators to evaluate faculty job performance. Additionally, increased resources will be made available for adjunct faculty to complete SLO assessments.

This resolution has been accomplished in a Tentative Agreement (TA) reached between the District and the SCFA on October 4, 2013. The SLO assessment language adopted in the TA was modeled after an extensive review of the relevant language used in the evaluation instruments from other colleges who are in compliance with the ACCJC standards [[E.7.7: TA and amended SCFA Contract language](#)]. The tentative agreement will take effect after SCFA ratification and the SCC Governing Board approval.

Conclusion

Solano Community College has satisfied Recommendation 7 (Standards II.A.1.c, II.A.2.e, II.A.2.f, III.A.1.c) which mandated SLO assessments to be a formal part of the faculty evaluation. Strengthening Outcomes assessments provides the mechanism to continue to improve the quality of all SCC learning outcomes and to strengthen the academic achievement of SCC students.

Recommendation 9: Develop a Code of Ethics

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

Although Solano Community College has several policies relevant to specific “ethical” issues, the Institution lacked a comprehensive, written Code of Ethics for all employees. In order to meet the ACCJC standard, beginning in Spring of 2012, a Code of Ethics Committee convened to develop a draft Code of Ethics [[E9.1: Code of Ethics final document Spring 2012](#)]. The Committee, composed of representatives from various constituency groups, began its work by reviewing the College’s existing Mission and Vision statements, as well as its Institutional Outcomes, the SCC Governing Board’s Code of Ethics, the California School Employees Association (CSEA) Code of Ethics, as well as Codes of Ethics adopted at other California Community Colleges. In Fall of 2012, a “reconstituted Code of Ethics Committee” convened with a primarily new membership. This committee developed a significantly longer document [[E9.2: Code of Ethics final document Fall 2012](#)]. When the ACCJC Team visited SCC in November 2012, the various groups had agreed that a third committee would be charged to develop a consensus document to be presented to the SCC Governing Board for final approval in Spring 2013.

On January 23, 2013, Superintendent-President appointed two members of the Shared Governance Council to further review work done on the development of a Code of Ethics to date and to finalize the document with comments from the College community [E9.3: SGC Minutes Jan. 23, 2013]. The SGC members appointed were a representative from the Minority Coalition and a representative from CSEA. The Superintendent-President stated that it was his desire to reduce the existing Code of Ethics draft to a one-page document and requested that the Code of Ethics be brought back to SGC on February 20, 2013 for final review [E9.4: draft Code of Ethics Feb. 20, 2013].

On February 20, 2013, the SGC approved the one page draft of the Code of Ethics [E9.5: SGC Minutes Feb. 20, 2013] and requested that the draft be distributed to all College constituents for final comments [E9.6: Email All COE Feb. 22, 2013] [E9.7: Email All COE Feb. 25, 2013] and in the Superintendent-President's newsletter, SP Direct [E9.8: SP Direct-Feb. 27, 2013]. The Academic Senate approved this draft Code of Ethics [E9.9: Academic Senate Minutes Mar. 4, 2013]. Finally, the Superintendent-President examined all suggestions, made minor changes to the document and submitted the revised copy of the SCC Code of Ethics (SCC new BP 4100) to the Governing Board for approval on March 6, 2013 [E9.10: Governing Board Minutes Mar. 6, 2013].

As a final step, the College created posters that state its Mission, Vision Statement, and Code of Ethics [E9.11: SCC BP 4100 Code of Ethics]. These posters are prominently displayed throughout the College and the Centers.

Conclusion

Solano Community College has fully met all ACCJC requirements cited in Recommendation 9 (Standard III.A.1.d) and has adopted a Code of Ethics for all College employees. The College will review the Code of Ethics every two years and/or as needed.

PART 2: MAINTENANCE OF ACCJC STANDARDS:

RECOMMENDATIONS 1, 2, 3, 4 and 8:

In its February 11, 2013 letter to Solano Community College, the Commission took note of “the considerable work” Solano Community College has accomplished to address Recommendations 1, 2, 3, 4, and 8. The following narrative addresses how the College has not only sustained, but continued to enhance the effectiveness of each Recommendation summarized below.

