

Institutional goals (formerly called institutional initiatives) are developed annually by the Educational Administrators with input from the Academic Senate and the Governing Board. At present, the only vehicles for evaluating decision-making processes have been surveys which measure satisfaction levels with decision-making structures and processes but which do not analyze how well or if these structures and processes are working, e.g., Planning Survey [4A-17] conducted three years ago and Accreditation Self-Study Surveys conducted fall 2002, fall 2003, and fall 2004. However, the Task Force on Program Review, Planning, and Budget Development has addressed the need to evaluate our current decision-making and Shared Governance structures in regard to planning priorities and budgeting.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

B. Board and Administrative Organization

IV.B.1. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Description:

As specified in the 1000 series of adopted Board Policy [4B-1]^{*}, the College consists of seven publicly elected Governing Board members from four designated trustee areas and an advisory voting student member who is elected by students enrolled in the College (Pol 1010). This election process provides the College with independent board members whom voters have selected to represent their interests. The publicly elected Board terms of office are staggered, expiring in December of each even-numbered year. Each elected member of the Board serves a four-year term, commencing on the first Friday in December following his/her election. The student trustee serves a one-year term (Pol 1010.5).

In fulfilling its role, the Board holds public meetings on the first and third Wednesdays of each month, inviting and encouraging public participation in its deliberations. Members of the public may address the Board on any item within the Board's jurisdiction (Pol 1020.19 and Board Agenda). The Board 'Code of Ethics' requires each member of the Board to recognize that he/she is responsible to all citizens of the College, not solely to those who elected the member. And the Code of Ethics (Pol 1017.4) advises Board members that the authority delegated to the Board member by the voters must be exercised with as much care and concern for the least influential as the most influential member of the community.

The Board's Code of Ethics requires that each Board member shall recognize and actively communicate that authority rests only with the Board in a legally constituted meeting, not with individual members; and each Board member must conduct relationships with College staff, students, citizens of the District, and the media on that basis. The policy also directs Board

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

members to abide by and uphold the final majority decision of the Board (Pol 1017.2 and Pol 1017.5c).

SCCD Policy 1010.4 provides that the Board support the development and operation of an educational program of the highest possible quality as the Board's common goal, as well as the goal of the Superintendent/President and the entire College. Board duties and responsibilities include formulating, adopting, and supporting goals for the College. The Board's Code of Ethics advises each Board member that he/she shall maintain independent judgment unbiased by private or partisan political pressure (Pol 1017.5b).

Evaluation:

The College meets this standard.

The Board is an independent policy-making body that reflects the public interest in its activities and decisions, as evidenced by the public election process used to select Board members as outlined in SCCD Policy 1010, 1010.5 and the Board's regular invitation and encouragement of public participation in its deliberations as evidenced by the highlighted statement on the first page of each Board Meeting Agenda (which is publicly posted as required by the Brown Act). The Board acts as a whole on all matters once a vote is taken; even though members may not always agree with one another, they approve or disapprove actions through a process of majority vote as evidenced by the dialog and recorded vote reflected in all Board minutes related to action items. There is no evidence that the District or Board is subject to undue influence when making decisions in advocating for and defending the institution.

Planning Agenda:

None.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Description:

While the Governing Board has no policy officially adopting the Mission Statement of the College, it did approve the Mission Statement, along with the Core Values and Strategic direction for the College on June 18, 1997. The Mission Statement, Vision Statement and the Core Values also appear in the College Catalog [4B-2] and on posters located throughout the College. The Governing Board's Policy on its duties and responsibilities is outlined in SCC Policy 1010.14. The Governing Board annually adopts its District Institutional Goals each December. The recent Goals were presented and adopted in December 2004 for the 2005-2006 school year [4B-3]. Other supporting Policies that reference establishment and adoption of Policies are contained in SCC Policies 1025.1, 1025.2, 1025.3, 1025.4, 1025.5, 1025.6, 1025.7, and 1025.8. The SCC Policy which empowers the Superintendent/President to carry out the Policies adopted and approved by the Governing Board is contained in SCC Policy 2030, and when the Superintendent/President is on a leave of absence, vacation, or unavailable, then SCC Policy 2035 takes effect. SCC Policy 2050 outlines the Line of Responsibility for the College. The SCC Policies and Procedures delineate the operating policies of the College District, which provide direction to the staff to meet the legal requirements. Policies referring to student performance can be found at the College's Web site at <http://www.solano.edu/oar/policies.html>, and the following items can also be found on the College's Web site under the Strategic Plan: Core Values, Vision Statement, Mission Statement, Strategic Directions, Strategic Goals, and Performance Indicators (PI); Strategic Direction: QUALITY TEACHING AND LEARNING (QTL); Strategic Direction: STUDENT ACCESS (SA); Strategic Direction: INSTITUTIONAL DIVERSITY (ID); Strategic Direction: ORGANIZATIONAL CULTURE (OC); Strategic Direction: TECHNOLOGY (T); Strategic

Direction: FISCAL STRENGTH (FS); and Strategic Direction: COMMUNITY RELATIONS (CR) at the following Web address: http://www.solano.edu/president/strategic_plan.html.

