



Institutional Self-Evaluation Report

In Support of an Application for

**[Insert one: Candidacy, Initial Accreditation, Reaffirmation of
Accreditation]**

Submitted by

Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534
to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

November 2023

Certification

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

From: Dr. Celia Esposito-Noy, Ed.D.
 Solano Community College
 4000 Suisun Valley Road
 Fairfield, CA 94534

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

[Chief Executive Officer of Multi-College District, if applicable]	[Date]
[Chief Executive Officer]	[Date]
[Chairperson, Governing Board]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]

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A. Introduction

College History

Solano College was established in 1945, as Vallejo Junior College, under the Vallejo Unified School District. It gained independence in 1967 and opened its central campus in Fairfield, California in 1971. Currently, the Solano College District includes centers in Vacaville and Vallejo, serving nearly 10,000 students from various communities. The College offers classes at local high schools, specialized facilities, such as an aeronautics facility in Vacaville and an autotech facility in Vacaville, and a shared space at Travis Air Force Base. With over 500,000 square feet of building space on 285 acres of land, the College provides educational and training opportunities in two main areas: Academic/Transfer and Career Technical Education/Vocational. It offers a wide range of courses, including 92 degrees and 39 certificates of achievement. The college also collaborates with local businesses and agencies to offer customized workforce training through Contract Education courses. In recent years, the college discontinued its community education and lifelong learning program, Vistas, as well as the Solano College Small Business Development Center, to prioritize credit education for students pursuing degrees, certificates, and transfer opportunities. Additionally, Solano College hosts an Early College program on its main Fairfield campus through a partnership with Angelo Rodriguez High School and has a well-established Rising Scholars program in the California Medical Facility, California State Prison Solano, and Solano County Jail.

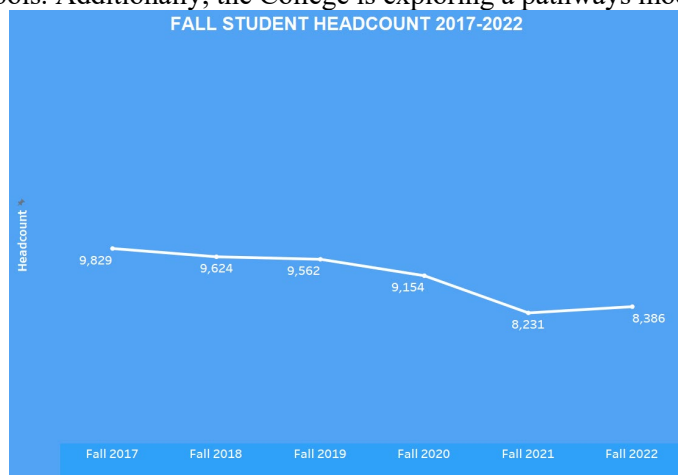
Student Enrollment Data

Solano College Enrollment and Success Trends

Current and historical College trends help assess how effective the College has been in achieving its mission, and this data factors into the College's planning and decision processes. To gain an understanding of the College, the following internal data has been collected for enrollment, student educational goal, unit load, full- and part-time status, course success and retention, enrollments by educational site, and methods of instruction.

Student Enrollment

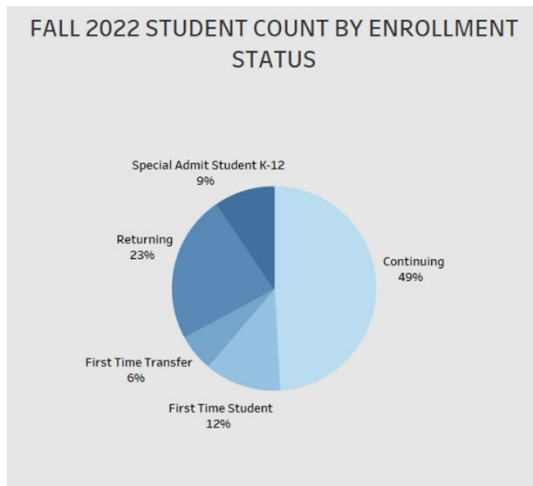
In the most recent six Fall semesters, student enrollment ranged from a high of 9,829 in Fall 2017 to a low of 8,231 in Fall 2021. This steady decline in student headcount mirrors similar downward trends statewide. The College understands the effects of lower enrollments and is making efforts to increase outreach to local schools. Additionally, the College is exploring a pathways model to clarify and streamline student completion.



Data Source: Banner Student Information System Data Extract May 2023

Enrollment Status

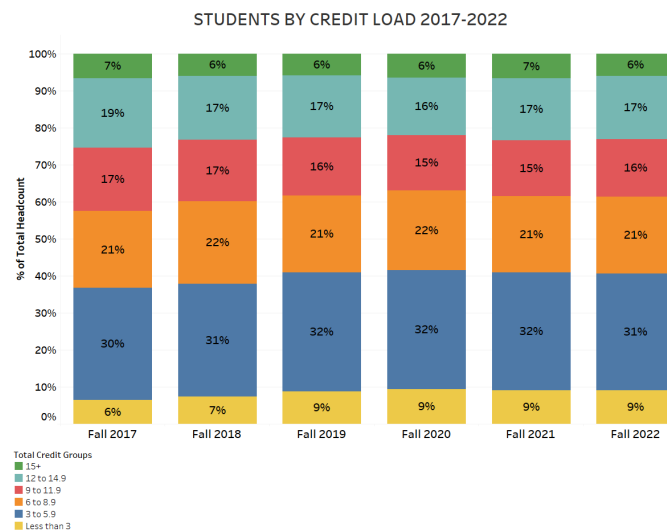
Almost half of Solano College's students are continuing students. In Fall 2022, most students (49%) continued their studies from the previous semester. 12% of the students were first-time freshmen, 23% returned to Solano after an absence of one or more semesters, and 6% transferred from another college or university. Special-admit students (K-12) accounted for 9% of students.



Data Source: Banner Student Information System Data Extract May 2023

Student Unit Loads

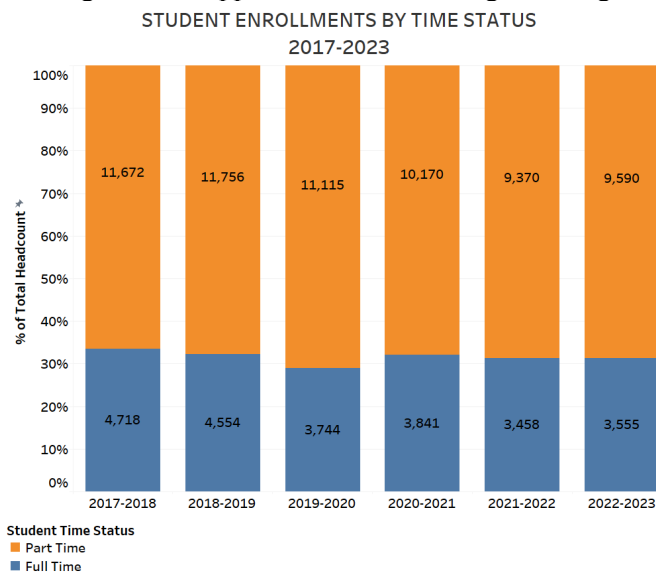
Approximately 6-7% of students are enrolled in over 15.0 credit units, indicating that they are considered full-time students. The percentage of students taking 12 or more units, making them eligible for financial aid, varied between a low of 23% in certain semesters and a high of 26% in Fall 2017. The majority of students, around 30-32%, are enrolled in the range of 3.0-5.9 units, while approximately 21-22% are taking between 6.0 and 8.9 units. The smallest group, consisting of roughly 6-9% of the students, is enrolled in 0.1-2.9 units. Consequently, it can be inferred that approximately one-fourth of Solano College students take enough units to qualify for financial aid.



Data Source: Banner Student Information System Data Extract May 2023

Student Full-Time and Part-Time Enrollment Status

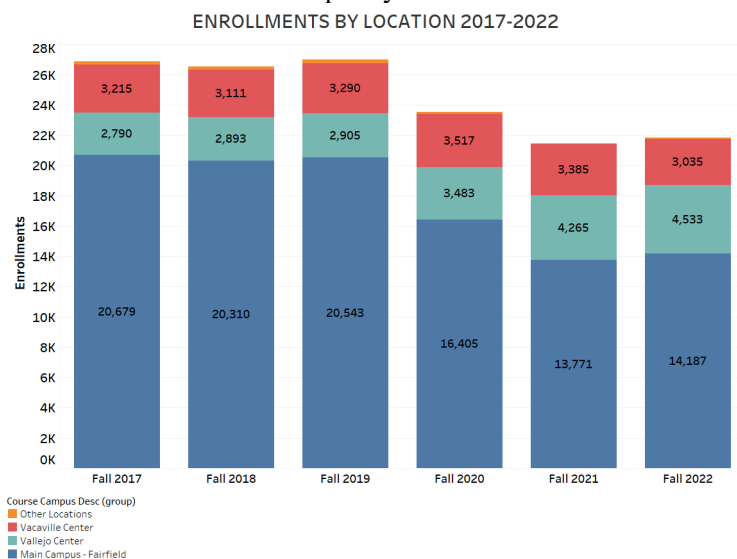
When looking at student enrollments by full-time and part-time status, Solano College serves mostly part-time students, defined in this context as students taking fewer than 12 units. Only around 10% of the courses in any given semester are taken by full-time students. This has implications in other areas of college life, since part-time students are less likely to spend time outside of class on campus socializing, utilizing student support services, or taking advantage of the library or cafeteria.



Data Source: Banner Student Information System Data Extract May 2023

Enrollment by Educational Site

Enrollments at Solano College have shown variations across different campuses and semesters. The Main Campus in Fairfield experienced a peak enrollment of 20,679 in Fall 2017, followed by a gradual decline to 13,771 in Fall 2021. While there was an increase in enrollments at the Vacaville and Vallejo Centers, the overall enrollment trend for the college has decreased. These trends in enrollments reflect patterns observed statewide. However, the College remains concerned and continuously seeks ways to ensure that more students can access a quality education at all its locations.



Data Source: Banner Student Information System Data Extract May 2023

Labor Market Data

Top Occupations in the Service Area

The top fifteen occupations in terms of projected growth are shown in the table below. The largest number of jobs is anticipated for Office and Administrative Support (890 new jobs). In terms of percent change, laborers in Personal Care and Service will see 53.9% growth at a wage of \$16.83/hour. Some of the higher wage occupations projected to grow include Management (\$54.22/hour), Healthcare Practitioners (\$53.57/hour), and Protective Service (\$44.06/hour).

Occupational Title	2022 Base Year Employment Estimate	2032 Projected Year Employment Estimate	2022-2032 Percentage Change	2022 First Quarter Median Hourly Wage	2022 First Quarter Median Annual Wage
Office and Administrative Support Occupations	15,100	15,990	5.9	23.73	49,359
Transportation and Material Moving Occupations	12,260	15,420	25.8	19.16	39,859
Sales and Related Occupations	13,600	14,950	9.9	17.15	35,666
Food Preparation and Serving Related Occupations	10,680	13,760	28.8	16.91	35,169
Healthcare Support Occupations	10,670	12,910	21	18.37	38,207
Healthcare Practitioners and Technical Occupations	9,710	11,600	19.5	53.57	111,431
Management Occupations	9,290	11,250	21.1	54.22	112,784
Construction and Extraction Occupations	9,680	10,950	13.1	31.2	64,892
Education, Training, and Library Occupations	8,040	8,950	11.3	31.22	64,946
Home Health and Personal Care Aides	7,110	8,530	20	15.29	31,790
Production Occupations	7,250	8,060	11.2	20.27	42,155
Business and Financial Operations Occupations	6,770	7,920	17	39.34	81,818
Installation, Maintenance, and Repair Occupations	6,240	7,320	17.3	30.31	63,039

Fast Food and Counter Workers	3,620	4,590	26.8	16.15	33,591
Personal Care and Service Occupations	2,840	4,370	53.9	16.83	35,009
Protective Service Occupations	3,930	4,360	10.9	44.06	91,638

Source: Employment Development Department, Labor Market Division, May 2023.

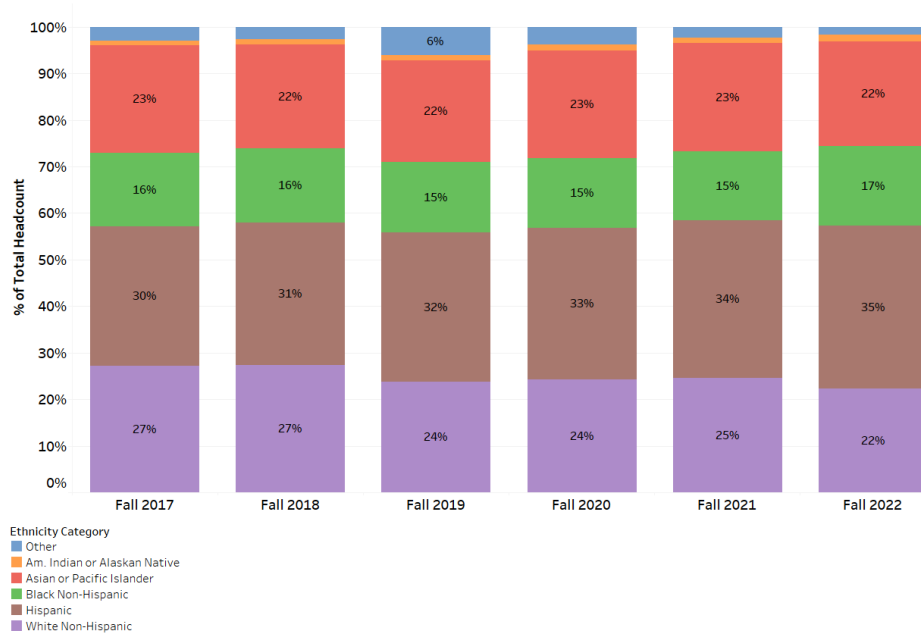
Demographic Data

Description of Student Population

Ethnicity

At Solano College, the percentage of Black students has remained relatively stable in the past six years, fluctuating between 15-17%, while the percentage of Hispanic students has risen from 30% to 35% between 2017 and 2022. Conversely, the proportion of white students dropped from 27% in Fall 2017 to 22% in Fall 2022. In addition, the percentage of students who are Asian/Pacific Islanders remained steady around 22-23% within this period. Compared to Solano County's population, Solano College enrolls a larger percentage of Asian, Black, and Hispanic students than are present in the general population.

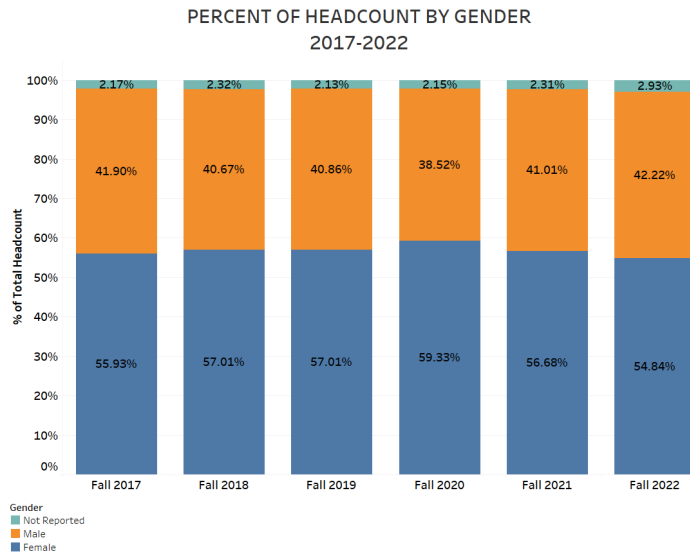
PERCENT OF HEADCOUNT BY ETHNICITY
2017-2022



Data Source: Banner Student Information System Data Extract May 2023

Gender

From Fall 2017 to Fall 2022, the ratio of male to female students remained relatively consistent, with women comprising the majority of the student population.



Data Source: Banner Student Information System Data Extract May 2023

Socio-economic Data

Solano County Key Facts (Source: [2020 Index Economic and Community Indicators \(solanocounty.com\)](https://www.solanocounty.com))

Area

Rural land area 675 square miles

Urban land area 150 square miles

Water area 84 square miles

2020 Population (January 1, 2021) 438,527

Benicia 27,111

Dixon 20,197

Fairfield 118,005

Rio Vista 10,080

Suisun City 28,882

Vacaville 98,041

Vallejo 117,846

Unincorporated 18,365

Solano County 2030 Population Est. 472,048 (CA Dept. of Finance, estimate as of Jan 2021)

Top 5 Employment Sectors (as of Dec. 2020)

Education & Health Services 28,500

All Government (incl. US Military) 23,500

Retail Trade 16,700
 Manufacturing 12,300
 Leisure & Hospitality 12,300
 Construction 10,900
Total Industry Jobs (Dec. 2020) 134,400

Educational Attainment (2015–19 Avg.)

Less than high school 11.6%
 High school graduate only 23.8%
 Some college, no degree 27.4%
 Associate’s degree 10.3%
 Bachelor's degree 18.6%
 Graduate or Professional degree 8.3%

Age Distribution of Pop (2015–19 Avg.)

Under 5 years old 6.1%
 5 to 19 18.6%
 20 to 44 33.7%
 45 to 64 26.4%
 5 and older 15.2%

Ethnic Composition of Pop (2015–19 Avg.)

African American 13.5%
 Asian 15.0%
 Hispanic 26.5%
 Other (incl. mixed race/Pacific Islander) 7.0%
 White 38.0%

Building Permits Issued, New Housing Units (Fiscal Year 2019–20)

1,131

Sites

Site Name	Address	Phone
Fairfield Campus (Main)	4000 Suisun Valley Road, Fairfield, CA 94534	(707) 864-7000
Vacaville Campus	2001 North Village Parkway, Vacaville, CA 95688	(707) 863-7836
Vallejo Campus	545 Columbus Parkway, Vallejo, CA 94591	(707) 642-8188

Specialized or Programmatic Accreditation

The College offers several programs that are accredited or licensed by agencies other than the Accrediting Commission for Community and Junior Colleges. These programs are subject to compliance in curriculum, training materials, or bylaws, and include the following:

Nursing: California Board of Registered Nursing

Certified Nursing Assistant: California Department of Public Health

Cosmetology: California Board of Barbering and Cosmetology

Aeronautics: Federal Aviation Administration

Auto Technology: National Automotive Technician Education Foundation (NATEF)

Emergency Medical Technician: Solano County Emergency Management Systems

Fire Academy: California State Fire Marshall

B. Presentation of Student Achievement Data and Institution-Set Standards

Course Success Rates

Course success, measured by the percentage of students earning grades of A, B, C, or P, is a crucial indicator of instructional effectiveness. In recent years, the average course success rate has shown improvement, with an upward trend observed. Notably, the Fall semester of 2020 recorded the highest average success rate at 74%. These positive trends may be attributed to faculty dedicating more time to assessing student learning outcomes (SLOs) and implementing improvements.

Furthermore, initiatives aimed at accelerating English and Math pathways, including multiple measures placement and co-requisite support in college-level courses, have shown promising results. Students not only experience increased success but also progress at a faster pace into college-level classes. However, it is important to note that when examining disaggregated data, certain student groups face disproportionate challenges in achieving course success. Efforts to address these disparities are being addressed through the implementation of the Student Equity Plan.



Data Source: Banner Student Information System Data Extract May 2023

Course Retention Rates

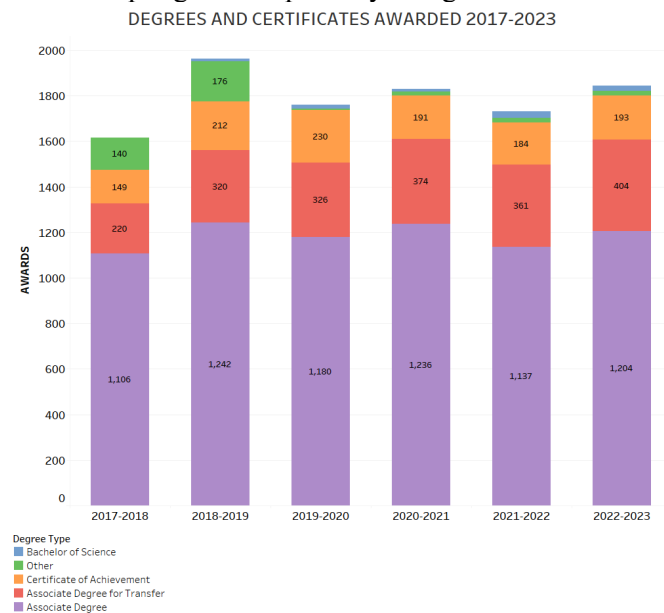
Course retention rates (the percentage of students who complete a course without withdrawing) for academic years 2017-2022 show that retention rates remained relatively consistent at between 87% and 89% in the Fall terms. Considering that there will always be some students who drop out, an 87% retention rate is a testament to the quality of teaching at the college.



Data Source: Banner Student Information System Data Extract May 2023

Degrees and Certificates Awarded

Between the academic years 2017-18 and 2022-23, the number of degrees awarded to Solano College graduates decreased from a high of nearly 2,000 in 2018-19 to a low of around 1,700 in 2021-22. Traditional associate degrees saw a gradual increase from around 1,100 in 2017-18 to a peak of 1,242 in 2018-19. Concurrently, the associate degree for transfer programs gained popularity, with the number of students opting for this pathway rising from 220 in 2017-18 to a peak of 404 in 2022-23.



Data Source: Banner Student Information System Data Extract May 2023

C. Organization of the Self-Evaluation Process -- Isabel

Immediately following the submission of the Midterm Report in 2021, the college appointed a three-person Accreditation Steering Committee (ASC):

- Accreditation Liaison Officer and VP of Academic Affairs, David Williams
- Lead Writer and English Faculty, Isabel Anderson
- Evidence Coordinator and Psychology Faculty, Dr Saki Cabrera

In early Spring of 2022, the Accreditation Steering Committee attended an initial training with the ACCJC staff liaison. Recruitment of faculty, staff, and management Standard Leads and development of naming and archiving conventions began in April. The ASC established a timeline for collecting and analyzing evidence, drafting narrative, receiving feedback and approval from constituencies, editing and formatting, and submitting a completed report to the Commission (C 2022-24 Accreditation Planning).

At the beginning of the Fall 2022 semester, the Lead Writer met with the faculty Standard Leads to pitch the plan for a shared OneDrive folder that would be organized by the major standards with subfolders for sub-standards, evidence, and useful examples from other colleges. Other resources, such as the ACCJC ISER template and Guide to Institutional Self-Evaluation Peer Review; Solano College's 2017 ISER and 2021 Midterm Report; and a guide to labeling evidence were posted in the shared folder. Links to their assigned OneDrive folders were sent to Standard Leads in early October and a FlexCal event was held by the ASC the following week to finalize plans for writing narrative and gathering evidence. (C ASC Planning Session 2022_oct11).

In Spring 2023, the writing began in earnest, with bi-weekly, working meetings hosted by the ASC for the purpose of working collaboratively to draft narrative, identify gaps, and delegate responsibility for tasks arising out of the process. The ASC presented the Academic Senate with a survey of options for the Quality Focus Essay and determined that a long-standing interest in student parents and the recent completion of the Student Equity Plan were among the top choices. Several faculty members and the VP of Student Services volunteered to develop those sections of the report. Academic Senate Subcommittees finalized revisions to Handbooks and Manuals and initial drafts of the standards were submitted ahead of the summer break.