Recommendation 1: Modifying the Mission Statement

The College modified its mission statement in order to identify its intended student population and its commitment to achieving student learning. The College should consistently use the same mission statement in all documents and publications. Additionally, the mission statement should be used by the college as a primary force in decisions made by the College. (Standards I.A, 1-4, IV.B.1.b)

The Shared Governance Council, at its meeting, discussed the Mission Statement with recommendations for minor revisions. Subsequently, the Governing Board approved the College’s revised Policy 1003 District Mission on December 19, 2012 [[E1.1: Governing Board Minutes, Dec. 19, 2012](#)] [[E1.2: Email All Mission Statement, Jan. 16, 2013](#)] [[E1.3: BP 1003 District Mission](#)].

The Revised Policy 1003 District Mission reads as follows:

Mission Statement:

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

Conclusion

The new Mission Statement is considered as the fundamental guide of the College’s planning and decision-making operations, and Institutional outcomes.

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

Recommendation 2: Improving Institutional Planning

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

(Standards I.B.1-7, II.A.2.e-f, II.B.3a, II.B.4, III.A.6, III.B.2, III.C.2, III.D.1.a-d, IV.A.1, IV.A.2, IV.B.2b).

A number of improvements have been made to College planning processes after discussion with Research and Planning staff, those involved in planning processes, as well as members of Superintendent-President's Cabinet (SPC).

Specific improvements include simplified assessments of strategic proposals [[E2.1: Strategic Proposal Assessment Rubric](#)], updates to the planning database [[E2.2: Screenshot Program Review Non-Faculty Module](#)], and finalization of non-academic program review requirements.

These improvements have become so substantial and all-encompassing that it was decided to draft an entirely new Integrated Planning Process Manual [[E2.3: IPP Manual June 2013](#)] for use by anyone engaging in planning. The new Manual was presented to the Administrative Leadership Group (ALG) members at the Institutional Planning Retreat in late May 2013, along with a presentation designed to bring all members of ALG up to date [[E2.4: ALG Strategic Planning Presentation Slides](#)]. The new process will be used by everyone engaging in planning starting in the Fall 2013 semester. It includes components for outcomes assessment, to include SLOs, unit level planning, resource allocation, plan integration and strategic planning.

The current Planning Committee structure will be significantly strengthened with the addition of a number of new committee subgroups. These committees will have very clearly defined roles and responsibilities examining strategic direction, financial planning and analysis, as well as process review [[E2.5: Draft Planning Committee Structures](#)]. The proposed new Committee structure was presented to Shared Governance Council for feedback in early September 2013. The new structure better delineates the various roles of planning to include strategic goal setting, improvements to the overall planning process, and financial planning.

The Planning Website is currently being updated to include all of these advances, and work is ongoing in Fall 2013 to ensure that all administrators, staff and faculty are cognizant of the changes. This update has included training sessions for ALG members on completing strategic planning and program review [[E2.6: ALG Planning Kickoff training](#)]. Additionally, outcomes assessment and the ability to engage in planning have been added to the evaluation process for all ALG members [[E2.7: ALG Evaluation Form](#)].

Over the last year, the Academic Program Review (APR) process has undergone significant changes to create a more comprehensive, transparent, and data-driven analyses of programs. The self-study template was approved by the Academic Senate and is being piloted in the School of Career Technical Education and Business. Training and open office hours have been provided in conjunction with the Office of Research and Planning to support faculty in understanding the process. Additional CTE programs outside the School were invited to write self-studies over the summer as well. Some programs have finished their reviews, while

others will be completed by September 2013.

Completed self-studies are being reviewed by area Deans and then forwarded to the Academic Program Review Committee. This Committee has developed rubrics to assess the self-studies with the goal of providing a pathway toward sustained, continuous program improvement. Programs are encouraged to link their short and long term goals to the Institutional planning process by submitting projects, Perkins requests, strategic proposals, hiring requests, etc. These processes all require clear and specific links to SLO, PLO, and program review assessments [E2.8: Program Review Rubric] [E2.9: Program Review Rubric]. Finally, a faculty Program Review Faculty Coordinator position has been approved and a coordinator hired to provide 20% release-time support for Program Review facilitation.

Conclusion

SCC has not only sustained its planning progress, but has greatly enhanced its adherence to the Recommendation 2 compliance (Standards 1.B.1-7, II.A.2.e-f, II.B. 3a, II.B.4, III.A.6, III.B.2, III.C.2, III.D.1.a-d, IV.A.1, IV.A.2, IV.B.2b) cited by the visiting Team.