Evaluation:

The College meets this standard.

The Governing Board's governance model explains the Board's responsibilities and powers; however, the Mission and Vision Statements are not contained within SCC Policy. The Vision Statement and Mission Statement are consistent, and their language supports the College's main purpose, which is to maintain and improve student learning programs and services. At the onset of policy change or implementation, some employees do not appear to be aware of the changes, and some have a minimal understanding of the Board's role in those policies. Improvement is needed in the dissemination of such information throughout the College. Adjunct faculty, in particular, seem to be outside the communication loop.

Planning Agenda:

The Governing Board, in conjunction with the Superintendent/President, will propose avenues to communicate effectively an understanding of Policy change and implementation.

IV B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Description:

According to Board Policy 1010.14, the Board approves the Educational Master Plan [4B-4], approves the annual budget and the expenditure of all funds, assuring the District's educational, legal and fiscal soundness.

The Board is informed about the educational developments at the College via regular reports from the Vice President of Academic Affairs, the ASSC and the Academic Senate. It approves all hiring decisions and new positions.

The Board fulfills its legal obligations by regularly considering and approving the appointment or dismissal of all College employees and signs all legal documents. The Board is kept fully informed of all legal matters affecting the College via regular reports in closed session by the lawyers employed by the District.

The Vice President of Administrative and Business Services gives regular reports on the budget to the Governing Board. The Board reviews and approves the budget before it is finalized and authorizes all expenditures in its meetings every month. An independent auditing firm annually audits the College and reports its findings to the College and the Board.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description:

The Governing Board derives its authority from the California Education Code. The Board's authority and responsibility are clearly established and described in College Policy and Board bylaws. The College Governing Board Policies and Procedures, Volume I and II (Dated

09/17/04), summarizes the Board's organization and policies. This document can be found on public record at the College Library and is presently being placed on the College web site. These published policies provide the framework utilized by the Board to perform its functions. Areas addressed in these volumes include Board composition, authority, powers, functions, organization, and meetings.

Board Policy 1005 (Legal Basis and Authority) provides the Governing Board with its authority. Subsequent Board Policies 1010.1-1010.8 describe the organization, eligibility, terms of office and compensation of its Board members. The duties of the three officers (President, Vice President and Secretary), which comprise a subset of the seven elected members of the Board, and one advisory student member are defined in Board Policies 1010.9-1010.14. An outline of the duties performed by the Board is defined in Policy 1010.14.

The Board Policy Manual contains sections on Board organization, duties (Pol 1010.14), and authority; an ethics code (Pol 1017); censure policy; and board structure and operating procedures. As the Board deems necessary, it reviews and makes revisions in accordance with published Policy. Criteria and procedures for the assessment of Board performance are not specifically delineated in Policy documents, although the Board engages itself in self-evaluation annually. The Board establishes institutional policies and appropriately delegates responsibility for the implementation of these policies. The Board regularly reviews and evaluates its Policies and practices and revises them primarily on an as-needed basis. The Board holds regularly scheduled meetings and public study sessions when necessary. The Board publishes its self-evaluation process in the Governing Board Handbook. The Board's actions indicate a commitment to improvements as part of the College's self-evaluation processes.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Description:

The Board has established a wide range of institutional Policies, which cover Bylaws (100 series), Community Relations (1000 series), Administration (2000 series), Business (3000 series), Personnel (4000 series), Student Services (5000 series) and Instruction (6000 series). These Policies are available at several locations on campus, including the College Library and the Superintendent/President's Office. Community College Policies and Procedures, (Pol 1010.14), states that the duties of the Board will be to "Determine the policies which will govern the operation of the District." The Board Policies and Bylaws are revised and approved as needed. Recommendations for changes in policy are considered by the Shared Governance Council prior to Board action. The Superintendent/President periodically recommends updates in conjunction with recommendations made by the Community College League of California.

Evaluation:

The College meets this standard.

