COVER PAGE

Student images

Midterm Accreditation Report Certification Page

Date: Submitted to the ACCJC:
        Approved by the Board of Trustees:

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

From: Celia Esposito-Noy, Superintendent-President
        Solano Community College
        4000 Suisun Valley Road
        Fairfield, CA   94534

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Report Preparation

This report has been prepared in response to an External Evaluation Report presented to Solano College by a team of representatives of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) following evaluation of an Institutional Self-Evaluation Report in August 2017 and an on-site visit October 2-5, 2017. Previous reports include a comprehensive Self-Study Report in 2011, three follow-up reports (2012, 2013, and 2014), and a Midterm report in 2014.

The Midterm Accreditation Report Steering Committee was formed in February of 2021 after making an announcement asking anyone interested in serving on the accreditation team to contact the Academic Senate President. This committee is chaired by the Vice President of Academic Affairs, David Williams. Representatives from across the campus, including administration, faculty, staff met regularly through Spring 2021 and worked to gather evidence and respond to the recommendations of the ACCJC External Evaluation Team.

The Midterm report was drafted in Summer 2021 and, in early Fall 2021, presented to the campus community, as well as relevant governing bodies, the Academic Senate, and the Board of Trustees; timeline is provided below.

April 12 – June 30, 2021	Work groups draft responses, collect evidence
June 30, 2021	Individual draft narratives due to ALO
July – August 12, 2021	Report writer/ALO edit and finalize Midterm Report
August 12, 2021	Draft of Midterm Report shared at joint Academic Senate/Administration flex meeting
August 25, 2021	Present Midterm Report to College Governance Committee for approval
September 3, 2021	Report due for inclusion on the Board agenda
September 15, 2021	Present Midterm Report at Board of Trustees meeting for endorsement
October 15, 2021	Report due to ACCJC

Report Preparation Evidence
Committees for Midterm Report
Senate Hot Topic Mid Term Committee Invitation 2-22-21

Plans Arising out of the Self-Evaluation Report

Centering Student Equity and Success

At the time of the 2017 ISER, the college was focused on implementing and improving multiple programs intended to support students from registration to completion. In general, the conversations across campus were focused on streamlining processes and meeting students' needs in and out of the classroom with targeted interventions and clear pathways to success. Further, there was a shared desire to bring faculty, staff, and administrators out of their "silos" in order to work collaboratively on robust and interconnected solutions that could serve as what came to be called "The Solano HUG." With that in mind, our 2017-19 Integrated Plan set the goal of allocating funds from the *Basic Skills Initiative in (2016-19: $1.1mil), the Student Equity (years? Total amount?), and the Student Success and Support Program (years? Total amount?).* To oversee the process, the college hired a Dean of Academic Support Services whose charge was to address funding needs, facilitate the network of support programs, and critically assess progress. The result was a campus-wide focus on equity and success that produced a wide variety of projects, programs, and resources that had an immediate impact on student services and academic support.

Develop a more robust outreach, orientation, counseling, and ongoing-advising process (I.B.1)

Outreach

In the last few years, Solano College has greatly increased its capacity for outreach to local feeder high schools, beginning with the hiring of a full-time coordinator and adding support staff and student ambassadors. The outreach team coordinates with local high school counselors each Spring to offer introductory presentations covering CTE, certificates, degrees, transferring, and Solano Promise. Those are followed by Application workshops, and then interested students are invited to Orientation presentations. This past year, the college partnered with Cal-SOAP East Bay Solano County Consortium to provide financial aid application support during the application workshops both in English and in Spanish. Students were invited to Next Steps presentations to prepare them for counseling SEP meetings. Through the program's offerings, students work towards priority registration. Over the summer, the outreach team followed up with students to complete registration. In Spring and Summer 2021, the outreach team supported 714 students from 20 high schools.

In the 2020-21 academic year, the outreach team worked with both the college's Disability Services Program (DSP) and Solano County Office of Education to provide Introductory presentations, Application workshops, and Orientation presentations to students in the High Schools Transitional Partnership Program (TPP) and supported students going into the Department of Rehabilitation with Solano DSP services. A total of 15 workshops were

held for Students in the TPP programs in the local high schools. Outreach also partnered with the Solano College Athletics Program to provide three Orientation presentations to new student athletes during the recruitment process.

Overall, outreach increased by more than 25% and data shows that the program has been extremely successful recruiting and registering students, as well as helping them get financial aid and other resources to make the transition to college smoother and improve their readiness.

Summer Bridge
Summer Bridge is a free six-week academic success cohort program in which students take a 3-unit transferable class (Introduction to Social Justice studies (SJS 001)) and participate in workshops that prepare them for the academic expectations of higher education. Using money from the Student Success and Support Program fund, the college hired a full-time summer bridge coordinator, a part-time staff member, and two student ambassadors who worked together to develop the program, recruit students, and facilitate the workshops, tours, and activities.

Summer Bridge helps students establish a network of SCC faculty, advisors, and peer mentors and learn how to navigate financial aid, course registration, transfer process, and much more. The workshops covered topics such as transferring to a 4-year college, MySolano and Canvas tutorials, academic support services programs overview, professional development, and study hacks. Students were also given an extensive tour of the Biotechnology facility at the Vacaville campus. The session concluded with a field trip to UC Berkeley where students heard from a panel of current UC Berkeley transfer students.

25 students participated in Summer Bridge in 2019 and . Outreach for 2020 began in February and we had 36 applicants, unfortunately, due to the pandemic, the program was brought to a complete stop. Efforts to go virtual were not completed because SCC staff coordinating the summer bridge program were laid off due to the pandemic. The college hopes to reinstate the program in Summer 2022.

Welcome Day
The first Welcome Day was held in Summer 2019 with the goal of providing students with an orientation and community building experience, an introduction to campus life, student services, and academic opportunities. Incoming students were welcomed by the President of the college, attended workshops presented by faculty, staff, and current students. Student ambassadors provided tours of the main campus and fielded questions. A midday break included lunch, music, a campus clubs fair, and activities in the college's Makerspace. A raffle was held at the end of the day which included gift certificates, book vouchers, and an iPad.

In Summer 2019, 168 students and 57 family members attended Welcome Day. A review of attendee demographics shows that students came from all over Solano county and beyond,

with about a third from Fairfield, a third from Vacaville and Vallejo combined, and the rest from surrounding communities. 82% of the students who attended were eligible for Financial Aid and data on gender and ethnicity suggest that students from groups identified as disproportionately impacted comprised at least 30% of participants. More than 70% of attendees were new to Solano, and all were enrolled in 9 or more units for the subsequent semester. In a follow-up survey, 100% of students who attended Welcome Day said they would recommend it to future students and several have expressed interest in participating in planning the next one.

Unfortunately, Welcome Day 2020 and 2021 were not held due to the COVID-19 pandemic. An approved funding application for Summer 2020 planned for the event would be held on more than one day/time to accommodate additional students (given limited capacity in the college's theater and potential conflicts with work schedules) and the college intended to offer child care to accommodate student-parents. One student said "Since all of my classes are on the Vacaville Campus, I wish I had gotten a tour of the campus there." Considering that about a third of the attendees come from Vacaville and points North or East, the planning committee proposed offering tours and/or mini-orientations at the centers, in the future.

As of Spring 2021, more than 90% of self-identified Welcome Day participants were still enrolled in classes at Solano. Considering how effective this event was at disseminating a broad spectrum of information and allowed students to target the information that felt most useful to them, Welcome Day is clearly an efficient way to introduce students to the campus and create community early.

Counseling
With the arrival of a new Dean of Counseling and Disability Services Program (DSP) in the summer of 2017, Counseling services were streamlined to allow for the most access and flexibility in serving students. Express Hours were implemented throughout the day for queries that require a Counselor but take less than 30 minutes to address. This allows a student to put themselves in a "queue" knowing they would have their question answered or document signed some time that same day, instead of waiting one to two weeks for an appointment. An online, live-chat feature was implemented during Express Hours for students who preferred to communicate their quick question in that format, in addition to the in-person, email, and phone options. Both options also free-up the longer appointments for students who need them.

The new Student Education Planning Workshops address the volume of new students coming to college for the first time that need not only a first semester education plan, but a general orientation to the general education options and help choosing a major. These small group workshops also introduce students to their peers which creates community and eases the fears many new college students have going into a new environment. Additionally, a Registration Lab is now in place during the week prior to and the first week

of classes to assist students with last minute decisions on course selection and registration assistance.

To address equity and access of students to Counseling, zoom video appointments were implemented in all counseling programs in Fall 2018. Counselors and key program coordinators were provided Zoom accounts, training on how to use zoom, headsets for privacy, and web cameras. While in-person appointments were still available, we began encouraging students with transportation difficulties to try Zoom. Although it wasn't immediately a popular medium, it became crucial during COVID-19 remote services.

Providing Counseling services to incarcerated students became a coordinated effort in Fall 2020 with COVID-19 restricting access to in-person services. The in-person services consisted of a group of Counselors meeting with students in brief one-on-one meetings to plan their next semester courses. This wasn't ideal since it wasn't known who the counselor was meeting with and there was no background information on the student (prior courses at Solano or other colleges) due to restricted internet access. With in-person access restricted, a video appointment pilot program with the California Medical Facility (CMF) in Vacaville was implemented which allowed for the Counselor to review a student's past coursework and then meet over a video appointment at a designated time. The program went extremely well. Conversations with California State Prison-Solano (CSPS) also offered video appointment options. ==The Dean of Incarcerated Student Programs and Dean of Counseling submitted a proposal for SEA funds== which was accepted and will allow for dedicated incarcerated student adjunct counselors to be hired to expand this mode of Counseling for CSP-Solano and CMF students (as well as the County jail and other facilities). Due to the continued restriction of internet access this has been identified as the most effective and efficient mode for Counselors to provide appointments to students so they are able to instantly look up information mentioned when meeting with the student and send a comprehensive education plan over to the Education Coordinator.

Online Access to Counseling Services
Degree Works (DW), the educational planning and degree audit software, was implemented for Counselor use in building Student Education Plans in Spring 2018. This degree-auditing tool, which allows non-Solano transcripts to be added, began with a pilot phase in Fall 2020 and addressed earlier degree audit inconsistencies that required extensive time to input degree and catalog information. Student access to the DW platform is still in-process with major/program templates, student tutorials, and degree audit information all of which need to be created and tested. The Counseling Division hopes that students will have access to their education plans sometime in late Fall 2021.