Recommendation 3: Accelerate Progress on SLO Implementation

In the ACCJC Follow-up Evaluation Team Report of November 13, 2012, the Team concluded “Solano has fully met the expectations of Recommendation 3.” Standards I.B.3, II.A.I.c, II A.2a, II.A.2.f, II.A.2.g, IIB.4, II.C.2, ER10)

To build on that success, SLO “help sessions” were held in the Spring of 2013 and continued into the fall at the Fairfield Campus and the Vallejo and Vacaville Centers. Faculty voiced their appreciation for the one-on-one help they received (in contrast to a group workshop) to assess their courses and programs [E3.1: SLO/PLO help sessions emails] [E3.2: Good News About SLOs Power Point presentation, slides 8-10].

To help faculty that may have not been able to attend help sessions, all SLO/PLO resources were placed on the District’s “SLOs” tab of the home page [<http://solano.edu/slo/>]. Faculty can locate: (1) an assessment guide for courses, and, one for programs that explain the processes and provide examples; (2) all the SLOs, success criteria, and methods for all active courses; (3) assessment results for all outcomes of all courses (updated at least quarterly); (4) curriculum maps for all academic programs (defined as a series of courses that lead to a degree or certificate, although there have been technical glitches reported with this file); and (5) blank outcome forms.

The SLO Committee met throughout the spring semester to set priorities [E3.3: Minutes March 5, 2013 and July 3, 2013]. The make-up of the Committee now includes the VP of Academic Affairs, Deans, SLO Coordinator, and School Coordinators so that faculty and administrators are equally represented. The Committee approved the tasks and timeline for completing more outcome assessments for the Fall 2013 semester as presented by the SLO Coordinator at the August 9, 2013, Flex Cal [E3.4: Flex Cal, Fall 2013] (see also E3.2 Good News About SLO Power Point presentation, slides 1-70).

The SLO and School Coordinators continue to help faculty on an individual basis and Deans continue to focus on assessments at School meetings [E3.5: School of Math and Science Agenda & Minutes for Sept.5, 2013].

The shared folders/drives for the different Schools have evolved in their own directions in the last few years; the Director of IT and others are working to develop a standardized structure for all the shared drives so outcome evidence can easily be posted and found [E3.6: Accreditation Task Force Committee Meeting Minutes Aug. 19, 2013].

Courses: Ninety-five percent of Solano’s active courses have been assessed [E3.7: SLO Database Window Screen Shot]. Most of the courses that have not been assessed are in programs that are taught by adjuncts only, and they generally do not attend workshops or School meetings. Some courses have not yet been assessed by full-time faculty who are still confused about the mechanics of assessment. These courses and faculty have been identified by the District and individuals have been contacted to complete their work [E3.8: Academic Deans Meeting notes July 31, 2013 meeting].

The IVP of Academic Affairs and the Curriculum Committee/Academic Senate are currently examining those courses that have not been offered recently, e.g., Italian and Latin, and have not yet been assessed. The Curriculum Committee did delete 92 courses at its meeting on September 11, 2012, however, courses that have not been assessed need to be offered regularly to students or deleted from the SCC catalog [E3.9: 2012-2013 Curriculum Committee Course Deletion Resolution].

Assessment quality is excellent in some areas; however, in some cases, quality does need to be improved. To that end, the District has provided some guidelines (See also E3.2 SLO Power Point presentation, slides 13-15) The Coordinators and Deans are now monitoring quality and the Deans return assessments to faculty for improvement.

An instructor “name” field was added to the database so that adjuncts can be paid when their assessments are posted to the database and to monitor those faculty who are meeting their SLO/PLO obligations.

Programs: Solano has defined an “academic program” as a series of courses that lead to a certificate or a degree. There are 50 programs that offer both an Associate’s Degree and a certificate; 24 of these programs have been assessed since the Spring 2013 semester [E3.10: Shared Folders Screen Shot example] [E3.11: Math Program Assessment] and results of these assessments are used in Solano’s Integrated Planning Process (IPP) [E3.12: IPP narrative and flow chart] to set priorities.

Institutional Outcomes: Solano Community College has four Institutional Learning Outcomes: (1) Communication, (2) Critical Thinking and Information Competency, (3) Global Awareness, and, (4) Personal Responsibility and Professional Development. The Dean of Research, Planning, and Institutional Effectiveness assessed Global Awareness and Personal Responsibility/Professional Development through surveys administered to students and faculty in Fall 2012 [E.3.13: ILO 1 Student and Faculty Surveys]. Communication and Critical Thinking/Information Competency was assessed in Spring 2013 semester through a common assessment that was completed by 198 students in science classes, statistics, and one psychology class [E.14: ILO 2 Student Survey].

