

Abstract of the Report

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

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

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

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

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

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

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

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

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

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

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

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

Organization for the Self-Study

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

Accreditation Steering Committee

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

Chairs & Vice Chairs of Standard Teams

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

Timetable for the Accreditation Self-Study Process

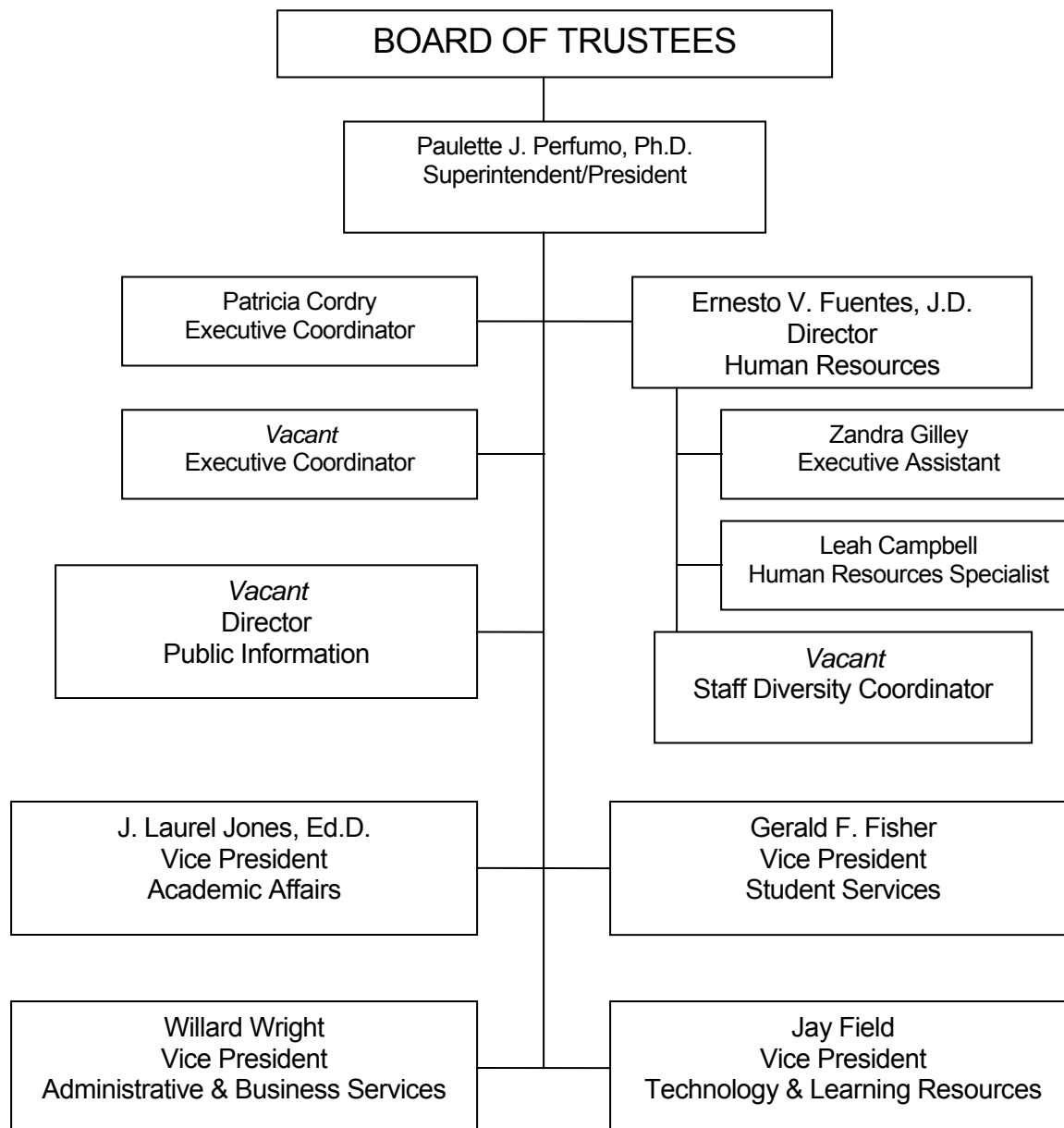
MONTH	ACTIVITY	DATES
FEB 04	<ul style="list-style-type: none"> Preliminary Information 	<p>20 FEB 04 — ALO interviewed by Tempest for article on accreditation.</p> <p>26 FEB 04 — ALO drafts and distributes announcement for faculty chair of accreditation self-study</p>
MAR 04	<ul style="list-style-type: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