To address the wide variety of external stressors that students face, the Counseling Division partnered with Inside Track, beginning in January 2020, to provide "on-demand coaching" (check-ins and referrals) for topics such as transitioning to online schooling, child care issues, money concerns, etc. This free service was made possible by a grant that Inside Track received. The benefit to students is the ability for the on-demand coaches to text, zoom, or email students to discuss whatever their needs are and to follow-up with them. The service will last until December 2021, when the program's grant phases out. As a replacement, Ocelot, an online chatbot, will be implemented in Fall 2021 across all student services areas to assist students in identifying basic information to answer quick questions or know more precisely which program to reach out to for their question. This will help with efficiency and effectiveness of services, and information provided to students.

Mental Wellness
A State Mental Health grant offered us the opportunity for faculty and staff training regarding mental wellness. A trainer came on-campus to provide the Mental Health First Aid training which assists faculty and staff in understanding the experiences of students with mental health issues as well as warning signs and ways to interact with students for assistance.   We hope to continue providing this type of training with in-person services resume.

To address the mental wellness needs of students, we established an MOU with JFK University (now National University) to provide free short-term therapy (6-8 sessions) for students. Therapists in training from JFK seeking required clinical practicum hours for therapy licensing are placed at Solano to provide individual therapy and group presentations on wellness topics with supervision by clinical faculty at JFK. This service provides an opportunity for Solano to contribute to the growth of the therapeutic counseling profession and provides students with a service not otherwise available from non-licensed Solano counselors.

DSP
The Disability Services Program (DSP) has been making strides over the past few years to bring more technology options to their program and to students for efficiency and effectiveness. The DSP program is in the process of converting their intake/application and accommodation request services to a new software called Clockwork. COVID-19 jump started the document conversion process to get all paper files into their online system and in Fall 2021 the hope is that all new students will be on-boarded through this program. The benefit of the program for staff and counselors is that it is online and any important information about the student can be accessed no matter where the staff is (Vacaville, Vallejo, Veterans Center, or working remotely). For the student the benefit is being able to see their accommodations, download their accommodations (where the previously had to

have a staff or faculty email it to them) and directly email the accommodation to faculty. The assistive technology and alternate media arm of the DSP program is also using this program for better tracking and assistance for students.

In 2019, the DSP program submitted a project proposal to purchase iPads to the Student Equity and Success Council and was awarded this money. The iPads purchased are loaded with assistive-technology related apps (note taking, lecture tracking, etc.) and then are loaned to students with accommodations for those specific issues as a way to help the student be more successful in courses. As new tools are identified they are continually being loaded to the ipads for student use.

EOPS/CARE
Although the EOPS/CARE program has had a lot of staff turn-over to make consistency of services difficult, there have also been great strides made to make access to the program and materials easier for students. The entire application process has been converted to an online method (rather than a paper-based process in the past). This allows students to fill-in and upload the necessary documents wherever they may be in their busy lives. Similarly, the student progress reports have been changed to an electronic version that can be emailed to faculty and easily returned to the EOPS/CARE program and the student. For these students especially, the barriers of transportation and availability with busy lives made a 100% in-person/paper-based program ineffective for students. With the conversion to online methods, the return rate of progress reports and other requirements such as appointments, increased significantly when online methods were introduced.

COVID-19 Transition
When COVID-19 hit in Spring 2020, all Counseling services were able to transition to online/remote Counseling easily since zoom appointments were already offered. Online shared folders in the "cloud" with quick videos and handouts were created to keep all faculty and staff connected with important office information. All services were able to remain the same since there was some type of online component already offered "pre-COVID". After some initial adjustments to figuring out how to sign online forms and create fillable form options where there weren't any before, the Counseling division found that services and response time actually increased due to a concentrated focus on responding by zoom, phone, or email to students. Overall, data from our appointment scheduling system SARS indicates that "no show" appointments during COVID-19 were down by almost 50% since students were able to access the appointment online no matter where they were. Students who were hesitant to use zoom initially, found it easy to navigate after the initial appointment and a recent "town hall" of students asked if the online services were going to continue for Counseling. To which we indicated absolutely!

Improve access to college-level English and Math; increase completion rates of disproportionately impacted students for college-level English and Math (II.A.4, II.A.8, IV.A.1)
Placement
based on multiple measures: see BSTEM, SLAM, English on p27-29 of 2021-22 catalog
Access -- data requested from Math and English
Success -- data requested from Math and English
Co-requisite lab courses
Beginning in _____, 1-unit for English 001, Math 011, Math 012 with placement based on a multiple-measures assessment;
Teaching Apprentice Program
 assigned to each section of course that includes a co-requisite lab.

Data is collected and reported to the state every semester through the AB705 Data Collection process

Key support programs and services include:
- aSTEM support program (aSTEM funding Proposal)
- ASTC
- Puente
- Umoja
- FT3
- MESA/TRIO
- Foster Youth Success Initiative
- Formerly Incarcerated Youth Center Students Overcoming Diversity and Recidivism (SOAR)
- M.E.N./A2MEND (African American Male Education Network)

Academic Success and Tutoring Center
The ASTC offers drop-in, one-on-one tutoring, small group tutoring, and tutoring by appointment. Our tutors are trained in learning strategies and know the concepts in the courses they tutor.

- Retention rates are higher among ASTC users (92%) than non-ASTC users (88%).
- Success rates are higher among ASTC users (79%) than non-ASTC users (71%).
- Average term GPA is higher for ASTC users (2.60) than non-ASTC users (2.39).
- Of students who ultimately drop or fail a class, only 6% of them have visited the ASTC.
- Most tutored subjects: English, Math, Biology, Chemistry.
- Most ASTC visits are an average of 2 hours long.

Subject-specific tutoring includes:

- Accounting
- Biology
- Chemistry
- CIS
- Economics
- English/Writing
- History
- Math
- Physics
- Many additional business, computer, and language courses
- Many additional behavioral, social, and health sciences courses

Drop-in hours for each subject are based on student-demand and posted on the ASTC website and are updated each semester: http://www.solano.edu/academic_success_center/schedule.php

In order to be able to connect with the tutors in Canvas, students enroll the ASTC Canvas shell. This is a free service for all SCC students, and it can be added at any time during the semester.

Throughout the semester, the ASTC offers free, 50-minute Student Success Workshops to all students. Workshop topics have included: study skills, note taking, the writing process, Canvas support, test preparation, and dealing with test-taking anxiety. The Student Success Workshop schedule can be seen on the Workshop Calendar. Occasionally, the ASTC schedules group tutoring in specific subjects such as anatomy and physiology. These group tutoring sessions are led by an instructional assistant in our group study rooms. Contact the ASTC to find out what upcoming group tutoring sessions are scheduled. Additionally, some instructors hold office hours and/or volunteer their time in the ASTC to work with students in their discipline. This is a great opportunity for students to get one-on-one assistance with an academic leader of our community.

ASTC Resources Include:

- ASTC team members are knowledgeable, resourceful, supportive and attentive.
- Small group study spaces with white boards.
- Private study rooms.
- Study materials, such as calculators, microscopes, and models.
- For those using learning accommodation tools, we have software to support FSReader™ 3, JAWS® 2018, and Kurzweil Education® System.
- An area for printing, copying, and other stationery needs.

- Computer science software: Microsoft® Office, Visual Studio 2015, Adobe® After Effects® CC 2018, Adobe Premiere® Pro CC 2018, and others.
- Math software: Graph, Maple™ 17 (32-bit) Portal, Minitab® 15 English, wxMaxima, and XMaxima
- Science software: Esri® ArcGIS® (GIS mapping), College Chemistry Tutor, Vernier® Logger Pro® 3.8.5.1 (data-collection and analysis), Periodic Table by Revolution Software, and Microsoft® Windows® RasWin (molecular graphics).

This fall the ASTC will have an open computer lab available for students who do not have access at home during the pandemic.

Review award offerings for more efficient completion of certificates, degrees, and transfer (I.A.1; II.A.1-3; III.A.1; IV.A.1)

General Studies Task Force
Starting in Fall 2020, a subgroup of the curriculum committee began a review of the Local General Education requirements with the intent to make that pathway more efficient for students. To achieve that goal, the task force "has completed a proposal for both revising the local GE and creating a clear process for new course proposals. Currently, the committee is collecting feedback from divisions and faculty and hope to have a finalized version to bring to the Senate in Fall 2021." The Curriculum Committee goals and self-assessment for the academic year 2020-2021 is provided for review.

Transfer
In Fall 2019 a full-time Transfer Center Coordinator was hired to increase and implement programming, promote transfer, and help students with the application process. This hire allowed for the re-implementation of tours to 4-yr campuses and expanded transfer agreements with private universities. The Transfer Center Coordinator also assists with articulation of general education to make sure the information posted publicly about UC and CSU general education is up-to-date for students, faculty/staff, and the community.

Guided Pathways (II.A.1, II.A.5 & 6, II.A.10, II.C.6, III.A.1, IV.A.1)
In the first three years of the College's Guided Pathways implementation, beginning in July 2018, the College hired one full-time Guided Pathways Coordinator, a faculty member on reassigned time. Activities in the first three years included the creation of metamajors ("Pathways for Academic and Career Excellence," or PACE categories), the development of degree maps for the 26 Associate Degrees for Transfer, and the completion of the Scale of Adoption metrics. (David added this and I left it here knowing you may already have the GP history.)

The full-time Guided Pathways Coordinator stepped down in December of 2020. Led by the VPSS, Shannon Cooper, the GP Steering Committee met in the spring of 2021 to plan the next steps for GP at Solano Community College. The GPSC discussed leadership for GP, the role of First Year Experience in GP and the possibility of forming student success teams.
Evidence: Agendas and meeting notes

The GPSC determined the GP at SCC would best be served by a model that included coordinators for each of the six PACE areas and one GP counselor coordinator. Five PACE Coordinators have been hired (recruitment for the sixth position is ongoing. The interview committee decided to hire two GP Counselors to split the responsibilities; consequently, their reassigned time was adjusted to 15% apiece.

The coordinator positions are for one-year at 20% reassigned time starting in fall 2021. A planning retreat for the newly hired coordinators is scheduled for early August. The coordinator team will be introduced to the College at Convocation and school meetings held on the required FLEX day prior to the start of the fall semester.
Evidence: Attached JDs

The GPSC is continuing to discuss the use of "Department Leads" supported with stipends to assist the PACE coordinators with the creation/update of program maps, creation of department/program webpages and pathway social events. The goal is to better inform students, guide them to placement in a pathway with a clear roadmap decreasing the time it takes them to successfully complete a degree or certificate.

In fall 2021, the GPSC will discuss the possibility of developing a First Year Experience program in each PACE area to serve as support for students with the goal of increasing retention and success.