Conclusion

SCC faculties have built on the success of last year and continue to meet (Standards I.B.1-7, II.A.2.e-f, II.B.3a, II.B.4, III.A.6, III.B.2, III.C.2, III.D.1.a-d, IV.A.1, IV.A.2, IV.B.2b) as more faculty (full- and part-time) are assessing their courses and programs per their contractual obligations. The SLO database now contains a “name” field so Deans can monitor those faculty who are doing the work and those who are not. Faculty can receive individual assessment help from the SLO Coordinator or School Coordinator and all SLO resources are now on the District’s website. Assessment quality is an issue for some, which the District and the faculty are addressing. Academic programs are being assessed, though some faculty need additional help, especially in those programs that are using curriculum maps. The four Institutional Learning Outcomes have all been assessed and outcomes assessment will be ongoing.

Recommendation 4: Support for Institutional Research and Culture of Evidence

In order to meet the standards and to ensure institutional effectiveness, the team recommends that resources and support for institutional research be made available to provide necessary and timely data and information for program review, evaluation of institutional effectiveness, documentation of assessment results, and tracking of planning processes. The results of these efforts should be used to demonstrate that the institution regularly uses data in all integrated planning processes and has developed a culture of evidence in all decision making (Standards: I.B, II.A.1.c, II.A.2.e, II.A.2.f, II.B.3, IV.B.2.b)

The ACCJC Evaluating Team has stated: “The College has acquired key personnel and advanced data query and reporting tools and improved its planning and resource allocation processes. As a result, the college is routinely using data in all integrated planning processes and to develop a culture of evidence in all its decision-making. Moreover, the Team is impressed with, and recognizes, the widespread support of the Institutional Research department, as it has quickly become an invaluable resource for reliable, consistent data.

The Team concludes that the college now meets the Standards cited in Recommendation 4 and has resolved the issues that are noted in Recommendation 4.”

There have been some significant advancements in sharing data with all SCC data consumers. Over 4000 course level reports that explore everything from course drop reasons to demographics and student success factors are now available to all faculty and staff via the Internet [[E4.1: Course Data Library Report email to All faculty](#)] [[E4.2: Course Data Library Report example](#)] [[E4.3: Course Data Library Report Instructions](#)]. These reports represent a major change in focus for Institutional Research. Instead of the focus being solely on student performances within a particular course, there exists also an analysis of student performances prior to being enrolled in the course and performances after a student completes the course. These additional data allows faculty to examine down-stream effects of curriculum and is an effort to provide greater understanding of course sequencing as it relates to student success.

The new Academic Program Review process has also necessitated the production of specific reports [E4.4: [Program Review Data Report example](#)]. IR worked closely with members of the Academic Senate to define data requirements for Program Review. Each program now has access to a comprehensive program report that includes all of the data required for a detailed program review. The Enrollment Management Group has also demonstrated an increased reliance on the interpretation and understanding of data as they examine course scheduling patterns based on efficiency and enrollment data.

IR is currently building new databases that include General Education and Program Level data. In the coming year, IR will tie these data sets to student performance and financial data to produce a new set of metrics focused on efficiency of operations and student success.

The former Director of IR is now a Dean of Research, Planning, and Institutional Effectiveness resulting in a greater leadership role which provides for a better integration of research, planning and outcomes assessment [E4.5: [Dean of Research, Planning, and Institutional Effectiveness job description](#)]. A new job description has been approved to provide additional support in the Institutional Research office [E4.6: [Director of Research and Planning job description](#)].

Additionally, IT has hired a Chief Technology Officer (CTO) to oversee that IT work continues to assist the overall Institutional Plan. The CTO provides leadership in strategic technology planning, research, and integration of the Information Technologies needed to support the academic mission, student achievement, and administrative services [E4.7: [Chief Technology Officer job description](#)]. Work continues in the evaluation of the Argos Business Intelligence tool (an enterprising reporting system) and discussion with internal consultants and representatives for implementing Evisions (a software development company with a primary focus in education research) [E4.8: [Argos 6 Day Training Program](#)] [E4.9: [Evisions: Argos Deployment](#)]. The purchase of Argos is planned for Fall 2013, as outlined in the Institutional Technology Plan Task schedule [E4.10: [Task Schedule excerpt](#)]. This software could significantly assist self-service and automated reporting for all major data users across campus.

