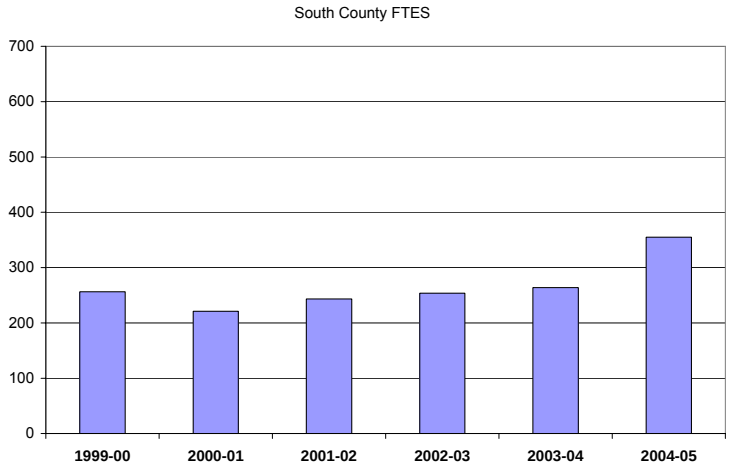
Evaluation:
The College meets this standard.

Planning Agenda:
None.

- Figure III-2: Estimated FTES at Start of Class for Past Six Academic Years in South Solano County



C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Description:
Much of the planning, acquisition, and support for technology is handled by the Technology Services and Support (TSS) department within Technology and Learning Resources. The mission of TSS is to service and support information technologies that aid students in the learning process and assist faculty and staff in their academic and administrative responsibilities.

Direction comes from a variety of sources. These include internal, technical needs for specific hardware and software upgrades, academic planning in the form of program reviews and three-year plans, consultation with administrative and academic computing users, as well as yearly instructional equipment requests.

Academic divisions also do their own planning and, at times, provide funding for the purchase of technologies specific to their instructional needs. Many times TSS staff will coordinate the actual purchasing, installation, and support of the technology and, at other times, divisions will do this themselves.

For divisions or programs without their own technology support staff, TSS staff are always available to consult and, in many cases, complete necessary work.

In 2002, a District Technology Plan was approved and has provided a basis for direction in planning and implementation [3C-1]*. As part of the current set of Bond-related projects, the Technology Plan is being updated. In the summer of 2002, a consultant conducted a series of interviews with many campus technology users and drafted a report, which will be the basis for an updated Technology Plan.

In December of 2004, the Shared Governance Council authorized the creation of a District Strategic Technology Advisory Committee (STAC) [3C-2]. The STAC is composed of representative constituents as defined by the shared governance process. STAC started to meet in March 2005 and has as its initial members, the Dean of Business and Computer Science (Administrative Leadership Group), a Customer Support Technician from TSS (CSEA), an Electronics instructor (CTA), a Humanities instructor (Academic Senate), a student representative (ASSC), and is chaired by the Vice President for Technology and Learning Resources. Additional staff members, such as the Director for Technology Services and Support, will serve as resource persons, as appropriate. This committee will continue the work of a previous Technology Task Force in advising the District on technology issues. The group's first goal is to revise the District Technology Plan, last officially adopted in 2002. In the summer of 2004, consultants came to Campus to interview various faculty, staff, and students to gather information helpful in updating the Technology Plan. The consultants created a draft updated Plan, and the STAC will work on revisions and submitting a plan for adoption.

Technology is listed as a Strategic Direction for the College [3C-3] and is defined broadly to include both classroom/laboratory equipment and computer technology used for instructional purposes and administrative support. The College's goal is to select appropriate and innovative applications of current technologies. An innovative, robust, and supported technology infrastructure is recognized as a keystone in enabling the College to offer and coordinate a range of instructional and administrative programs and delivery systems.

The College uses many means, some informal, to make sure our technology goals, support, and implementations meet the academic and administrative needs of it students and employees. Computer lab technicians meet as a group on a monthly basis to discuss standards and modify them when appropriate.

Help Desk software provides measurements of the issues that face the support staff, and that information is available in making decisions that impact technology services and support.

The telephone system has been upgraded when necessary. A recent upgrade allows for extension-911 services that will better identify the location of a 911 call to emergency response personnel.

In 2001, the campus migrated its email system to Microsoft Exchange Server, which brought increased access to common office productivity tools, such as integrated calendaring, task management, and e-mail through use of Microsoft Outlook.

TSS staff, who directly support personal computing on campus, have also increased the quality and use of tools to allow them to improve service to the campus. ImageCast (for creating and installing a predefined disk image to a personal computer) and remote desktop support (for troubleshooting a user desktop without leaving offices) are two examples.