The college has contracted with a third-party vendor, Tassel, to build a web version of the program maps. Tassel programmers will turn the design-intensive paper-based program maps into web pages with links to course descriptions from the College catalog. Additionally, Tassel will build web pages for each program that contain up-to-date data on employment prospects for graduates in the discipline, salary ranges, and dedicated pages for industry partners and potential employers.

Correctional Education Program (III.A.1, III.A.3, IV.A.1) have funding application & MOU
Solano College is dedicated to providing an education for justice-involved students, a worthy and admirable undertaking as data demonstrates lower recidivism rates and improved lives for incarcerated persons who engage in a college education. For many years, we have offered a variety of correspondence and on-site courses to justice-involved students at California Medical Facility, California State Prison, Solano, and Solano County Jail. The majority of incarcerated students fall into one or more categories of impacted students per the SCC student equity plan. This data includes a large proportion of Black or African American, Hispanic, Pacific Islander, foster youth, and students with disabilities. Of

586 students (Spring 2021), 260 identified as Black or African American, 158 as Hispanic, 96 white, 46 Asian or Pacific Islander, 11 American Indian/Alaskan Native, and 15 as "other."

Since 2017-18, the correctional education program has increased enrollment from 483 to 586 students with improvements in both success and retention. However, to date, SCC has awarded few Associates Degrees (n < 10) to incarcerated students partly due to the difficulty of tracking degree petitions identifying the petitioner as an incarcerated student, but also due to challenges in communications and policies inherent in working across multiple public institutions. A recent move to correspondence education, prompted primarily by the COVID-19 pandemic, and greater support by key personnel at the correctional facilities has allowed us to increase our course and program offerings. In Spring 2021, the college hired an Interim Associate Dean of External Programs to facilitate a more robust and efficient program. As a result, we will be offering an expanded program by incorporating both face-to-face and correspondence courses at the facilities we serve, including an intentional and targeted plan (insert funding application) to increase counseling services, material resources, and administrative assistance to support incarcerated students.

Video Presentation:
https://vod.ccctechconnect.org/vo/302883/23bcabf7c2ad2faece0dad82d5c3a77695a37c61

CID-approved courses (140 at time of ISER)

Ethnic Studies committee and articulation of courses to meet CSU Area G

Increased online offerings (184 faculty have been approved to teach online to date) to allow students to complete degrees fully online.
Biomanufacturing and Liberal Arts BA #s
Law Pathways

Increase campus-wide focus on diversity, equity, and inclusion (III.A.8. III.A.14; IV.A.1-3)

Professional Development and FLEX Committee (Standards I and III)
The goal of the PDFC is to promote professional development opportunities for faculty and staff to broaden their knowledge, expand their skills, and enhance their abilities to benefit the students, the college as well as the greater community; their overall goals and self-assessment have been outlined for 2020-201. The committee continues to refine the processes and procedures regarding the flexible calendar planning as well as professional development funds requests. Professional development continues to seek feedback on

offerings for faculty and staff. The committee continues to increase the number of professional development/flex cal offerings throughout the academic year with varied topics, including: open and enriched course materials, faculty engaging students online, the intricacies of counseling, sexual harassment prevention, CCCAA Constitution & Bylaw Compliance Workshop, reducing implicit bias, PLO mapping and SLO Assessments, support for Dreamer students, universal learning design, maker space printing, retirement, mindfulness, and accessibility for learning. This work requires tremendous time and effort on the part of committee members and has been well supported by the college administration.

The Professional Development and FLEX Committee plans to launch our custom Professional Development System (Vision Resource Center with Cornerstone On Demand) shortly. We will provide user guides as well as training for administration, faculty, and staff on how to use this system. The PDFC committee will continue promoting equity sessions offered by the Student Equity & Success Council and is also considering collaborating with Teachers 4 Equity (T4E). Most importantly, the committee recognizes the need to hold sessions that facilitate a safe and healthy return to campus. While equity is always a significant consideration in education, the ongoing situation has highlighted, and indeed exacerbated, preexistent opportunity gaps. The PDFC is committed to equity work in partnership with other campus groups including, but not limited to, the Student Equity & Success Council, T4E, and Guided Pathways. Since student inquiry groups and faculty, staff, and administrative input informed the development of the meta-majors, as well as the language used to direct students to our programs, one of the committee's goals is to use P.A.C.E. to provide career-oriented exploration of SCC programs through meta-majors; please review the Scaling Pathways report for more details. Lastly, the committee will work with the District to hold sessions that prepare faculty and staff for a safe and healthy return to campus.

Professional Development Additional Evidence
PDFC External Training Request Form
PDFC Forms Employee Application 2020
PDFC Goals and Assessment Draft 2020-2021
Professional Development Portal Update

Student Equity and Success Council

After the college decided to streamline the allocation process for multiple funding streams, the [Student Equity and Success Council](#) was formed in 2018 to replace the Basic Skills Committee, co-chaired by a faculty coordinator and the Dean of Academic Support Services. The committee developed an Integrated Plan for the fiscal years 2017-19 and an application and approval process for the allocation of funds. Many programs that targeted disproportionately impacted students were funded, including Summer Bridge, the First Time, Full-Time, Fast Track (FT3) program for first-year students, Welcome Day, Teachers 4 Equity, Foster Youth Success Initiative, Formerly Incarcerated Youth Center, Students Overcoming Diversity and Recidivism (SOAR), and a program to support African American male students. In particular increasing the number of degrees earned by incarcerated students was the goal of one funded submission. Additionally, services and resources were introduced or expanded, such as iPads, laptops, and calculators for DSP and low-income students; the Puente Project Center, with a loaner library, laptops, and free printing. The committee was also tasked with supporting and evaluating/assessing these programs on a regular basis as well as developing regular professional development activities focused on increasing our campus' focus on equity and student success.

The SESC also created a space for several cross-campus conversations on diversity, equity, and inclusion, hosting joint sessions between Academic Senate, Education Administrators, SESC, Minority Coalition, and SCC Students to develop a set of "Equity Outcomes and Activities."

Additional DEI Efforts

Other important equity work has been happening across campus, from the Students 4 Equity and student-centered programing such as Undocumented Student Week of Action and Black Student Success Week to the Academic Senate's Land Acknowledgement to the conversion of campus restrooms from single-gendered to gender neutral access and from the Superintendent-President's Consultative Council on Diversity, Equity and Inclusion to the [SCC Governing Board's](#) statements Affirming Solano Community College's Commitment to Diversity Equity and Inclusion, Resolution Declaring LGBTQ+ Pride Month and Resolution Denouncing Anti-Asian Hate and Racism. Administrators, faculty and staff engaged in productive dialogue that was challenging; discussions centered on the climate at SCC and how we all are responsible for developing and sustaining a welcoming environment for everyone at every level--whether direct or indirect. PAC-DEI participants

were invited to a 21-day challenge where one had to focus everyday on diversity, equity and inclusion in a very intentional manner. Participants then met to discuss what they did and its impact on self and others, as applicable. Resources were shared such as How to be an Anti-Racist, Equity Literacy for Educators: Definition and Abilities, Employing Culturally Affirming & Equity-Minded Teaching & Learning Practices to Advance Institutional Equity and Center for Urban Educators Indicators of Equity-Mindedness. The Anti-Hate video produced by members of SCC clearly communicates our stand against hate and racism, advocacy for social justice, and support for diversity, equity, and inclusion as we build community together.

Student Equity and Success Council Additional Evidence
2017-2019 Integrated Plan at SCC
Equity and Ac
Inmate Education Funding Request
Land Acknowledgement
SEA Funds 2021-2022 Meeting
SEA Project Fund Request Form 2021
Senate Hot Topics Newsletter 1-9-1?
SESC Approved Proposals
SESC Projects May 23, 2019 Update
The Vallejo Village

Welcome Day 2020 SEA Application
President's Advisory Council on Diversity, Equity and Inclusion
05-05-21 PAC DEI Agenda
10-2-2020 DEI Minutes Draft
11-06-2020 PAC DEI Agenda
Basic Principles of Equity Literacy Gorski
CUE Indicators of Equity Mindedness
Documents for the President's Advisory Board
EL Definition and Abilities
Equity Minded Change Leadership Bragg McCambly
PAC DEI 10-2-2020 Agenda
PAC Stormboard Daily Update
PAC DEI 21-Day Challenge Check-In Day
Preparation for S/P Council on Equity
President's Advisory Council - Using Stormboard

Teachers4Equity (T4E)

Teaching for Equity (T4E) is a cohort-led initiative designed by SCC faculty to create an opportunity for faculty to engage in anti-racist, equity minded pedagogy. Teaching for Equity seeks to tackle issues related to instruction and embrace equitable practices that improve the classroom experience. T4E utilizes an equity framework to encourage individual faculty to critically examine their teaching methods while working collaboratively to advance cultural competency and anti-racist practices on campus.

T4E focuses on a 'teach the teacher' cohort model of community practice, analyzing current attitudes and approaches related to curriculum, syllabi, assignments and grading, and classroom management strategies. We seek to be the starting place for new faculty as well as a space where any teacher, librarian, or counselor can opt into discussions of progressive pedagogy and outcomes-based strategies. In alignment with the Student Equity Plan, our hope is that T4E participants will be inspired to discuss equity and what student-centered and anti-racist practices look like inside the classrooms.

The college recently approved funding for a new T4E Academy which will launch in Fall 2021 with a cohort specifically designed for the college's management team. From Spring 2022, the T4E Academy will run with 60 new faculty participants joining each academic semester. The Academy curriculum will include 40 hours of training per semester for a total of 80 training hours by the end of the program (excluding any homework, self-study, etc.). Participants will typically spend 4 hours in training sessions each month.

Students4Equity
Students for Equity is a collective of students dedicated to empower, support, and advocate for students at Solano Community College. The group hosts workshops for students to discuss important issues, supports students through mentorship, and advocates for student centered initiatives.

Create more robust and integrated strategies for assessment, including input from across disciplines and constituents

Academic Program Review (Standards I, II, III)
"The roles and responsibilities of the [Academic Program Review Committee](#) are to initiate and implement a standardized process to evaluate academic degree programs, to provide feedback on program review reports, to periodically review APR processes and make policy recommendations to the Academic Senate, and to serve as a resource for departments/programs under review." In November 2020, the Academic Program Review Committee presented new templates for Six-Year and Two-Year (Abridged) Program Reviews. The Committee Goals and Self-Assessment for Academic Year 2020-2021 includes the descriptions of the 2020-2021 academic year initiatives, accomplishments and progress

to date, inclusive of challenges and recommendations for the initiatives. Despite a pandemic, an entirely remote work model for AY 2020-2021, and a change in APR leadership (Spring 2021) the committee was mostly effective in completing its initiatives; please see table below for the status of the initiatives at the end of the 2021-2021 academic year. Due to the pandemic, the timeline for program review completion had to be revised several times and the master calendar was updated in April 2021; this understandably created some confusion over when exactly schools were in their program cycle. ==Part 3== of the report provides a self-assessment narrative for review and indicates that next year the APR Committee should support Health Sciences and Counseling faculty as they complete their 6-yr reports in eLumen, and CTE programs as they complete their 2-yr abridged reports. Additionally, the APR committee will need to assess the logistics of nonprogram faculty reviewing reports in eLumen.