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

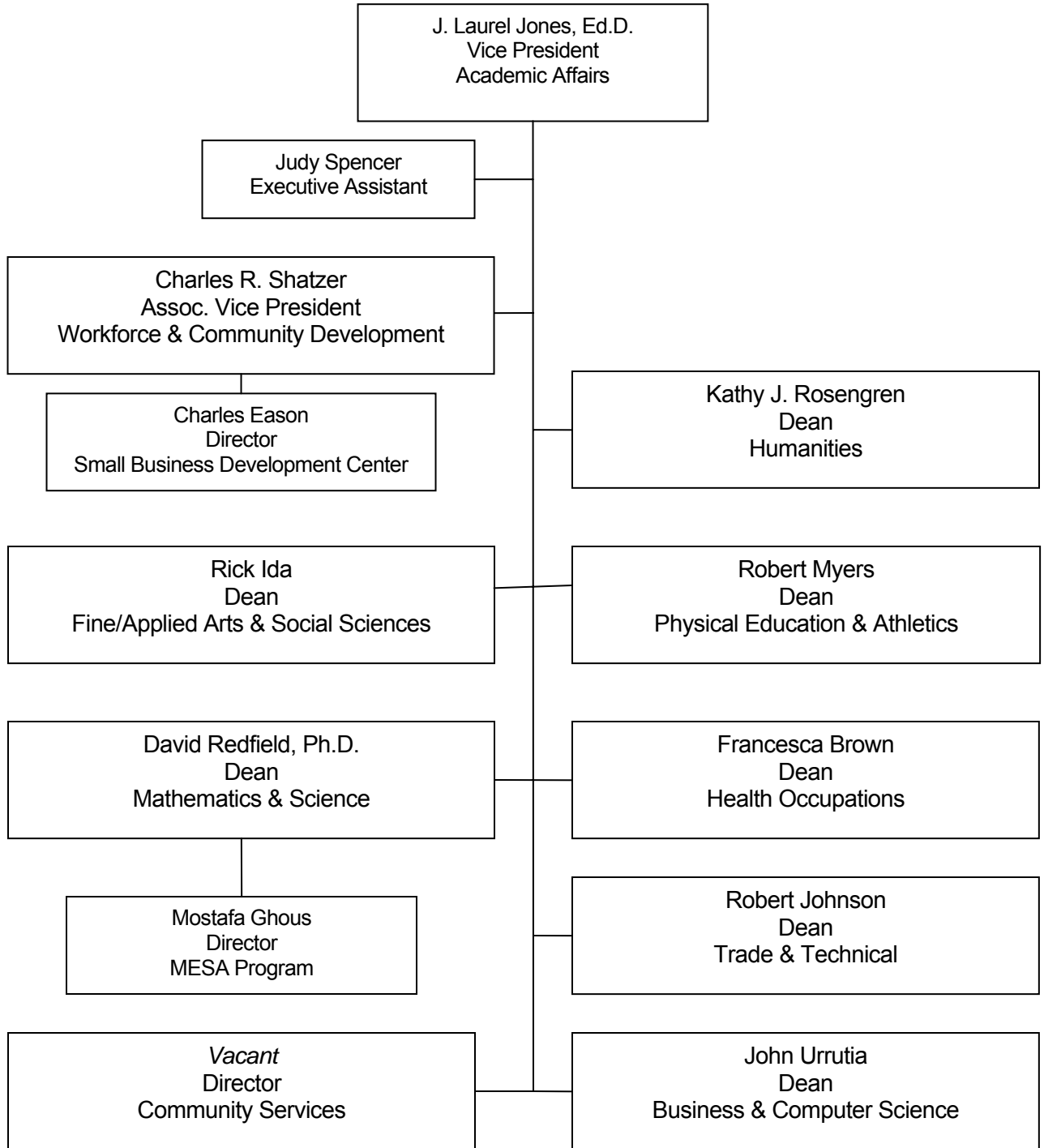
MONTH	ACTIVITY	DATES
		details and updates Governing Board on progress of self-study.
FEB 05	<ul style="list-style-type: none"> Complete 2nd Draft & Gather Evidence 	28 FEB 05 — Drafts due to Self-Study Co-Chairs.
MAR 05	<ul style="list-style-type: none"> Review Drafts & Evidence Plenary Session #2: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