The ASC spent much of the summer and early fall writing, revising, and tracking down evidence, while keeping in close contact to stay apprised of developments. Many members of the campus community also continued to contribute through the break and into the Fall semester. In August, Solano College's Accreditation Liaison Officer, VP of Academic Affairs, David Williams, and Dr. Mac Powel, President of the Accrediting Commission for Community and Junior Colleges, visited the Associated Students of Solano College to describe the accreditation process and invite students to contribute to the report. (C ASSC Minutes 08.30.23)

The ASC presented a progress report to and requested additional examples of common evidence (syllabi, department/division meeting minutes, activity promotions) from the Senate on September 25th and to the Board of Trustees on October 18th (C AS Minutes September_25_2023) (C 23 10 18 BOT Agenda).

A final draft of the report was sent to the entire campus community on November 1st

Open, hybrid forum was held on November 3rd for in-person or online feedback

Senate Vote: 11/6

Board Vote: 11/8

Last chance for revisions: 11/10

In the mail: 12/1

D. Organizational Information

A. See evidence file

E. Certification of Continued Compliance with Eligibility Requirements – David

[Note: See Appendix B of the [*Guide to Self-Evaluation, Improvement, and Peer Review*](#) for additional information and possible sources of evidence.]

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Solano Community College is an open-admission public, two-year community college that has been in continuous operation since 1945. It is one of 116 institutions comprising the California Community Colleges system and authorized by the State of California. The College operates as an educational institution and awards associate degrees and a baccalaureate degree under the authority of the Board of Governors of the California Community Colleges and is locally governed by an elected Board of Trustees. The College is authorized to operate as a post-secondary educational institution and to award degrees based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

In fall 2022 Solano Community College had 8,426 student enrollments. 44% of students declared their educational goal to be to transfer, with or without an associate degree. In academic year 2021-2022, graduates earned 1,724 awards: 202 certificates, 1,133 associate degrees, 361 associate degrees for transfer, and 28 bachelor of science degrees.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Solano Community College offers 62 Associate of Arts and Associate of Science Degrees. Additionally, the College offers 26 state-approved Associate Degrees for Transfer to the CSU System. The college catalog lists the requirements for all Associate Degrees. The Associate in Arts and Associate in Science degrees involve satisfactory completion of a minimum of 60 semester units with a "C" average or higher, including the semester units required in each area of emphasis and fulfillment of all Solano Community College, CSU, or IGETC general education (GE) options. The Associate Degrees for Transfer require a minimum of 60 CSU-transferable semester units with an overall average grade of "C" or higher. Twelve of these units must be completed at the College. Students enrolled full-time could complete the

requirements in two academic years. During the 2021-2022 academic year 1,625 sections were offered in the major terms, with an additional 242 sections offered in the summer of 2022.

In addition to the traditional two-year Associate degrees, in 2015, in response to SB 850 (Block), the College applied for and was approved as one of the first 15 community colleges to offer pilot Bachelor's degrees. In November 2016, the College granted initial accreditation from the ACCJC for its Bachelor of Science Degree in Biomanufacturing. The College hosted its first cohort in the baccalaureate program in fall 2017. The degree requires the completion of 120 units and the length of the proposed program for a full-time student is four years. The baccalaureate program accepts students from other colleges who have completed an associate degree and wish to complete their final two years at Solano Community College.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Solano Community College District Board of Trustees has the responsibility for hiring and evaluating the Chief Executive Officer of the College and delegates full authority to the Superintendent-President to administer Board Policy and to oversee the general operations of the institution. The College's Board of Trustees appointed Dr. Celia Esposito-Noy as the College's Superintendent-President on November 23, 2015. Dr. Esposito-Noy took office in January 2016. The Superintendent-President is the chief executive officer of the College, whose full-time responsibility is to the institution. The Superintendent-President does not serve as the chair of the governing board but does serve as secretary.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Each year, Solano Community College undergoes and makes available an external financial audit by a certified public accountant, in accordance with the requirements of the California Community College Chancellor's Office. The auditing firm conducts the audit using generally accepted accounting principles. The annual District Audit Reports are presented to the Board of Trustees and are posted on the College website.

The College's Financial Aid Office coordinates the approval process and aids students completing and submitting their Free Application for Federal Student Aid (FAFSA) forms. The Financial Aid Office submits annual and six-year Program Review reports. (evidence) The College's three-year default rate on student loans from the 2019 cohort was 3.5%, down from 13.4% for the 2018 cohort.

F. Certification of Continued Institutional Compliance with Commission Policies -- David

[Note: See Appendix C of the [Guide to Self-Evaluation, Improvement, and Peer Review](#) for additional information and possible sources of evidence.]

Solano Community College certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The Solano Community College accreditation liaison officer announced at the August 2, 2023 Board of Trustees (BOT) meeting that the accreditation peer review team would conduct a focused site visit at the College during the week of September 23, 2024 (evidence: BOT agenda). This timeline was announced again during the [Date] BOT meeting (evidence: BOT agenda). In addition, the College has published timelines for the Institutional Self-Evaluation Report, including the date of the team visit, as well as a link to the ACCJC Third-Party Comment Form on the College's Accreditation webpage (<https://welcome.solano.edu/accreditation-homepage/>).

The College complies with the Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions as to third-party comment.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The College has established institution-set standards and aspirational stretch goals for several metrics of student achievement that are appropriate to the College mission. These can be found in Standard I.B.3 and in the Presentation of Student Achievement and

Institution-Set Standards in Section B, and they are published on the College's Research & Planning webpage (evidence). Led by the Academic Senate, Initial determination of institution-set standards for course completion, certificate and associate degree completion, and university transfer rates was derived by considering the previous five years of performance and identifying the lowest rate (Institution Set Standards). This was set as the institution-set standard moving forward. For the baccalaureate degree program, the institution-set standard for degrees awarded, since the program was new, was set at 75% of enrollees, or 18 (program capacity is 24). The remaining standards also apply to the baccalaureate program. Aspirational stretch goals are also

set for each metric.

The College reports and monitors the student licensure pass rates and the job placements rates for each of its allied health programs in Registered Nursing, Emergency Medical Technician, and Cosmetology (in both the written exam and the technical exam). The College analyzes and monitors these metrics through the program review process (evidence) and the annual reporting process. The results can be found in Standard I.B.3 and in the Presentation of Student Achievement and Institution-Set Standards in Section B.

Job placement rates are tracked for several workforce programs, as well, and these are submitted in the institution's annual reports to the accrediting commission. (evidence: ACCJC annual reports).

Departments submit program reviews in a collaborative process that encourages reflection on student performance outcomes based on data trends and data analysis, seeking improvement of student success, closing any equity gaps, and improving student learning outcomes (evidence). The Office of Research & Planning hosts an interactive data site that includes a variety of online data visualizations; instructional departments evaluate discipline-specific disaggregated data and outcomes assessment results during the program review process to develop action plans for improvement (evidence). More detailed narrative and additional evidence can be found in Standards I.A.3, I.B.1, and I.B.4.

Solano Community College complies with the Commission Policy on Monitoring Institutional Performance.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Solano Community College conforms to the established criteria for degrees and certificates by requiring at least 60 semester units for an associate degree, including at least 18 units in a major area of study, and 120 semester hours for a bachelor's degree. The College has written policies and procedures defining a credit hour consistent with the Chancellor's Office Standard Formula for Credit Hour Calculations. [Chancellor's Office Hours and Units Calculations] The College holds two eighteen-week semesters (fall and spring) and an eight-week summer term. 16 to 18 lecture hours per semester corresponds to one unit of course credit, and 48 to 54 lab hours per semester corresponds to one unit of lab.

Both the associate and baccalaureate degrees conform to the 18-week semesters and summer term. The College does not offer direct assessment programs.

Tuition for associate and certificate courses is set at the state rate of \$46 per unit. For the baccalaureate degree program in biomanufacturing, an additional \$84 per unit is applied. This rate is still less than tuition in the California State University system.

The College complies with the Commission Policy on Institutional Degrees and Credits.

POSSIBLE EVIDENCE DOCUMENTS

- Policy on the minimum number of credits required for a degree or certificate (Standard II.A.5)
- Policy or procedure for clock-to-credit-hour conversions (Standard II.A.9)
- Catalog pages that describe the number of credits required for degrees and certificates (Standard II.A.5) Policy on tuition (Standard I.C.6)
- Catalog pages that describe tuition for courses or programs (Standard I.C.6)
- Other document that informs students of tuition charges for courses or programs (Standard I.C.6)

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Solano Community College publishes transfer policies in the College catalog. These policies include transfer of course credit from other institutions, including international coursework, as well as to other institutions (<https://welcome.solano.edu/transfer-center-homepage/>). Policies for student transfer into the baccalaureate program are available on the College website from the Board Policies and Procedures webpage as well as from the Biomanufacturing Bachelor's Degree webpage (<https://welcome.solano.edu/biomanufacturing/>). More detailed narrative and additional evidence can be found in Standard II.A.10.

The College's Transfer Center webpage contains transfer of credit policies and identifies a list of institutions with which it has established an articulation agreement (<https://welcome.solano.edu/transfer-center-transfer-agreements/>).

Credit for prior learning provides a critical path to completion, and the College posts its policy and procedures on the College website (<https://welcome.solano.edu/credit-for-prior-learning/>). Each CPL eligibility type will have different methods of assessment. These methods include: Military Service Credit (military transcripts); Credit by Examination; Portfolio Review (not available for all disciplines); Industry Certification/Accreditation or License; Life Experience Credit; and College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) exam scores.

The College complies with the Commission Policy on Transfer of Credits.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Solano Community College offers distance education courses in online and hybrid formats.

Online courses meet the same standards of academic rigor as face-to-face courses and are required to meet additional standards as prescribed by the College's Distance Education (DE) Committee [F Online Instructor Certification Guidelines]. To receive approval to teach a course online, faculty must undergo 80 hours of training to ensure their familiarity with online pedagogy, Canvas technical features, and accessibility measures [F Online Instructor Certification Guidelines].

The College has procedures for developing and approving distance education courses [F AP 6115 Distance Education] [F Curriculum Handbook DE Requirements]. While a course may be approved by the DE Committee, the decision to schedule the course is determined by the appropriate dean. DE courses may be observed during the faculty peer review process to ensure that regular and substantive interactions between faculty and students occurs in a timely manner. Online courses include student evaluations consistent with what is required of on ground courses. Additionally, faculty who teach an online course are required to provide at least one online office hour.

The College complies with federal regulations by including authentication measures to ensure that the student who registers for an online course is the same student who participates [F Student Authentication].

To support the growing need for online courses and the requisite expectation that faculty receive ongoing training and support to improve the online learning environment, the College created a position called Director of Online Education [F Director of Online Education Job Description]. This manager reports directly to the Vice President of Academic Affairs and oversees the robust distance education ecosystem of the College.

Solano Community College provides equitable learning and support services in an online format to meet the needs of students taking online classes. Online counseling services are provided to students. Each semester, counselors are identified who become responsible for responding to online requests for assistance, information, or advice. An email address and designated mailbox allows for easy communication with counselors who generally respond to email requests within 72 hours (3 business days). This timeframe is consistent with the wait time for students seeking an in-person counseling appointment. During the COVID-19 pandemic, counseling appointments offered via Zoom resulted in fewer dropped appointments by students and less waiting time.

Students may receive information via email from other support services, such as Admissions and Records, Financial Aid, and Veterans services. The College utilizes Tutor.com, an online tutoring service that is highly regarded and can provide faculty with immediate feedback regarding student challenges and violations of academic integrity. Online library services are also accessible. Students may email the reference librarian during normal business hours and access electronic resources 24/7 through Polaris. The Library also hosts online chats with reference librarians through a service called eReference, available 24/7 to students; this is especially helpful to students when the Library is closed [Library Website with Chat Link]. The Library staff also provides feedback regarding resources to faculty proposing online courses.

The College complies with the Commission's expectation of advanced notification any time it intends to offer a program, degree, or certificate in which 50% or more of the courses will be available online. The College has in place mechanisms to verify student authentication in online courses by requiring students to use a secure log-in and password to access the Banner and Canvas systems. Student privacy is ensured by faculty communicating with students through Canvas, the College's Learning Management System (LMS). Faculty and staff understand that at no time may social security numbers or confidential student information be shared by email.

The College offers a limited number of correspondence courses in our Rising Scholars program. These courses are taught in our local correctional facilities where internet connectivity and security risks prohibit the delivery of online courses. As with distance education courses, all courses delivered via the correspondence format are approved by the Distance Education committee through a correspondence addendum submission process [F Correspondence Addendum]. (Solano Correspondence Addendum_MATH 112, Solano Correspondence Addendum_PSYC 001). This ensures that the correspondence courses contain the same level of academic rigor as traditional courses. Understandably, there are institutional restrictions in correctional facilities that limit the amount of student-teacher and student-student interaction; to account for this, the College requires that faculty teaching correspondence courses provide regular feedback on submitted assignments. Additionally, each correspondence education student packet contains "Student-Instructor Interaction Forms" to facilitate regular contact [F Student-Instructor Interaction Forms].

For correspondence education courses, the College verifies that the student who registers in such a course is the same person who participates every time and completes the course or program and receives the academic credit by working closely with education coordinators at each correctional facility, processing enrollments as prepared by the correctional facility, and communicating regularly with the education coordinators who have direct contact with the incarcerated students.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Solano Community College Board Policy 5350 (http://www.solano.edu/district_policies/5000/BP5350.pdf) and Administrative Procedure 5350 (http://www.solano.edu/district_policies/5000/BP5350pro.pdf) clearly define for students or the public the mechanism to share concerns or complaints. The same information, in addition to information regarding student rights related to academic freedom and privacy, are included in the College catalog (College catalog, pp63-68). Students who believe a decision or action by an instructor, a College official, or another student has adversely affected their status, rights, or privileges as a student may follow the procedures described in the student rights and grievances process. The Student Rights Handbook also guides students in the process [F Student Rights Handbook].

In addition, a link to the accrediting commission's complaints process can be found on the Accreditation webpage (<https://welcome.solano.edu/accjc-policy-and-updates/>).

The College complies with the Commission Policy on Student and Public Complaints Against Institutions.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2) The Solano College website has been completely redesigned since the last accreditation visit with an eye toward enhancing the student user experience. The College Catalog, previously made available as a .pdf document on the website, has now been adapted to include a web-based version [SCC College Catalog]. Information about student support services and resources can be found on the Student Services web pages and are divided up into the categories of "Student Access," "Student Success," and "Targeted Services." (link to Student Services webpages) Responsibility for the accuracy of the information lies with each area, including the offices of the Directors, Deans, Vice Presidents, and the Superintendent-President.

Information about the College's accredited status can be found on the College website and in the College catalog (evidence for each). Programs that have additional accreditation or licensing through their respective agencies, such as the Cosmetology program's approval through the California State Board of Barbering and Cosmetology, the Registered Nursing program's approval by the California State Board of Registered Nursing, and the Aeronautics program's certification through the Federal Aviation Administration, is also published in the College catalog (evidence: Catalog, p18 2022-2023 edition).

The College complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status and the Policy on Representation of Accredited Status. More detailed narrative and additional evidence can be found in Standards I.C.1 and I.C.2.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Solano Community College and the Financial Aid staff utilize rigorous and appropriate methods for keeping student loan default rates well below the acceptable rate determined by federal regulations. The College offers federal financial aid in the form of Pell Grants, SEOG Grants, Federal Work Study, and Direct Subsidized and Unsubsidized Stafford Loans. All first-time borrowers of direct loans are required to complete entrance and exit counseling for each loan and sign promissory notes. The College's financial aid policies, procedures, and processes are reviewed and updated to remain current and compliant with Title IV and State Student Eligibility Requirements and Policies. The College has maintained loan default rates at an acceptable level, thereby complying with conditions defined by the USDE. The College's official three-year

default rate on student loans is 3.5% based on the 2019 cohort information (evidence: Cohort Default Rate History_2019).

The College's financial aid programs are evaluated annually through the independent audit process; the audit includes an assessment of the College's compliance with Title IV regulations. Results of the audit are submitted to the USDE. The College currently has no financial aid audit findings.

The College complies with the Commission Policy on Contractual Relationships with Non-Accredited Organizations and the Policy on Institutional Compliance with Title IV.

G. Institutional Analysis

[Note: See Section 3.5 of the [*Guide to Self-Evaluation, Improvement, and Peer Review*](#) for additional information about the structure of the institutional analysis. Suggested length for Section G is 140 pages.]

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Mission

[Note: Suggested Length for Standard I.A is 6 pages.]

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence:

The mission guides all aspects of Solano College and serves as the basis for all institutional planning and strategic goal setting, including assessment criteria for achieving those goals and resource allocation to continually improve in all areas of student success and achievement. In keeping with the mission of community colleges, the College offers academic programs and services in general, transfer, and career education, as well as lifelong learning opportunities for a diverse student population.

Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Solano Community College transforms students' lives with transfer courses, career and technical education, and basic skills preparation leading to certificate programs, associate's degrees, bachelor's degrees, and lifelong learning opportunities.

(IA1 231101 Board Attachment Mission Statement).

The Vision Statement speaks to the aspirational and inspirational role the College plays in the community:

Solano Community College will be a recognized leader in educational excellence — transforming students' lives.

Analysis and Evaluation

The mission statement of the College meets the appropriate standards of the accreditation standard for an institution that also grants a baccalaureate degree. We are committed to the diversity of student journeys through different kinds of learning and instruction culminating in a variety of awards and outcomes.

The mission statement is reviewed on a semi-regular basis, and adjustments to the mission statement, such as the most recent revision, are subject to review by a wide set of college constituencies.

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The Board of Trustees hears reports on student success data specific to programs during study sessions. (evidence)

Solano College's program review and planning process requires all programs and department to examine relevant qualitative and quantitative data to assess how effectively they are meeting the College mission, identify areas for improvement, and request resource allocations (Program Review Handbook). The Research and Planning office, Assessment Coordinator, and Program Review committee provides programs and departments with data and guidance for the purpose of evaluating their performance and identifying gaps in enrollment or achievement by disproportionately impacted student groups, aligned with the College mission and commitment to diversity, equity inclusion, and accessibility.

Example of recent program review and how it speaks to the mission

Student surveys are conducted by the institution, service locations, programs, and departments to determine how effectively the College is providing academic support services to meet the educational needs of students. For example, the Vacaville Center conducted a student survey in Fall 2022 to better understand students' needs and preferences in regard to classes, resources, and community building activities (IA2 Vacaville Center Presentation w Student Survey Data). The Academic Senate's Scheduling Taskforce has taken the results into account and worked closely with the Directors at both Centers to recommend course planning to meet the needs of students (IA3 Scheduling Taskforce notes--March 22nd 2023) (IA3 Taskforce Recommendations GE courses Spring 24). In terms of resources, the Library, Academic Success and Tutoring Center, Counseling, Basic Needs, and other support services have expanded hours of availability at each of the Centers (add evidence). Finally, the Student Life Office and Student Services have been mindful of programming cultural events and community building activities at all three locations (IA2 Fall 2023_Events Guide) (IA2 2023_Black History Month Events Calendar) (IA2 Dia de los Muertos 2023)

The process for developing the Student Equity and Achievement Plan (SEAP) began with an assessment of disaggregated student success data provided by the Research and Planning Office, guiding informed discussions and goal setting to align with the five metrics identified by the Chancellor's Office: enrollment, persistence, math/English, transfer, and completion. The SEAP working group, led by the Vice President of Student Services and made up of representatives from representatives from critical departments and organizations such as Academic Support Services, Academic Counseling, Academic Senate, Associated Students, Guided Pathways Steering Committee, Student Equity and Success Council, A2Mend chapter, and the Minority Coalition met bi-weekly in an extensive and collaborative process. Updates were provided through various college governance channels, including Academic Senate, College Governance Council, cabinet and management meetings, Associated Students, Student Equity and Success Council, with final approval from the District Governing Board in October 2022. Subsequently, the plan received certification from the Chancellor's Office in November 2022 (evidence listed in IB1).

The College uses multiple types of data in the hiring process to ensure the educational goals of students are prioritized in the allocation of resources. In addition to FTEs, fill rates, and full-time to part-time ratios, the hiring request includes SLO assessments and student survey data from the program review process. For example, the Biological Science department recently requested three full time positions: one in Chemistry and two in Anatomy, pointing to the high fill rates of their classes, the demand for science courses as a result of the Biotechnology and Biomanufacturing programs in Vacaville, and feedback from the student survey in which “22.5% of students answered ‘The course(s) I needed were full,’ 22.5% of students answered ‘The course(s) I needed were not offered at convenient times,’ and 14.5% of students answered ‘The course(s) I needed were not offered at convenient locations’” (IA3 Biomedical Sciences Faculty_Hiring_Requests_24_25). In order to prepare for the hiring process, the Academic Senate invited the Dean of Research and Planning to present an overview of the data, metrics, external and internal considerations for hiring in advance of reviewing, evaluating, and ranking requests (IA2 Faculty Prioritization Data Review) (IA2 Faculty_Hiring_Requests_24_25) (IA2 Faculty Hiring Rubric) (IA2 2024_2025 Hiring Ranking Results). **Need to add something about management's role (?) – stay focused on the mission**

Analysis and Evaluation

Solano College is committed to serving one of the most diverse populations in the country and, using a variety of data-collection instruments, assesses how effectively it is accomplishing its mission and to ensure the mission determines institutional priorities and planning.

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

All planning begins with the College's mission, vision, and core values, from the Student Equity and Achievement Plan and Guided Pathways to the Strategic, Facilities, and Technology Master

Plans.

Solano College's programs at each of its Centers, both of which were the result of long-term planning and bond measures approved by Solano County voters. highlight the emphasis on its commitment to helping students complete certificates and degrees. 30,000 square foot, state-of-the-art AutoTech facility housed in Vallejo, and a pathway that takes students from an Associate of Science in Biotechnology through a Bachelor of Science degree in Biomanufacturing at the Vacaville Center which feature four biotech labs, one of which is equipped with multiple bioreactors, and both a wet and dry anatomy lab. Each Center serves a "culturally and academically diverse population." Thus, Phase 2 of the Guided Pathways Plan examines the intersection of Guided Pathways and the College's Student Equity and Achievement Plan, identifying areas of improvement to better support Black and African American students at all of our locations and specifically in the areas of completion of transfer level math/English, persistence from first to second primary semester, completion, and transfer (IA3 Solano Community College - Guided Pathways Work Plan - Phase 2 Report Plan 2022-23).

Another long-term plan, funded by the Measure Q bond, is the College's brand new Library and Learning Resource Center (LLRC). Located at the heart of the Fairfield campus, the LLRC...

At all stages, programs and services rely on the curriculum development, outcomes assessment, and program review process to ensure that Solano College's programs and services are tied to the mission of "transform[ing] students' lives with transfer courses, career and technical education, and basic skills preparation leading to certificate programs, associate's degrees, bachelor's degrees, and lifelong learning opportunities." curriculum review(?) - focus on DEIA; unit values in degrees to improve completion times; degree paths/maps; SLOs --> PLOs maps (examples and evidence)

Analysis and Evaluation

The College's mission informs decision-making, planning, and resource allocation at every level across programs and services to support student learning and achievement.