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

Security appliances and software have also been installed to better protect the campus network from external threats. Locally installed virus protection software has been installed on every College-supported personal computer

Evaluation:

The College meets this standard.

Measure G will also bring technology improvements to the College and will include infrastructure improvements, as needed and appropriate, as well as helping to fund the move to an Enterprise Resource Planning system to replace current legacy administrative systems. This will engage a broad spectrum of the campus community, including representatives from Student Services, Human Resources, and Fiscal Services, in addition to TSS staff.

Planning Agenda:

The STAC will revise and update the Technology Plan.

As technology advances and funds become available, the campus networking and server infrastructure will be upgraded by the Director of Technology Services and Support.

The Vice President of Technology and Learning Resources will oversee a pilot project for wireless connectivity and, if successful, implement it campus wide.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Description:

Technology Training

Technology training is available to faculty, staff, and administrators for Microsoft application software. Training is provided in a variety of modes, including structured workshops, one-on-one training on demand, and upcoming Web-based resources for self-help. Workshops are offered throughout the academic year, with a concentration of offerings during Flex Cal sessions prior to the first day of each semester. Training workshops are posted in public folders on the College Exchange server, as well as published on the campus Intranet.

Since January 14, 2002, the College has employed a faculty member as a Technology Training Coordinator to support classified staff, faculty, and administrators with their technology needs. The contract for this position runs until May 31, 2007.

In the period August 2001 to May 2004, 198 recorded technology training workshops and individual sessions were offered. Training workshops are available for full-time and part-time personnel at the campus and at the Vallejo and Vacaville centers. A significant portion of technology training delivered at the College takes place outside a structured workshop environment as “just-in-time” individual training. Staff and faculty may contact the technology training coordinator via e-mail or telephone to request a visit to their office for training and support specific to the task at hand.

The Technology Training Coordinator surveys personnel to determine the effectiveness of their sessions by distributing a combined evaluation and survey at the end of each workshop. The reservation form for the Teaching and Learning Center computer lab also provides a checklist of “Intended Outcomes” [3C-4]. Those receiving training are encouraged to submit surveys and comments to the Coordinator directly, or to the Vice President of Technology & Learning Resources. Those attending training also receive Flex Cal credit, which is tracked

through the Human Resources Office. The evaluation/survey forms are submitted on a weekly basis to Human Resources.

Workshops are held in the Teaching and Learning Center (TLC), a facility designed to support a variety of training activities for all faculty, staff, and administrators/managers. The TLC consists of three integrated service areas.

- **Demonstration/Training Lab** – (Room 103A) provides access to all District network services and supports small group orientations, as well as instructor led training sessions. Twenty-one workstations.

- **Small Group Meeting/Work Area** – (Room 102A) a semi-private facility available to anyone working on grants, curriculum proposals, learning communities and other projects that have a limited duration.

- **High Tech Development Center** – (Room 102Bb) an incubator for new ideas and new techniques where faculty, staff and administrator/managers can work one-on-one with each other or with the Center Coordinators. Four workstations.

Online Program
The College began offering online courses in the spring of 2000 as a self-development campus, meaning that all online courses were developed by the instructors. The software platform and server are outsourced.

It soon became apparent that a coordinator was needed to provide training for new faculty beginning to develop online courses. The Online Coordinator also acts as a liaison between the College and the outsourced provider, eCollege. Training is done by the Online Coordinator in conjunction with eCollege. The Online Coordinator position was established in 2002. Teachers who teach online courses at the College also provide mentoring and support to each other through a monthly meeting devoted to information, demonstration, and best practices. Training is available on demand and in group meetings.

The Coordinator is available four days a week in person and through e-mail for "just-in-time" individual training. The faculty also have access to a 24/7 helpdesk at eCollege for online course support.

eCollege offers a full menu of online courses, all of which are built, developed, and led by eCollege's in-house team of instructional designers and course developers. The following training courses are available to all full-time and part-time instructors teaching an online course [3C-5]:

- EDU 101A: *eCertification Course: Developing Online Courses*
- EDU 101B: *Teaching Online Courses*
- EDU 102: *Managing Your Online Course*
- EDU 103: *Building 508 Compatible Courses*
- EDU 104: *Creating Multimedia for Online Courses*
- EDU 105: *Using eCompanion*

In summary, a variety of training methods and options are available for faculty and staff. The Technology Training Coordinator, who is available eighteen hours a week to work with faculty and staff, provides "just-in-time" training. In 2005, she provided workshops on using Outlook effectively and made appointments to work with individual faculty and staff. Online instructors are supported through the eCollege online training program, as well as through an "eTeachers" support group, which meets twice a month to learn new skills in using eCollege

and new concepts in online education. Flex Cal also offers opportunities for technology training. In January, a workshop entitled "Staying Safe from Viruses" was taught in TLC's Demonstration/Training Lab.