Organization of the Institution

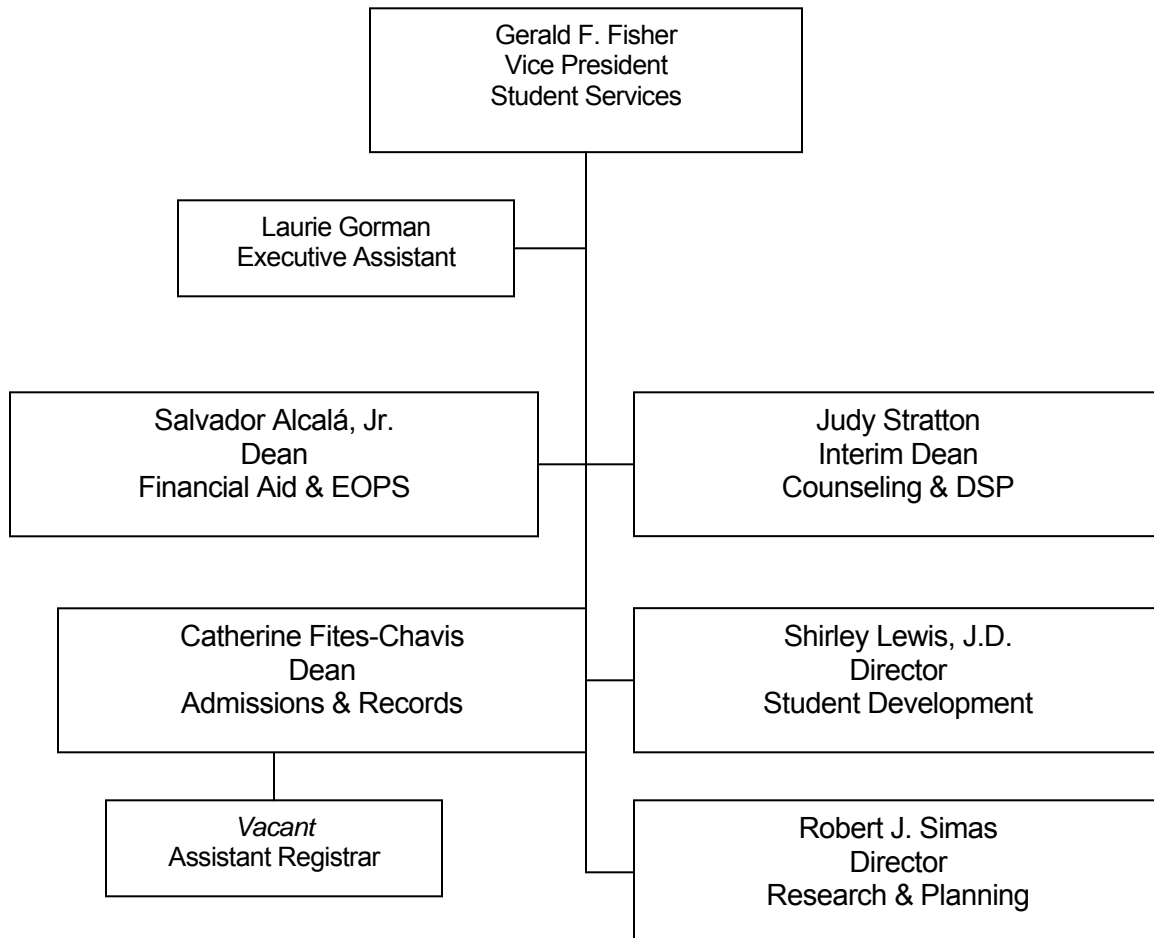
Solano Community College
Organizational Chart
2004-2005