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The mission is established by Board Policy 1003
(IA4 Governing Board 1003)

The College reviews its mission every seven years as part of the Institutional Self-Evaluation Report process. Since the last ISER, Solano College has added a baccalaureate degree in Biomanufacturing which necessitated revision. In the review process, input was provided by the Academic Senate, the College Governance Council, and the Board of Trustees. The current version of the mission was approved by the Board in Fall 2023.
(IA4 23 11 01 Board Agenda)

Analysis and Evaluation

[Insert response.]

Conclusions on Standard I.A: Mission

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard I.A.]

B. Assuring Academic Quality and Institutional Effectiveness

[Note: Suggested Length for Standard I.B is 17 pages.]

Academic Quality

- 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard

Conversations related to diversity, equity, inclusion, and accessibility, academic quality, and institutional effectiveness take place across campus and are led by board members, administrators, faculty, staff, and students with participation from every member of the Solano College community. At the center of these interchanges are the passion and ambition for student learning and achievement that bring to community colleges.

Convocation is a frequent site of presentations and workshops focused on diversity, equity, and inclusion, innovative teaching methodologies, and continuous improvement of student learning and achievement. Morning sessions, led by a keynote speaker, are followed by more in-depth sessions that offer practical, actionable ideas and set the tone for the semester. Recent topics have included hyflex course modality (Fall 2022 Flex schedule with Brian Beatty), implementing generosity with our students (Spring 2023 Flex with Emilian Simon-Thomas), addressing racial inequity in post-secondary education (Spring 2022 flex with Frank Harris III), and the increasing challenge of responding to and incorporating AI technologies in the classroom (Fall 2023 flex with Jarek Janio).

In Fall 2022, the VPSS assembled a task force to develop the College's 2022-25 Student Equity Plan, focused on narrowing or eliminating equity gaps in students' achievement of five milestone and completion metrics. Taskforce membership included management, faculty, staff, and student representatives. Taskforce meetings engaged robust dialog through a process of examining data; selecting a specific disproportionately impacted group (African American / Black students) as the focus of planning efforts; brainstorming problems and solutions around each of the five achievement metrics; identifying measurable improvement targets; and refining these elements into a cohesive planning document. Presentations to the Academic Senate, ALG, College Governance Council, and the ASSC invited broad stakeholder input at various stages of the Plan's development. Substantive dialog around student equity and achievement has continued through Spring and Fall 2023, with the formation of teams around each of the major projects identified in the Student Equity Plan.

(IB1 SEA Plan Workgroup Mtg AGENDA 08.05.2022)
(IB1 SEA 2.0 Plan Working Calendar_ Fall 2022)
(IB1 SEA 2.0 for Senate 8.22.22)
(IB1 SEA 2.0 - Planning team Updates_9.2.22)
(IB1 Metric Groups Brainstorm 9.9.22)
(IB1 SEA Planning_ Prep for 9_23 meeting)
(IB1 SEA Plan Next Steps)
(IB1 Meeting prep 10.07.22)
(IB1 SEA 2.0 follow up to 10.07.22 meeting)
(IB1 SEA 2.0 Faculty Senate Forum PPT 10.17.2022)
(IB1 SEA Next Meeting - Friday October 21 12pm)
(IB1 SEA Plan Draft Project List)

The Academic Senate, its subcommittees, and other college-wide committees facilitate a variety of guided, focused conversations related to academic quality and institutional effectiveness. The Senate supports the Program Review Committee, Curriculum Committee, Assessment Committee, Student Equity and Success Committee, and Distance Education as they address their respective purviews related to ensuring continuous improvement of student learning and achievement to ensure that all students, regardless of their background or circumstances, have equal opportunities to succeed and benefit from the educational experience, addressing disparities in outcomes among different student groups. Each committee engages in a self-assessment at the beginning, middle, and end of the academic year. Each committee reports back to the Academic Senate once a month (IB1 APR Committee goals and self-assessment) (IB1 PDFC Committee goals and self-assessment).

In Spring of 2022, the Senate examined disaggregated student success data (most closely related to socio-economic status/EOPS, in-person vs. Online, etc.), to understand any disproportionate impacts of distance learning and limited in-person services during the pandemic, to assess what students learned, their skills and knowledge, and how well they achieved their educational goals over that time (IB1 AS Agenda COVID data April 18, 2022). That awareness has informed many conversations and plans related to supporting students in and out of the classroom.

The Academic Senate also reviews and provides input on the Student Equity Plan every three years (IB1 AS Agenda Aug 22, 2022), including gathering feedback on the plan and soliciting ideas from the community (IB1 SEA Faculty Senate Forum PPT 10.17.2022). This feedback is then incorporated into later drafts of the plan, ensuring that the curriculum, teaching methods, and resources provided are of a high standard and meet the needs of students. In January 2023, the Senate held a meeting with Senators and Deans to come to an agreement on a definition of (and measures surrounding) student success, with a special emphasis on equity, standards, personal responsibility, the impact of the larger community, and the value of being “allowed to fail” (IB1 AS Agenda January 12, 2023 –Definitions of Success). On December 9th the Senate met with the Associated Students of Solano County, the student government body, to share

goals and discuss how to work best together which was reported and added to the priorities for Spring 2023 (IB1 ASSC Minutes 12.06.22) (IB1 AS_Minutes_January_12_2023).

The Assessment committee guides faculty and departments in the process of assessing student learning outcomes at the course- and program-level. Since the implementation of the new curriculum management system, eLumen, the Assessment Coordinator has hosted a series of Flex sessions to establish best practices for outcomes assessment, such as developing department-wide assessment rubrics and reflective questions for each course, and compiling and analyzing multi-term reports for curriculum and program review (IB1 Assessment Flex Aug 2023, Mar 2023, Oct 2022, Mar 2021).

In Fall 2022, Solano College students were invited to participate in the National Assessment of College Campus Climates (NACCC) survey, a census survey focused on the racial climate on campus conducted by the USC Race and Equity Center. The survey assesses college campuses in six key content areas, offering goals and recommending actions items for each. The results were overwhelmingly positive with students rarely reporting that they experience either overt racism or racial microaggressions and that they feel that they matter in the classroom and are supported by their instructors when they speak in class. Additionally, the vast majority of students report that they have learned about “the historical, social, institutional, and systemic relationships of power - specifically related to race and racism - in the United States” during their time at Solano and that the College is committed to equity and diversity. An area where the College has an opportunity to improve is in the facilitation of conversations about race and racial power dynamics within the student body. This is especially relevant given the high prevalence of racism students reported experiencing in the surrounding community and on social media (IIA7 NACCC 2022).

The Student Equity and Success Council is a site of open and collaborative discussions of student outcomes, equity, academic quality, and institutional effectiveness. The Council serves as the recommending body to the Academic Senate and has a significant role in the development of the SEA Plan, an integral piece of the institutional planning process at Solano (IB1 SESC Agenda—Discussion of SEA 12.02.22) (IB1 SEA Plan Presentation to Senate) (IB1 Equity Brainstorm 2021) (IB1 SESC Annual Senate Report 2021-22). Ongoing work on campus includes equity in hiring, anti-racist pedagogy, diversifying curriculum, student and faculty onboarding and engagement, and student and faculty advocacy. Membership is intentionally inclusive of representatives from all campus constituencies. (need updated membership –waiting to hear if the committee has met this semester)

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.

Currently, T4E has several entry points for participation in the program: T4E small cohorts, T4E Academy, and EquityFest. T4E cohorts are formed around department, shared interests & affinities, and/or individual schedules; 1-2 cohort leaders lead the 3-7 participants in a cohort through a deep dive of personal pedagogy, reflections, and personal success data, as well as theoretical and practical application of ideas. In Academic Year 2021-2022 College Administrators participated in a Management for Equity cohort. Currently, a cohort of academic deans are participating in a discourse focused on radical teaching and their role in supporting equity in the classroom. T4E Academy is focused on practical application of ideas and whereas cohorts are semester-long communities of practice, T4E Academy is offered as twice-monthly FLEX for anyone in the campus community to drop into as needed and as interested in the topic for the month; such topics as syllabi, classroom policies and re-designing assignments (IB1T4E Academy Flex). Finally, EquityFest is our end-of-academic year conference, in which participants are invited to reflect on the year as well as holding student panels, participant discussions, and community building activities (IB1 EquityFest). To date, 53 faculty and 17 administrators have gone through the program (IB1 T4E Annual Report).

Analysis and Evaluation

Solano College demonstrates a sustained, substantive and collegial dialog about outcomes, quality, effectiveness and continuous improvement of student learning and achievement in multiple arenas across the district. The College engages in ongoing, meaningful, and collaborative discussions involving various stakeholders within the institution, including faculty, administrators, staff, and students to ensure that there is an active and continuous exchange of ideas and information.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

All courses and programs offered at Solano College have student learning outcomes (SLOs) and are stored in the eLumen curriculum management system, listed in the catalogue, and posted on the college website. SLOs are defined as measurable objectives that provide students with a clear understanding of what they will be able to do when they complete the course.

The Assessment Committee is a standing sub-committee of the Academic Senate whose purview is over curricular outcomes and assessments. In addition to chairing the Assessment Committee and reporting directly to the Academic Senate, the Assessment Coordinator sits on all committees that have a direct impact on outcomes and assessments including Curriculum Tech Review, and the Academic Program Review Committee.

Like many other processes, SLO assessment was interrupted by the shift to distance learning during the COVID-19 pandemic. Many faculty had not completed the eLumen training but were required to focus on becoming certified for Distance Education and familiarizing themselves with Canvas. The Assessment Coordinator continued to offer trainings and the committee used this time to update the guidelines (IB2 2022 eLumen Guidelines for Creating and Submitting SLO Assessments) and create a series of tutorial videos and checklists for faculty to get through the process. (IB2 SLO assessment checklist) Those videos are available

in the institution's portal to the Vision Resource Center, pre-approved for faculty to earn Flex credit for viewing them. (<https://cccpln.csod.com/ui/lms-learner-playlist/PlaylistDetails?playlistId=da5a16d8-4009-42a9-9072-9ceb0bf536e2>)

As part of a continuing effort to improve the process and usefulness of outcomes assessment, the Assessment Committee identified a weakness in the assessment process regarding “closing the loop” and moved to add a question to prompt reflection on past assessments (IB2 2022 eLumen Guidelines for Creating and Submitting SLO Assessments pg. 11) (IB2 SLO Assessment self-reflection template). The committee has created a repository of reports containing all past “missing” self-reflection data to further assess the difficulties faced “closing the loop” from assessment to improvement (IB2 Psychology Department SLO Assessment Report).

The new platform has also prompted larger conversations regarding how the language of objectives and outcomes function together in the Course Outline of Record (COR). As a sitting member on the Curriculum Committee, the Assessment Coordinator is now working with faculty and departments, during the curriculum development process and curriculum review cycle, to better understand the causal relationship between course objectives and outcomes to increase the efficacy of the SLO assessment process.

The Assessment Committee is also responsible for aiding in the creation of Program Learning Outcomes (PLOs), and the direct creation of General Education Learning Outcomes (GELOs), and Institutional Learning Outcomes (ILOs). PLOs have been regularly addressed through the Academic Program Review process. In February 2023 the Assessment Committee voted to add a new equity-minded ILO (IB2 2023-02-03 Assessment Meeting Minutes 7.3). A March 2023 Flex session was held to invite input from a wider array of college constituents and the resulting ILO was approved unanimously by the Academic Senate (IB2 2023_ILO_revisions_new_DEIA_ILO) (IB2 AS_Minutes_May_08_2023).

Since the implementation of eLumen, Solano has assessed almost every course that has been offered during the Fall and Spring semesters (IB2 Solano Community College - Institutional Statistics – 2023). Although the report indicates that roughly 50% of all courses have been assessed, the correct amount is closer to 85%; eLumen includes all courses within our catalog on the report and does not have an option to delineate courses that are actually offered. The report also revealed that there are courses which are offered during summer sessions, only, which have been flagged for off-schedule assessment.

Moving forward, the College has set a goal of a 100% assessment submission rate as well as a return to the staggered master schedule. Additionally, the Assessment Committee is developing a plan to integrate the assessment process with Canvas, which will require more training. Finally, a new handbook is in development which will house all “eLumen” processes: articulation, assessment, curriculum, and program review. In preparation, each committee has recently updated their individual handbook or manual.

The College's Biomanufacturing Bachelor's degree builds on the Industrial Biotechnology Associates degree, allowing students to complete the AS and continue to the BS to complete

the upper-division course requirements. In order to open as many pathways to the BS as possible, the department has taken great measures to evaluate not only the lower-division SLOs, but also those of programs at other community colleges and possible feeder institutions, and initiated supplemental bootcamps and support courses, as needed, to help non-Solano College students prepare to meet the SLOs and PSLOs for the baccalaureate program's learning outcomes which involve higher levels of depth and rigor than the associate degree's PSLOs (IB2 Biomanufacturing Pathways). According to the most recent Program Review report, faculty design

“projects and test questions that determine every student's fulfillment of the Student Learning Outcomes of each course. The faculty use this information to “close the loop” for continuous improvement of the courses. The high course success rates [over 90%] offer suggestive evidence that the students are mastering the SLOs and that this continuous improvement process is working. The faculty meet periodically to discuss SLOs. Each faculty member specializes in a particular course and designs their own rubric.” (need SLO assessments)

Student and learning support services that offer courses in addition to services, such as Puente, Counseling, and the library, have course-level SLOs and program-level outcomes based on the District's Strategic Plan Goals and Objectives as well as the Metrics and Goals of the Student Equity Plan. Outcomes assessments are conducted and reported to the campus community, including services provided, students served, success rates (based on predetermined indicators), and areas for improvement (IB2 Academic Support Services Program Review 2020-21) (IB3 Puente end of year summary report) (IB3 Puente Data SCC 22-23) (IB3 ASTC Program Review 2022).

In Fall 2021, the College Governance Council reviewed and approved a common template and a 3-year review cycle for non-instructional programs, including the offices of the Superintendent-President, Vice Presidents, deans, student services, fiscal, facilities, and human resources departments, among others (IB2 CGC Minutes 9-8-21) (IB2 Administrative Program Review_Template)

Analysis and Evaluation

The College has established SLOs and assessments for all instructional programs, learning support services, and student support services. A long, arduous transition to a new curriculum management system just as the College (and the world) shifted to pandemic-driven distance learning meant a shift in the focus for training and attention, such that SLO assessment is only recently back on the radar for all faculty. However, as familiarity with eLumen has improved, momentum has increased.

A new assessment handbook is going through the approval process this semester and will be followed by a manual that brings together articulation, assessment, curriculum, and program review to fulfill the goals of a more iterative and interconnected process for assessing student learning established when the College made the change to eLumen.

3. 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. (ER 11)

Evidence of Meeting the Standard

All service and administrative areas at Solano College have established standards for student achievement that align with the strategic goals of the College which are derived from the College's mission and vision (IB3 Institution Set Standards). These institution-set standards (ISS) are assessed regularly to measure the extent to which each area is meeting its goals and, ultimately, the mission and goals of the College as a whole.

Student achievement is assessed in terms of ISS, goals, and actual success, including course completion rates, as well as number of certificates and degrees awarded, number of student transfers to 4-year colleges. Additionally, Applied Technology and Business (formerly CTE) programs are evaluated based on licensure examination pass rates and job placement. The results of ISS assessments are submitted in the Annual Report to the ACCJC and disseminated to campus constituents through presentations and the District's Accreditation website (IB3 Institution Set Standards Annual Report 2021) (IB3 2022 Institution Set Standards Annual Report).

The College regularly reviews the measures and metrics of its ISS and Stretch Goals to ensure continuous improvement of student achievement. While stretch goals are aspirational and give the college a goal to work toward, the student-centered funding formula changes some of the accounting in regard to degrees and certificates awarded. In that light, in Spring 2021, the Academic Senate reviewed ISS, stretch goals, and actual degrees awarded and transfers in the previous three-year cycle and approved an adjustment to stretch goals, effective 2022-2023 (IB3 AS_Approved_Minutes_March_29_2021 final institutional set standards) (IB3 ISS and Goals Review for Senate 2021).

Of note in the 2021-2022 report, the College's enrollment decline was relatively minimal, at 5-6%, and completion rates remained high at 74%. Since the stretch goal was 67%, the Academic Senate and College Governance Council agreed to consider an increase to 70% at the next revision of the ISS in Fall 2023 (IB3 CGC 2022 04 27 Minutes).

Analysis and Evaluation

Solano College has an established process for setting, assessing, and reporting institution standards, goals, and achievements for the purpose of improving programs and services.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The Integrated Planning Process guides how the College identifies, collects, and assesses data for the purpose of improving support for student learning and achievement (IB4 Master Schedule updated). Student learning outcomes are used to assess individual courses over the period of a program review cycle when departments use the results to assess program learning outcomes for areas of strength and weakness.

Per Academic Senate bylaws, several chairs of subcommittees are standing members of other committees, allowing for increased collaboration on the interconnected aspects of assessment (IB4 Academic Senate Bylaws). For example, the Program Review Coordinator sits on the Assessment Committee, bringing the perspective of faculty who are using the data from SLO assessment to evaluate student learning and achievement at the program level. Further, the Assessment Coordinator sits on both the Curriculum Technical Review Committee and the Program Review Committee to support faculty who are writing or revising SLOs on the front end of the process and aid faculty compiling SLO assessment data for the sake of program evaluation on the back end. One result of this collaboration is that the Assessment Committee determined that the process of program mapping for each department should be integrated into the curriculum review process while faculty are revising courses and degree programs in eLumen.

A Master Schedule of Assessment for student learning outcomes, program review, and curriculum review was updated by the Academic Senate subcommittee coordinators and approved by the Senate in Spring 2021 and serves to organize those processes in support of student learning and achievement (IB4 Master Assessment Schedule). The schedule was first developed in fall 2018, approved by the Academic Senate and implemented in January of 2019, but revised in 2021 as a result of pandemic-related delays. The schedule was designed to help coordinate the assessment process at Solano. The process demonstrates how assessment of student learning outcomes and program level outcomes support program review which informs curricular changes (curriculum review) and the college's hiring prioritization process.

The Academic Program Review template currently prompts faculty to review disaggregated student success data and to compare different groups to each other looking for trends and disparities. The APR committee set a goal to review and update the current template during the fall 2023 semester. The committee plans to recommend that faculty compare disaggregated student success data to the institutional set standards. Faculty will be prompted to set goals for improving student success. They will be asked to identify interventions and needed resources to address student success rates that fall below the ISS (IB4 APR Goals AY 23_24). Should this info go here or below? I cut and pasted it below. Leaving here in case we don't have other ways to respond to this standard.

Analysis and Evaluation

Solano College uses a variety of assessment tools, including program review, student surveys, and disaggregated student success data to reflect and improve on student learning and achievement goals.

Institutional Effectiveness

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

Evidence of Meeting the Standard

The College mission is central to the planning process and, therefore, to student learning outcome development and assessment and program review. Every Solano College department, whether academic or non-instructional, participates in regular, robust program review to evaluate goals and objectives and student achievement by program type and mode of delivery.

The Academic Program Review Committee initiates and implements a standardized process to evaluate academic degree programs, provide feedback on program review reports, and periodically review APR processes and make policy recommendations to the Academic Senate, and to serve as a resource for departments/programs under review (IB5 Program Review Handbook) (IB5 APR Process Timeline) (IB5 Oct 2023 Flex) (IB5 ATB Minutes 2-10-23).

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 include the academic year initiatives, accomplishments, and progress to date. Despite a pandemic, an entirely remote work model for AY 2020-2021, and a change in APR leadership (Spring 2021), the committee was effective in completing its initiatives (IB 5 APR Committee Goals and Self-Assessment_2020 –2021). 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. The School of Health Sciences completed their program review in academic year 2021 – 2022 and the School of Mathematics and Science in academic year 2022 – 2023 (IB 5 Sample program review report Biomedical Sciences 2023). The CTE programs in the School of Liberal Arts have started their 2-year Abridged Program Reviews.

Currently, eLumen does not automatically populate the program review template with success data or SLO assessment data. To remedy this, individual success data and “Course Statistics and Evidence” reports are pulled and distributed to the various departments and are attached to the template as evidence (IB5 Program Review-Biological Sciences Success data) (IB5 Course Statistics and Evidence Engineering). Departments use the data reports to evaluate their programs. In addition, student surveys are conducted and used in program review to evaluate barriers to student success, student perception of support, and their understanding of program level outcomes (IB5 Student Survey Program review CHEMISTRY).

Analysis and Evaluation

Program review is used by departments to guide curriculum change and development, and to communicate their needs in a variety of areas such as staffing, technology, facilities, and equipment, as well as student support, to college administration.

- 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of Meeting the Standard

Process for last Strategic Plan?
Recent SMP assessment data and next steps?

(IB6 Solano College Strategic Plan) (IB6 Strategic Plan Outcomes Handout 092023)

Solano College demonstrated a concerted and inclusive effort in crafting the 2022-2025 Student Equity and Achievement Plan (SEAP). Throughout the 2022-2023 academic year, administrators, faculty, and staff engaged in an extensive and collaborative process. Spearheaded by the Vice President of Student Services, a bi-weekly workgroup was established, incorporating representatives from critical departments and organizations such as Academic Support Services, Academic Counseling, Academic Senate, Associated Students, Guided Pathways Steering Committee, Student Equity and Success Council, A2Mend chapter, and the Minority Coalition.

The development process for the SEAP was underpinned by data-driven insights provided by the Research and Planning office, aiding informed discussions and goal setting to align with the five essential metrics: enrollment, persistence, math/English, transfer, and completion. Progress updates were consistently communicated through various college governance channels, including Academic Senate, College Governance Council, cabinet and management meetings, Associated Students, Student Equity and Success Council, and culminated with approval from the District Governing Board in October 2022. Subsequently, the plan received certification from the Chancellor's Office in November 2022 (evidence listed in IB1).

The Academic Senate (AS) used retention and success data during the period of Covid-19 distance learning (Spring 2020 through Fall 2021) with a focus on disproportionately impacted populations to develop appropriate strategies (policies, professional development opportunities) to mitigate any disparities in outcomes. Two reports were presented to the AS at the beginning of Spring of 2022. The first focused on the use of Covid Withdrawal/Excused Withdrawal (CW/EW) which were made available to all students without required documentation during the time period in question (IB6 CW&EW 2019-2021); and one that looked at end-of-term data for Fall 2019, 2020, and 2021 by way of comparison pre, mid, and post-pandemic statistics, including enrollment, success, and retention (IB6 Fall 2019-2021 End of Terms Report). Both reports disaggregated data by race, gender, socioeconomic status, and other DI indicators. The end-of-term report also looked at the College's "special populations" students who are enrolled in student support programs such as Puente, EOPS, Accessibility Support Center (formerly Disability Services Program), and former foster youth, with mixed results. Overall, the data revealed a disproportionate impact on Black Non-Hispanic students' course success and end-of-term-retention rates, whether in online or face-to-face courses. Those same students were overrepresented in the CW/EW data ($17.9\%/15.6\%=1.15$) for Fall 2021, a semester that the College continued to offer most classes through remote instruction. This data revealed the urgency of scaling up of outreach, in-person offerings, student support services, and community building activities. The result has been a robust, sustained, campus-wide effort involving the allocation and reallocation of human, physical, fiscal, and technology resources to ensure that all students have equitable opportunities and support to succeed in their educational pursuits (IB6 F22 Find the Falcon Resource Events) (IB6 Vallejo Center Open F22) (IB6 Solano CARES Employee Newsletter 10-17-22) (IB6 Spring 2023 - Vallejo Center

Student Hours and Services) (IB6 Fall Falcon Welcome Packet 2023).