Evaluation:
The College meets this standard.

Planning Agenda:
None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Description:
The STAC is charged with updating and maintaining the District Strategic Technology Plan and accompanying Technology Standards Document. STAC is populated with members representing the various constituencies of the College.

The 2002 Technology Plan discusses the acquisition, maintenance, and upgrading of the technology infrastructure and equipment and supports centralizing much responsibility for voice, video, and data services in the TSS department. It also promotes the use of the TCO model as well, a funding concept that assumes a relationship between computer hardware/software and support. It is a method of determining the full costs of owning and using computers in an educational environment.

In the 2004-2005 fiscal year, the Library's Bibliographic Instruction Lab was refreshed, along with the addition of "smart classroom" control equipment. Furthermore, the CAD lab also received new computers. Five new "smart" classrooms were installed, consisting of ceiling mounted data projectors, DVD/VCR combination players, and SP Controls media control systems. These projects were funded with instructional equipment monies after the Division Deans discussed priorities and allocations in their regular meetings; and proposals were submitted to the Vice President of Academic Affairs, who made the final recommendations to the Superintendent/President,

Other sources of funding, such as VTEA federal vocational training funds, also allow for the periodic refresh of some instructional technology equipment related to the goals of the College's VTEA Plan.

Enterprise-level technologies, such as border firewalls, e-mail SPAM filters, Exchange Server hardware and software, identity management (Active Directory), server backup, and SAN storage, have been implemented to some degree and are regularly maintained through TSS funding and support within the College's current budget.

The College is also starting its research and planning for the eventual selection and implementation of an Enterprise Resource Planning (ERP) software package. Initial review of available products and the publication of an RFP are scheduled for completion in 2005. ERP is the industry term for software systems that run an entire business or enterprise. In academic institutions, these typically comprise Student Information Systems, Fiscal Services functions and Human Resources. The College presently uses the Santa Rosa Consortium developed Student Information System, as well software from QSS for fiscal and Human Resources needs. The campus leadership, staff, and faculty have identified the desire and need to move to a fully integrated software system to allow for less duplication of effort, such as multiple data entry of the same information and improved capabilities to get important

knowledge from the College's store of data. The current software systems run on an Hewlett Packard 3000 minicomputer, which will be considered "end-of-life" by HP in 2007. While third-party support will be available for some time, no further development will happen on this platform.

Evaluation:

The College meets this standard within current budgetary restraints.

The recommendations of the 2002 Technology Plan in this area have gone largely unmet due to budget considerations. There has not been sufficient District funding to refresh employee workstations at the rate desired. There have been strategic, though limited, refresh efforts funded by instructional equipment monies.

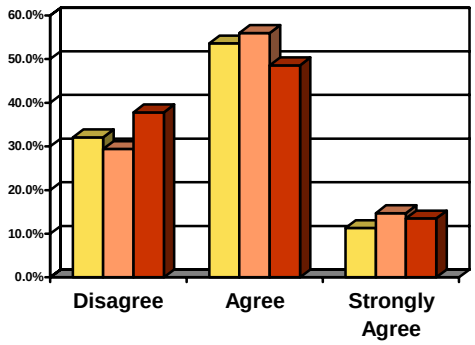
Planning Agenda:

The Director of Technology Services & Support will develop a plan for employee workstation and computer lab refresh. This plan will be developed with the guidance of the STAC.

The Vice President of Technology & Learning Resources will pursue, as financial resources permit, other strategic technologies, such as wireless connectivity, Enterprise Resource Planning (ERP) systems, and expanded Web publishing, again with input and guidance from STAC

Strata Information Group (SIG) has been retained by the College to assist with the evaluation and selection of an ERP system. Phased implementation (each module will be implemented one at a time) will then occur until the entire legacy system has been migrated to the new, integrated system. This will be a multi-year effort.