#	Initiative Undertaken, Achieved or In Progress	Status C or IP	Accomplishments/challenges/recommendations for this initiative
1	Contact Deans of HS and Counseling to set up Zoom meetings with faculty to give an overview of eLumen module	IP	Beginning this in Fall of 2021 will likely be more helpful for program faculty
2	Update student survey template for 2021 to reflect pandemic-era change in course modality*	C	Survey was updated in mid-February
3	Provide HS and Counseling faculty with surveys to administer to students	C	Student surveys were entered into Qualtrics by R&P; survey links were sent to program faculty on 3/30/2021. For the Liberal Studies AA, the student survey was sent to select faculty who teach ENGL 001, ENGL 004, MATH 011, MATH 012, PSYC 001, BIO 015, and ART 010.
4	Assess current APR status of all CTE programs*	C	Relevant CTE programs who are due/overdue for a 2-yr abridged report have been identified and notified. These reports will be due by Dec., 2021
5	Enter program-specific templates (HS, Counseling, and CTE programs) into eLumen and assign relevant faculty as collaborators *	IP	In progress; will likely finish this task over the summer
6	Determine new day/time for APR committee meetings, beginning Fall 2021*	C	To accommodate Academic Senate moving to 2nd and 4th Mondays, APR will now meet on the 1st and 3rd Mondays from 2:30 – 4:00pm

Academic Program Review Additional Evidence

Six Year Program Review Template
APR Initiative Progress Report 2020-2021
APR Committee Update: Social Justice Program
APR End of Year Evaluation and Assessment 2021

Curriculum (II.A.2, II.A.12, II.C.7, IV.A.1)

Over the last year, the top priority of the [Curriculum Committee](#) has been to "create a process for critical self-examination of all components of curriculum to ferret out the presence of racist or inequitable language, structure or other detail (intentional or unintentional) as well as the absence of anti-racist and pro-equity content." To that end, the committee hosted a presentation by Ginni May, Vice President, Academic Senate for California Community Colleges on the topic of Diversity, Equity, and Inclusion in Curriculum which focused on using an equity lens to write Course Outlines and Student Learning Outcomes.

Curriculum Additional Evidence
CSU GE Area F Ethnic Studies Proposed Courses
Curriculum Committee 2021 End of Year Report
Details for Local GE Proposal 5-7-2021
Diversity, Equity and Inclusion in Curriculum Presentation

Funding for Programs and Services

Transparent process for funding through VP Student Services

<u>Last note re: COVID response (</u>III.B.1; III.C.1)
In February of 2020, in an email titled "Efforts to keep everyone healthy," Superintendent-President Esposito-Noy alerted the campus community to concerns of a Solano County resident who tested positive for "the Novel Coronavirus" and provided a press release and fact sheet from Solano County Health and Social Services and the CDC. In the weeks and then months that followed, S-P Esposito-Noy continued to provide regular updates related to case rates, campus closure, a transition to distance learning, vaccinations, and reopening plans. The college rallied together to provide urgent assistance for students, including providing cash aid, establishing a weekly food bank at the main campus and each of the centers, distributing technology resources such as chromebooks, laptops, and WiFi hot-spots.

On the instruction side, the Distance Education Coordinator and committee immediately began offering training and resources for faculty, added Canvas apps, provided laptops (III.C.1)
- Communication and decisions from S-P (IV.B.1-3, IV.C.1, IV.C.5
  - Student surveys
- Loss of program funding (Puente, Umoja, TRiO/MESA, ASTC, FT3, T4E, etc.) that undermine standards and were emerging and/or thriving @ time of ISER and Integrated plan (III.D.1-6, III.D.10, IV.A.1-7)
- Protocols posted on College Website

Campus Construction Projects? Measure Q Progress

Completion of Theater, projected completion of Library (III.B.1-4, III.C.1-4); New Science building (III.B.2-4; III.C.1)

S/P Updates during COVID Additional Evidence
CalOSHA Guidelines and Juneteenth 6-18-21
SCC Post June 15th State Reopening 6-25-21

SCC Updates 5-24-21
Update from State and County 6-13-21
Vaccination Clinic Coming to SCC 6-17-21

Response to Team Recommendations for Improvement

Recommendation 1 (Improvement): In order to meet the Standard, the team recommends that the Governing Board and College finalize the review, revision, and adoption of all the Board Policies and Administrative Procedures to ensure sound financial practices, financial stability and appropriate internal control mechanisms. The team also recommends that the Board establish and implement a formal plan to review and update all Board Policies and Administrative Procedures on a regular cycle. (I.C.5)

In 2016-2017, the College Governance Council initiated the review of all board policies. The Academic Senate reviewed and suggested updates to the 6000 series of board policies, those that relate to academic affairs, and those modifications to the 6000 series were then forwarded to the Board's ad hoc committee on policy by the Superintendent-President. The ad hoc committee reviewed and revised in consultation with the Superintendent-President before taking the revised policies to the full Board for approval. As of the 2017 ISER, the College had reviewed and revised the following series of policies and taken the revisions to the Board: 1000, 2000, 5000, 6000. Series 4000 (Human Resources) was reviewed and revised, including changes to the following sections:

4002: Classified Employees - 2019

4003: Emeritus - 2019

4035: Equal Employment Opportunity - 2021

4480: Travel Expense - 2018

4710: Employees Not Included in the Classified Service -2019

Effective Spring 2021, a long-term plan for reviewing and updating Board Policies and Procedures was adopted, as follows.

> The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission. At a minimum, Board policies shall be renewed on a regular 5-year cycle according to the following schedule, where an "Academic Year" (AY) is defined by the year of the Spring semester (for example, AY 2021 is the Summer/Fall 2020 and Spring 2021 year).
>
> - Governing Board 1000: AY ending in "1" and "6"
> - Community Services 1100: AY ending in "1" and "6"
> - Administration 2000: AY ending in "2" and "7"

- Business Services 3000: AY ending in "3" and "8"
- Human Resources 4000: AY ending in "4" and "9"
- Student Services 5000: AY ending in "5" and "0"
- Academic Affairs 6000: AY ending in "6" and "1"

New or revised individual policies may be submitted to the Governing Board on an ongoing basis.

Administrative procedures shall be revised as necessary to ensure student and institutional success.

The college plans consider the prospect of aligning our policy numbers with the Community College League of California which could improve efficiency but would be a considerable undertaking.

Recommendation 1 Evidence
4035 EEO
4480 Travel Expense
Annual Employee Notice 202-2021
AP 1000 Governing Board Policies and Procedures
Classified Hiring Process
EEO Plan SCCD 2021

The library's approach to providing services and support to all students is to maximize available resources to meet student need regardless of time/location. Flexibility of service and support materials has remained a key factor when purchasing, scheduling, and offering library services and tools.

Over the past ten years, the library has increasingly relied on digital reference collections rather than physical reference books, unless those cannot be acquired digitally. This decision was made so that equitable access to reference materials could be available to all students, regardless of location. Our e-book collection includes more than 26,000 reference books in the library's reference collections. Since our 2017 ISER, we have added 240 hand selected e-book titles* to our general e-book collection so that our digital "stacks" are more robust, covering a wider and deeper array of disciplines and research areas. The Vacaville Center's library now has a biotechnology-specific collection containing 102 titles, serving the Biomanufacturing baccalaureate program. Several digital resources were purchased using CARES Act funds during the pandemic which will require a more permanent funding source in the future.

Before the COVID-19 pandemic, the Vacaville and Vallejo Centers had librarian presence 5 days per week (and occasionally on Saturdays, depending on scheduling loads and librarian availability), similar to the Fairfield campus. Eventually the Fairfield campus expects to offer longer hours as well as regular weekends. We are assuming that the new library building opening in Spring 2022 at the Fairfield campus will have increased usage and traffic, necessitating extended open hours. At that point, the library would also need to increase staffing at the Centers, as funding allows.

In addition to daily librarian presence at the Centers, the library's digital collections and digital reference service continue to serve as the bulk of library support for the Centers. Digital reference chat and our digital collections have proven invaluable during the pandemic, and will continue to be of great service to our students- regardless of location. Additions to our digital collections since the last site visit include*: Swank (video collection), Flipster (digital magazine collection), LibGuides (essentially embedding the library's website in every Canvas course/shell instance, making quick access easier for all students), and the abovementioned e-book collection additions.

Electronic reference hours have increased substantially since the onset of COVID 19. The Librarians have found that the service plays an important role in providing remote "just-in-time" services to the students. The Library intends to keep a robust e-reference

program to continue to serve the needs of our online and Center-stationed students even when the majority of classes and services return to campus.

During Spring 2021, the library secured funding for locker units that will facilitate student borrowing/returning of physical library items at all three library locations. Lockers have been ordered which will mitigate issues for students that come to the Centers at times when the library/center is closed.

However, physical library services at the Centers have not changed significantly since the ACCJC visit in 2017. In order to improve the quantity, depth, and variety of library support services for the Centers, funding support and facility adjustments for library services must be made. Both Centers were constructed without any space allocation for library services; as such, the existing spaces are inadequate to create robust, secure, and usable physical collections.

Currently, libraries at each center only provide reserve textbooks (and technology) for student use. In order to house a circulating collection beyond textbooks, several physical and personnel needs have to be met including additional funds to purchase circulating items, a delivery system, secure shelving/storage, space to contain and perform circulation, circulation training for librarians scheduled at the Centers, and the eventual augmentation of staffing to include a student worker with the librarian at each Center.   At Measure Q and facility planning meetings there has been discussion of transitioning currently-underused spaces at both Centers into Library spaces. (Evidence forthcoming.)

In summary, the library's main support services (librarians, circulating collections, textbook access –cannot grow without space and funding (including personnel) augmentations.