Through its work with faculty and administrators, T4E routinely analyzes data and student learning outcomes at the individual instructor, course, program, and institutional level. As a result, T4E has identified performance gaps, including college-readiness among disproportionately impacted populations, specifically African American, Hispanic men, and LGBTQ students. As a result, they developed trainings and curriculum to encourage participants to think more critically about the historical experiences of those student populations and the value of radical inclusion and transformational pedagogy. In recognition of the value of the work of T4E, the college has continued to renew and grow T4E, scaling up from the original faculty cohort program grew to include Management for Equity, T4E Academy, and EquityFest. To support the growth of T4E, the College supports a Program Coordinator and multiple facilitators through reassigned time and provides a stipend for faculty participants (IB6 T4E Calendars, Flyers, Reports, Presentations)

The Liberal Arts Division included a review of student success data at the beginning of the curriculum review process during the 2021-2022 cycle. The Dean provided individual-, program-, and division-level enrollment and success rates that disaggregated by Pell Grant and California Promise Grant recipients and by ethnicity over a period of three academic years. Departments were tasked with taking these statistics into consideration as they reviewed and revised courses, including SLOs, objectives, and resources, and in the mapping of programs (IB9 Student Success Data Presentation) (IB9 Liberal Arts Student Success Data) (IB9 English Department Student Success Data) (IB1 LA Division Meeting Aug 2021). This is when English created 1X/1E (revised COR) – explain support for ESL students? explain new plans for first year success? Proposal/grant for AB1705 success funding?

Analysis and Evaluation

Solano College analyzes data to identify and address disparities among different student groups, allocate resources as needed, and continually assess the effectiveness of these efforts. This process aims to ensure that all subpopulations of students have equitable opportunities and support to succeed in their educational goals.

LJ program review info/goals that apply The Academic Program Review template currently prompts faculty to review disaggregated student success data and to compare different groups to each other looking for trends and disparities. The APR committee set a goal to review and update the current template during the fall 2023 semester. The committee plans to recommend that faculty compare disaggregated student success data to the institutional set standards. Faculty will be prompted to set goals for improving student success. They will be asked to identify interventions and needed resources to address student success rates that fall below the ISS (IB4 APR Goals AY 23_24).

- 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Shared Governance is guided by Board Policy and Procedure 2005 which state that the cooperative engagement of relevant College stakeholders is paramount in shaping the institution's future direction and in formulating policies, procedures, and recommendations that govern and oversee College operations. The participation of faculty, staff, administration, students, and the Board in this collaborative process is not only encouraged but considered an essential responsibility and commitment. The composition of committees is designed to include representation from College faculty, staff, administration, and students to ensure a well-rounded and comprehensive decision-making process (IB7 BP2005).

The Academic Senate and subcommittees are responsible for developing and regularly evaluating policies and practices related to academic and professional matters, including those related to the baccalaureate program, to assure effectiveness in supporting academic quality. Subcommittees of the Academic Senate, the Curriculum Committee, the Assessment Committee, the Distance Education Committee, the Program Review Committee, and the Student Equity and Success Council, each have established policies to guide committee purview and membership and ensure implementation and assessment of the various processes in place to ensure the effective integration of instructional programs, student support services, and resource management. (Committee Handbooks as evidence) Committees report to the Academic Senate as a standing item on the bi-monthly agenda in addition to providing an annual “Goals and Self Assessment” report (IB7 AS_Minutes_April_18_2022).

The College Governance Council and Fiscal Advisory Committee are made up of constituents from across the campus and meet regularly to evaluate institutional planning and resource management. (IB7 CGC Proposed Board Policy Changes for Consideration) (IB7 CGC Schedule and Membership). The FAC committee evaluated its membership structure and voted to designate administrative representatives as “advisory” to limit undue influence over the other representative groups (IB7 FAC Membership Breakdown).

The College modifies policies that impact student success when opportunities arise. For example, a policy on reciprocity for GE credit was created when it became clear that the College was not honoring some credit courses that students had earned at other colleges (IB7 APBP6206GEReciprocity1 and IB7 ASAgenda5142018 GE Reciprocity). The Board Policy on Academic Renewal was updated to clarify that this recourse was available to students without having to take courses again.

From the guide:

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:

- The institutional evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program in relation to learning and student support services and resource allocation and management.

Analysis and Evaluation

Solano College regularly reviews and evaluates policies and practices related to all aspects of the institution, including academic and student support programs, institutional plans, resource management, and governance processes in accomplishing the mission and vision. Assessment of policies and practices are conducted in a variety of spaces and with representatives from a broad array of campus constituencies to ensure diverse and comprehensive decision-making.

8. **The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

Evidence of Meeting the Standard

The College's shared governance structure facilitates the dissemination of results from assessment and evaluation throughout the institution from faculty up through administration and vice versa. Faculty attend department and division meetings, sit on Academic Senate and subcommittees, take part in Teaching for Equity cohorts and academies, attend convocation and Flex sessions, and participate in institutional planning activities such as the Student Equity Plan, Guided Pathways, or the Minority Coalition. Management meetings of all academic and non-academic Deans, all Vice Presidents, and the Superintendent-President take place weekly to maintain communication across areas.

The campus community and public have access to student success data through the Interactive Online Factbook which allows for statistics to be disaggregated by term, modality, location, course, and student demographic information. Institutional evaluation plans and reports, such as the Strategic Master Plan, the Facilities Master Plan, the Technology Master Plan, and the Student Equity and Achievement Plan, all of which rely on assessment and evaluation data to support strategies for continuous improvement, as well as data sets such as the IPEDS Feedback Report, Online Factbook, and Enrollment Management and Labor Market Data are available on the College's website.

Meetings of the Board of Trustees are open to the public, available to stream live online, and posted on the College website for access at any time. The Board regularly hears reports on the College's outcomes related to academic quality, student support, completion, and equity, as well as plans and actions for improvement. For example, as the College increased face-to-face classes in Fall 2022, the Board heard reports from the Associated Students of Solano College, the Academic Senate, the Superintendent-President, and others on the partnerships, resources, services, programs, and events being offered to support student learning and well-being (IB7 22 11 16 Minutes).

Other assessment and evaluation activity includes the National Assessment of Collegiate Campus Climates (NACCC), a quantitative national survey of undergraduate students conducted by the University of Southern California Race and Equity Center, that examined the racial climate at Solano College and students' experience (IB9 2023 10 11 CGC Agenda); UC Davis Wheelhouse Reports (Dr Cuellar presented Latinx report to BOT in Spring 23); Basic Needs Survey; First Semester Enrollment and Persistence at Solano College. (plans to present and publish for campus & public?); Flor deMaria Cruz presented Vacaville Center update to Senate Feb 23 (IB8 Vacaville Center Presentation w Student Survey Data)

Analysis and Evaluation

The strengths and weaknesses of Solano College as identified by the assessment and evaluation activities are used to set institutional priorities and clearly communicated to the community.

9. **The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

Three principles inform Solano College's current strategic planning process: first, the College values broad participation by all constituency groups, so it is important that faculty, staff, student, trustee, and administrative voices are heard. Second, the College's goals should align with statewide goals set by the Chancellor's Office. Third, every decision must address what is in the best interest of Solano College students.

The Strategic Planning Workgroup, formed by the Academic Senate President and Vice President of Academic Affairs, consisted of staff with expertise in all areas of campus operations, from instruction to student services to facilities to fiscal services. The eventual membership of the workgroup included everyone from front-line staff to senior managers. Additionally, the workgroup was careful not to duplicate or contradict planning efforts already underway at the College. Thus, where existing committees were already addressing strategic planning objectives, those groups took leadership in the development of goals and objectives. For example, the Student Equity and Success Council led efforts to address improvements in the success of our disproportionately impacted student groups; the Guided Pathways Steering Committee wrote the objectives related to timely completion; and the Fiscal Advisory Committee developed language informing the College's responsibility to be fiscally ethical and prudent. (IB9 SCC Strategic Plan)

The collation and analysis of information from completed SLO assessments and program reviews is more efficient and thorough now that program reviews are housed on the eLumen platform which allows for individualized reports that share a program's goals/needs with different departments at the college or an academic program's needs in all areas with the dean. (IB5 Example of report generated from PR in eLumen) The College then uses information from academic and student services program review to guide the development of the Facilities Master Plan for the purpose of resource allocation and reallocation. (IB5 Email to College president with Spreadsheet of Facilities Goals from Program Review Reports) (IB5 Facilities Master Plan Data) (IB5 Email to Deans and VPAA 2018 and later and Updated resource requests from program review) (IB5 Program Review_Resource Requests to deans and VPAA)

The 2022-2025 Student Equity and Achievement Plan (SEAP) examines wide-ranging policies and practices to effect institutional, transformational change by building on the existing Guided Pathways framework. Analysis of program reviews, data assessment, and student surveys indicated past successes that came out of the last SEAP (2019-2022) such as programs supporting formerly incarcerated, juvenile detention, and foster youth students; embedded Teaching Apprentices in English classrooms; and equity-focused professional development. However, this process of reflection revealed a lack of race-conscious design and led the planning efforts for the 2022-25 SEP to focus on ways to dismantle systemic barriers facing

students of color, especially Black and African American students. (IB9 SEAP 2019-2022) (IB9 SEAP 2022-2025)

Following the guidance from the California Community College Chancellor's Office, the SEAP relies on a set of specific metrics (enrollment, persistence, math/English completion, transfer, and completion) and requires a comprehensive, three-year plan for programs and services, involving human, physical, technology, and financial resources. The SEAP is addressed more thoroughly in the College's Quality Focus Essay #2: Increasing Support, Improving Outcomes for Black and African American Students.

The Academic Senate is responsible for ensuring that course and program assessment, as well as data analysis, are the basis for continuous, broad based, systematic evaluation and planning. For example, in 2022, in response to concerns with the hiring prioritization process, the Academic Senate worked with the Academic Deans to develop a system that reflects the collective will of the faculty and administration while improving the College's ability to support its mission, SEA plan, and county demographics and employment needs. A new two-part system was piloted in Fall 2022 after which all parties concluded the process was more consensus-driven and based on more transparent criteria, including results of program review and student success data, availability of qualified faculty, and the impact hiring (or an absence of) will have on the program and the College. (IB6 Proposal_modify_hiring_process) (IB6 Rubric for Faculty Staffing Requests_2023_24) (IB6 2023_24Hiring Ranking Results)

Another recent and developing project taken up by the Academic Senate that examines short- and long-range needs is the availability of General Education (GE) courses, certificates, and degrees at the Centers. In Spring 2023, the Senate held meetings at each of the Centers, Vacaville and Vallejo, which included tours of the facilities and feedback from faculty, staff, and students at those sites. In both of these meetings, one primary concern voiced was that general lack of course offerings at the centers, and the inefficiencies in scheduling which prevent students from taking an entire course load at one center. For example, students typically have been able to take only one or two classes at a center and then had to drive or take the bus to the Fairfield campus, where the majority of classes are held. The Senate determined that this could be hurting enrollment at the centers and highlighting a problem that predated the pandemic: faculty and deans had worked to ensure schedules honored GE needs and Pathways within a Division, but there was no process in place to ensure schedules were compatible across Divisions. Nor has there been a systematic effort to ensure that core GE needs could be met at each Center or on the Fairfield campus on the MW/TR/nighttime block schedule.

To address this issue, the Senate created a subcommittee which included the Senate President, a counselor, several faculty, a dean, and the directors of the Vallejo and Vacaville centers tasked with creating a more student-centered schedule. They met multiple times to create a draft schedule of more than thirty (30) commonly offered GE courses which they brought to a deans' meeting and then shared as a FlexCal activity in August 2023 (IB9 Taskforce Recommendations GE courses Spring 24). The resulting schedule was approved by the Senate on August 11th, 2023, and academic deans used it as guidance for scheduling classes in Spring '24. The committee met again on September 27th to consider next steps, including a more explicit connection to Pathways, to ensure courses that go through Curriculum are connected to

Pathways, and to expand the recommendations beyond the core GE courses. The group met again on October 19 to look at the Spring 2024 schedule draft and make recommendations to adjust courses, as needed, to ensure students can successfully take a full GE load in person at the Fairfield, Vallejo, or Vacaville campuses (IB9 Scheduling Taskforce notes--March 22nd 2023) (IB9 Scheduling Taskforce notes—February 24th 2023).

Analysis and Evaluation

Solano College integrates program review, planning, and resource allocation to accomplish its mission and improve institutional effectiveness and academic quality. Institutional planning considers short- and long-range needs for academic programs and services and for resources.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Solano College engages in continuous and substantive collegial dialogue about student outcomes and equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Through course, program, and institutional outcomes assessment, the College analyzes quantitative and qualitative data to evaluate how well it is meeting its mission and goals, including addressing equity gaps.

The College regularly reviews policies and procedures related to assessment, program review, and resource allocation to ensure continued effectiveness and improvement in the accomplishment of the mission. The responsibilities for review and assessment are clearly delineated, with defined roles and timelines.

Planning, assessment, and resource allocation are collaborative processes, and the results are communicated broadly with the College community.

Improvement Plan(s)

IB2. Non-Instructional program review
IB3. Institution Set Standards
IB6. Strategic Master Plan 2024-2027 TBD
IB7 & 9. Integrated Planning Process

Evidence List

[Provide list of all evidence cited within Standard I.B.]

C. Institutional Integrity

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

Evidence of Meeting the Standard

The Solano Community College mission statement is posted on the College website and in the College catalog and printed course schedule. To reinforce the College's commitment to its mission statement, printed mission statement posters are framed and posted across the campus and educational sites, prominently displayed in classrooms, conference rooms, and offices of support staff ([I.C.1.1](#)). The mission statement is reviewed every seven years as part of the Institutional Self-Evaluation process and is presented to campus constituents before being approved by the Governing Board.

Student learning outcomes are available on the college website and on course syllabi which are provided to students at the first class meeting each semester and collected and stored by academic deans. SLOs and educational programs are reviewed as part of the Curriculum Review process every six years and follow guidelines laid out in the Curriculum Handbook. All new courses, degrees, and certificates require approval by the Technical Review Committee, the Assessment Coordinator, the Distance Education Committee (as applicable), the Curriculum Committee, and the Board and are available to view online and in the College catalogue.

The College website has clear links to student support services and student resources through a traditional dropdown menu and with a "Quick Links" option on the main page that provides access to information about basic needs, health and wellness, housing, food, Chromebook lending, and other services. Further, students are presented a resource packet during Falcon Welcome Day. (IC1 Fall Falcon Welcome Packet 2023) Information is frequently reviewed and updated as services are enhanced or modified. The College regularly communicates with students via social media, email, and the Canvas Dashboard to share just-in-time information regarding activities, dates and deadlines, and resources.

The College provides accurate information about its accreditation status to students and the community via the accreditation page on the College website ([I.C.1.2](#)) which includes all official communications between the College and the ACCJC and clearly and accurately identifies the Commission, including providing physical address, phone numbers, email addresses, and the website address of the Commission if anyone wants to contact them directly or file a complaint.

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. Currently, T4E has several entry points for participation in the program: T4E small cohorts, T4E Academy, and EquityFest. Small cohorts are formed around department, shared interests & affinities, and/or individual schedules; 1-2 cohort leaders lead the 3-7 participants in a cohort through a deep dive of personal pedagogy, reflections, and personal success data, as well as theoretical and

practical application of ideas. In Academic Year 2021-2022 College Administrators participated in a Management for Equity. Currently, a cohort of academic deans are participating in a discourse focused on radical teaching and their role in supporting equity in the classroom. T4E Academy is focused on practical application of ideas and whereas cohorts are semester-long communities of practice, T4E Academy is offered as twice-monthly FLEX for anyone in the campus community to drop into as needed and as interested in the topic for the month; such topics as syllabi, classroom policies and re-designing assignments. Finally, EquityFest is our end-of-academic year conference, in which participants are invited to reflect on the year as well as holding student panels, participant discussions, and community building activities. As of this date, since 2018, 53 faculty and 17 administrators have gone through the program (IB1 T4E Annual Report) (IB1T4E Academy Flex) (IB1 EquityFest).

Analysis and Evaluation

Solano Community College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The College uses multiple forms of communication, including its website, to inform students and the public about its course offerings, policies, services for students, and accreditation status. Other forms of communication include newsletters, the College catalog, local newspaper stories, press releases, and internal updates via email. Additionally, the College gives accurate information to students and the public about its accreditation status with all of its accreditors.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

The College catalog contains a wealth of information about the College, its services to students, and its academic programs ([I.C.2.1](#)), ([I.C.2.2](#)). Information provided in the catalog includes:

- Name, address, telephone numbers, and website address of the institution and its centers
- Name, address, and telephone number of the Accrediting Commission and notification of the College’s accreditation status
- Information on the governance and funding structure and memberships in other organizations
- College Mission and Vision Statements, Core Values, Code of Ethics, and Strategic Goals
- Institutional Learning Outcomes (ILOs), General Education Outcomes (GELOs)
- General campus information and policies
- Student Services, including academic support and financial aid
- Academic policies and standards of student conduct
- Graduation requirements, including general education options and transfer programs
- Certificate and degree programs, including Associate Degrees for Transfer and the Baccalaureate degree in Biomanufacturing
- Rosters of administration, faculty, and staff

Analysis and Evaluation

Solano Community College provides both a print and an online catalog for students and prospective students. These catalogs strive to present precise, accurate, and current information on all facts, requirements, policies, and procedures. A limited number of catalogs are printed each year for use by College staff, including those in Admission and Records, Counseling, academic departments, and other services. The online version of the catalog is a direct copy of the paper version and is available to all students, prospective students, and community members through a link on the College homepage to view online or download.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The Research and Planning website directs interested parties to a wealth of data resources. One resource is an interactive factbook ([I.C.3.1](#)). This directs readers to a Tableau data system, a web-based data-on-demand system with tabs leading to up-to-date and accurate performance measures at the College, course, and site level, including:

- Fill rates
- Headcount
- FTEF count
- Enrollment by modality (face-to-face versus online)
- Section counts by discipline

Analysis and Evaluation

The Office of Institutional Research and Planning maintains an active and prolific research agenda and shares data regarding student success across numerous metrics on a regular basis to the campus community, the Board of Trustees, and the public.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Both the College website and print catalog list certificates and degrees ([I.C.4.1](#)). In the catalog, both in print and online, each program includes a general program description that also indicates potential job opportunities that students will be prepared for upon graduation. Each listing also outlines the number of units required for completion, including general courses, if required, courses within the major, and the grades acceptable for completion ([I.C.4.2](#)).

The website and catalog posting for the baccalaureate degree in Biomanufacturing clearly describe the purpose, content, course and program requirements, learning outcomes, and full- and part-time options for completion. (IC4 Biomanufacturing Catalog Description).

Analysis and Evaluation

The Institution satisfies the reporting requirements for its degrees and certificates regarding purpose, content, course requirements, and expected learning outcomes by disclosing this

information in an appropriately maintained catalog released each year available to current and prospective students.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College subscribes to the Community College League of California's Board Policy and Administrative Procedure Service to remain in compliance with the latest legislative and system-wide policy changes. This service includes access to Board Policy and Administrative Procedure templates, legal updates to ensure that board policies and administrative procedures reflect recent revisions in federal/state statutes and regulations as well as changing accreditation standards, and participation in Board of Trustees retreats and workshops for classified staff involved in policy updates ([I.C.5.1](#)).

The College Governance Council (CGC), a central hub for the participatory governance system at Solano College, meets bimonthly and serves as a forum for procedures, plans, recommendations, proposals, and strategic priorities to ensure that integrity of all work and representations of the mission, programs, and services. Topics include review of Board Policy, communication with members of the campus community, review of reports and publications, and committee formation (IC5 CGC Minutes 2023 08 23) (IC5 CGC Minutes 2022 08 24) (IC5 CGC Minutes 2022 11 09).

College publications, including web content, social media posts, and outreach materials, are regularly reviewed for accuracy and integrity. Catalog, program, and course information is imported from the eLumen curriculum management system and course schedules go through a series of verifications for accuracy.

Analysis and Evaluation

The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs and services. Depending on the policy or publication, authority to begin such processes of review can emanate from several individuals or groups on campus, including the Academic Senate or administrative units.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College displays the cost of education in the "Getting Started" section of the print and online catalog ([I.C.6.1](#)). This features a list of all fees including: Enrollment Fee, Health Fee, Parking Permit Fee, Non-Resident Tuition Fee, Non-Resident Capital Outlay Fee, Student I.D. Card Fee, Student Center Fee, and the Student Transportation Fee. All fee descriptions include the amount of the fee and how to secure a refund, if necessary.

Textbook costs are clearly displayed on the College bookstore website ([I.C.6.2](#)). On the

Textbook page, students can search for their courses and see textbook requirements. Information includes the name of the book, author(s), the ISBN, the editor, and the publisher. Additionally, students can search for Zero Textbook Cost (ZTC) or Low Textbook Cost (LTC) in the Advanced Class Finder on MySolano.

Through its work with faculty and administrators, T4E routinely analyzes data and student learning outcomes at the individual instructor, course, program, and institutional level. As a result, T4E has identified performance gaps, including college-readiness among disproportionately impacted populations, specifically African American, Hispanic men, and LGBTQ students. As a result, they developed trainings and curriculum to encourage participants to think more critically about the historical experiences of those student populations and the value of radical inclusion and transformational pedagogy. In recognition of the value of the work of T4E, the college has continued to renew and grow T4E, scaling up from the original faculty cohort program grew to include Management for Equity, T4E Academy, and EquityFest. In order to support the growth of T4E, the College supports a Program Coordinator and multiple facilitators through reassigned time and provides a stipend for faculty participants (Evidence coming from Heather).

Analysis and Evaluation

Solano Community College informs current and prospective students and the public of the total cost of education through a variety of online and printed resources. This includes information about tuition, fees, and other required expenses, including textbooks. To ensure accuracy, the yearly program review process is used to update and collect program information regarding textbooks, fees, and other program costs.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence of Meeting the Standard

The student handbook states the College's policy on Academic Freedom for students "Every student is guaranteed the right of full expression and advocacy" ([I.C.7.1](#)).

Board Policy 6430 is devoted to academic freedom. The policy clearly states that academic freedom applies both to faculty and students:

The Solano Community College District affirms its belief in the academic freedom of its full and part-time faculty and students to engage in any campus or off-campus teaching, studying, research, writing, and criticism deemed appropriate by such individuals to the spirit of free inquiry and the pursuit of truth ([I.C.7.2](#)).

Solano Community College supports faculty members in their teaching, research, and quest for knowledge. Per Article 16.9 of the current collective bargaining contract between Solano Community College District and the Solano College Chapter of CCA/CTA/NEA, members are entitled to exercise academic freedom, which includes the freedom to investigate, discuss topics

in the classroom, choose instructional materials, assign exercises, and evaluate student work without interference from the District, except as permitted by law. Additionally, faculty members are protected from any form of unlawful harassment or interference based on their political beliefs (IC7 CTA Article 16.9 Academic Freedom).