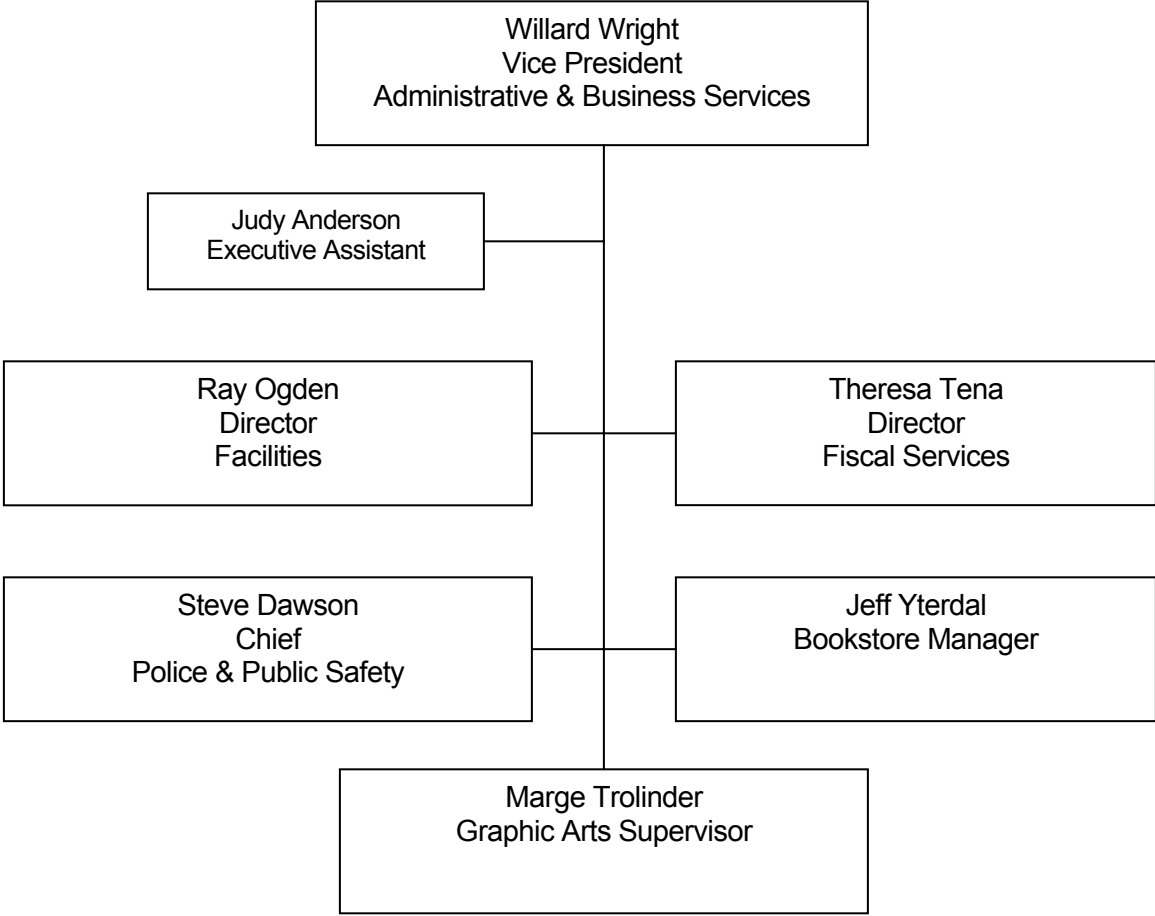
Academic Affairs Organizational Chart 2004-2005



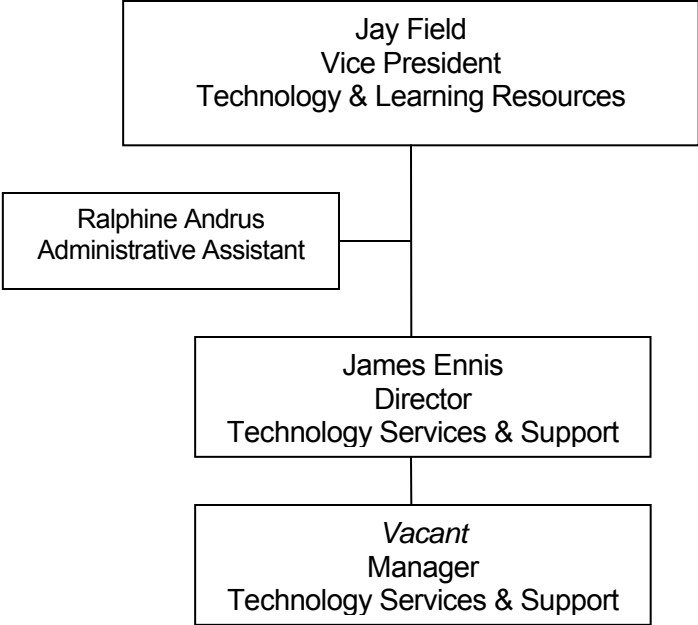
Student Services
Organizational Chart
2004-2005



Administrative & Business Services
Organizational Chart
2004-2005



Technology & Learning Resources
Organizational Chart
2004-2005



Certification of Continued Compliance with Eligibility Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Date Approved

Introduction References

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