Recommendation 2 Evidence

Recommendation 3 (Improvement): In order to improve institutional effectiveness, the team recommends that the College provide equitable student support services for students enrolled at the Travis Air Force Base, Vacaville, and Vallejo centers for categorical programs such as EOPS, Veterans Services, DSP, and CalWORKs. (II.C.1, II.C.3)

The primary way in which Solano Community College has addressed the need for equitable student support services at locations outside of the main campus has been through remote services. In most cases this began prior to the pandemic, but of course has been increased since due to health and safety requirements.

Since Fall 2019, Solano Community College's [Extended Opportunity Programs and Services](#) (EOPS) program has offered counseling and workshops services remotely through Zoom Video Calls (R3 Counseling Services). This allows students to connect with their counselors directly from their laptops or smartphones without affecting service standards on the content or used time. Remote counseling services are specifically helpful for students who rely on public transportation, have transportation difficulties, or students enrolled in the Vacaville, Vallejo, or Travis Air Force centers. In addition to counseling services, during 2020, the EOPS Program completely modified its process from paper-made forms to entirely virtual forms (R3 EOPS Forms). This change allows students from the different centers to request EOPS services without visiting the main campus.

The Solano College CalWorks program, being community-based, offers services proportionate to the communities in which it is housed. CalWorks offered workshops at the Vallejo Center in Summer of 2019 (R3 CalWorks Vallejo Workshops 2019). CalWorks has also offered virtual orientations, workshops, and gatherings prior to and throughout the pandemic (R3 CalWorks Virtual Social Hour 2020; R3 CalWorks EOY flyer 2021; R3 CalWorks Orientation flier Fall 2020). These virtual programs have been able to serve students equally, regardless of the campus they would have attended physically.

The Solano College [Veterans Resource Center](#) offers many services online, including how-to videos, forms, live chat, etc. (R3 Veterans Services). This allows students in need of services access regardless of location. Of course during the pandemic there have been no in-person services. Prior to the pandemic we had a counselor at Travis Airforce Base on Wednesdays to serve active military. Based on student requests and majors, the Fairfield campus seemed to work best for students, but we also had a counselor who knew all the Veteran's regulations based at the Vallejo Center a couple days a week so that if a student needed those services there they would be available.

The [Disabilities Services Program](#) (DSP) began holding virtual meetings with students prior to the pandemic via Zoom as a way to more effectively serve students who, for whatever

reason, found it difficult to make it to a face-to-face meeting (R3 Online Services pre-pandemic 2018). This, of course, allowed the program to more equitably serve students who would normally attend Travis Air Force Base or the Vacaville or Vallejo Centers. In addition, prior to the pandemic, DSP had just begun to offer appointments at the centers (R3 DSP In-Person Services at Centers). During the pandemic, of course, all appointment services have been via Zoom or phone call. In addition, the program has been offering workshops on note-taking, study skills, online success, and test anxiety via Zoom (R3 Online Workshop email F20). Previously these had been in-person on the main campus and at the centers . The PowerPoint presentations for these workshops are made available via the DSP website as well so that students have access from anywhere whether they missed a workshop or would just like to review (R3 DSP Website-Students). DSP has also recently transitioned from a paper filing system to the online system Clockwork, which allows students to accomplish tasks previously only done in person, such as fill out and submit paperwork, request accommodations letters, and other activities, online (R3 Clockwork Evidence Sp2020; R3 Clockwork screenshot 2021-07-18). This makes it much easier for students to receive services regardless of physical location.

One thing that the pandemic has taught us is that online services allow us to reach more students more effectively than simply offering face-to-face services, and so Solano Community College will continue to offer the services mentioned here virtually in addition to our traditional methods (R3 Pre-meeting email about brainstorming for services after covid Sp21; R3 Continuing online in the fall Sp21). While it will be nice to get back to face-to-face services, we have found that we can best serve all students with a hybrid approach that offers services however students need them most.

Recommendation 3 Additional Evidence

Recommendation 4 (Improvement): In order to improve institutional effectiveness, the team recommends that the College implement a continuous cycle of comprehensive non-instructional program review and service area outcome assessment. Assessment results should be fully integrated into planning and resource allocation processes. (I.B.1, I.B.2, I.B.4, I.B.5, I.B.7, I.B.8, II.B.3, II.C.1, II.C.2)

Program reviews in non-academic units at the College have been informal and infrequent. This was a self-identified area of weakness for the College, and efforts are underway to correct this.

Categorical programs submit annual reports every year, and in some sense these have served as program reviews, since the reports include identification of goals, assessments of outcomes, and justifications for expenditures. Similarly, the Student Services division of the College conducted internal program reviews in Fall 2019. (as per VP Cooper - evidence?) Still, these were not integrated into the larger planning processes as the new plan proposes.

The College is reviewing a draft template for program reviews in areas outside of the instructional departments, including the Superintendent-President's Office, the offices of the vice presidents and deans, student services departments, and fiscal and facilities/maintenance departments, among others. We are calling these "Administrative Program Reviews." A list of departments/units expected to complete such a review has been developed, and a cycle of review will be presented to the College Governance Council at its first meeting in August 2021. [Administrative Program Review Cycle of Completion] The expectation is that each area will complete a program review once every six years, and each area will complete its first program review by the time of the College's next accreditation visit in fall 2024.

The Administrative Program Review template, once approved, will contain questions such as the administrative department's role at the College, its mission statement, the data it uses to measure its performance, and requests for fiscal, personnel, and other College resources. Additionally, the departments are asked how they contribute to the equity goals of the campus, as it is important to recognize that equity is everyone's concern, from the classroom to the facilities to the grounds. [Evidence: Administrative Program Review Template]

Like the Instructional Program Reviews, the Administrative Program Reviews will be implemented in eLumen for ease of access, centralization of data, and to ensure consistency across College planning.

Recommendation 4 Evidence
Student Services Program Review (2019) ???
Administrative Program Review Template
Administrative Program Review Cycle of Completion (to be created)

Recommendation 5 (Improvement): In order to ensure transparency, provide evidence of appropriate internal control structure for bond expenditures, and provide timely communication to the public regarding the appropriate expenditure of bond funds, the team recommends that the College work to ensure that the Citizen's Bond Oversight Committee (CBOC) provides an annual report regarding bond expenditures. (III.D.5)

Each year, the college The 2020 Facilities Master Plan outlines the internal control structure, appropriate expenditure, and robust public communication of local bond funds. President Esposito-Noy's introductory message reads as follows:

"For 75 years, Solano Community College has served residents of Solano County and the City of Winters providing opportunities to earn degrees, certificates, and to transfer. With the passage of Bond Measure G in 2002 and Q in 2012, and with the support of the community, we have grown our three campuses in Fairfield, Vacaville, and Vallejo, updated our infrastructure, and provided residents with state-of-the art facilities in automotive technology, bio-manufacturing, and the performing arts, in addition to a new library and learning resource center scheduled for completion in 2021. We have prepared all three campuses for the future by improving our technology and expanding our capacity for in-person and remote instruction. We are well-placed to continue serving our community into the next decade and beyond.

"This Facilities Master Plan (FMP) is the culmination of an 18-month process that included participation from students, faculty, staff, trustees, and community members. This ten-year plan provides a foundation for facilities that are responsive and flexible to the changing needs of our College and the communities we serve. The time frame for this FMP included our move to remote instruction due to COVID-19 in March, 2020 which required us to think broadly about what it means to plan for the future. We experienced the reality that students may not be allowed on campus for in person instruction for extended periods of time, and that teaching and serving students remotely requires us to build our digital capacity in order to meet the current crisis and in preparation for the future.

"This report also reflects thoughtful dialogue about changing student needs and how our facilities can meet those needs. Gone are the days of the commuter campus where 18 year olds reside at home and spend their days on campus. More students are over age 18, work full time, are caregivers, and no longer reside with parents. More students are looking for affordable housing that provides an environment where they can thrive, grow, and achieve academic success. The community college student has changed and our campuses must respond accordingly."

Additional Library needs at Vallejo and Vacaville were identified by our student surveys, (reflected in our data collection in the FMP), but the space analysis indicates that we have more space than we need at both sites. The space is separated by Taxonomy Of Programs codes, and also reflected in the FMP information; see figure below.
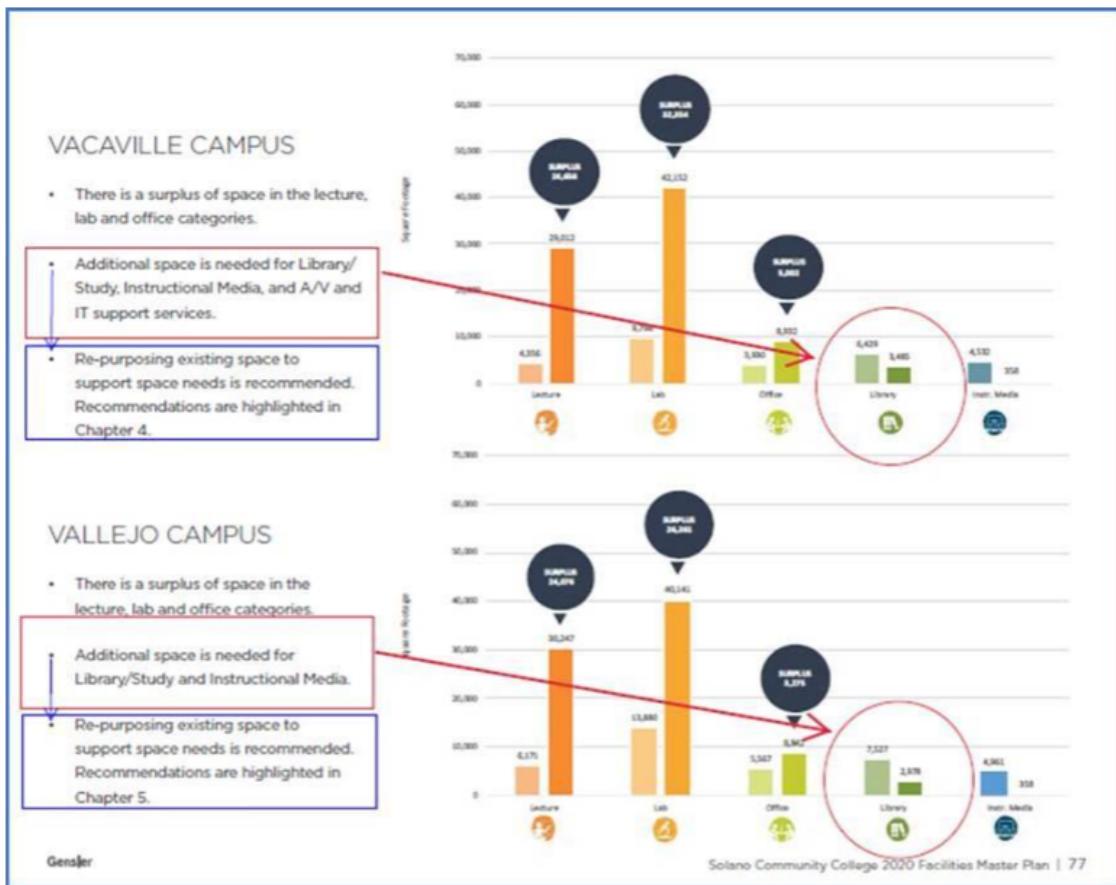
From 6/16/21 Board Meeting: The public hearing and adoption of the official 2021-2022 budgets, in accordance with California Code of Regulations, Title 5, Section 58301, are tentatively scheduled for the Board meeting on Wednesday, September 1, 2021, in the Denis Honeychurch Board Room of the Solano Community College District, 4000 Suisun Valley Road, Fairfield, CA.