- Figure III-3: Faculty and Staff Agreement with "Classroom equipment is sufficient to support ed programs," Fall 2002, Fall 2003, Fall 2004



III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

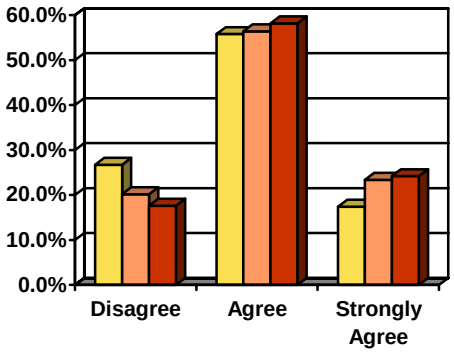
Description:

Technology utilization occurs in many areas, including Student Services, computer labs, classroom instruction, Library, and administrative offices. The Office of the Vice President of Technology and Learning Resources, in conjunction with the STAC, has the primary responsibility for recommending an effective distribution of resources to these areas and to the off-campus centers.

The College maintains a one-person/one computer level of availability for all full-time faculty and staff members requiring access.

The College maintains a total of 24 computer labs available for student use, with a combination of PC and Macintosh computers: 22 labs at the Fairfield campus, one at the Vallejo Center and one at the Vacaville Center. Computer labs that are available for student walk-in services (open labs) are generally open 8 a.m. to 9 p.m. Monday through Thursday, 8 a.m. to 3 p.m. on Friday and 9 a.m. to 2 p.m. on Saturday, for a total of 64 hours per week of availability for these busy resources. Most labs are staffed with a full-time laboratory technician; and every open lab is staffed with one or more trained student workers (two or three in the largest labs), whose responsibilities include answering questions about the use of available hardware and software, and enforcing appropriate use policies. Software, hardware, and support are effectively distributed across types of use and physical location. Staff surveys indicate satisfaction with the availability and adequacy of equipment and support [3C-6]. As of November 2004, 1,061 personal computers were available for use by students, faculty and staff, including 724 classroom and lab computers, 181 staff computers and 156 faculty computers. The College provides a computer for almost all staff and full-time faculty members. Computers and related hardware are available for use by adjunct faculty members in shared offices at each of the three District locations.

- Figure III-4: Faculty and Staff Agreement with "Computer labs & other instructional equipment are well maintained," Fall 2002, Fall 2003, Fall 2004



To coordinate development of information technology, the College has formed the STAC, which makes recommendations to ensure that the College:

- Maintains basic hardware and software infrastructure for computer and network-based communication and software tools for teaching, learning, and administration.

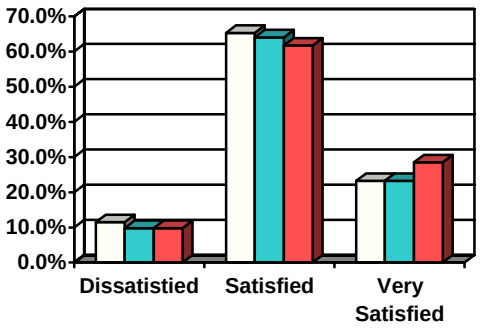
- Establishes and revises policies and procedures for coordinating the hardware and software replacement cycle and prioritizing the acquisition and distribution of hardware and software, weighted heavily in favor of putting the latest equipment in student labs.

- Provides the Financial and Budget Planning Advisory Council (FABPAC) recommendations on multi-year equipment and software replacement schedules to aid in financial planning.

The STAC will review current trends and recommend technology upgrades for the College. The College has made a budgetary commitment to maintaining current technology levels,

which dominate the educational horizon. To ensure that equipment and software in the academic labs and on desktops are current and adequate, the College endeavors to maintain a four-year upgrade/replacement cycle. Additionally, the College maintains a similar maintenance/upgrade replacement cycle for various aspects of the infrastructure: wiring, servers, and network connections. The special needs of independent disciplines continue to be addressed at the department chair level, where additional resources are available. The dialogue that exists between the College and STAC is one of mutual benefit, designed to evaluate and improve the technology available to students and staff.

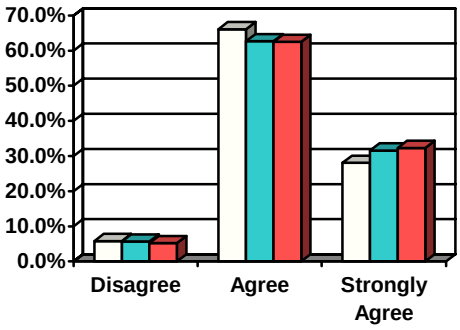
- Figure III-5: Student Satisfaction with Computer Availability, Fall 2002, Fall 2003, Fall 2004



The College has currently upgraded or installed classroom audiovisual/TV and computer interface facilities in twenty-one rooms and will continue to upgrade classrooms on the main campus and offsite centers. These "smart classrooms" typically include a built-in data projector, computer/monitor, projection screen, VHS player/recorder, DVD player, audio/ speakers and Internet connection.