In March 2023, the Senate and Union jointly hosted an Academic Freedom FLEX activity, facilitated by Julie Bruno (past ASCCC president) and Juan Arzola (ASCCC at-large representative), on the topic of local and state-wide initiatives related to textbook adoption, the inclusion of DEIA competencies in the evaluations/tenure processes, and constantly evolving expectations regarding curriculum and pedagogy. Members of the Academic Senate, the Union E-Board, and the Curriculum Committee were in attendance with the intent to agree on a distinction between academic freedom and freedom of speech and then begin to develop more specific language establishing policies, limits, and criteria for how academic freedom will be enacted and protected on our campus (IIIA5 Mar15-16 2023 Flex) A second discussion took place at the mid-semester Flex (IIIA5 Oct10 2023 Flex).

Analysis and Evaluation

Solano Community College is committed to academic freedom and responsibility, and as such uses and publishes governing board policies that make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Evidence of Meeting the Standard

The College's Student Handbook communicates clear policies and procedures that promote honesty, responsibility, and academic integrity ([I.C.8.1](#)). The student Academic Honesty Policy states that "The College community functions best when its members treat one another with honesty, fairness, respect and trust. Therefore, an individual should realize that deception for the purpose of individual gain is an offense against the members of the College community." The handbook then lays out the consequences of academic dishonesty, including the possibility of a failing grading on an assignment or, in extreme cases, suspension.

The Student Handbook also contains Student Conduct Standards, including violations related to academics (as previously described), computer usage, behavior, substance use and possession, and weapons possession ([I.C.8.2](#)). Types of disciplinary action and discipline procedures as outlined in Board Policy 5300 are also included in the Handbook ([I.C.8.3](#)).

Board Policy 4100, the District's Code of Ethics, is available on the College website along with Board Policy 4770 which distinguishes between probationary and permanent employees and defines the causes for and types of disciplinary action that may be taken. The process for disciplinary action is laid out in Board Procedure 4770 which secures the rights and responsibilities of all parties involved (IC8 BP4100 Code of Ethics) (IC8 Disciplinary Action

Procedure).

Faculty include individual course policies that promote honesty, responsibility and academic integrity in course syllabi and refer students to the college website and student handbook for the District's academic integrity and plagiarism policy and consequences (IC8 EMT112 Syllabus) (IC8 ANTH001 Syllabus). Proctorio is an online testing application integrated into Canvas that allows faculty to authenticate student identity and monitor students and their workspace during online exams.

Analysis and Evaluation

Solano Community College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The statement on academic freedom in the Faculty Handbook states, regarding the freedom from restraints or pressures, "Since these rights of academic freedom carry responsibilities with them, each faculty member and student should strive to be accurate, should exercise appropriate restraint, show respect for the opinions of others, and must indicate that he or she does not speak, necessarily, for the College" ([I.C.9.1](#)). The current contract between faculty and the district stipulates that faculty have the freedom to discuss their own areas of expertise in the classroom, as well as other controversial topics, provided they distinguish between personal opinions and facts (IC7 CTA Article 16.9 Academic Freedom).

Faculty are subject to periodic performance review, and both the administrator's rating form and the student evaluation of faculty form allows feedback on the faculty member's presentation of course material in an objective and evidence-driven manner ([I.C.9.2](#)). On the Instructional Faculty Performance Evaluation, administrative reviewers are able to rate the faculty member on various metrics, including "Demonstrates sensitivity to students from diverse backgrounds" and "Instruction is consistent with the stated and approved goals and content of the course."

Analysis and Evaluation

Faculty at Solano Community College distinguish between personal conviction and professionally accepted views in a discipline, presenting data and information fairly and objectively. Faculty evaluations provide a routine and documented way for instructors to demonstrate their continued commitment to this cause.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or

Evidence of Meeting the Standard

Solano Community College requires students and staff to conform to certain standards of conduct, but the College does not seek to instill specific beliefs or worldviews. Nonetheless, College staff are allowed free expression of political beliefs in accordance with the rights of citizenship, subject to the conditions outlined in Board Policy 4210 ([I.C.10.1](#)). This policy lays out four conditions for employee engagement in political processes:

(1) Campaign activities may be undertaken only at times when the employee is not scheduled to work or required to perform duties for the District; and (2) District funds, services, supplies or equipment (includes use of e-mail) may not be used to campaign for or against a candidate or issue; and (3) Reasonable steps must be taken to clarify that the District employee is acting in an individual capacity and does not represent the District; and (4) All other restrictions imposed by the Political Reform Act of 1976 and other provisions of law are followed.

Student Conduct Standards, including academic, computer usage, behavior, substance, and weapons violations are defined in the Student Handbook, along with types of disciplinary action and disciplinary procedures. The Student Handbook is published on the College website and available for free, upon request, from the Office of the Vice President of Student Services. (IC10 Student Conduct Standards) Board Policy 5300 which covers student conduct policies for faculty, staff, and administration are posted on the college website and included in the Solano College Faculty Handbook (IC10 BP5300 Standards of Student Conduct).

Analysis and Evaluation

Solano College does not seek to instill specific beliefs or world views. While students, faculty, staff, and administrators are expected to conform to required codes of conduct, these policies are clearly communicated with the campus community.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Solano Community College does not operate in any foreign locations. This standard does not apply.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College discloses information required by the Commission to carry out its accrediting responsibilities. All Commission letters, College Accreditation documents, and links to Accreditation resources are posted on the College website ([I.C.12.1](#)). The link to the Accreditation web page is featured prominently on the College homepage so that all resources

are no more than one internet click away from the homepage ([I.C.12.2](#)).

Analysis and Evaluation

Solano Community College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. This is evidenced by the College's timely and thorough responses to the Commission's Accreditation Recommendations during the previous review cycle.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Relationship with Accrediting Agencies and State Governing Bodies

In addition to the ACCJC, select Solano Community College programs are subject to the authority of other regulating bodies, including:

- California State Board of Registered Nursing: The Registered Nursing Program at Solano Community College is a 2-year Associate Degree Program fully approved by the California State Board of Registered Nursing and subject to its regulations regarding the education and training of nurses ([I.C.13.1](#)).
- Emergency Services Bureau: This Bureau, which is part of the Solano County Health & Social Services Department, approves the College's Emergency Medical Technician (EMT) job-direct certificate ([I.C.13.2](#)).

Analysis and Evaluation

Solano Community College advocates and demonstrates honesty and integrity in its relationships with external agencies and complies with all applicable regulations and statutes. As noted in the College's core values statement and Code of Ethics, integrity in interpersonal and professional relationships is at the heart of the College's mission, practices, and outcomes, as well as its relationships with external agencies, including the ACCJC. This commitment to honesty and integrity is demonstrated at all levels of the institution, as well as programmatically, and among faculty and staff.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Members of the Board of Trustees are subject to Board Policy 1019 ([I.C.14.1](#)). This policy ensures that Board members are not financially interested or involved in any contract before the Board or are employed in any capacity that is at odds with the performance of their duties as a Board member. In accordance with California Law, board policy designates Trustees and specific managers who are required to file the Form 700 annually.

Analysis and Evaluation

Solano Community College is a public, not-for-profit college and therefore is not indebted to investors, parent organizations, or external interests. This standard in general does not apply.

Conclusions on Standard I.C: Institutional Integrity

Improvement Plan(s)

Evidence List

[Provide list of all evidence cited within Standard I.C.]

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

[Note: Suggested Length for Standard II.A is 17 pages.]

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

All instructional programs offered at Solano College align with the College's mission to "educate a culturally and academically diverse student population" that "helps students achieve their educational, professional, and personal goals." The College achieves this mission by offering academic programs that lead to certificates, associate degrees, baccalaureate degrees, transfer to four-year institutions, and gainful employment. All courses and certificate and degree programs, including those offered via distance and correspondence education and at all campuses and correctional facilities, are subject to a thorough curriculum approval process and are reviewed and updated at least once every six years.

To ensure that College programs are appropriate to higher education, faculty adhere to the College's philosophy and criteria for Associate Degree and general education as formally presented in Administrative Procedure 6205 (IIA1 BP 6205). The College's philosophy and criteria for the Baccalaureate Degree and general education is formally presented in Administrative Procedure 6205B (IIA1 BP 6205B). The development of all courses and programs is regulated by Board Policy 6100: Program, Curriculum, and Course Development (IIA1 BP 6100).

Central to curriculum development and approval is the Curriculum Committee, a subcommittee of the Academic Senate. Program curricula are reviewed by the committee in a multi-step process that encourages broad participation and evaluation. Members are trained on state requirements for community college curricula using the state's Program and Course Approval Handbook (PCAH) and the College's Curriculum Committee Handbook (IIA1 Curriculum Handbook 2023-2024). Additional templates and checklists for crafting program descriptions are available on the Curriculum Committee website under Curriculum Resources (IIA1 ADT Narrative Template) (IIA1 Local Degree Narrative Template) When applicable, the College has obtained C-ID approval for courses that articulate to the California State University (CSU) system (IIA1 C-ID Approved Courses College Catalog) and has created twenty-six Associate Degree for Transfer programs which offer guaranteed admission to the CSU system (IIA1 ADTs College Catalog).

All programs include Program Student Learning Outcomes (PSLOs) that are consistent with the individual course student learning outcomes of the program's core curriculum. To ensure that PSLOs are consistent and align with the College's mission, meet the depth and rigor of college-level work, and are the culmination of course work within a discipline, guidelines for the development of Program Learning Outcomes are clearly delineated in the Assessment Handbook (IIA1 Assessment Handbook). PSLOs are reviewed by the Academic Program Review Committee as part of the regular program review process. As a result of program review, faculty may adjust, revise, update, or add PSLOs to improve student learning and achievement of educational credentials (IIA1 Journalism AA) (IIA1 Journalism AA-T).

In 2017, the College began offering a Bachelor of Science degree in Biomanufacturing. In preparation for this program, the Curriculum Committee developed Board Policies and Administrative Procedures related to Graduation Requirements (IIA1 BP6200) (IIA1 AP6200) (IIA1 BP 6200B) (IIA1 AP 6200B) and Philosophy and Criteria for Baccalaureate Degree and General Education (IIA1 BP6205B). The Biotech program works closely with the City of Vacaville, the City of Fairfield, the Solano County Economic Development Corporation, and the California Biomanufacturing Center to promote retention and expansion of biotechnology companies in Solano County. The program was explicitly acknowledged in "Actions to Enable an Equitable and Innovative U.S. Bioeconomy" published by the Engineering Biology Research Consortium in May 2022 (IIA1 EBRC Actions to Enable an Equitable and Innovative U.S. Bioeconomy).

Solano College's Rising Scholars Program offers a high-quality education leading to a variety of transferrable Associates Degrees to a diverse population of incarcerated students at the

correctional institutions served by the college: California Medical Facility (CMF), California State Prison – Solano (CSPS), and Solano County Jail. In addition to general education coursework, justice involved students are able to take classes that culminate in an ADT in Business Administration, Political Science, Psychology, or Sociology (<https://welcome.solano.edu/rising-scholars/>).

The Curriculum Development and Curriculum Review process includes a separate approval process for courses that will be taught in a fully online or hybrid modality, including “adaptations of delivery/instruction/evaluation methods, as well as the required sample assignment.” (IIA1 Curriculum Handbook 2023-2024 p54-57) (IIA1 DE Addendum eLumen) Faculty who teach online must complete 80 hours of mandatory training through @ONE or the equivalent courses offered through Solano’s Distance Education office, which includes 40 hours of ADA training, and undergo a successful Canvas shell review (IIA1 Online Instructor Certification Guidelines).

The courses and programs offered by the College are the same for justice involved, online, and face-to-face students, and taught by full- and part-time Solano College faculty who meet minimum qualifications for the discipline.

Solano College’s Guided Pathways website, under “Explore Majors” from the home page, offers the public an opportunity to view program descriptions, PSLOs, degrees and certificates available at the College, courses in the discipline, required courses for the AA, ADT, or certificate, and program maps for efficient completion. Physical copies of the Solano College catalog and program-specific brochures are available at each of the College’s locations (IIA1 Accounting Brochure) (IIA1 Aeronautics Brochure) (IIA1 Automotive Technology Brochure) (IIA1 Biotechnology Brochure) (IIA1 EMT Brochure).

Analysis and Evaluation

Solano Community College offers undergraduate degrees and certificates that support the College mission to educate a culturally and academically diverse local community. Additionally, the Baccalaureate program in Biomanufacturing and courses and programs in career and technical education prepare students for a diverse workforce. All degrees and certificates conform to recognized fields of study in higher education and can be completed in two years or fewer. Finally, student completion outcomes, including employment and transfer data, are reviewed regularly to inform decisions on program improvements via the Academic Program Review process.

The College meets Standard II.A.1 and complies with Eligibility Requirements 9 and 11.

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and**

promoting student success.

The Curriculum Committee, Program Review Committee, and Assessment Committee all regularly ensure faculty are evaluating methods of instruction regularly as defined by the Master Schedule. (IIA2 Master Review Cycle Schedule) Additionally, the Professional Development Committee offers numerous activities every semester that help faculty assess and improve their methods of instruction and assessment.

Evidence of Meeting the Standard

The Curriculum Committee, overseen and primarily composed of faculty (including adjunct), engages in continuous quality improvement by reviewing all proposals for new and modified courses and programs and overseeing regular curriculum review. Curriculum proposals must originate with faculty and the committee guides them through the process of development and approval. The committee meets regularly during the school year [IIA2 - Curriculum Calendar 2022-23] alternating between a technical review and full curriculum committee review (IIA2 Curriculum Committee Minutes 5.3.22).

The Course Outline of Record for every class taught at Solano College contains all elements required by the California Community College chancellor's Office Program and Course Approval Handbook and the California Code of Regulations Title 5, including course units, contact hours, requisites, methods of instruction, catalog description, course content, and student learning outcomes. (IIA2 Math311 COR) (IIA2 ETHN001 COR) (IIA2 BIOT401 COR) (IIA2 ADVN121 COR) Courses that are taught in fully online or hybrid mode are subject to a rigorous review process with standardized expectations for methods and regular, substantive contact (IIA1 DE Addendum eLumen).

The Curriculum Committee offers support, guidance, and trainings for faculty at all stages of the process. This includes workshops, presentations during FlexCal events, individual meetings with faculty, and [video](#) and written materials shared via email and posted on the Curriculum Committee website (IIA2 Curriculum Presentation to AS F23) (IIA2 Curriculum Committee Basics and Resources) (IIA2 Email - Curriculum Workshop and Video Links) (IIA2 Articulation FlexCal Mar23). In addition to the originator, each course is reviewed by two area faculty, the Curriculum Committee representative for the Division, The Division Dean, the articulation officer, a librarian, the assessment officer, and the Distance Education Director.

The Academic Program Review (APR) committee is a subcommittee of the Academic Senate and, as such, engages in continuous quality improvement through goal setting and self-evaluation (IIA2 APR Committee Goals and Self-Assessment_2022-2023). Program review is carried out by faculty within each academic school/division on a set cycle with the support of deans and the Vice President of Academic Affairs (IIA2 Master Review Cycle Schedule). The program review process is laid out in the Program Review Handbook and completed reports are housed in eLumen and on the college website (IIB2 APR Process Timeline) (IIA2 Program Review handbook 2020).

APR is intended to provide faculty members an opportunity for self-reflection, review, and assessment. APR is also central to the College's overall planning, becoming the basis for goal setting, resource allocation, and needs assessment. As departments are undergoing program

review, FlexCal sessions, Division and department meetings are set aside for trainings and workshops to ensure faculty are supported through the process (IIA2 FlexCal October 22) (IIA2 ATB Minutes 2-10-23).

A student survey is conducted as a component of program review in an effort to understand student experiences and preferences related to educational goals, course modality and location, and barriers to enrollment and success. In order to evaluate how well individual course learning outcomes are lending to program outcomes, students are also asked to reflect on their understanding of the PSLOs and whether or not the courses they've taken have effectively prepared them to succeed in the PSLOs. The results of the student survey are combined with SLO assessments and disaggregated student success rates to identify strengths and weaknesses, develop goals, and request resources and support (IIA2 APR Biomedical Sciences) (IIA2 PR Biotechnology Biomanufacturing BS).

Faculty have the opportunity to revise their program review report to integrate feedback at all steps. Each step is governed by a timeline to ensure timely completion of the process. The review of the six-year self-study report is comprised of feedback from the dean, APR Committee (APRC), and the Vice President of Academic Affairs (VPAA).

Career Technical Education programs must also submit an abridged program review every two years in order to be eligible for Perkins funding, per state requirements. As a part of the abridged program review, faculty report on advice provided by Advisory Boards and verify that the program's curriculum is up-to-date and meets industry standards and that there is sufficient funding to support the program. If additional funding is needed to maintain workforce currency, this is requested, and the dean considers this when working with faculty and the Vice President of Academic Affairs on yearly funding allowances.

Solano College is committed to addressing equity gaps for all success measures beginning with course and program development and following through to course assessment and program review process. The Curriculum Committee has hosted workshops and trainings to facilitate critical self-examination of curriculum to identify and revise (intentional or unintentional) racist or inequitable language, methodologies or other components of curriculum, and to intentionally include anti-racist and pro-equity content (IIA2 Spring 2022 Curriculum Workshops) (IIA2 DEI in Curriculum Model Principles and Practices) (IIA2 Curriculum Antiracism Checklist) (IIA2 DEI in the Curriculum Process). In addition to advising faculty crafting course-level student learning outcomes during the curriculum process, the Assessment Committee has led conversations and trainings to embed DEI language and practices into Program Student Learning Outcomes (PSLOs) and develop a new Institutional Learning Outcome with a DEIA focus (IIA2 FlexCal Mar23) (IIA2 2023 ILO revisions & new DEIA ILO) (IIA2 Photography AA PSLOs).

Finally, program review at Solano asks area faculty to explicitly consider issues of equity in their assessment of the student survey, student success data, and goals and planning. In addition to identifying disparities in enrollment, success, and completion, departments have recently recognized the need for discipline-specific DEIA courses. For example, as a result of Program review, the Chemistry Department has developed Chemistry 020: Chemistry and

Society which will address equity by including topics such as health disparities by race and ethnicity and racial disparities in pollution exposure (IIA2 PR Chemistry).

Analysis and Evaluation

The College's well-established Academic Program Review process ensures that faculty engage in regular review of program outcomes, curriculum, and resources to ensure that students receive a high-quality education that is compliant with the academic standards of higher education. Courses and programs are evaluated every six years, and faculty utilize student learning data and advice from advisory boards, where relevant for career-technical programs, to improve their programs.

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard

All courses, programs, certificates, and degrees have learning outcomes developed by faculty using established policies and procedures. Course outlines of record list SLOs, evaluation methods, and sample assessment assignments which are reviewed by the curriculum committee. (IIA2 BIOT401 COR) (IIA2 ETHN001 COR) (IIA3 NUTR 010 Syllabus) (IIA3 PSYC006 COR) (IIA3 SLO Assessment Report Psychology)

Guidelines for creating and assessing SLOs and PLOs are provided in the Assessment Handbook and through a series of videos posted to the Assessment Committee website. (IIA3 Assessment Handbook) Regular workshops are offered on FlexCal days and at Curriculum Committee Workshops. (IIA2 Assessment FLEX Mar2021) (IIA2 FlexCal Mar23) (IIA2 FlexCal October 22) The Master Schedule lays out the frequent cycle of review for SLOs, which lend to assessment of student success in the Program Review report process ahead of course-level and program-level improvements during Curriculum Review. (IIA2 Master Review Cycle Schedule)

Every faculty member is required to include course SLOs on their syllabi. Guidelines are provided in the Faculty Handbook and by Deans and Administrators at the start of each semester. (IIA3 Syllabus Requirements) (IIA3 School Meeting Agenda SSBS August 11 2023) (IIA3 ATB Minutes 2-10-23) Syllabi are collected and reviewed for accuracy by Division offices and stored in a college-wide database for future reference and in the event of an audit. (IIA3 ADVN130 F23) (IIA3 ASL002 F23) (IIA3 BIO-015 F23) (IIA3 CDFS 062 F23) (IIA3 ECON1 F23) (IIA3 HIST037 F23) (IIA3 RE172 F23) (IIA3 SPAN001 F23)

- 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard

Until the full implementation of AB 705, the College offered precollegiate-level, credit-based curriculum in math, English, and English as a Second Language (ESL). The College distinguishes this curriculum from college-level curriculum in the College catalog, class schedule, and course outlines of record (CORs), indicating which courses are and are not applicable toward a degree. The College utilizes a course numbering system that clearly identifies courses into the following categories: those that qualify for the A.A./A.S. degree and transfer to most four-year institutions (001-099), those that may qualify for the local associate's degrees but do not transfer to four-year institutions (100-199), vocational credit courses (200-299), pre-collegiate courses (300-399), courses that apply to the baccalaureate degree (400-499), and non-credit courses (500-599). (IIA4 Course Numbering System in College Catalog)

The College catalog and COR identify necessary skills and/or knowledge required by all precollegiate courses in the form of outcomes that directly align with and prepare students for success in transfer-level courses. (IIA4 ENGL310D Catalog Description) (IIA4 Math Corequisite Catalog Descriptions) (IIA4 ENGL310D COR)

Leading up to the implementation of AB 705, faculty in the affected disciplines deleted most pre-collegiate courses, leaving only a few co-requisite support classes as options for students entering the College with little to no preparation for College-level coursework. The determination of which students fit that profile closely follows the Chancellor's Office-approved multiple measures placement recommendations. For example, students entering the College with a high school GPA of <2.60 are offered, but required, the option of taking ENGL 001 (College Composition) with a co-requisite, pre-collegiate, support class, ENGL 310D (Advanced English Skills Lab). Similarly, non-STEM students whose highest math course in high school was Pre-Algebra, are offered the option of taking a Statistics co-requisite support course, MATH 311 (Elementary Statistics Support). In no instance is a student required to take pre-collegiate coursework. The College does not place students into pre-collegiate support courses; rather, placement recommendations are sent to students upon their application to the College, and College Counselors work with students to identify the most appropriate course path. (IIA4 English and Math Placement College Catalog) (IIA4 Corequisites and Prerequisites College Catalog)

The College provides multiple learning support services to help students succeed. The Academic Support and Tutoring Center (ASTC) offers in-person peer tutoring as well as access to 24/7 online tutoring via NetTutor. The Puente Program offers a learning community cohort for College Composition, with curriculum geared to the learning needs of Hispanic students. In Fall 2023, the College re-launched a Mathematics, Engineering, and Science Achievement (MESA) program, dedicated to serving the learning needs of underserved students pursuing STEM fields.

Analysis and Evaluation

The College offers credit curriculum that utilizes a numbering system to distinguish college-level from pre-collegiate level curriculum. All courses are developed by faculty and approved by the Curriculum Committee to ensure appropriate rigor. Pre-collegiate offerings have been greatly reduced in compliance with AB 705, leading to more students directly entering

collegiate-level coursework, greatly reducing their time to completion. Robust support services, including the ASTC and learning communities like Puente and MESA, assist students in successfully completing coursework.

- 5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

The Curriculum Committee is responsible for degree and program approvals, and they ensure that all educational programs are of the appropriate length, breadth, depth, and rigor for an institution of higher learning. Additionally, the Curriculum Committee, via the Technical Review sub-committee, ensures that educational programs have defined course sequencing plans, are of sufficient length such that students can complete them within two years, and synthesize learning via defined course student learning outcomes that are mapped to program learning outcomes.