Copies of the District's 2021-2022 Tentative Budget were provided to the Board under separate

Cover. Copies are available from the Office of the Vice President of Finance and Administration,

and online at: http://www.solano.edu/finance_admin/

Recommendation 5 Additional Evidence
2020 SCC FMP Gensler
Facilities Master Plan Space Inventory
Space Analysis

Recommendation 6 (Improvement): In order to increase effectiveness in integrated planning that supports resource allocation, the College mission, and the institution's culture of transparency and sustained dialogue, the team recommends that all planning and shared governance committees formalize, assess, document, and widely communicate their decision making processes. Identified planning priorities and the resulting assessments should be used to inform a continuous cycle of improvement. (I.B.5, I.B.9, IV.A.1, IV.A.2, IV.A.3, IV.A.6)

Planning and shared governance committees at the College follow prescribed processes for assessing, documenting, and communicating their decisions and decision making processes.

Those committees called out by legislation - the Academic Senate and the Curriculum Committee - are subject to the Brown Act and comply with Brown Act requirements such as:

- posting agendas 72 hours prior to meetings on the website and in publicly accessible spaces on campus,
- posting meeting location and time,
- being freely accessible to the public,
- only discussing agendized items (unless voted on by 2/3 of the body for an emergency situation)

Agendas and minutes for each of these committees are posted on each committee's webpage on the College website. Additionally, a master **Campus-Wide Committees** document outlines regular meeting times for each committee as well as prescribed membership composition and chair structure. Even when prescribed membership is not

outlined in policy or the collective bargaining agreements, committee, workgroup, and task force chairs still strive to secure participation from members of various constituent groups, including students. It is the responsibility of those members to report back to their members on committee discussions, decisions, and initiatives.

Committees at the College fall under two main areas of oversight: the Academic Senate and the College Superintendent-President. All committees are under the guidance of the Board of Trustees; some report regularly and others report as requested by the Board.

Those committees under the purview of the Academic Senate include the following:

- [Academic Senate and Senate Standing Sub-Committees](#)
  - [Academic Program Review Committee](#)
  - [Assessment Committee](#)
  - [Curriculum Committee](#)
  - [Distance Education Committee](#)
  - [Professional Development Committee](#)
  - [Student Equity and Success Council](#)
  - [Technical Review Committee](#)

Besides regularly posting agendas and minutes, each of these committees reports regularly to the Academic Senate on an every-other-week rotating basis; additionally, each committee shares goals at the beginning of each semester and then shares progress and recommendations at the end of each term using the **"Committee Goals and Self Assessment"** report template. This report asks each committee to report on:

- Committee roles and responsibilities
- ACCJC standards addressed by the committee
- Goals and initiatives for the current year
- An evaluation of accomplished and in-progress initiatives
- A year-end evaluation
- A listing of unaccomplished initiatives
- A complete self-assessment
- Recommendations for changes to the committee or other items that can be addressed by the Academic Senate or College administration

In addition to distributing minutes of the Academic Senate proceedings each month, the Secretary of the Academic Senate publishes a bi-weekly summary report, **Hot Topics**, that is distributed via campus email to every employee to ensure that employees in the

classified and administrative ranks are regularly informed of items the Academic Senate is considering and actions they have taken.

Other College-wide committees that fall under the purview of the Superintendent-President include the following:

- College Governance Council
- Equity Inclusion Advisory Council (EIAC) (EEO workgroup?)
- Fiscal Advisory Committee
- Graduation Committee
- Measure Q Steering Committee
- Safety Committee
- Student Equity Committee (SEC) ??
- Student Services Managers (SSM)
- Sustainability Advisory Committee (SAC)
- Tech Committee (STAC)

Since some of these committees are not subject to the Brown Act, not all of them post minutes or advertise their meeting times and location. All do report to the Superintendent-President.

Some shared governance committees do not fall squarely under the Academic Senate or the Superintendent-President but are instead composed by mutual agreement or in collaboration with the faculty bargaining unit. These committees include the:

- Academic Calendar Committee
- Accreditation Steering Committee
- Guided Pathways Steering Committee
- Sabbatical Subcommittee
- Strategic Planning Steering Committee
- Workload Committee

These committees convene as needed, and membership is normally not defined, except in the cases of the Academic Calendar, Sabbatical, and Workload committees that are defined by the collective bargaining agreement. These committees are charged with creating documents (like the Academic Calendar Committee), determining awards (like the Sabbatical Committee), or setting College priorities (like the Guided Pathways and Strategic Planning Steering Committees) and report as needed to the Academic Senate, College Governance Committee, and the Board of Trustees.

Continuous cycle of improvement: <mark>senate self-evaluation</mark>, <mark>program review template revision</mark> (program review chair shares recommendations with appropriate people), [assessment](#) move to eLumen, [fiscal advisory](#) and [college governance](#) discuss how to best support students and keep the college sustainable. An area of continued focus.

Recommendation 6 Additional Evidence
Curriculum Committee 2020-2021 End of Year Report
PDFC Goals and Self-Assessment Draft 2020-
Program Review Report Template and Survey
Program Review Survey – Human Services Template Sample
Program Review Survey-Psychology
Psychology Program Review 2019-2020
Senate Goals & Priorities 2021

Recommendation 7 (Improvement): In order to increase effectiveness, the team recommends that the College increase capacity for institutional research to support assessment and planning for advancing the College mission. (I.B.1, I.B.8, I.B.9)

Recognizing the high volume of research requests coming into the Office of Institutional Research and Planning and the limited number of staff - two full-time research analysts - the College hired a consultant to work collaboratively with the VPSS and the research team to determine the needs of the office and develop an improvement plan to address the identified needs.

The consultant, a working dean of research at a neighboring college, conducted a self-assessment survey completed by the research and planning staff as well as a community survey that targeted faculty and staff who had submitted requests for data in the previous year.

From late March to early May, information was gathered from various sources to assess the effectiveness of the Research and Planning (R&P) unit, including: team meetings with R&P staff, one-on-one meetings, the R&P webpage, the job descriptions of each team member, individual self-assessments, and community assessment survey.

As a result of this information-gathering, the consultant determined that R&P's ability to successfully meet the research and planning needs of the college is impacted by:

> A. High volume of data requests, resulting in little to no time available to write research reports/summaries or go over data requests with colleagues
>
> B. Responsibilities are weighted heavily on technical reporting and assistance, and are sometimes outside the scope of research and planning
>
> > a. Team is not able to conduct research beyond pulling and reporting data, as much of their time is spent on IT related technical assistance.
> > b. Job descriptions are not written to meet research and planning needs beyond the technical reporting requirements associated with the R&P area.
>
> C. Both "A" and "B" result in the team unable to engage in research or planning activities that could help the institution with its continuous improvement (i.e., program review, program evaluation, strategic planning, accreditation related activities, etc.)
>
> D. Vacant managerial position to oversee unit and provide leadership
> > a. This position also manages expectations of the college community in regards to scope of work, appropriateness of data requests, and determining appropriate data to effectively support college planning
> > b. This position sets the research agenda for the unit that enables the team to prioritize research requests and projects accordingly
> > c. The position is also capable of advocating for and procuring additional resources needed to address both workload and college research/planning needs

Improvement Plan

Based on the information attained, analysis, and observations, the consultant recommended the following action steps to support the Research and Planning team meet the objective of increasing capacity to effectively meet the College's research/planning needs, while also improving communication and managing of expectations with the campus community:

Short-term (within the next 6 months) action steps:

      A. Fill the vacant Dean position overseeing the Research and Planning unit.
      B. Improve communications and ability to manage expectations by
            a. Review and update its mission and goals
            b. Review, update, and publish its research agenda
            c. Update the Research and Planning webpage and data request form, informed by "a" and "b"
            d. Utilize an interactive project management tool (to help internal communications and tracking of projects)
      C. Participate in professional development (PD) activities:
            a. the RP Group Summer Institute
            b. Technology related opportunities
            c. Network with other practitioners and/or establish a mentor/mentee relationships with individual practitioners in the field.
      D. Review IT related activities and identify which ones are Research and Planning related and which should be supported by the College's IT department
            a. Submit the report to the Vice President of Student Services

Other possible outcomes as a result of the assessment of the Research and Planning Office include supporting the delegation of out-of-scope technical work to the College IT department and identifying resources for an IT analyst position, if needed, within the Research and Planning Office

      E. Review ongoing and recurring (including daily) requests for research and reports generated out of the R&P office.
            a. Identify which projects, reports, and requests can be discontinued due to the following reasons: 1) out of scope for the unit, 2) outdated, 3) not being utilized by requestor in a timely manner, and 4) identified as a "nice to have" rather than a "need"

Long-term actions (within 12 months):

      F. Reclass:

a. The Senior Information Reporter to reflect the responsibilities and duties of a Research Analyst

b. The Principal Research and Data Analyst to reflect the role of an IT Analyst

As a result of this assessment, the College has posted and will recruit a Dean of Research and Planning in the Fall of 2021.