Of the students who responded to the self-study survey, 90 percent responded "agree" or "strongly agree" that the available hardware and software support their learning at the College; furthermore 94 percent responded "agree" or "strongly agree" that faculty at the College support their learning [3C-7].

- Figure III-6: Student Agreement with statement: Faculty help students understand subject matter, Fall 2002, Fall 2003, Fall 2004



Of the employees who responded to the self-study survey, 23 percent responded "agree" or "strongly agree" that the available hardware and software help them to carry out their required duties more effectively. Of the employees who responded to the self-study survey, 31 percent

responded “agree” or “strongly agree” that the College’s technology support personnel help them to effectively carry out their required duties.

Evaluation:
The College meets this standard.

As technology changes and evolves, perceptions of the need for classroom technology also changes. Computer, technology, and media needs are fast becoming an integral part of many courses offered by the College. As a consequence, classrooms and labs are constantly in need of redesign, rethinking, and retrofitting.

Planning Agenda:
None.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Description:
The College’s technology planning procedure is made up of several different processes that converge to make sure that institutional needs are met as best as possible, given financial and human resources. Technology is a key component of the College’s institutional plans at the administrative, departmental, and division levels. As an example, the top two goals for 2005-2006 for both Academic Affairs and Student Services include the hiring of a campus Webmaster and the implementation of an ERP system.

Technology is also a strategic goal for the College. The College’s Strategic Plan states:

> We define technology to be both classroom/laboratory equipment and computer technology used for instructional purposes and administrative support. In order to be fully effective and efficient as an organization, Solano must select appropriate and innovative applications of current technologies. A technology infrastructure and developing the means to achieve it will allow Solano College to offer and coordinate a range of instructional and administrative programs and delivery systems.
>
> Goal 1: Increase SCC's instructional support of expanding technologies.
>
> Goal 2: Develop the technology infrastructure needed to improve campus services.

Technology use and needs are also reflected in program reviews and three- year plans.

The Strategic Technology Advisory Committee (STAC) is another venue for the discussion of technology and how it best can meet the College’s goals.

After the former Associate Vice President for Technology and Learning Resources left the College, the position was restructured as a Vice President, who reports directly to the Superintendent/President and is a member of the Executive Council. This restructuring validated the central role that technology plays at the College and the desire to make it integral in the College’s planning efforts.

The Vice President for Technology and Learning Resources sits as a member or resource person on most campus groups or committees, such as Executive Council, Governing Board, Shared Governance, Bond Project Management Committee, Division Deans, Academic Senate, Educational Administrators, Online Committee, Institutional Planning Committee, and

Bond-related project committees, such as those for the Vallejo Center and the Student Services Center.

Evaluation:
The College meets this standard.

The 2002 Technology Plan included the goal of updating the District Technology Plan every year, but this has not been done. The inclusion of technology goals and standards into the program review process, three-year plans, the Technology Plan, the Facilities Plan, and associated Human Resources and Fiscal Services Plans, the Library Technology Plan, and the Online Committee's plan will help integrate technology concerns into institutional planning.

Planning Agenda:
None.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Description:
The primary bodies for review and updating of the financial plans, including the annual planning budget, are 1) the Executive Council, comprised of the Superintendent/President, Vice Presidents, and Directors of Human Resources and Fiscal Services; and 2) the Financial and Budget Planning Advisory Council (FABPAC), comprised of representatives from all campus constituency groups. They are responsible for making recommendations and for informing the various College constituent groups of the status of funding, expenditures, and major modifications made to the adopted budget throughout the year. FABPAC collaborations focus on state and local funding and on the "non-collective–bargaining" parts of the annual budget. The Division Deans and the Vice Presidents of Academic Affairs and Student Services review and prioritize the annual list of college-wide priorities and rank them, making a joint recommendation to the Academic Senate and the Superintendent/President [3D-1]*.

FABPAC is a recommending body, with final decisions and accountability resting with the Superintendent/President and the Governing Board. Taking input from the recommending bodies, senior staff meet weekly with the Superintendent/President as the Executive Council to establish spending priorities and ensure that these can be accomplished within a balanced budget.

Several major planning documents drive the planning process. The Educational Master Plan, updated yearly, serves as the basis for all planning efforts, including financial planning. Other planning documents that contribute to the updating of the Educational Master Plan [3D-2] include the Facility Master Plan [3D-3] (the major long-range facilities plan) and the

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