The Curriculum Committee follows guidelines set forth in the Program and Course Approval Handbook [PCAH] and the local Solano Community College Curriculum Handbook (IIA5 SCC Curriculum Handbook). Based on rules outlined in these documents, all associate degrees offered at Solano Community College comprise a minimum of 60 units of degree-applicable coursework, including 18 units in a major area of study and completion of general education courses. Program requirements are laid out in Board Policy and Academic Procedure 6200: Graduation Requirements for Degrees and Certificates. (IIA5 BP/AP 6200) The local associate degree requires demonstration of competency in English composition, rationality, natural science, arts and humanities, social and behavioral studies, cross cultural studies, and health and kinesiology. The transfer degrees require successful completion of the Intersegmental General Education Curriculum (IGETC) or the CSU General Education Breadth coursework. Following passage of AB 1460: Ethnic Studies Transfer Alignment, all transfer degrees require a 3-unit course in ethnic studies. (IIA5 Graduation Requirements College Catalog)

Solano Community College's baccalaureate degree in Biomanufacturing requires completion of a minimum of 120 units, including 33 units of lower-division courses in the major, 36 units of upper-division major courses, 9 units of upper-division general education electives, and completion of the CSU or UC lower-division education pattern. Program requirements for the bachelor's degree are laid out in Board Policy and Academic Procedure 6200B: Graduation Requirements for Degrees and Certificates. (IIA5 BP/AP 6200B) (IIA5 BS Biomanufacturing College Catalog)

Analysis and Evaluation

The Technical Review and Curriculum Committees, in close cooperation with the Articulation Officer, guide faculty in the development and ongoing review of programs to be sure that all degrees adhere to common standards of higher education as well as state and local standards, including appropriate sequencing and credit requirements.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College schedules classes on campuses in Fairfield, Vacaville, and Vallejo in a variety of modalities to meet student interests and needs. In the major terms, the College offers classes in a traditional 17.5 week format, along with 8-week classes and other short-term classes as needed to meet student need for accelerated learning. In the summer session, the College offers an 8-week session and a 6-week session. To support access and completion, classes are offered on-campus face-to-face, online synchronous and asynchronous, and hybrid (combined face-to-face and online). Classes in the local correctional facilities are offered in-person and through correspondence, as part of our Rising Scholars program, using the same scheduling patterns.

Preparation of the schedule of classes is the responsibility of the Office of Academic Affairs, in close collaboration with academic deans, the directors of the Vacaville and Vallejo centers, and discipline faculty. The College's associate degree programs are designed to be completed in two years for students who progress in a timely manner. (IIA5 SCC Strategic Plan 1.1, 2.3, 3.2) Academic deans work with faculty to plan course rotations that will meet these needs. For example, the English Department looks at courses that made enrollment minimums in the previous semester when developing the subsequent-term schedule; additionally, the department maintains a careful rotation of major coursework in order to ensure that students have access to the courses required to complete the ADT within a two-year span. (IIA6 ENGL F23 for S24 Scheduling) (IIA6 PLSC Scheduling email and spreadsheet) To protect the program integrity, the Collective Bargaining Agreement between the College faculty and District requires consultation with faculty alongside programmatic impacts prior to cancellation decisions. (IIA6 19.7 Class Cancellation CTA Contract) Deans and faculty work together to ensure that capstone courses are offered, even at reduced enrollment, to ensure student completion. Additionally, to ensure robust offerings at the College's education centers in Vacaville and Vallejo, the Vice President of Academic Affairs allows courses with lower than full enrollment to run. When and if isolated students are affected negatively by course cancellations, course substitutions are considered as a means to support student completion (IIA6 Course Substitution Form).

The scheduling process for each academic year follows a prescribed schedule to ensure that faculty have opportunities to suggest schedules, deans can utilize these suggestions to draft robust class offerings, the scheduling office can enter courses into the Banner ERP system and validate attendance accounting rules, and the Office of Academic Affairs and deans can review the completed schedule to ensure accuracy and variety of options for students. On February 13th, 2023, the Academic Senate created a taskforce to consider how to ensure students can complete schedules in person on each campus or online in a timely manner. (IIA6 AS_Minutes_February_13_2023) The taskforce, composed of discipline faculty, counselors, and an academic representative, analyzed past course schedules and submitted

recommendations for a distribution of courses that would allow students on the main Fairfield campus, at the Centers in Vacaville and Vallejo, online, and in the evening to complete an entire IGETC general education pattern for each site and modality.(IIA6 Scheduling Taskforce Recommendations Spring24) This recommendation was accepted by the Vice President of Academic Affairs and guided the deans in their Spring 2024 schedule development process.

Some cohort programs have structured schedules to meet student completion goals. For example, full-time students in the Bachelor of Science in Biomanufacturing program all enroll in the same sections of the same major classes in the same sequence. To achieve this, the class schedule is designed specifically to ensure that the class schedule has no conflicts and students follow a convenient and practical full-time schedule. At the same time, faculty in the program began noticing that interest in the baccalaureate program was not limited to full-time students; indeed, there was strong interest from working professionals in the biotechnology industry seeking additional credentials. To meet this need, the dean and faculty devised a part-time structure for those students which can be complete on a three- or four-year timeline. (IIA6 Biomanufacturing Program Map)

Lower Division	Biotechnology Associate Degree or equivalent preparation	
Upper Division, Year One	Fall Term <ul style="list-style-type: none"> · Biomanufacturing Process Sciences (5 Units) <ul style="list-style-type: none"> · Advanced Topics in Quality Assurance and Regulatory Affairs (4 Units) · Upper division GE: Technical Writing (3 Units) <ul style="list-style-type: none"> · Elective (3 Units) 	Spring Term <ul style="list-style-type: none"> · Design of Biomanufacturing Facilities, Critical Utilities, Processes and Equipment BIOT403 (4 Units) · Bioprocess Monitoring and Control BIOT404 (5 Units) · Design of Experiments for Biomanufacturing BIOT402 (4 Units) · Elective (3 Units)
Upper Division, Year Two	Fall Term <ul style="list-style-type: none"> · Supply Chain and Enterprise Resource Planning (3 Units) · Emerging Biomanufacturing Technologies (3 Units) · Six Sigma and Lean Manufacturing (4 Units) <ul style="list-style-type: none"> · Upper division GE: Bioethics (3 Units) <ul style="list-style-type: none"> · Electives (3 Units) 	Spring Term <ul style="list-style-type: none"> · Methods in Quality Improvements, Investigations and Audits (4 Units) · Emerging Trends in Biomanufacturing Quality (3 Units) <ul style="list-style-type: none"> · Upper division GE: Project Management and Enterprise Resource Planning (3 Units) · Elective (3 Units)

A somewhat similar schedule of classes is created for the cohort of students pursuing our Nursing degree. Students are divided into clinical groups and pursue courses as a cohort in a recognizable rotation of nursing disciplines such as foundations of nursing, medical/surgical, pediatrics, and psychiatry (IIA6 AS Nursing Program Map)).

In the Rising Scholars program, careful attention is paid to course offering to ensure students have access to not only the general education courses needed, but also the major coursework required and in the most efficient and effective sequence for students to complete the ADTs

available to them. While the pandemic created a severe disruption in face-to-face classes, the College was able to continue correspondence courses. As a result, the Rising Scholars office has developed a detailed, systematic set of trainings, guidelines, and sample materials for faculty who are teaching in person and via correspondence which has allowed for a significant expansion in the courses that the College can offer to incarcerated students. (IIA6 RS Course Offerings Master) (IIA6 RS Courses Offered F23) (IIA6 RS Courses Offered F21) (IIA6 Correspondence Handbook) (IIA6 RS Assignment Package Instruction)

During the COVID-19 pandemic, College faculty each completed an 80-hour sequence of @One courses to become certified to teach online to meet the needs of students and faculty remaining at home for the safety of the community. The increased need for online courses has continued in this post-pandemic environment, so the College has taken steps to join the California Virtual College (CVC), to help students across the state complete their courses and programs in a timely and safe manner. Solano College is transitioning to Banner/SaaS ILP cloud management, as a result of this change, we will need to have the technology and data updated prior to moving forward as a Teaching College through the CVC. The Teaching College project is a tech-heavy process that our ITS system is committed to supporting after the ILP integration. Solano has secured October 2024 with the CVC for our Teaching College Cohort. In preparation for this project, the Distance Education team is working on establishing Solano as a “Local Peer Online Course Review (POCR) Badging” college as identified by the CVC. The DE team has created a POCR review team to review shells and provided suggestions for improving the quality of online offerings at the college. At the end of the Local POCR Badging project, Solano will receive formal certification from the CVC to assign the POCR badge to shells that meet our local standards. (IIA6 8_25_23 DE Agenda) (IIA6 AS_Minutes_September_25_2023)

Analysis and Evaluation

The College considers a variety of factors when creating the class schedule, including previous semester wait lists, fill rates, the need for capstone courses, and the growth and nurturing of the College’s educational centers. The College responds to enrollment patterns as they develop and has considered recommendations from the Academic Senate taskforce in order to stay flexible to the shifting demands of student interest.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Solano Community College effectively uses an array of delivery modes, teaching methodologies, and learning support services that reflect the educational needs of its diverse student body. In response to the increased need for flexible online learning since the COVID-19 pandemic, the College’s previous reliance on face-to-face instruction shifted to a relatively equal balance of online and face-to-face course modalities, with correspondence (in our correctional facilities) and hybrid modalities filling out the course schedule. The College’s overall goal is to transform students’ lives by supporting equitable outcomes for all students, regardless of their academic preparation or social and emotional readiness for college.

In the semester prior to the pandemic, the majority of courses were offered in a traditional face-to-face format. **F2F v online percentage prior to pandemic from R&P** At that time, in order to be certified to teach online, faculty were required to complete training in online pedagogy and Canvas development tools and submit a Canvas shell for a particular course for review by the College's Distance Education (DE) Committee. Once approved by the committee, faculty could then teach that course in an online format. Once the need for more online offerings became apparent, the DE Committee changed its policy to allow the DE Committee to use the sample course shell to certify an instructor's competency in online pedagogy and adherence to accessibility standards in course design, allowing them to teach any of their courses online. The new structure facilitated an expedited approval process that allowed more online courses to be scheduled to meet student needs. Since all faculty needed immediate training to meet the certification requirements by Spring 2021, the College provided multiple opportunities and offered a stipend to encourage and ease compliance. (IIA7 Summer and Fall 2020 DE Courses) (IIA7 COVID-19 MOU May 2020)

The DE Committee uses the California Community Colleges California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric to evaluate Canvas shells for approval. (IIA7 Online Instructor Certification Guidelines) (IIA7 DE Meeting Minutes 050120) (IIA7 DE Meeting Minutes 120222) As part of the curriculum process, departments are required to submit a Distance Education Addendum to the Course Outline of Record for each course taught online or in hybrid format which must be evaluated and approved by the DE Committee. (IIA7 DE Addendum eLumen) (IIA7 DE Addendum Completed Fall 2020) (IIA7 DE Addendum Submission Instructions) (IIA7 Steps for DE approval)

During Program Review, the Biomedical Sciences Department reported that enrollment went down and students reported that online lab courses were a barrier to their success. (IIA2 APR Biomedical Sciences) Overall, faculty in the sciences advocated strongly for the importance of resuming face-to-face lab sections once pandemic-related restrictions were lifted. In their Distance Education addenda, they indicated that online labs could only be offered in extreme quarantine-like conditions (IIA7 BIO014 DE Addendum) (IIA7 BIO014 COR), and the dean has honored that request. In-person labs also meet the needs of students planning to transfer to a University of California campus, since that system has indicated that it would no longer accept online labs for transfer.

Because of accelerated training in online teaching strategies and the continued interest by students in registering for online classes (IIA7 Student Survey Course Modality F21), the number of online offerings has remained high compared to pre-pandemic levels. **Fall 2023 online v f2f offering breakdown** At the initial point of scheduling, faculty, deans, and the Office of Academic Affairs seek to schedule a relatively even mix of face-to-face and online classes, but as enrollment trends become evident, deans maintain the right, in consultation with affected faculty, to convert low-enrolled face-to-face classes to an online modality to improve enrollments. **policy on conversion?**

The College has instituted a number of programs to encourage equity-minded teaching methodologies to ensure equitable success for all students in all modalities. The Teaching for

Equity (T4E) program, for example, is a faculty-created and faculty-run professional development opportunity for all faculty. When all faculty were required to teach fully-online in Fall 2020, the T4E committee began offering recommendations for infusing equity into all aspects of the distance education class. (IIA7 Equitable Practices in Online Teaching) In the T4E cohort program, peer facilitators take participants through various modules exploring equitable teaching practices like creating a welcoming syllabus, instituting innovative grading policies like “ungrading,” and revising classroom policies using an anti-racist and equity-informed approach. (IIA7 T4E Academy S23) (IIA7 Equitable Grading Presentation) (IIA7 Equity Fest) (IIA7 T4E Annual Report 2022-23)

The College participates in the optional Flexible Calendar program, and faculty offer multiple workshops each year focused on innovative teaching methodologies. Guest speakers at recent flex events and convocation have focused on topics like hyflex (IIA7 Fall 2022 Flex schedule with Brian Beatty), implementing generosity with our students (IIA7 Spring 2023 Flex with Emilian Simon-Thomas), addressing racial inequity in post-secondary education (IIA7 Spring 2022 flex with Frank Harris III), the increasing challenge of responding to and incorporating AI technologies in the classroom (IIA7 Fall 2023 flex with Jarek Janio), and anti-racist activism (IIA7 Oct 2023 Flex with Kyle Williams and Kamal Carter)

In addition to offering a variety of instructional modalities and incorporating equity-minded teaching methodologies, the College supports students’ differing learning needs through an array of programs and services. A number of learning communities support students from various ethnic backgrounds, such as:

- Puente Project, focusing on students from Latinx backgrounds,
- a newly-revived Math, Engineering, and Science Achievement (MESA) program,
- an A2MEND cohort for Black and African-American students, and
- an IMANI program focused on Black female student success.

The College provides academic support and drop-in tutoring services at all sites through the Academic Success and Tutoring Center (ASTC). All three locations offer assistance with writing, math, and other subject areas. An ESL Lab offers drop-in assistance to English language learners in any course they are registered in. Additional student success workshops are offered throughout each term (IIA ASC Success Workshops F23) (IIA ASC Success Workshops S23) (IIA ASC Success Workshops S22)

The Athletic Academic Mentoring Program (AAMP) is designed to assist student-athletes in the academic transition from high school to college [[AAMP website](#)]. Student-athletes from various teams are assigned a mentor to meet with on a regular basis who provides academic support and encouragement through frequent meetings, presentations, tutor assignment, and supervision of educational plans to maintain eligibility and timely graduation. The goal of AAMP is to increase the number of students who meet or exceed their educational goals as outlined in their Ed Plan (AA degree, Transfer, Certificate).

Analysis and Evaluation

The College has responded to the various educational needs of our diverse student body by

providing courses in a variety of modalities using equity-minded teaching methodologies and supported by numerous effective learning support services.

- 8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

Evidence of Meeting the Standard

Students entering the Registered Nursing Program at Solano College must take the Test of Essential Academic Skills (TEAS) and meet a minimum score of 62% within the first two attempts. The TEAS test is administered through Assessment Technologies Institute and is based on 20 years of progressive data analytics to predict student success. The test is available online or in-person at a proctored testing site. (IIA8 TEAS Exam Information)

In courses and/or programs requiring accreditation or licensure specific to a given industry, such as standardized exams are provided and monitored by the relevant accrediting or credentialing bodies.

Direct assessment of prior learning at Solano Community College may be earned through various processes, including via credit-by-exam and the various other methods of earning credit for prior learning (CPL) (IIA8 Transfer College Catalog) (IIA8 AP 6041 Credit for Prior Learning)

The CPL policy outlines the eligibility requirements for students seeking this outcome, as well as the steps students should take to earn credit. Assessment of a student's prior learning is at the sole discretion of discipline faculty and requires the student to demonstrate mastery of the learning outcomes of an existing course at the College. The various methods of demonstrating mastery include achievement of a satisfactory score on an Advanced Placement ([AP](#)), International Baccalaureate ([IB](#)), or College Level Examination Program ([CLEP](#)) standardized exam, evaluation of a military Joint Services Transcript (JST); presentation of a sample portfolio; and satisfactory completion of a department-wide course examination (credit-by-exam), typically the final exam for a course. The College provides professional development for faculty to ensure that awarding credit for prior learning is consistent across departments and is a reliable and authentic reflection of a student's learning.

The Credit for Prior Learning Assessment Petition, developed by the Office of Admissions and Records, requires assessing faculty to indicate the evidence used to determine the student's proficiency in the learning outcomes of the identified course and attach supporting documentation. (IIA8 Credit for Prior Learning Assessment Petition) The College has held discussions and workshops during FlexCal, Open Curriculum Committee Meetings, and at the Division and Department levels to establish assessments and practices for granting CPL. (IIA8 Spring 2022 Curriculum Workshops) (IIA8 FlexCal Mar 2022)

Through the Veterans Center on campus, Solano Community College is part of the Military Articulation Platform (MAP) cohort [**get MAP info from Amy**] and regularly awards credit for

satisfactory completion of several courses taken while on active duty [**Crosswalk of approved courses?**]. (IIA8 SCC Named as MAP Cohort – Email) (IIA8 MAP Cohort Website)

Analysis and Evaluation

The College has clear policies and procedures outlining how students can gain credit for prior learning to progress more quickly to certificate and degree completion. The College is pursuing professional development for faculty and counselors to emphasize the importance of directing students to credit for prior learning opportunities.

Solano Community College

- 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard

Solano Community College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Course- and program-level learning outcomes are a standard part of every course and program outline of record as advertised on the College website and catalog. All course outlines of record (COR) indicate the content to be covered along with the methods for evaluating to what extent students are mastering the information and skills of the course. Learning outcomes for each new course and each course undergoing periodic update are submitted to the College's Assessment Coordinator, a faculty member with reassigned time, for review and approval. (Assessment Handbook) These outcomes are then reviewed by the full Curriculum Committee for final approval. Additionally, all CORs include the minimum number of hours of work per unit of credit awarded for both lecture and lab courses, based on the Carnegie unit definition. (IIA9 COSM100 COR) (IIA9 BIOT404 COR) The College does not currently have any clock hour programs. Per Board Policy, units of credit follow the guidelines as set forth in the PCAH, which in turn is consistent with accepted norms or equivalencies in higher education [[BP 6100: Program, Curriculum, and Course Development](#)]. The Curriculum Committee Handbook further details the process for course and program development at the College (IIA9 Solano Curriculum Handbook).

Board Policy 6410 requires that course grading adhere to the system established by Title 5 and Administrative Procedure 6410 describes the Academic Record Symbols and Grade Points. The College uses only whole grades (A, B, C, etc) and the Pass or No Pass (P/NP) for evaluation of completed courses. (IIA9 BP 6410) (IIA9 AP6410) An explanation of grading policies, symbols, and calculations is available online or in the College catalog. (IIA9 Grades from College Catalog) Faculty are required to include grading policies, expected hours of work outside of class, and SLOs as stated in the approved COR. (IIA3 Syllabus Requirements) Syllabi are collected, reviewed, and maintained by the division. (IIA9 COMM001 Syllabus) (IIA3 SPAN001 Syllabus)



Analysis and Evaluation

Solano Community College follows Title 5 and California Code of Regulations standards for all degree- and certificate-applicable credit courses. The College has policies and procedures in place to ensure that the awarding of credit for coursework and the conferral of certificates and degrees is based on student achievement of specified learning outcomes as determined by faculty qualified in the discipline.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

To facilitate the mobility of students between institutions without penalty, Solano Community College provides clear policies, procedures, and tools for students seeking to transfer credits into the College as well as to transfer credits to other colleges and universities.

Transfer and Exam Credits for Incoming Students

For students coming from other colleges and universities, the College grants credit from regionally accredited institutions for courses that match degree requirements at SCC. Board Policy and the College catalog provides information about the various ways that incoming students can receive transfer credits, including Credit for Prior Learning (IIA9 BP 6410) (IIA9 AP6410), Credit-by-Examination [[BP 6040](#)] [*need updated policy (2009!) before printing*], Military Transcript Evaluation [*web page needs updating*], Advanced Placement [[BP 6030](#)], CLEP, International Baccalaureate (IB), and via courses with matching C-ID numbers (IIA10 Transfer Credits from College Catalog).

When course equivalency is questioned, Counselors and student services evaluators, in consultation with discipline faculty, review the course descriptions, syllabi, and other relevant documents provided by the student to ensure alignment of learning outcomes.

For the Baccalaureate program in Biomanufacturing, required coursework and how to apply is clearly identified on the website ([BS webpage](#)) (IIA10 Biomanufacturing Eligibility Requirements). In the early stages of the program, the College's entrance requirements closely matched the local degree in biotechnology; once faculty determined that this was too limiting for students attempting to transfer credits from other programs with slightly different local degree requirements, the pathways were made more flexible and support courses and equivalencies were made available, resulting in more students transferring in to complete their bachelor's degree.

Transfer to Other Institutions

The Transfer Center webpage [[Transfer Center](#)] contains helpful links for students seeking information on requirements for transfer to other institutions, including a comprehensive list of transfer and articulation agreements [[Articulation Agreements](#)]. Special sections of this

webpage are devoted to the CSU Associate Degree for Transfer and the University of California Transfer Admission Guarantee (UC TAG). Additionally, there is a section of the webpage devoted to Historically Black Colleges and Universities (HBCUs).

The College's articulation officer works closely with faculty on proposals for course submissions and revisions to ensure they articulate with four-year institutions. Once a course is determined to be transferable, it is subject to review by the CSU Chancellor's Office. Community college courses that are transferable to all campuses of the University of California (UC) are identified on the UC Transferable course list. Solano Community College has a guaranteed transfer agreement with our closest CSU campus, Sonoma State University [[SSU Guaranteed Transfer](#)]. Furthermore, students interested in attending Sonoma State University to complete their Bachelor's degree have the option of attending SSU courses at the Solano Community College campus. Sonoma State offers SCC students the ability to complete a [B.A. in Liberal Studies](#) or [B.S. in Business Administration – Management Concentration](#) degrees while taking the required courses at the Vallejo Center, online, or a combination of the two. (IIA10 SSU BA & BS Course Schedules 2023)

Analysis and Evaluation

Solano Community College has policies and procedures that address the transfer of course credit from and to other institutions. These are published on the College website and in the catalog. The College works closely with four-year institutions to establish and maintain articulation agreements to assist students in seamless transfer between institutions.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Solano College maps various outcomes in order to include program and institutional level outcomes in each course, so Student Learning Outcomes (SLOs) map to Program Learning Outcomes (PSLOs) which map to Institutional Learning Outcomes (ILOs). If a course is designated as a general education course, then the SLOs first map to General Education Level Outcomes (GELOs) then to PSLOs. (IIA13 Biology AST SLOs to PLOs Map) (IIA13 Chemistry AST SLOs to PLOs Map) (IIA13 Geography AAT SLOs to PLOs Map)

Since 2018, the College has mapped to the following nine (9) I.L.O.s (IIA11 ILOs & GELOs College Catalog):

ANALYTIC INQUIRY: Students will engage in critical thinking to discover and apply information to the analysis and/or solutions of problems.

COMMUNICATION COMPETENCY: Students will effectively communicate ideas and information through writing, speaking, performance, art, or other modes of expression.

ETHICS: Students will identify ethical issues and apply ethical principles to discipline specific problems.