The summary report is attached. [Research and Planning Unit Assessment Summary]

Recommendation 7 Evidence
Research & Planning Satisfaction Survey Invitation
Research & Planning Satisfaction Survey
Research & Planning Unit Assessment Summary
Dean of Research & Planning Job Description
SCC Research and Planning Unit Assessment Summary - Spring 2021 report

Recommendation 8 (Improvement): In order to improve student learning, the team recommends that the College increase capacity for distance education coordination, develop an integrated distance education plan, and establish a comprehensive faculty professional development program. Planning should include review, formalization, and implementation of processes and procedures to ensure that all online and hybrid courses demonstrate appropriate levels of regular and substantive instructor-initiated contact with students. (I.B.7, II.A.7, II. A.16, II.C.I, II.C.3)

We have done the following since the 2017 Accreditation Report was submitted:

1. Adopted Online Education Initiative (OEI) Rubric
2. Adopted Online Education Initiative (OEI) Review process
3. Defined roles in Online Education Initiative (OEI) Review process

4. Defined assignment of course shells in Online Education Initiative (OEI) Review process
5. Updated Peer Review Handbook and contract to include online courses for load and evaluation
6. Updated DE Addenda form to include Regular and Effective Contact (REC) and Accessibility
7. Presented at Dean's Tea on June 11, 2020 re: DE Addenda
8. Reviewed and approved ~530 updated DE Addenda
9. Faculty completed both IOTL and CACC training courses
10. Reviewed and approved ~300 faculty courses to align with Online Education Initiative (OEI) Rubric (by 10/01/21)
11. Implemented Canvas Day with Napa Valley College
12. Provided additional DE FLEX trainings and presentations
13. Assisted with COVID Transition and provided Training

On October 02, 2017 the Academic Senate adopted both the OEI Rubric and the Review process on the recommendation of the Distance Education subcommittee. This was to create a transparent process in alignment with the CCC system exchange of online courses. (See attachments for R8.1 in module)

On May 09, 2019 the Distance Education subcommittee adopted definitions of the peer review roles and the assignment process amongst the DE Committee members. This was to clarify expectations and responsibilities of committee members participating in the DE review process and ensure equitable workload. (See attachment for R8.3 and R8.4 in module)

Due to the COVID-19 pandemic, Solano Community College transitioned all courses to an online format. Training sessions were offered in-person over two days to quickly prepare faculty to teach online. These courses covered the human aspect of the current crisis and how-to transition quickly. A third day of training sessions were offered over Zoom to continue offering tips and guidance. (See attachments for COVID transition in module)

After Title 5 language changed the requirements for DE Addendum as approved by the local Curriculum subcommittee of the Academic Senate, our local approval process was updated. On June 11, 2020, DE Coordinator Erica Beam presented to the Academic Deans the changes now part of Title 5, the current status of our local courses, and the plan to bring all DE Addenda into compliance. Over two meetings, the DE Committee reviewed and approved approximately 530 DE Addenda submitted by discipline faculty. These approved DE Addenda were forwarded to the Curriculum Committee for final approval and adoption. (See attachments for R8.7 for updated DE Addendum and DE agendas September 4, 2020 and September 18, 2020)

The Curriculum office has also updated the DE Addendum module in eLumen to reflect the changes to Title 5 and ensure new courses and course modifications are in compliance.

Solano Community College faculty completed two courses to continue teaching online. Introduction to Online Teaching and Learning in Canvas and Creating Accessible Course Content. Both courses are @ONE courses facilitated locally by the DE Coordinator Erica Beam. (See attachments for DE training Summer and Fall 2020)

Courses submitted by faculty were assigned to DE Committee members for the review process in alignment with the OEI Rubric. Faculty completed Self-assessment rubrics and mentors worked with faculty to ensure alignment with all aspects of the OEI Rubric. DE Technician Carol Zadnik and DE Coordinator Erica Beam reviewed courses for accessibility compliance and worked directly with faculty to ensure requirements were met. (See attachment for courses approved during Spring 2021 semester)

Recommendation 8 Additional Evidence
DE Agenda 09-04-2020
DE Agenda 09-18-2018
AS Minutes 10-22-2017
Regular Effective Contact Course Design Resources
Canvas Day with Napa College Flyer
DE Course Approval Process
DE 3 Day Training via ConferZoom-COVID
DE Content Session Instructions-COVID

Faculty Content migration Plan - COVID
Implementation Session Instructions - COVID
DE Addenda Presentation for Deans at Dean's Tea 6-11-2020
DE Shell for Review
DE Tracking System
DE Program 2020 Training Summer & Fall
DE Program 2020
DE Meeting Minutes 05-03-2019
DE Course Shell Review Process
Faculty Courses DE Approved spring 2021
OEI Rubric
Professional Development DE Events 2020-2021
Professional Development Handbook Approved by Academic Senate 4-2020
SCC DE Process, Rubric and Assessment
Solano DE Addendum

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

Student Learning Outcomes (Standard I.B.2)
ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services."

• *What are the strengths of the process that help the college to improve teaching and learning?*
In 2019, the college administration brought forth a proposal to switch from CurricUNET META to eLumen for curriculum, assessment, and program review. The Academic Senate and relevant sub-committees were involved in determining whether or not to make the change. In particular, the assessment committee, which had just recently led the transition to CurricUNET META, held multiple conversations and collected extensive feedback which it documented in newsletters and spreadsheets (see Vol 25 Newsletter; Assessment Committee Reservations About Switching To eLumen in the 2019-2020 Academic Year; Assessment Committee Pros and Cons). In the end, eLumen was adopted in Summer 2020 with Fall 2020 as the first semester of implementation.

The program allows for a central depository, including a library that will allow faculty to go in and review not only their own course SLO assessments but those of others in their discipline which will allow for greater collaboration and improved PLO assessment. eLumen also gives us the ability to assign collaborators within departments so that faculty can work together on a single course. Further, eLumen connects with Banner and is easily linked to course rosters which allows faculty to assess at the student level if they desire.

The assessment rubric in eLumen is flexible such that each discipline has collaborated to determine the scale and language they will use to assess outcomes. For example, some departments have opted to use a 10-point scale which makes it easy for faculty to match course grades to outcomes, ie. an 85% grade = 8 on the SLO rubric. On the other hand, some departments prefer broader gradients such as "does not/almost/does meet" or "exceeds" outcome. Finally, since our learning management platform, Canvas, has a feature that allows SLO's to be linked directly to assignments for final assessments, those can then be extracted to a spreadsheet or report for manual input in eLumen, making the process easier for faculty.

• *What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?*
Currently, the college is using a default system, a single template, but it has the flexibility to allow for discipline faculty to customize template(s) for their courses. Moving to more customized templates will require more extensive faculty training.

Additionally, eLumen has a Canvas integration feature which will allow for data input in Canvas to be exported directly to eLumen. Implementing this option will take additional training.

We are in the early stages of a review of SLOs under the lens of equity and inclusion as part of that overarching focus across all aspects of the campus.

• *Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.*
Table to be included: ▤ SLO Assessment Table for Midterm Report
Padlet to add examples: https://padlet.com/lemonpie77/mo954kpn3bk2rcwt

• *In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?*
As a result of the implementation of eLumen, beginning in the summer of 2019, it has taken over a year to train faculty and collect SLOs. However, eLumen is a more user-friendly and flexible program which encourages faculty to engage more thoughtfully with the SLO assessment process. The interface for eLumen shows the assessments required that semester on the home page. Reminders can also be automatically generated to let faculty know an assessment is due.

The <mark>assessment schedule</mark> outlines in which year program reviews, curriculum reviews, and student & program learning assessments take place. If is the first time a course is taught, the SLO must be assessed that semester. The schedule includes a rotation of two divisions per semester; each division was required to complete two assessment cycles per 6-year period. As a result of the pandemic, Fall 2020 and was optional rather than required, but fewer than hoped- for Faculty participation. Spring 2021 was mandatory in the hopes of balancing out the low participation in Fall 2020. Moving forward,

Since we are in the early stages of adopting eLumen, there is not currently space for faculty to evaluate changes from one semester to the next. However, in future cycles, the self reflection section of eLumen will offer a question that encourages faculty to reflect on improvements from one semester/offering to the next based on past outcome assessments. It is not clear who will be responsible for extracting that data, but ideally this is a place where departments can create a system for evaluating a course and/or program

 To streamline the process, a new handbook is currently being designed, including <mark>detailed instructions on how to input</mark> assessments in eLumen.
Evidence: Provide evidence to support the information and narrative described above.

2. Institution Set Standards (Standard I.B.3)

ACCJC Standard I.B.3 states: "The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information."

Using the most recent Annual Report, reflect on trends in data for institution-set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students:

• *Has the college met its floor standards?*
Yes

• *Has the college achieved its stretch (aspirational) goals?*
Yes

• *What initiative(s) is the college undertaking to improve its outcomes? T4E academy - goal is to have all faculty trained in equity in the next three years.*

• *How does the college inform its constituents of this information?*
The Annual Report is shared at Senate and College Governance, which includes representation from each of the bargaining units, who are responsible for sharing with their constituent groups

Evidence: Provide the most recent Annual Report used for this reflection.

Report on the outcomes of the Quality Focus Projects

Action Project	Accreditation Standards Targeted by Improvement
Improve Integrated Planning	Standards I.A.3, I.B.9, III.B.3 Additional Related Standards: I.B.7, I.B.8
Improve Student Learning Outcome Assessment	Standards I.B.2, I.B.4, I.B.5, I.B.6, I.C.3, II.A.3 Additional Related Standards: I.B.1

Update on the Desired Goals and Outcomes for Action Projects

Action Project	Goals	Status

| Improve Integrated Planning | ·   Increased focus and relevancy of planned work

·   Strengthened accountability of progress

·   A trained management team on project management methodology

·   Full integration of resource allocation with planning

·   Adopted method for integration of educational planning. | ·   The college has not yet implemented or integrated non-academic program reviews into a larger system of resource allocation. While academic departments complete program reviews and categorical programs provide annual reports, and while these planning documents provide support resource requests, this is not true for other non-academic units on campus. A new "administrative program review" template is being adopted that will help close the loop on college-wide planning. |

| Improve Student Learning Outcomes Assessment | · Move toward an inquiry-based culture and away from a culture of compliance.

· Adopted best practices in disaggregating data.

· A transparent assessment process that provides for easily accessible information and includes the creation of an Assessment Handbook.

· Revised GELOs and ILOs to better capture the college's learning goals for students.

· Improved course mappings between SLOs, PLOs, GELOs, and ILOs.

· Increased faculty and student participation in outcomes assessment dialogue and practice.

· Implementation of the CurricUNET assessment module to store and track assessments.

· Additional training and time to support faculty in outcomes assessment.

· Improved integrated planning that includes analysis of SLO data. | · In Fall 2021, faculty and departments were provided disaggregated student success data at the instructor and department level, leading to ongoing discussions on strategies for improvement, particularly for students demonstrating an achievement gap. In the college's view, these are teaching gaps, as outcomes for some student groups are entirely satisfactory. The college also reviews Student Centered Funding Formula data and AB 705 outcomes to determine additional strategies for increasing student success. The adoption of eLumen provides easier access to course and program learning outcomes, and as this becomes more utilized by faculty, we will have richer data to inform decision-making. |

Action Project	Desired Outcomes	Update

| Improve Integrated Planning | ·   System will be developed and implemented that is derivative of strategic goals and objectives.