Conclusion

The changes that have been made, and those that are planned for Spring semester 2014, have established Institutional Research as a key component in identifying, measuring and contributing to student success and to continue to meet Recommendation 4 (Standards: I.B, II.A.1.c, II.A.2.e, II.A.2.f, II.B.3, IV.B.2.b).

Recommendation 8: Increase Services at Centers

The College continues to provide equitable access to appropriate, comprehensive, and reliable services to students who are taking classes at the Vacaville and Vallejo Centers and online and to continue to regularly evaluate the services (Standards II.B.3.a, II.C.1)

The College has continued to sharpen its plan to provide equitable services at the Centers during the 2012-13 academic year. Participants in this effort include the Centers' Deans, the Student Services Managers, the Student Services Council, members of the Basic Skills Steering Committee (to include English and Reading faculty who teach at the Centers), the Director of Facilities, the Campus Chief of Police, members of the Information Technology Department, and the Superintendent-President. Additionally, meetings with the Student Services Managers [E8.1: [Student Services Managers Meeting Minutes, Aug. 1, 2013](#)] [E8.2: [Student Services Managers Meeting Minutes, June 25, 2013](#)], the Student Services Council [E8.3: [Student Services Council Meeting Minutes, Apr. 9, 2013](#)] [E8.4: [Student Services Council Meeting Minutes, Mar. 12, 2013](#)], the Campus Safety Committee, and other committees have been ongoing. A number of the student services at the Centers are reflected in the Weekly Services template made available to the students [E8.5: [Weekly Services, Vacaville Center 2013](#)] [E8.6: [Weekly Campus Services, Vallejo Center 2012](#)].

Progress in improving student services has been directed by the 2012-2013 Goals and Objectives in the Student Service Five Year Plan. All goals were met, along with additional accomplishments, as needs developed. Accomplishments include the following:

1. The Centers enhanced enrollment assistance and assessment services by designing and installing professional signage to increase student awareness of available services [E8.7: [Vallejo Center Signage](#)], expanding assessment testing services [E8.8: [Assessment Testing Snapshot Report](#)], and continuing to train the Center Student Services Generalists and Administrative Assistants.
2. The Centers have expanded access to Counseling, Transfer Services, Career Services, Veterans Affairs, EOPS, CalWorks, and Disability Services by establishing "virtual student" services when needed, e.g., live video conferences with Student Services Personnel at the Fairfield campus [E8.9: [Vallejo Virtual Transfer Services](#)]. The Center Deans and staff were also instrumental in expanding Counseling services, providing Transfer and Career and Job Placement services workshops [E8.10: [Sac State Transfer Vacaville Center](#)] and handling all student disciplinary procedures at the Centers themselves.
3. The Centers expanded Financial Aid, EOPS, CalWorks, Veterans Affairs services, and the Financial Aid Internet Café, a support service for students applying for aid through Free Application for Federal Student Aid (FAFSA). Other services include one-on-one counseling appointments at the Centers [E8.11: [FA Internet Café, Aug. 2013](#)], Financial Aid Awareness and Cash for College events, Academic Success workshops [E8.12: [Academic Success Workshops, Spring 2013](#)]; and the providing of additional state, federal, and other necessary training for Center Generalist staff [E8.13: [Financial Aid Training, July 2013](#)] [E8.14: [Financial Aid Training, Aug. 2013](#)]. A new service was the introduction of the Spanish Internet Café, a support service that replicates the Financial Aid Internet Café for those students with limited

English skills. Centers also provide access to Financial Aid TV that runs 24 hours and 7 days a week. Additionally, the Centers installed professional signage which helps to market the availability of financial aid support.

4. The Centers expanded academic support services by renovating the Libraries, providing new Library equipment and furnishings, and adjusting the Library service hours to better serve the evening students. Math Activity Lab (MAC) and Learning Lab hours were also adjusted to better serve evening and Friday students. New equipment and furnishings were installed in the Learning Lab and Drop-In Tutoring labs. Drop-In Writing labs were added this year [[E8.15: Drop-in Writing Labs Centers](#)].
5. The Centers have expanded Student Activities, Health services, Bookstore services, and Center Security [[E8.16: Security Services email, Vallejo Center Spring 2013](#)]. The ASSC offered live coverage of student government meetings from the Fairfield campus, and Center personnel are able to participate in events at the main campus via Center technology [[E8.17: ASSC Meeting Minutes, Apr. 16, 2013](#)] [[E8.18: ASSC Meeting Minutes, May 7, 2013](#)]. Student Development is also increasing outreach to the Centers to promote the participation and formation of student clubs. Furthermore, Health services were expanded to include mental health information and counseling [[E8.19: Student Health Center Report](#)].