GLOBAL AWARENESS: Students will demonstrate an understanding of how diverse cultural beliefs and practices impact behavior and forms of expression. They will be able to articulate how social, economic, environmental, and political events impact society.

INFORMATION COMPETENCY: Students will be conversant in the vocabulary and concepts of the discipline and be able to use discipline-appropriate tools to locate and retrieve relevant information effectively, upholding academic and ethical integrity.

PERSONAL GROWTH: Students will be able to maintain personal health and well-being (both physical and mental), including engaging in self-reflection to facilitate personal insight and their responsibility to their community and others.

PROFESSIONAL DEVELOPMENT: Students will demonstrate effective workplace behaviors in an academic setting, such as appropriate communication, professionalism, decision-making, and time management.

QUANTITATIVE COMPETENCY: Students will solve problems and interpret findings using appropriate mathematical, statistical, and scientific techniques.

TECHNICAL COMPETENCY: Students will demonstrate the technical skills and strategies required of the discipline.

In Spring, 2023, the Assessment Committee reviewed the existing ILOs. The committee held a flex session on March 16 to engage with faculty. After consultation, some minor revisions to language were made, including the changing of Personal Growth to Student Health and Well-Being. Additionally, it was determined that none of the existing ILOs captured the full spirit of our efforts towards diversity, equity, and inclusion so a new tenth (10th) ILO was created:

DIVERSITY, EQUITY, INCLUSION AND ACCESSIBILITY: Students will demonstrate knowledge and sensitivity toward diverse communities and cultures.

On May 8, 2023, the Academic Senate voted to accept all revisions and the newly created DEIA ILO. The Assessment Coordinator subsequently made the appropriate changes in eLumen. (IIA11 2023_ILO_revisions_new_DEIA_ILO) (IIA11 AS_Minutes_May_08_2023) This coincides with regular presentations, workshops, mentorships, working groups, and trainings that offer faculty opportunities to diversify and equitize their course curricula and policies.

Assessment of PSLOs takes place during program review when discipline faculty evaluate course level outcomes assessments and feedback from the student survey which asks students to determine both their familiarity with the PSLOs as well as their level of confidence that their course work is preparing them for mastery of the PSLOs at the conclusion of their program. (IIA11 APR Handbook) (IIA11 Astronomy Draft PR) Additionally, student Education Plans, created in consultation with Academic Counselors, include all required courses for a degree,

including courses that satisfy both ILOs and GELOs. (IIA11 Sample Education Plan) (IIA11 Learning Outcomes for Degrees College Catalog)

Analysis and Evaluation

Solano College has adopted program learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The College has continued in its efforts to infuse DEIA policies and practices at every level of the institution by adding a DEIA-focused ILO and providing frequent, ongoing training for faculty to implement anti-racist and inclusive practices in their classes. Learning outcomes are assessed regularly to drive program improvements.

12.The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

All degree programs at Solano Community College require successful completion of a general education pathway identified in the College catalog. The College offers three general education pathways for students seeking the Associate in Arts or Associate in Science degree:

- Solano Community College General Education (IIA12 SCC GE Local Non Transfer)
- Intersegmental General Education Curriculum (IIA12 SCC IGETC)
- CSU General Education-Breadth (IIA12 SCC CSU Breadth)

For students pursuing the Bachelor of Science degree in Biomanufacturing, entrance into the program requires completion of a lower division IGETC or CSU GE Breadth pattern, and completion of the program requires ten upper-division major courses, an additional three 3-unit upper division general education courses, and electives for a total of 120 units (IIA5 BS Biomanufacturing College Catalog).

The associate degree GE pattern follows the philosophy in Board Policy (IIA1 BP 6205) and the baccalaureate general education pattern follows the philosophy outlined in Board Policy (IIA1 BP 6205). In addition, the College catalog outlines the General Education Outcomes (GELOs) in the areas of Communication and Critical Thinking, Scientific Inquiry and Quantitative Reasoning, Arts and Humanities, Social Sciences, and Lifelong Learning and Self Development. The College also requires a local GELO and graduation requirement in Cross-Cultural Studies (IIA11 ILOs & GELOs College Catalog).

The appropriateness of each course for inclusion in the general education curriculum falls under the purview of the faculty-led Curriculum Committee, which considers the student learning outcomes and competencies appropriate to the associate or baccalaureate degree. Because transfer to a four-year institution is a major part of the College's mission, guidelines set forth by the University of California (UC) and California State University (CSU) systems also play a role in these determinations. The Articulation Officer, a faculty role, is a member of the Curriculum Committee and helps faculty find comparable courses at the UC and CSU campuses to ensure the course will be transferable, especially as it relates to IGETC or CSU GE-Breadth transferability. (Solano Curriculum Handbook)

Analysis and Evaluation

Solano Community College displays general education requirements for its degree programs in the College catalog and on the College website to ensure that students understand the graduation requirements of the institution. Faculty expertise has determined both the philosophies of general education for the associate and baccalaureate degrees and the courses that satisfy the GE requirements. The College General Education Learning Outcomes include a broad range of coursework leading to competency in academic and civil areas.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Most associate degree programs at Solano Community College include a focused area of study composed of at least 18 units, following Title 5, Section 55063(c)(1). For students not interested in transferring, the College has an Interdisciplinary AA Degree in Wellness and Self Development (IIA14 AA Wellness and Self Development) and an Interdisciplinary AA Degree in Liberal Studies (IIA14 AA Liberal Studies), both established interdisciplinary core programs.

For the bachelor's degree in Biomanufacturing, students must earn a total of 120 units, with at least 25% of those units in general education [[Title 5 71850](#)]. This degree requires lower division preparation equivalent to the Associate of Science in Biotechnology, as well as satisfactory completion of the upper division courses focused on the Biomanufacturing major. The lower division preparation includes 28 semester units of Biology, Chemistry, and Biotechnology coursework, and the upper division includes 10 biotechnology courses totaling 39 units, for a total of 67 units within the major area of study. Each course is designed around key student learning outcomes designed by faculty discipline experts. (IIA5 BS Biomanufacturing College Catalog)

Development of new degrees is led by faculty subject-matter experts who establish requirements in the area of focus, ensuring that the required courses have learning outcomes that meet current standards within the discipline and include mastery of the key theories and practices within the field of study. As part of the program development process, faculty develop program learning outcomes (PLOs), which are reviewed by the Assessment Committee for relevance and measurability. All PLOs are published in the College catalog. Course-level SLOs for required courses in a program are mapped to the PSLOs for that program to ensure that the courses provide opportunity for students to develop and demonstrate mastery, at the appropriate degree level, of key theories and practices in the field (IIA13 Math AST

SLOs to PLOs Map) (IIA13 Biology AST SLOs to PLOs Map) (IIA13 Geography AAT SLOs to PLOs Map)

Analysis and Evaluation

Every degree program at Solano Community College is comprised of a focused area of study or an interdisciplinary core of courses that include appropriate key theories and practices. Faculty work with discipline colleagues and the College Curriculum Committee and Assessment Committee through detailed processes to identify appropriate courses for the major area of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

All career technical education (CTE) programs at Solano Community College are subject to the same rigorous curriculum approval and program review processes as other degree or certificate programs. (IIA14 Automation Technology CA POR) (IIA14 Cosmetology CA POR) (IIA14 Real Estate AS POR) In addition, faculty submitting CTE certificate and degree programs demonstrate a need for the program by conducting a labor market analysis using standard labor market data sources. (IIA14 Real Estate AS Rationale) (IIA14 LMI_Solano_Photography_June 2023) Each CTE program must also convene an advisory board composed of representatives from industry, as well as members representing groups such as college faculty, students, high school partners, and transfer institutions. These advisory boards meet regularly with faculty to provide input on curriculum and ensure that program requirements and content are current with industry standards. (IIA14 ECE Advisory Committee 10-20-22 Minutes) (IIA14 CDFS Advisory Board Agenda Spring23) (IIA14 Bay_Sector-Profile_Education_22-23)

The College's CTE programs, housed in the Department of Applied Technology and Business (ATB) match faculty expertise with industry experience. One example of this is the collaboration between the faculty in the Biomanufacturing bachelor's degree program, who worked closely with biotechnology company Genentech to develop the coursework for the degree. Many graduates of the program have gone directly into well-paying jobs in the industry, while others have matriculated to master's degree programs in universities across the country. (IIA14 North Bay Business Journal article) (IIA14 ATEC Career Fair Sept 23) (IIA14 Department of Defense Visits SCC)

Students completing programs leading to licensure are eligible to sit for exams, and results are collected annually and submitted to the ACCJC. In all cases, our graduates pass their licensure examinations at rates higher than the institution-set standards. Further evidence of the College's commitment to high-quality workforce preparation is the employment rates for our graduates, which also exceed institution-set standards. (IIA14 Annual Report ACCJC 2021) (IIA14 Annual Report ACCJC 2022)

Information about Solano Community College's 44 career technical education degrees, 41

certificates of achievement, and bachelor's degree in Biomanufacturing are available on the college's website, in the catalog, and in the form of brochures and other promotional material on campus and in the community, including course requirements, preparation for external licensure or certification, and career opportunities.

Analysis and Evaluation

All new and modified career technical education programs include a narrative, labor market information, advisory committee input, and courses that have gone through Curriculum Committee approval. Students completing programs leading to licensure are eligible to sit for exams, and results are collected annually and submitted to the ACCJC. Students graduating with credentials in CTE programs possess the skills necessary for employment as demonstrated by their high employment rates.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The College's Program Discontinuance Policy, based on Title 5, Sections 51022 and 55130 and following guidance from the statewide Academic Senate, ensures that if circumstances warrant the discontinuance of any program, the College will honor the "spirit of access and equity for students." (IIA15 BP 6105) (IIA15 AP6105) (IIA15 Program Discontinuance A Faculty Perspective)

According to the Administrative Procedure, when a program is identified for possible discontinuance, an Evaluation Committee comprised of members from the faculty (including a Counselor), students, administration, and classified staff reviews materials pertinent to the discontinuance and, after reviewing the material, submits a recommendation report to the Curriculum Committee. The recommendation from the Evaluation Committee can fall into one of three outcomes: Continuance, Continuance with Qualification, or Discontinuance. The recommendation must provide either a way for currently enrolled students to continue their programs of study (ie, a "teach out") or a plan for them to meet their educational objectives through alternative means. The Administrative Procedure dictates the remainder of the process, resulting in a recommendation from the Curriculum Committee to the Superintendent-President and eventually to the Board of Trustees for action.

In the current accreditation cycle, the Journalism program was brought up for discontinuation, but in the process, a recommendation to Continue with Qualifications was approved by the evaluation committee and the Academic Senate. Because the College did not have a journalism instructor, a faculty member in English pursued a graduate-level credential in journalism to be able to offer a more streamlined, efficient program. Additionally, faculty began working on a journalism certificate that better prepares students for the current state of web-influenced media and journalism. (IIA15 Journalism Discontinuance Assessment) (IIA15 AS Minutes 030121) (IIA15 AS Minutes 050922) (IIA15 Proposed Solano Journalism Courses)

When students are affected by course elimination or addition to a program, an alternate course to meet the requirement is identified and approved through a Course Substitution Petition. Course substitutions are approved by discipline faculty and signed by the academic dean responsible for the program. (IIA15 Substitution of Degree Requirements Petition)

When program requirements change, students have catalog rights as outlined in Board Policy (IIA15 BP 6210). However, students may choose to adopt a more recent catalog if doing so benefits their chance of completion (IIA15 AP 6210).

Analysis and Evaluation

When programs are eliminated or program requirements are significantly changed, Solano College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. In cases of program discontinuance, the College ensures that students currently enrolled in the program are given the opportunity to complete their studies, either through a “teach out” or through faculty-identified alternate coursework.

16.The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Solano Community College conducts program review in its 5 Schools (Career Technology & Business, Health Sciences/Counseling, Liberal Arts, Mathematics & Science, and Social & Behavioral Sciences) on a 6-year cycle with CTE programs conducting additional 2-year reviews on a cycle that aligns with their 6-year review. A Master Schedule was developed with input from the Program Review, Distance Education, Curriculum, and Assessment committee chairs. (IIA 16 Master Schedule updated_Feb 2023) The Master schedule demonstrates how program review is scheduled so that it can be used to inform curriculum review. In addition, SLO and PLO assessments are scheduled for each School. Faculty are encouraged to assess program reviews on an annual basis.

Examples of PR leading to improvements

Biomedical sciences degree came out of Biology program review and it is serving a lot of students (LaNae will gather evidence.)

Analysis and Evaluation

Conclusions on Standard II.A: Instructional Programs

Improvement Plan(s)

IIA11. Assessment of GELOs and ILOs

Evidence List

B. Library and Learning Support Services

[Note: Suggested Length for Standard II.B is 6 pages.]

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

In March of 2022, the College opened the long-anticipated Library and Learning Resource Center, a 60,000 square foot, state-of-the-art facility located at the heart of the Fairfield campus which was funded through the local Measure Q Bond and Proposition 51 funds. Replacing the old Library building, built in 1971, the LLRC serves as a versatile hub for students, addressing a multitude of needs, including opportunities for social interaction, focused study sessions, and relaxation, with traditional library print resources, multiple computer stations, study rooms of varying sizes, and a computer classroom. Additionally, it houses the Academic Success and Tutoring Center, an audio-visual arts television studio, the campus IT department, and a dedicated faculty training room.

Library

Access

Reference Librarians are available to provide in-person research support to all students at each of the College's locations. Students have access to live, online reference services (before and after operating hours) through the eReference chat widget on the [library website](#) (which is also linked in each Canvas course instance's navigation pane). [2.B.1 Library linked in Canvas.docx and IIB1 Library Website Linkage in Canvas.pdf] Solano librarians staff eReference and augment off days/times with the 24/7 service staffed by consortium librarians. [evidence, or library homepage?]. [IIB1 Library Chat Stats 2021-2022.pdf] Hours of services are posted to the Library website and updated each semester.

With the opening of the new LLRC, the District hired an additional full-time classified staff person, a part-time staff person for the Vacaville Center, and expanded the librarian adjunct pool. [2B1 Library Hiring Committee Prep.pdf] The new building includes thirteen study rooms (bookable online)[2B1 Library study rooms.docx], two levels for noise zoning, and a dedicated silent study space.

During the pandemic, the library was easily able to pivot to fully-online service access, in part due to the Springshare software collections that provide access to [informational resources](#), [A-Z databases](#), [librarian chat and reference services](#), [LibGuides](#), and (upon reopening) reservations for study rooms and [event calendar](#). The Springshare suite also ensures that the library's pages remain intact and functional (and embedded in Canvas) in the event that an outage of the

campus-wide website. [IIB1 Library Website Linkage in Canvas.pdf].

Librarians regularly connect with faculty to help them learn about, use, and share access to library resources. Orientations [IIB1 Nursing Orientation], Flex Presentations [IIB1 Flex Program 2021 SP Liquid Syllabus.pdf, IIB1 Flex Fall 2021 Updates on OER and Lowering Textbook Costs, IIB1 Flex 2020 Fall Humanizing the Online Experience .pdf], emails (IIB2 Updates to OER resources available Sept 22) (IIC2 Spring 23 Library textbook purchase requests) and discipline specific outreach [IIB1 Art Faculty Outreach.pdf, IIB1 Psychology Faculty Outreach.pdf] are regular methods of connecting library resources to faculty. Additionally, the library regularly engages with the campuswide community about accessing our resources [IIB1 Library Services Welcome Back email 2021 Spring, IIB1 NYT Access - Campuswide Outreach.pdf, IIB1 FoD - Campuswide Outreach.pdf, IIB1 NYT Swank and Flipster- Campuswide Outreach.pdf, IIB1 SolanoCARES submission 2022 September.pdf, IIB1 SolanoCARES submission 2023 August.pdf, IIB1 SolanoCARES submission 2023 Feb.pdf, IIB1 SolanoCARES submission 2023 Jan.pdf], also creating materials for faculty to embed or learn to embed in their courses. [Faculty “[How to Embed the Library](#)” Libguide, Psychology ResearchVideos [1](#) & [2](#)]

Collections

The Solano Community College Library offers a rich array of physical and electronic information resources. The [library's website](#) is a main access point, with emphasis on digital collections to serve all three campus locations as well as our Distance Education courses.

The Main Campus Library in Fairfield maintains physical stacks, print periodicals, reference materials, and reserve collections (textbooks, bones, calculators/laptops/chromebooks). While the Library spaces at the Centers are much smaller, each space includes physical materials, computer and wi-fi access, study space, and library reference/instruction support from librarians. Students who take classes at the Centers and are unable to travel to Fairfield may have materials delivered to any Center by inter-campus mail. Link + [2.B.1 Library Link Plus.docx] also provides access to the collections of over 50 college, university, and city libraries throughout the states of California and Nevada. Lockers have been installed in an effort to provide delivery of library materials to the Centers as of Spring 2023, piloting weekend checkouts for textbooks. [[Weekend request form](#) and [library webpage re: the service](#)]

Electronic Resources

The Library subscribes to an expansive range of online databases, giving students, faculty and staff free electronic access to hundreds of thousands of periodicals, films, images, e-books, and more. [[A-Z database list](#)] The contents of nearly all of the databases are integrated into one searchable interface for students' convenience. [2.B.1 Library OneSearch.docx] The pandemic shutdown shifted our spending and access priorities to digital content. The library acquired a streaming film databases and a digital magazine subscription to Flipster which contains 86 titles selected across our campus curriculum and also serving general interest needs [2B1 Library Flipster.docx]. These magazines have been integrated into our discovery layer (accessible via our website) to assist in ease of access. [2B1 Library Flipster in OneSearch.docx]

Reserves

The [library's reserve collection](#) supports student equity by providing access to required course materials (textbooks, calculators, chromebooks, bones/minerals, DVD drives) for students who are unable to purchase their own copies for all or part of the semester. In the past, funding for this collection has varied, but the library now has repeatedly acquired funding for \$25,000 to maintain and update the materials based on faculty requests and coordination with the campus bookstore. [IIB1 Library Textbook Funding Amazon Account.png and IIB1 SEA Project Fund Request Form 2023-24.docx] Over 1,000 reserve textbooks are available for student use at the Main Campus Library and in the library rooms at the Vacaville and Vallejo Centers. The collection is housed primarily at the Main Campus Library, with revolving collections placed at the Centers each semester depending on course offerings. Locker systems have been purchased to facilitate textbook acquisition and usage beyond library hours at all three library locations. [2 B 1 Library locker plans – FF, 2 B 1 Library locker plans – VACA, 2 B 1 Library locker plans - VJO] Expanded circulation options have been implemented for various textbooks (depending on quantities, usage, and faculty requests) for extended checkouts beyond our standard “2 hours, library use only”. The library has been able to secure at least one copy of every textbook, in an ongoing manner, for several semesters now.

Ongoing Instruction in Library Use

Library faculty offer introductory library and research workshops to classes at the request of individual faculty. Professors in any discipline may sign up for these presentations either to be given in their classroom or, whenever possible, in the “Bib Lab,” inside the new Main Campus Library or a computer classroom at one of the Centers. Upon request, librarians will also provide customized instruction to meet the research needs of individual classes and departments. [[Faculty LibGuide: Embedding the Library](#)]

The library's one-unit class, LR 010: Information Skills for College & Beyond, is linked as a corequisite to every section of English 001, the first degree/transfer-level English composition course. As such, nearly every student enrolled at the college comes into contact with a librarian and library services while they attend the College.

[[LR 010 Info Page](#), [LR 010 Syllabus](#); [LR10 post-class surveys](#) ; [“What is LR10” video](#)]

The library supports students enrolled in courses at California State Prison, Solano, via three LR10 courses with hopes to expand services in the future. (A non-SCC prison librarian is employed at the CSP; students have access to CSP approved EBSCOhost databases)

Academic Success and Tutoring Center (ASTC)

Academic Success and Tutoring Center information can be found in the [College Catalog](#), on the College website, and in the ASTC Canvas site which is linked as a navigation tab for all faculty to include in their course shells. Web-based instructions on how to use in-person, and online tutoring are presented on [our website](#). (IIB1 How to Access the ASTC Online)

The ASTC Director and Specialist provide faculty with information about services prior to the beginning of the semester through email, FLEX presentations, and flyers. (IIB1 Tutoring Center Info Fall 2023 PPT) Faculty have the option to schedule a visit to the ASTC with their class for an orientation or can request that a representative visit their classroom.

Peer Floor Tutors (FTs) and degreed Instructional Assistants (IAs) are available at the Academic Success and Tutoring Center (ASTC) both in-person and online. Limited tutoring services are available at the Vacaville and Vallejo Centers. A proposal for Student Equity Funding has been approved to hire Site Leads (IIB1 ASTC SEA Funding Request) (IIB1 ASTC Site Lead JD)

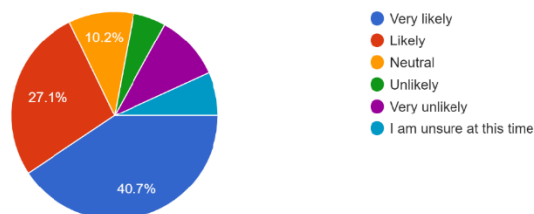
Tutors keep a manual log of all the students they see online on a particular day. (IIB1 MEL Monthly Sheet_Fall 2023) Canvas also maintains an electronic log of tutors and tutees for online sessions, which both the ASTC Faculty Coordinator and ASTC Specialist have access to. For in-person services, students log in using the SCC ID number on the SARs TRAK computer.

The COVID-19 pandemic proved a challenge to the Academic Success and Tutoring Center, requiring a pivot from a normal, robust Spring 2020 semester with the vast majority of tutoring services in-person to a fully online semester with a fraction of the staffing (student workers and administrative) within just a few weeks in March 2020. The emergency stopgap provided by the Chancellor's Office was NetTutor, a free online tutoring platform that connects Solano students to tutors nationwide, sometimes in a matter of minutes. NetTutor was (and continues to be today) mildly-to-moderately utilized by students so the College has continued to contract with the service, albeit at a minimal level of commitment. A Fall 2020 survey showed that only 10.4% of students used NetTutor, and many were unhappy with the availability and/or the quality of tutors on the platform. (IIB1 Net Tutor Survey F2020) We have decided to maintain a relationship with NetTutor just so our students have 24/7 access to support in high-needs subjects like Math and English. (IIB1 Net Tutor Minutes Used) We are supplied with 250 hours free each academic year courtesy of the Chancellor's office; however, due to its low approval with students, we do not advertise NetTutor, instead promoting our own well-trained peer tutors who offer support in person and online. We have not purchased additional NetTutor hours since January 2022

In Fall 2020, there was a late start in services provided by Solano employees due to the pandemic and lengthy board agenda approval process for hiring. Most of the Instructional Assistants started in early October 2020, and the remainder started a bit later in the semester. Tutoring sessions for Fall 2020, Spring 2021 and Summer 2021 were strictly online through NetTutor or Solano FTs/IAs via Canvas. The ASTC provided 195 tutoring sessions in Fall 2020, but then, as availability and awareness of services increased, tutoring sessions more than tripled in Spring 2021, to 642, revealing a strong demand for student support during a time of distance-only learning. A survey conducted that same semester showed that 68% of students were "likely" or "very likely" to utilize in-person tutoring should it return to Solano with appropriate public health precautions in place for Fall 2021. In-person tutoring remains our most popular delivery method of support, though we still offer Solano tutors over Zoom and plan on keeping tutoring over Zoom in the future to assist those who rely on it. (IIB1 F2F Student Survey F2F Tutoring)

How likely are you to return to campus to access face-to-face tutoring at the ASTC, provided that the ASTC follows all appropriate Solano County Public Health regulations?