The Board lacks a formal system for evaluation and revision of policies.

Planning Agenda:

The Board will draft a written process for periodic evaluation of Board Policies.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description:

The Governing Board is comprised of seven elected members and one student member with an advisory vote. The rules governing the election of Board members are set out in Board Polices (Pol 1010.2, 1010.3, 1010.5, 1010.6 and 1010.7). Board members' elections are staggered as noted on the College website.

New Board members are first oriented by the Superintendent/President, then by the Board President. Subsequently, new members receive training at a two day conference sponsored by the Community College League of California in late January/early February. The Governing Board has an annual retreat at which new members may be further oriented. In addition, an in-depth orientation for new Board members occurs twice a month for a period of six months after the election of new Board members, and the entire Board and public are invited to attend [4B-5].

Evaluation:

The College meets this standard.

Planning Agenda:

None.

IV.B.1.g. The Governing Board's self-evaluation processes for assessing Board performance are clearly defined, implemented, and published.

Description:

As Policy 1027 of the Board's Policies and Bylaws directs: "The Governing Board shall conduct a self-evaluation, at least annually. The self-evaluation will review the Board's roles and responsibilities and assess the overall effectiveness of the Board in performing these functions."

The Board's instrument for self-evaluation consists of several 'questionnaires' or topic sheets, under the headings:

- A. Relationship to the instructional program.
- B. Staff and personnel relationships.
- C. Relationship to the financial management of the College.
- D. Community Relations.
- E. Board development and self-improvement.

Each sheet contains three to nine prompts, which address areas of the Board's responsibility. For example, in form A, the first item is:

Establishes written policies for the guidance of the Superintendent/President in the operation of the College.

The topic sheets are distributed to each Board member, and each individually responds to the prompts with "acceptable" or "needs improvement." These responses are sent back to the

Superintendent/President's office, where the data are compiled. Typically, the questionnaires are filled out in November, and the Board discusses the results at its meeting in January.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description:

The Governing Board's code of ethics can be found in Governing Board Policy 1017.

Evaluation:

The College partially meets the standard.

Board Policy 1017 provides no stated process for dealing with Board behavior that is unethical.

Planning Agenda:

None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Description:

The Governing Board receives training on the accreditation self-study process and regular progress reports. The Governing Board reviews the self-study draft and is invited to participate in the self-study. The final copy is reviewed and approved.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/systems or college respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluation the president of the colleges.

Description:

The Governing Board selects the Superintendent/President whenever a vacancy occurs and, most recently, hired the current Superintendent/President, Paulette J. Perfumo, Ph.D., on December 4, 2002, her contract beginning on January 17, 2003. The Board utilizes a Shared Governance selection committee and sometimes works with a search consultant to provide broad-based input on the position description and first-level interviews and screening.

Finalists are recommended to the Governing Board who conduct interviews, site visits, and make the final selection.

Board Policy 2035 (Evaluation of Superintendent/President) provides that the Governing Board shall evaluate the Superintendent/President at least once annually. This is achieved by agreed-upon annual goals between the Superintendent/President and the Governing Board, an established timeline for the evaluation, and an evaluation instrument [4B-6] completed by the Governing Board, along with a self-evaluation completed by the Superintendent/President. In addition, Board Policy 2030 (Superintendent as Executive Officer of the Governing Board) delegates full responsibility and authority to the Superintendent/President, and holds him/her “responsible to the Governing Board for the execution of such delegated powers and duties.”

Evaluation:

The College meets this standard.

Planning Agenda:

None.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description:

The Superintendent/President derives her authority as the Chief Executive Officer (CEO) from Board Policy 1017-7. The SCCC organizational charts and the Superintendent/President job description as CEO reflects the delegated authority and responsibility for planning, overseeing, and evaluating the four main sectors of the College: Academic Affairs, Technology and Learning Resources, Administrative and Business Services, and Student Services. Additionally she is responsible for and is the reporting official for the Public Information Officer, Director of Human Resources, and the Director of the College's Education Foundation. The Superintendent/President is authorized by Board Policy 2030 to delegate any powers and duties entrusted to her by the Board, including the administration of the campus. The four main sectors of the College are staffed with Vice Presidents delegated with the authority and responsibilities for their respective areas as described in their management job descriptions. The job descriptions of the President's additional direct reports (the Public Information Officer (PIO), HR Director, and Foundation Director) reflect delegated authority and responsibility consistent with the duties of these positions [4B-7].

Evaluation:

The College meets this standard.