Conclusion

The Centers have continued to sustain and expand Student Services to meet Recommendation 8 (Standards II.B.3.a, II.C.1). The collaboration between the Center Deans and Student Service staff and management is strong and the body of evidence for enhanced Student Support at the Centers continues to grow.

GENERAL SUMMARY OF ACCJC FOLLOW-UP REPORT

The foregoing Report constitutes SCC's response to the Commission's four Recommendations submitted on February 11, 2013, which specified which actions the College should take to meet ACCJC's Standards.

In summary, the College has satisfied the following four Recommendations.

Recommendation 5 (Integrate Equity Plans with Institutional Planning):

The College has significantly improved both Student and Staff Equity Planning and has fully integrated the SEP and EEO Plans into the Institutional Planning Process.

Recommendation 6 (Learning Support for Distance Education):

The College has resolved the issues regarding the development of mechanisms and learning support systems that ensure parity between DE and FF educational learning outcomes.

Recommendation 7 (Incorporate SLOs into Faculty Evaluations):

The College has complied with the ACCJC recommendation to make SLO assessments a formal part of faculty performance evaluations.

Recommendation 9 (Develop a Code of Ethics):

The College has adopted a formal written Code of Ethics.

The following five Recommendations constitute "maintenance" Recommendations (these Recommendations did not contribute to the College's present "warning" status):

Recommendation 1 (Modify the Mission Statement):

The College's completed Mission statement stands as a fundamental guide to the College's overall goals.

Recommendation 2 (Improve Institutional Planning):

The College has sustained its progress in effective Institutional Planning.

Recommendation 3 (Progress in SLO Implementation):

The College continues to make progress in Assessment Outcomes.

Recommendation 4 (Support for Institutional Research and Culture of Evidence):

The College has made various gains in IR performance, and has substantially developed IR into its research activities.

Recommendation 8 (Increase Services at the Centers):

The College's Centers have substantially expanded Student Services involving better collaboration between the Centers' Deans, Student Staff, and Management.

IV. APPENDICES

Index of Abbreviations and Acronyms	
ACCJC	Accrediting Commission of Community and Junior Colleges
ALG	Administrative Leadership Group
APR	Academic Program Review
APRC	Academic Program Review Committee
ASSC	Associated Students of Solano College
Board	Governing Board
BP	Board Policy
BSI	Basic Skills Initiative
CARE	Cooperative Agencies Resources for Education
CCCCO	California Community Colleges Chancellor's Office
CEO	Chief Executive Officer
CIS	Computer Information Systems
COE	Code of Ethics
CSEA	California School Employee Association
CSSO	Chief Student Services Officer
CSU	California State University
CTA	California Teachers Association
CTE	Career Technical Education
CTO	Chief Technology Officer
DE	Distance Education
DI	Disproportional Impact
DOF	Department of Finance
DSP	Disability Services Program
EEO	Equal Employment Opportunity
EIAC	Equity and Inclusion Advisory Committee
EMP	Educational Master Plan
EOPS	Extended Opportunity Programs and Services
ESL	English as a Second Language
FAFSA	Free Application for Federal Student Aid
FAO	Financial Aid Office
FA-TV	Financial Aid-TV
FF	Face-to-Face
FY	Fiscal Year
Flex Cal	Flexible Calendar
GE	General Education
HR	Human Resources
IAMP	Interim Academic Vice President
IGETC	Inter-segmental General Education Transfer Curriculum
ILOs	Institutional Learning Outcomes
IPP	Integrated Planning Process
IR	Institutional Research
IT	Information Technology

IVP	Interim Vice President
LMS	Learning Management System
MAC	Math Activities Center
MESA	Mathematics, Engineering, and Science Achievement
MIS	Management Information System
NEOGOV	NEOGOV Applicant Tracking System
OL	Online
PLOs	Program Learning Outcomes
RP	Research and Planning
SAOs	Service Area Outcomes
SCC	Solano Community College
SCCD	Solano Community College District
SCFA	Solano College Faculty Association
SEP	Student Equity Plan
SGC	Shared Governance Council
SLOs	Student Learning Outcomes
SP	Superintendent-President
SPC	Superintendent-President's Cabinet
SSC	Student Services Council
TA	Tentative Agreement
VP	Vice President
WASC	Western Association of Schools and Colleges