·   System will reference goals and mission of the college and will also consider the current and medium term situation and available resources, allowing for more focused planning.

·   Standardized accountability reports will include identified planning activities with an assigned responsible person(s) and recorded deadline dates. Each project will have a named project manager.

·   College Governance Council will form a major part of accountability and monitoring of progress, recommending actions to the Management Team where appropriate.

·   The standard format for recording plans and initiatives will use a common project-based approach to ensure accountability, repeatability, and a standard that can be learned. Increased skills in PM methodology will help with the quality and accountability of the entire planning project.

·   Through scheduled trainings, increased | ·   The adoption and implementation of administrative program reviews will add to the data already provided by instructional program reviews. This will lead to true institutional planning where outcomes can be assessed and resource allocations can be requested. This activity is in its early stages. |
| --- | --- | --- |

	understanding of the information requirements and the data related to budgets that can be stored, and how planning information feeds into the resource allocation process. · Newly revised faculty and non-faculty position prioritization process will be thoroughly reviewed and revised as necessary. · All planning products will be brought together into a common format and repository to allow planning information to be reported in a standard format. · A standard language for planning will allow for more effective higher management-level decision making.	

Improve Student Learning Outcome Assessment	· 100% implementation of assessment module in CurricUNET Meta	· With the move to eLumen, assessing student learning outcomes has been institutionalized, and faculty are beginning to more fully engage in the process. With eLumen, all courses are open for assessment each semester, in place of the earlier college practice of requiring only one outcome to be assessed. Work on assessing and updating GELOs and ILOs is awaiting more SLO and PSLO data to be accumulated.
	· 100% of ILOs and GELOs are assessed and revised.	
	· SCC Assessment Handbook developed and disseminated to faculty.	
	· Completed schedule of professional development training.	
	· Documented faculty training on use of CurricUNET assessment module.	
	· 100% of SLOs are mapped to PLOs, GELOs, and ILOs in CurricUNET.	
	· 100% of SLOs are reviewed and revised, as needed, based on findings of mapping.	
	· Update of assessment webpage completed.	
	· Assessment Newsletters are published quarterly and widely disseminated, and on file.	
	· Completed analysis of data from Year 1 pilot of assessment module, including disaggregation of data, and revisions made, where needed, disseminated and on file.	

	· 100% completion of integrated planning component of outcomes assessment	

C. Actions/Steps to be Implemented, Timeline and Responsibility for Action Projects

ACTION PROJECT: Improve Integrated Planning

Activity	Timeline	Responsibility	Update
Review and revise Academic Program Review template	Fall 2016	Vice President, Academic Affairs Program Review Coordinator	Program Review Coordinator revised template and entered into eLumen.
Review and potentially adopt Program Review assessment module in CurricUNET	Fall 2016	Vice President, Academic Affairs Program Review Coordinator	Program Review module in eLumen adopted.
Review and revise VPAA response forms and timeline	Fall 2016	Vice President, Academic Affairs	This activity was deemed unnecessary. New approval workflow adopted in eLumen.

		Program Review Coordinator	
Define College Planning Priorities	Spring 2017	Management Team College Governance Council	Not addressed in a formal document. College is currently focusing on equitable student learning outcomes for all students and conducting numerous activities in pursuit of this goal.
Get campus feedback on Planning Priorities	Spring 2017	College Governance Council	Not addressed.
Finalize Planning Priorities	Spring 2017	College Governance Council	N/A
Add Planning Priorities to database	Spring 2017	Institutional Research	N/A
Train management team and faculty on planning linked to priorities	Spring 2017- Fall 2017	Institutional Research	N/A
Critique and amend plans	Summer 2017	Management Team	N/A

Add budget request component to planning database	Summer 2017	Institutional Research	N/A
Make first round of budget requests using planning database	Summer 2017	Institutional Research and Fiscal Advisory Committee	N/A
Report on plans linked to Planning Priorities	Fall 2017-Spring 2019	Institutional Research, Management Team, College Governance Council	N/A
Design planning validation reports that identify incomplete &/or erroneous planning activities	Spring 2018	Institutional Research	N/A
Complete all documentation on planning and resource allocation processes	Summer 2018	Institutional Research	N/A
Design and deploy completed Planning website	Summer 2018	Institutional Research	N/A

Review and revise planning processes	Fall 2018	College Governance Council	N/A
Explore options for complete online planning system	Spring 2019	Superintendent-President	N/A
Review college planning priorities	Fall 2019	College Governance Council	N/A

ACTION PROJECT: Improving Student Learning Outcomes Assessment

Activity	Timeline	Responsibility	Update
Review and revise SLO reporting forms and SLO quality rubric	Fall 2016	Vice President, Academic Affairs Assessment Coordinator Assessment Committee	SLO reporting adopted in eLumen and implemented in Spring 2021. This resulted in a new standard rubric for all courses.
Review and potentially adopt SLO Assessment module in CurricUNET	Fall 2016	Vice President, Academic Affairs Assessment Coordinator Assessment Committee	Adopted SLO module in eLumen.

Collaborate with Governet on the design of the CurricUNET META assessment module; pilot-test; and "go live"	Spring 2017	Vice President, Academic Affairs Assessment Coordinator Assessment Committee	The college moved to eLumen and new assessment system is now live.
Revise Institutional Learning Outcomes and General Education Learning Outcomes based on assessment results and models of effective practice	Spring 2017	Assessment Coordinator Discipline Faculty	No progress. Unfortunately, delays and revised priorities due to the pandemic have delayed this activity.
Write the Solano College Assessment Handbook	Spring 2017	Assessment Coordinator	Due to the ease of eLumen's assessment module, this handbook is no longer necessary.
Continue to provide professional development training and assessment newsletters to train faculty	Spring 2017	Assessment Coordinator	SLO assessment training provided during every flex period and periodically throughout the semester. Assessment newsletter has been discontinued.

Continue to revise SLOs	Spring 2017	Assessment Coordinator Discipline Faculty	Assessment coordinator sits on the technical review and curriculum committee; role is to advise faculty on appropriate SLOs. In fall 2021, the curriculum committee will embark on an equity-focused review of curriculum, including assessing SLOs to ensure they meet defined equity rubrics.
Train faculty in the use of the CurricUNET Assessment module	Fall 2017	Assessment Coordinator	Training on eLumen provided on an ongoing basis.
Ensure all SLOs are in the CurricUNET Assessment module	Fall 2017- Spring 2018	Assessment Coordinator	SLOs were manually input into eLumen when we transitioned away from CurricUNET.
Collaboratively map SLOs to PLOS, GELOs, and ILOs in CurricUNET with faculty	Fall 2017- Spring 2018	Assessment Coordinator Discipline Faculty	Mapping has been started by the Assessment Coordinator; this is an ongoing project.

Train faculty on mapping and support dialogue, collaboration, and an inquiry based approach to assessment.	Fall 2017-Spring 2018	Assessment Coordinator	Ongoing as part of flex days and regular open lab workshops for faculty.
Support the revision of SLOs (if necessary), based on findings of mapping	Fall 2017-Spring 2018	Assessment Coordinator Discipline faculty	This activity is unnecessary; mapping does not affect SLO content.
Update the assessment website	Fall 2017-Spring 2018	Assessment Coordinator IT Webmaster	Assessment website has been updated with eLumen training materials and links to outcomes. http://www.solano.edu/assess/
Faculty work with administration on the integrated planning component of outcomes assessment	Fall 2017-Spring 2018	Management Team Academic Senate Dean, Research & Planning	Not addressed
Work with the Curriculum Committee and faculty to review any revisions or additions of SLOs made in the database	Fall 2017-Spring 2018	Assessment Coordinator Curriculum Committee Discipline Faculty	All SLOs are reviewed by the curriculum committee during course revisions and renewals.

Continue to distribute Assessment Newsletters and provide professional development trainings based on expressed needs	Fall 2017-Spring 2018	Assessment Coordinator	Newsletter has been discontinued, but ongoing professional development has been provided.
Continue training faculty in the use CurricUNET, mapping, and writing quality outcomes assessments	Fall 2018-Spring 2019	Assessment Coordinator Assessment Committee Discipline Faculty	Ongoing.
Analyze data from the first year of the CurricUNET assessment module including the disaggregation of data collected, making revisions to the process as necessary	Fall 2018-Spring 2019	Assessment Committee	No progress.
Assess GELOs beyond a mapping analysis	Fall 2018-Spring 2019	Assessment Coordinator Discipline Faculty	No progress.
Involve students more in the analysis of outcomes assessment	Fall 2018-Spring 2019	Assessment Coordinator Discipline Faculty	Students are members of multiple committees, including the College Governance Committee, where such discussion and analysis will take place.

Work with administration on the integrated planning component of outcomes assessment	Fall 2018-Spring 2019	Assessment Committee	This would fall under the purview of the Academic Program Review Committee; currently, assessing SLOs in our new assessment system (eLumen) is in its infancy and we have not collected enough data to provide for meaningful planning.
Work with the Curriculum Committee and faculty to review any revisions or additions of SLOs made in the database	Fall 2018-Spring 2019	Assessment Coordinator Assessment Committee Curriculum Committee Discipline Faculty	This is an ongoing activity.
Continue to distribute Assessment Newsletters and provide professional development trainings based on expressed needs	Fall 2018-Spring 2019	Assessment Coordinator	Already addressed.
Assess ILOs beyond a mapping analysis	Fall 2019-Spring 2020	Assessment Coordinator Discipline Faculty	No progress.

Fiscal Reporting

The college is meeting its goals and is not on fiscal monitoring; the <mark style="background-color: #00ff00">annual fiscal report</mark> is provided for further review.

From Rob: The college is meeting its goals and is not on fiscal monitoring.

<mark style="background-color: #ff0000">The 2021-22 budget will be presented to the Board in early September for adoption in mid-september.</mark>

No increases in student fees have been needed or will be needed in the near future. From the Governor's budget: Cash that was withheld is expected to be restored by state. The state is providing for 5% ongoing funding and 1% district, so most likely a 4% increase. Multiple funding available, including 7 new full-time faculty hires. One-time funding: Cal Grants expanded, emergency aid to help students, funding for financial aid, added money for LGBTQ, retention and enrollment. DIstrict is expecting money to build student housing so SP and Board will plan for that. We are also expecting a significant amount of money for deferred maintenance and a separate budget to purchase instructional equipment.

No plan from the state for changing the student-funding formula so we are still on hold-harmless, but will go to the new formula in a year.

Fiscal Evidence
Annual Fiscal Report

Appendices