Budget reductions, the employee layoffs of 2003-04, and retirements resulted in ten of the 39 administrative positions being vacant or filled on an interim basis. These vacancies have significantly increased the responsibility and workload for the President/Superintendent, Vice Presidents and Associate Vice President. Current recruitment efforts are underway to fill the majority of these positions; however, several positions are vacant or have been filled on an interim basis.

Planning Agenda:

The College will continue to evaluate interim and vacant positions to plan for possible restructuring or restoration.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Description:

At the direction of the Superintendent/President, the College established the President's Task Force on Scheduling Effectiveness during the spring semester of 2003 [4B-8]. This broad-based Task Force consisted of representatives from the following areas:

- Dean, Admissions & Records
- Faculty Member, Trade & Technical Division
- Vice President, Academic Affairs
- Faculty Member, Fine & Applied Arts/Behavioral Sciences; and Chair of Curriculum Committee
- Faculty Member, Counseling; and President, Academic Senate
- Dean, Mathematics & Science Division
- Superintendent/President
- Director, Research & Planning
- Scheduling Specialist, Curriculum Office

The Task Force met monthly from April to December 2003 (except for July and November). Approved minutes were shared by the members with their respective constituencies and were posted on the College's network. In addition to roundtable discussions, the members of the Task Force reviewed standard semester enrollment and other reports (Program Review, Grade Distribution, FTES Projection, and Class Maximums) and the results of physical classroom inventories/surveys.

This process ensured an integrated, collegial process that focused on identifying various elements related to the College Mission, and that these components were fully considered in the processes developed for marketing, student recruitment, scheduling, and retention. These included flexible scheduling to provide day, evening, and weekend availability of classes, and that met the needs of different categories of students and faculty. Additionally, consideration was given to staff workloads, master calendar requirements, assignment of facilities, faculty contract restrictions on canceling classes, distance learning, research, assessment, and student learning outcomes. Lastly, the committee focused on: ensuring that Measure G funded facilities, upgraded or constructed, have a mix of large capacity classrooms to allow more college wide access to students, making efficient use of available classroom/lab space, and ensuring a consistent and equitable balance between class size and demand within the various curricula.

The President's Task Force on Scheduling Effectiveness has had a significant positive impact on the effectiveness of the College in meeting its educational goals and objectives, and in integrating its activities into the College's ongoing planning and program review processes.

In 1999-2000, the College established the Office of Research and Planning. This office has worked closely with all components of the College to provide analysis and research to assist in decision-making processes and has fully integrated them into the program review and planning process.

The College uses an integrated approach to program review, planning and budget development that revolves around a systematic and on-going process of review and evaluation. This approach is designed to foster continuous improvement at all levels of the institution, resulting in a continuous five-step cycle of evaluation, planning, budgeting, implementation, and review/evaluation [4B-9].

The College reviews and modifies, if necessary, the Vision, Mission Statement and Core Values of the Institution. The Mission Statement was modified on June 15, 2005, to include the importance of SLOs [4B-10].

Evaluation:

The College meets this standard.

Under the guidance of the Superintendent/President, the College has developed a fully integrated, collegial, and well defined process for establishing institutional goals and objectives, defining College priorities, and creating an institutional climate that fosters and supports high standards of integrity and professionalism. She has successfully undertaken efforts to ensure a campus that is adequately supported by formal research methodologies, improved data collection and analysis, and access to data important for decision-making requirements. Planning efforts of the College are fully aligned with overall District objectives. These efforts are achieved while fully addressing those specific planning goals and objectives necessary to advance planning goals and objectives necessary to advance Solano College toward maintaining a learning environment that promotes the highest standards, and one that focuses on ensuring student learning outcomes of excellence.

Planning Agenda:

None.

IV.B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Description:

According to Board Policy 2030 the Governing Board delegates to the Superintendent/President of the College the executive responsibility for administering Board policies. This duty and others are delineated in the Policies and Procedures manual and in the Educational Code of the State of California. The Superintendent-President relies on legal counsel and has recently engaged the services of two new firms.

The College adopted on May 18, 2005, policies that modified the management conditions concerning term, evaluations, salary, and vacation carryover. The Board modifications ensure that management policies are consistent with the state Education Code.

Evaluation:

The College partially meets this standard.

The Superintendent/President and the CTA and Academic Senate have disagreed on a number of issues related to the Superintendent/President's adherence to the Governing Board policy.

Planning Agenda:
None.

IV.B.2.d. The president effectively controls budget and expenditures.