Index of Evidence by Recommendation

Statement on Report Preparation

- Evidence 0.1: Accreditation Press Release, Feb. 13, 2013
- Evidence 0.2: Accreditation Self-Study Coordinator Job Description
- Evidence 0.3: Accreditation Task Force Minutes, Aug. 19, 2013
- Evidence 0.4: Email to All, September 6, 2013
- Evidence 0.5: Academic Senate Minutes, Sept. 16, 2013
- Evidence 0.6: SGC Minutes, Sept. 25, 2013
- Evidence 0.7: Governing Board Agenda, October 2

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Recommendation 5: Integrate Equity Plans with Institutional Planning

Student Equity Plan (SEP)

- Evidence 5.1: Solano College Student Success Scorecard, CCCCO, April 2013
- Evidence 5.2: 2011-12 ESL & Basic Skills Allocation End-of-Year Report and 2012-13 Action Plan
- Evidence 5.3: Wynn, Michael. Removing Barriers and Expanding Postsecondary Pathways. October 1, 2012
- Evidence 5.4: Board Policy 5355
- Evidence 5.5: Board Procedure 5355
- Evidence 5.6: Student Equity Committee Minutes, April 11, 2013
- Evidence 5.7: Student Equity Committee Minutes, April 25, 2013
- Evidence 5.8: Student Equity Committee Minutes, August 20, 2013
- Evidence 5.9: Shared Governance Council Minutes, September 11, 2013
- Evidence 5.10: Academic Senate Minutes, September 16, 2013
- Evidence 5.11: Governing Board Minutes, September 18, 2013
- Evidence 5.12: Student Equity Plan 2013-18
- Evidence 5.13: SEP Project Activities Summary from Planning Database
- Evidence 5.14: SEP Outcomes Assessment Summary from Planning Database

Staff Equity Plan (EEO)

- Evidence 5.15: EIAC Minutes, October 3, 2012
- Evidence 5.16: EIAC Minutes, October 31, 2012
- Evidence 5.17: EIAC Minutes, November 5, 2012
- Evidence 5.18: EIAC Minutes, February 6, 2013
- Evidence 5.19: EIAC Agenda, May 1, 2013
- Evidence 5.20: Email Request for Non-Faculty Priority Deadline and Chart
- Evidence 5.21: Non-Faculty Prioritization Form
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- Evidence 5.23: EIAC PowerPoint
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- Evidence 5.27: EIAC October 2, 2013
- Evidence 5.28: EEO Training Flex Cal Email, August 2013

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- Evidence 5.35: SCC Recruitment Hire Me Workshop
- Evidence 5.36: WIB Job Fair, April 2013
- Evidence 5.37: Cinco de Mayo Press Release and Flyer
- Evidence 5.38: MLK, Jr. Celebration Day Flyer
- Evidence 5.39: Women's History month Press Release
- Evidence 5.40: Foreign Language Night
- Evidence 5.41: Pow Wow Proposal
- Evidence 5.42: SP Direct – <http://www.solano.edu/president/updates.php>
- Evidence 5.43: Role of the Leader in Inclusion PowerPoint
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- Evidence 5.45: S-P Internship
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- Evidence 5.47: AS Minutes, September 16, 2013
- Evidence 5.48: Governing Board Agenda, September 18, 2013
- Evidence 5.49: EEO Project Calendar in Planning Database
- Evidence 5.50: IPP Summary of EEO Plan

Recommendation 6: Learning Support for Distance Education

- Evidence 6.1: SLO Online Syllabi Set
- Evidence 6.2: SLO Evidence Set
- Evidence 6.3: SCFA Article 19.104, 19.105, 19.106
- Evidence 6.4: Outcomes Tools and Rubrics Samples
- Evidence 6.5: SCC Preview Day August 2013
- Evidence 6.6: Online Success Workshop Email to Students January 2013
- Evidence 6.7: Demo Orientation Course and Quickstart Guide
- Evidence 6.8: Online Writing Lab Set
- Evidence 6.9: Embedded Tutor Pilot project Fall 2012 in History 17 and Fall 2013 Biology classes
- Evidence 6.10: DE Committee minutes, September 9, 2013
- Evidence 6.11: Comparable data, OL/FF, from the DE Program Review
- Evidence 6.12: Academic Senate Minutes 4-15-13 discussion of Faculty Training & Certification Proposal
- Evidence 6.13: Online Faculty Training & Certification
- Evidence 6.14: Outline of Canvas Training Workshops
- Evidence 6.15: Training Process Graphic
- Evidence 6.16: Academic Senate Minutes 4-29-13 Approval of Online Course Shell Review Proposal
- Evidence 6.17: Course Shell Review Policy
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- Evidence 6.19: Completed Course Shell Review samples
- Evidence 6.20: Course Orientations Set for History 2, 3, 17, and Math 104
- Evidence 6.21: English 1 mandatory orientation comparisons with SLOs

Recommendation 7: Incorporate SLOs into Faculty Evaluation

- Evidence 7.1: SCFA July 29, 2013 Agenda
- Evidence 7.2: SCFA Minutes August 20, 2013
- Evidence 7.3: SCFA Minutes September 17, 2013
- Evidence 7.4: SCFA October 1, 2013 Agenda
- Evidence 7.5: ALG Evaluation Form email
- Evidence 7.6: ALG Evaluation Form
- Evidence 7.7: TA and amended SCFA Contract language

Recommendation 9: Develop a Code of Ethics

- Evidence 9.1: Code of Ethics final document Spring 2012
- Evidence 9.2: Code of Ethics final document Fall 2012
- Evidence 9.3: SGC Minutes Jan. 23, 2013
- Evidence 9.4: SGC draft Code of Ethics Feb. 20, 2013
- Evidence 9.5: SGC Minutes Feb. 20, 2013
- Evidence 9.6: Email All COE Feb. 22, 2013
- Evidence 9.7: Email All COE Feb. 25, 2013
- Evidence 9.8: SP Direct-Feb. 27, 2013
- Evidence 9.9: Academic Senate Minutes Mar. 4, 2013
- Evidence 9.10: Governing Board Minutes Mar. 6, 2013
- Evidence 9.11: SCC BP 4100 Code of Ethics

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- Evidence 1.1: Governing Board Minutes Dec. 19, 2012
- Evidence 1.2: Email All Mission Statement Jan. 16, 2013
- Evidence 1.3: BP 1003 District Mission

Recommendation 2: Improving Institutional Planning

- Evidence 2.1: Strategic Proposal Assessment Rubric
- Evidence 2.2: Screenshot Program Review Module
- Evidence 2.3: IPP June 2013
- Evidence 2.4: ALG Strategic Planning Presentation Slides].
- Evidence 2.5: Draft Proposed Planning Committee Structures
- Evidence 2.6: ALG Planning Kickoff training
- Evidence 2.7: ALG Evaluation Form
- Evidence 2.8: Program Review Document Rubric
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Recommendation 3: Accelerate Progress on SLO Implementation

- Evidence 3.1: SLO/PLO Help Sessions Emails
- Evidence 3.2: Good News About SLOs Power Point presentation, slides 8-10 5
- Evidence 3.3: Minutes March 5, 2013 and July 3, 2013
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- Evidence 3.5: School of Math and Science Agenda & Minutes for Sept.5, 2013
- Evidence 3.6: Accreditation Task Force Committee Meeting Minutes Aug. 19, 2013

- Evidence 3.7: SLO Database Window Screen Shot
- Evidence 3.8: Academic Deans Meeting notes July 31, 2013 meeting
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- Evidence 4.5: Dean of Research, Planning, and Institutional Effectiveness job description
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- Evidence 4.10: Task Schedule excerpt

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- Evidence 8.1: Student Services Managers Meeting Minutes, Aug. 1, 2013
- Evidence 8.2: Student Services Managers Meeting Minutes, June 25, 2013
- Evidence 8.3: Student Services Council Meeting Minutes, Apr. 9, 2013
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- Evidence 8.5: Weekly Services, Vacaville Center 2013
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- Evidence 8.16: Security Services email, Vallejo Center Spring 2013
- Evidence 8.17: ASSC Meeting Minutes, Apr. 16. 2013
- Evidence 8.18: ASSC Meeting Minutes, May 7, 2013
- Evidence 8.19: Student Health Center Report

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PART 2: MAINTENANCE OF STANDARDS: RECOMMENDATIONS 1, 2, 3, 4, 8

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