Description:

Final staff level responsibility and accountability for budgetary allocations and priorities prior to Governing Board action, if required, are vested in the Superintendent/President. The Superintendent/President's fiscal responsibility is based on defining goals, developing plans, and establishing priorities for the District's budgets, which is achieved through managing resources; implementing priorities; and ensuring compliance with appropriate statutes, regulations, and policies. In order to make effective budgetary decisions, the Superintendent/President receives advice from FABPAC and the Executive Council. The 22-member FABPAC has a diverse makeup, and its primary responsibility is to make recommendations to the Superintendent/President regarding College financial and budget planning issues. The Superintendent/President and Governing Board can then take appropriate actions on the budgetary information presented to them to generate a College budget for each fiscal year.

The Superintendent/President, in conjunction with the Governing Board and FABPAC recommendations, adopts an official College budget on an annual basis with respect to the General Fund, Capital Projects Fund and Bookstore Fund. For each fiscal year (FY), the proposed Budget can be found in the Governing Board minutes as an agenda item with the requested action of approval for each FY. Accompanying documentation directed towards the FY-budget presents highlights of the income and expenditures for the College General Fund for this past year.

The Superintendent/President, on advice from FABPAC and in conjunction with the Governing Board, utilizes all relevant financial information, recommendations and projections and consistently provides a solvent budget and implementation strategy based on estimates of revenues and expenditures. The budget is developed in accordance with the goals and priorities of the College strategic plan and meets the requirements of Title 5, Section 58305 of the California Code of Regulations. The budget accurately represents an estimate of College revenue and expenditures each fiscal year. The budget process and procedure is subject to periodic review and evaluation and is revised when deemed necessary.

Evaluation:
The College meets this standard.

Planning Agenda:
None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Description:

The College primarily serves the Solano County communities. The Superintendent/President interacts with these communities in a variety of ways. These interactions include efforts to enhance local workforce development and recruit freshman students.

Superintendent/President Paulette J. Perfumo is actively involved with the communities served by the College. She is on the Board of Directors for the Solano Economic Development Corporation and the Workforce Investment Board, as well as a member of the Benicia, Vallejo, Fairfield and Vacaville Chambers of Commerce and the Fairfield-Suisun Rotary. To enhance recruitment of freshman students, the President is a member of the Solano County Office of Education (SCOE), which holds monthly meetings with the County Superintendent of Schools and School District Superintendents. In an effort to assist at-risk high school students, the President participates in the Gear Up grant, and she has mentored students in the Puente Program. To enhance local workforce development, the president works with the Solano County Coalition for Better Health, Genentech and the Economic Vitality Roundtable of Fairfield.

Evaluation:

The College meets this standard.

Planning Agenda:

None.

References for Standard IV

- 4A-1 Review and Validation of the Solano Community College District's Strategic Plan
- 4A-2 Solano Community College Catalog 2004-2005
- 4A-3 Strategic Goals: Highlights of Activities & Achievements for the 2003-2004 Academic Year
- 4A-4 Educational Master Plan (2004-05)
- 4A-5 Instructional Program Review
- 4A-6 Accreditation Self-Study Survey of Faculty & Staff: Tabled Data Fall 2002, Fall 2003, Fall 2004
- 4A-7 FABPAC Roles & Responsibilities
- 4A-8 Selected FABPAC minutes
- 4A-9 Taskforce on Program Review, Planning, & Budget Development: Final Report (DEC04)
- 4A-10 Selected Curriculum Committee minutes
- 4A-11 Selected Governing Board minutes
- 4A-12 ASSC Agenda, Minutes, and Campus Committee Appointment Lists (from 2002 to present)
- 4A-13 Shared Governance Council Agendas and Minutes
- 4A-14 Summary of Evaluation Report (1999)
- 4A-15 Selected Governing Board agendas
- 4A-16 Selected Governing Board minutes
- 4A-17 Results of Planning Survey
- 4B-1 Board Policy & District Procedures
- 4B-2 Solano Community College Catalog 2004-2005
- 4B-3 Governing Board minutes (Dec. 15, 2004)
- 4B-4 Educational Master Plan (2004-05)
- 4B-5 Revised New Governing Board Member Orientations Preparation Schedule
- 4B-6 Example of Timeline for Evaluation
- 4B-7 Taskforce on Scheduling Effectiveness: Final Report (DEC03)
- 4B-8 Taskforce on Program Review, Planning, & Budget Development: Final Report (DEC04)
- 4B-9 Governing Board minutes (Jun. 15, 2004)
- 4B-10 Job Descriptions: P10, HR Director, Foundations Director

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