59 responses



Since Spring 2022, following a soft opening in the new LLRC, the ASTC has been scaling up in-person tutoring over the last few years. The ATSC was moderately well-staffed and utilized in Fall 2022, considering the College offered a limited number of in-person classes. In Spring 2023, the Fairfield campus center was open full time and the Vacaville center was open several days a week due to the ASTC Coordinator teaching a class there and available to serve as supervisor for peer tutors. In Fall 2023, the Vallejo Center reopened as well, and preliminary numbers from September and early October show a robust start to the term. Reports from the last two terms show that most students come to the ASTC for help with math (especially statistics), chemistry, and/or biology. (IIB1 ASTC Usage_Courses_Spring 2023) (IIB1 ASTC Usage_Courses_Fall 2023)

A faculty survey was conducted in Fall 2021 to see how the ASTC could better collaborate with faculty. (IIB1 ASTC Faculty Survey) Results indicated that communication from the ASTC Faculty Coordinator is adequate and appropriate, but the suggestion was made to hold additional presentations at division meetings and on FlexCal days, which was instituted the following semester (IIB1 FlexCal Mar 2022). The survey also revealed concerns about the lack of tutoring services at the Centers, hence the directed opening of the ASTC at the Vacaville Center in Spring 2023 and Vallejo Center in Fall 2023. The biggest barrier to opening the ASTCs at the Centers continues to be a lack of supervision for student tutors and lack of funding for adequate tutors to staff all three College locations.



Analysis and Evaluation

Solano College is dedicated to evaluating and ensuring the effectiveness of its library and learning support services through a comprehensive assessment that considers factors such as quantity, quality, depth, and variety. This evaluation process is well-established and aims to determine that the library holds an array of learning resources, including technological support, to accommodate the diverse learning requirements of students. The College places a strong emphasis on equitable access to library services, ensuring that all campus locations, student demographics, and college instructional programs receive equal support and accessibility. This commitment extends to both Distance Education, Rising Scholars (incarcerated students) students, and traditional on-campus students, ensuring that learning support services are provided fairly. Additionally, the Library has led the effort for Zero and Low Textbook Cost adoption, systematized providing course textbooks for the reserves shelf, and delivering books to the Centers via the book lockers. The College recognizes the importance of adequately resourcing its baccalaureate degree program, with a focus on maintaining the quality, currency, rigor, and depth necessary for this level of education while also tailoring resources to meet the unique needs of the Biomanufacturing program.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Library

Solano Community College librarians work collaboratively with faculty to keep materials current and relevant to the College's course offerings and to the library use patterns of 21st-

century college students, in order to support student learning.

The library aims to maintain a collection that is responsive to the curricular needs of the campus by maintaining a Librarian's seat on the Curriculum Committee; a librarian's sign off is required for new course proposals so that courses and disciplines in need of additional support and collection materials can be identified [IIB1 eLumen Librarian Signature.pdf, IIB2 eLumen Library Resources Check].

Librarians regularly seek discipline faculty requests to inform purchasing decisions for the general collection and Textbook Reserves Collection [IIB1 Collection Development - Art Faculty, [Purchase Suggestion Form](#) and IIB1 Faculty Textbook Request Email and Form.pdf] To provide a systematic mechanism to review and update library resources in each discipline, the librarians created a library section of the Academic Program Review form in Fall 2017. [2.B.2. Library PR collection assessment form - chem.pdf] This new system ensures that every part of the library collection is reviewed and updated every six years, in accordance with the Academic Program Review cycle. In addition, the library program review form will provide a more accurate assessment of the areas of greatest need, allowing for a more refined allocation of resources in developing and maintaining the collections.

In addition to direct input from faculty, Solano Community College Library staff monitor usage data to evaluate usage of library resources. (IIB2 2020-2021 ebook usage summary) (IIB2 eReference Chat8-2021 to 8-2022) (IIB2 2022-2023 EBSCO overall usage report) (IIB2 2022-2023 Flipster usage report) The library's partnership/consortium with Napa Valley College/Napa Public Libraries has been beneficial for a variety of reasons, including access to comprehensive usage reports for the physical book collections via our Polaris Integrated Library System [IIB2 Circulation Stat Example.pdf].

The library maintains equipment sufficient for supporting student learning in collaboration with the College's IT department. Just-in-time requests via the college's HelpDesk ticket system works well to address immediate needs (IIB2 HelpDesk Ticket – AutoCAD)

In preparation for the new Ethnic Studies requirement, the library purchased a new DEIA audiobook collection to enhance our existing DEIA resources (IIB 2 DEIA Audiobook widget). The library also created [Heritage Month Library Guides](#) to showcase library resources and vetted information tools to celebrate and support learning for diverse groups and populations. Each month's guide is linked on our homepage for that month with an accompanying book-river (which is, again, populated into every instance of Canvas) (IIB2 Heritage Month BookRiver example).

Academic Success and Tutoring Center (ASTC)

The ASTC performs regular program reviews to assess depth, variety, and quality of equipment and materials and works closely with expert faculty to determine tutoring services, communication strategies. and training. (IIB2 ASTC Program Review 2022) (IIB1 ASTC Faculty Survey)

The new space in the Library and Learning Resources Center gave ASTC staff an opportunity

to assess the Center's textbooks and eliminate any that were outdated or redundant. In collaboration with faculty, the ASTC Specialist applied for funding and added \$800 worth of textbooks (two mathematics and one kinesiology) to the collection.

The ASTC has 38 desktop computers (36 PCs and 2 Macs), which have an assortment of specialized computer programs such as: Access; Adobe Acrobat, After Effects 2020 and 2022, Bridge 2020 and 2022, Creative Cloud, Illustrator 2022, InDesign 2022, Lightroom Classic, Media Encoder 2022, Photoshop 2020 and 2022, Premium Pro 2020 and 2022; Blend for Visual Studio 2019; Cortana, Feedback Hub; GNU Octave 7.30; MS Office 365 and MS Edge; Mixed Reality Portal; Publisher; Visual Editor; V Studio 2019, Studio Code, Studio Installer, and Voice Recorder; as well as Zoom.

The ASTC has a moderate number of popular textbooks and anatomy models, both of which are well-utilized, as well as graphing calculators and microscopes available for students to use.

Analysis and Evaluation

The College selects and maintains educational equipment and materials to support student learning and achieve the mission with the guidance of faculty, including librarians, and other learning support services specialists. The Library faculty and staff are committed to supporting the College's DEIA efforts, including the Ethnic Studies courses and AA degree, the Social Justice Studies AA degree, and anti-racist curricula being implemented across campus. To that end, the Library has radically diversified the College's collection while simultaneously increasing the visibility and availability of the new material.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library

The Library evaluates library services through a variety of assessment tools, including usage data, student surveys, student learning outcomes, and program review to evaluate student familiarity with and use of the learning resources available through the library and achievement of the service area outcomes (IIB3 library program service area outcomes). Analysis of this data is used to improve materials and services.

Faculty input drives the purchase of new print texts, periodical subscriptions, and video materials. Inclusion of the library as a component of Academic Program Review has been an effective way of ensuring the regular and systematic evaluation of library collections and eResources by faculty in each discipline, enabling the library to keep materials up-to-date to serve students' needs. (IIB2 Library PR collection assessment form – chem) For example, the Biomedical Sciences Program Review notes that "area faculty have reviewed the library resources including the textbook collection, collection of anatomy models, and the general collection with the library staff. Continued support and expansion of the textbook collection was discussed."

BIOMEDICAL SCIENCES_ AY 2022-2023

--- Resource Goals -----	--- Actions to be taken -----	Person(s) responsible	Priority (Important or Urgent)	Time frame (Short term or Long term)	Funding (N/A, One Time, Ongoing)	Cost
Microbiology Reference Books	Work with Library Staff to purchase - Atticus Frey coordinates	Matthew Schweitzer	Urgent	Spring 2023	Library Fund	\$99.99 per copy

Surveys and usage statistics are used to determine the best ways to allocate funding, staffing, promotion, and supervision of library spaces and resources (IIB3 e-ref dailyhourly-distribution.pdf, IIB3 e-ref hourly-breakdown.pdf, IIB3 - Library Study Room stats.pdf, IIB3 QR code survey.csv, [IIB2 Circulation Stat Example.pdf](#))

Student learning outcomes for LR010, a corequisite to all sections of English 001, are evaluated every semester by the full-time and adjunct faculty who teach the course, which guide decisions related to assessment, rubrics, and more diverse culminating assignments to attend to student needs. In addition, pre- and post-surveys are taken in every section of LR 010. The responses to these surveys were analyzed for the corequisite validation process that occurred in fall 2021.

After completing @ONE courses and participating in a Teaching4Equity cohort, Library faculty have begun incorporating new pedagogical approaches to grading and assessments, as well as incorporating more diverse material into the curriculum and collections (2B3 LR10 Grading scheme) (IIB2 DEIA Audiobook widget) (IIB3 SolanoCARES submission highlighting DEIA collection.pdf).

When the COVID pandemic shifted the entire campus to online access points for all services, the library's resources were already positioned and ready. A library access page was already embedded in the navigation of every Canvas instance. Because the library was a familiar resource, fully functional during the pivot, staff increased efforts to ensure access and usage were not negatively impacted by the pandemic. All funding for physical materials in 2020/2021 was redirected to digital acquisitions and access points. This also allowed the library to purchase books for specific instructors in order to help keep their class costs down. (2B3 Library English ebooks). Additionally, library staff spearheaded a physical curbside lending program during COVID to ensure access to textbooks while the building was otherwise closed. (IIB1 Curbside Textbook Requests 2022 Spring) During the library closure, we received 425 textbook reserve requests through a request form posted on our library webpage. Many of the requests involved multiple textbooks, and the textbooks were delivered either by hand "curbside", or through delivery lockers for pickup at the student's convenience.

Academic Success and Tutoring Center (ASTC)

The ASTC undergoes regular program review per Administration. (IIB2 ASTC Program Review 2022) Center staff have also been closely involved with the development and implementation of the Student Equity and Achievement Plan, which identifies the ASTC as an area of critical support for Black and African American student success. (IIB3 SEA Plan) The

SEA-ASTC Taskforce convened in Spring 2023, and successfully identified three areas as needing improvement: staffing at the Centers so they may reopen fully, revamping tutor training, and clarifying the role of peer tutors for all faculty. As a result, the ASTC has adopted CRLA standards and written and submitted job descriptions for Site Leads.

While a 2018 data review confirmed that students using the ASTC academically outperformed those who did not, several factors have prevented the College from assessing how services contribute to student success in recent years, in particular, a series of changes in leadership at the Institutional Research & Planning (IRP) Office and in the ASTC faculty coordinator. However, with a new Dean of IRP and a full-time faculty in the role of ASTC Coordinator (returning from sabbatical in Spring 2023), the College will again be in a position to collect, disaggregate, and analyze student success data related to support services, including the ASTC.

Analysis and Evaluation

The Library and Learning Resource Center uses a variety of tools to assess student needs, satisfaction, and achievement and develop action plans for improvement of services. LLRC staff and discipline faculty use these tools to evaluate the contribution of the LLRC's support services to SLOs through program review which, along with curriculum review, offers an opportunity to request additional resources.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The Solano Community College library collaborates with networks of other local and regional libraries for two important elements of service: inter-library loan and eReference.

The library's inter-library loan service needs are met through participation in the [Link+ system](#) which is facilitated through a partnership with Napa Valley College and Napa Public libraries, and connects the Solano College collection with those of [over 75 public and academic libraries throughout California and Nevada](#). While the pandemic paused participation in this service, the library has resumed this access which is popular with frequent users. The program also allows sharing/borrowing with Solano County library materials as they are now Link+ members. In addition, the library retains a contract with Unity delivery service to deliver materials between regional consortium partners. [IIB4 Napa Solano MOU for Unity Polaris LinkPlus.pdf]

Since partnering with Napa County libraries and shifting to the Polaris Integrated Library System (ILS), the College library has been able to collect textbook circulation statistics. (2B4 Library Textbook Circulation Statistics.pdf, IIB4 2022-2023 Link Plus lending report.xlsx, IIB4 2022-2023 Link Plus borrowing report.xlsx), make informed purchasing decisions, and analyze data to determine alternative access needs for individual titles (ie: extended checkout

periods, locations, etc.).

The Electronic reference desk, or “eRef” service, is the second area in which service to Solano College students relies on collaboration with a large network. As a member of the eRef network, the Solano College library provides 45 hours a week of staff time to respond in real-time to eRef inquiries from users at any participating library. [IIB2 eReference Chat Stats 8-2021 to 8-2022.csv]

After usage statistics for our previous 24/7 eRef model showed that after-hours were not being utilized, the library decided to switch to the current e-Ref model which includes more Solano College librarian hours (45 hours, up from 10) plus weekends, but does not include 24 hour coverage. [IIB3 e-ref dailyhourly-distribution.pdf, IIB3 e-ref hourly-breakdown.pdf]

Analysis and Evaluation

The College ensures that collaborations with other institutions or sources to provide library and other resources have official agreements in place. The College verifies that these resources and services are sufficient to meet student and faculty needs, accessible, and effective. The College evaluates the security, maintenance, and trustworthiness of these services, whether provided by the College or an outside party and make improvements as needed.

Conclusions on Standard II.B: Library and Learning Support Services

Solano College offers comprehensive library and student support services to accommodate the needs of all students, including those in the baccalaureate program, and at all locations, including online and in the Rising Scholars program (justice-involved students). The College continually assesses staffing, services, facilities, and materials to ensure that services are accessible, appropriate, and equitable.

To enhance student learning and align with its mission, the College selects and maintains educational equipment and materials. This decision-making process involves close collaboration with instructional faculty, utilization data, and input from both faculty and students. Any improvements in services, based on evaluation outcomes, are implemented through the program review and planning procedures.

The library also establishes and upholds formal agreements to offer services and resources. These agreements are subject to regular review and encompass purchase, service, and maintenance contracts for physical equipment, computer hardware, and software.

Improvement Plan(s)

The library will complete an instructional Program Review in Fall 2024 when English/Liberal Arts completes theirs (due to the linked corequisites of ENG1/LR10)

Evidence List

[Provide list of all evidence cited within Standard II.B.]

C Student Support Services

[Note: Suggested length for Standard II.C is 10 pages.]

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

Evidence of Meeting the Standard

Solano College regularly evaluates the quality of its student support services to students, regardless of location or means of delivery through program reviews, student surveys, and data analysis, in order to support student learning and ensure the accomplishment of the mission.

Program reviews, completed on a three-year cycle, examine the number of students served, services provided, outcomes achieved, and an analysis of success indicators used to inform program/service area that service(s) provided to students were successful. Program coordinators also reflect on collaboration with other student services programs, service areas, and instruction, the actions that those programs have taken or are currently in progress to improve the student experience in general with a focus on the disproportionately impacted student populations. Finally, program review is a chance for faculty and staff to share service area/program accomplishments, but also challenge and needs for the sake of resource allocation (IC1 Academic Support Services Program Review, Fall 2017-Fall 2020) (IC1 Academic Support Services Program Review, Fall 2020-Spring 2021) (IC1 AAMP Program Review 2021-22) (IC1 Puente Program Review, Fall 2021).

For example, the Academic Support and Tutoring Center's 2022 Program Review reflects on the high demand for in-person services, post-pandemic, but the difficulty staffing Vacaville and Vallejo, noting a need for:

- Infrastructure such as recruitment, hiring practices, and sustainable staffing:
 - Address issues of pay/sustainability (for instance, our Career Center recently advertised private tutoring position that offered tutors \$17-\$30 per hour, while our current tutors make \$16.75-17.50 and temporary staff make \$18.91-\$26.00 per hour).
- Full-time permanent staff (or two part-time permanent staff members) at the Centers. This is especially of concern from an equity perspective.

Working closely with the VP of Student Services, the ASTC formed a Taskforce to generate goals and an action plan, including creating (job descriptions for) and (plans for) hiring two part-time Site Leads at each center to supervise peer tutors (IIC1 SEA Plan ASTC Taskforce Sp23) in Spring 2023. Since the ASTC is specifically listed as a project in the 2022-2025 SEA Plan and an increase in ASTC usage by Black and African American students, for support in math, over the next three years, the Taskforce submitted a proposal for funding those positions through the Student Equity and Achievement Fund (IIC1 ASTC SEA Funding Request) in Summer 2023.

Past data shows that success and retention rates, as well as average term GPAs are higher for students who use the ASTC (IIC1 ASTC Program Review). As of 30 October 2023, the job descriptions and staffing proposals are awaiting approval for next steps. Additionally, the current Administrative Assistant for the ASTC is retiring at the end of Fall 2023, so another permanent employee will need to be hired.

Analysis and Evaluation

The College analyzes student support services through a variety of tools, such as program reviews which include assessment of student achievement data, survey responses, and program outcomes assessment results. This process also allows student services coordinators to propose activities and request funding of resources that will address identified areas for improvement.

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

The College identifies and regularly assesses learning support outcomes for each service area, reflects on the data through the program review, and applies the results to address student needs. One of the most common references in student surveys, program reviews, and ASSC feedback is a desire for increased attention to equity and diversity, and more frequent community and cultural events to encourage a greater sense of belonging, particularly in the wake of the Covid-19 pandemic and the gradual return to in-person learning (IC1 Academic Support Services Program Review, Fall 2020-Spring 2021) (IIC3 Vacaville Center Presentation w Student Survey Data). The College, in general, has made tremendous efforts in this area, with Student Services often leading the way.

Recent Improvements

At the beginning of the COVID-19 pandemic, the financial aid office made the decision to outsource verification and more fully automate its operations. To evaluate that shift, the financial aid office identified a set of key performance indicators to measure service outcomes throughout the pandemic to ensure that students continued to receive financial aid in a timely fashion (IIC2c).

The Disability Services Program received feedback from students over the years who felt the name was not inclusive and stigmatized students with disabilities. From this feedback, the DSP program gathered information from other colleges about names and additional feedback from students to identify a new name, the Accessibility Services Center (ASC), which was approved in Fall 2022 and followed by a re-open house and reintroduction to the program and its services to the campus and wider community (IIC2 ASC OpenHouse-invite) (IIC2 ASC Open House Program (8.5 11 in)-Agenda).

Recently Added Services

In response to concerns for students' mental health and wellness as they returned to campus after pandemic-mandated distance learning, the College designated space and financial

resources for the first-ever Wellness Center which opened in Fall 2022 and provides culturally responsive services, in a safe place, where students can destress: relax, play games, draw, share poems and other talents. The Center offers support groups, co-facilitated by well-trained SCC alumni and students who host presentations, share strategies, and make referrals to help students be well.

Wellness Center Leads are trained in Human Services and Social Work (HSSW) which means they are equipped with specific knowledge and skills to create alliances and facilitate support groups and change, and case manage a diverse population. They are trained in a supportive, practice-oriented environment in the Solano college HSSW program and are eager to work with Solano students.

In the first year, the Solano College Wellness Center served nearly 400 students through activities, presentations, support groups, and field trips. On-campus activities included karaoke, painting, poetry, Zen Sand, and support groups. Divine Voices is a support group specifically for people who identify as LGBTQIA2+ and *Un Paso Junto* supports Latina/o/x students. Wellness presentations and other fun and informative events scheduled at all the Solano College locations (Fairfield, Vacaville, and Vallejo) and off-site events such as a visit to the Japanese Tea Garden, and Escape Room, and the bowling alley are ongoing (WC Brochure, WC Calendars, Divine Voices Flyer, Un Paso Junto Flyer, TBA Poster, One Year Anniversary Summary).

Changes in state regulations regarding pre-requisites and basic skills courses, specifically AB705/AB1705, led the English and ESL department to discontinue ESL-only courses, yet support for ESL students is a frequent topic in faculty and has been an “Ongoing Priority” for the Academic Senate and Academic Success and Tutoring Center (ASTC) (IIC2 senate_goals_priorities_Spring_2022). As a result, beginning in Spring 2022, an ESL Lab was opened in the ASTC four days a week, staffed by ESL faculty, and a new course was created, English 001E: College Composition for Non-Native Speakers, which will be offered starting Fall 2024 (IIC2 ESL Lab flyer).

The 2022-25 Student Equity and Achievement Plan (SEAP) engaged various stakeholders in discussions, workgroup meetings, governance structures, and feedback sessions to thoroughly scrutinize academic and student support services, among other institutional policies and practices, using a race-conscious framework. After a careful examination of local data, focusing on equity gaps evident in success metrics disaggregated by race, the SEAP workgroup identified Black and African American students as the most disproportionately impacted group across four out of five key metrics (enrollment, persistence, math/English completion, transfer, and completion).

The Quality Focus Essay covers ongoing efforts related to the SEAP in greater depth; however, initial projects that have been implemented as a result of the workgroup’s assessment are the Black Student Mixer, Black Family BBQ, Black Falcon Summer Bridge, improved services at the Vallejo Center, and new partnerships with the Vallejo community (IIC2 Black Family BBQ & Black Summer Bridge Flyer).

Analysis and Evaluation

All Solano College student services programs evaluate the quality of their services in a variety of ways, including through program review and student surveys. The College uses those

assessments to continuously improve programs, academic support, and student services to the students.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The Solano College website, catalog, and Canvas learning management system provide detailed information regarding availability of and access to student services which is updated regularly. Students can complete the application for admission as well as enrollment, registration, and financial aid documents in person, at any location, or online. Student services staff are available in person and by phone, email, and/or chat(?) during posted hours. (IIC3 Vacaville Student Service and Library Hours) (IIC3 Spring 2023 - Vallejo Center Student Hours and Services)

Students are being served remotely which allows students at the Vacaville and Vallejo sites to receive all services. In person services at Vallejo (IIC3e) and Vacaville (IIC3f) are consistent for some services and sporadic or by request for other areas. It has become a topic of Academic Senate meeting discussing the vision and support for students using these sites (IIC3g). (IIC3 Vacaville Center Presentation w Student Survey Data)

Prior to the pandemic the hours and services were traditional 8am – 5 or 6pm, predominantly in person. During the pandemic, Student Services developed a one-stop student page (IIC3a) that lists important services, as well as an online chat bot (IIC3b) for better navigation of the website and quicker answers. Services were provided remotely which continued after in person services remained (IIC3d) Forms were converted to allow for electronic signature so remote submission was possible (IIC3c).

Academic Support Services has worked to assure equitable services to all students by providing services to students at the Fairfield campus as well as Vacaville Center, Vallejo Center, Travis AFB, and at our other service locations. Academic Support Services collaborated with other Student Services departments to ensure that students have access to our services through different modalities, including in-person, virtual, email, and telephone support. Academic Support Services was also responsible for making sure that students impacted by the pandemic had equitable access to support and resources. This ongoing support includes a Chromebook Lending Program and other technology support, emergency aid grants, emergency housing, food distributions, child care, wellness activities and resources, and expansion of our Food Pantry program.

Solano Community College's strong commitment to student access and success is evidenced by an array of student services at the College that provide necessary, inclusive student support pertaining to the fulfillment of educational goals. Through these resources, the College has successfully implemented innovative programs and services that meaningfully impact outcomes, especially for disproportionately impacted populations:

- Student Orientations

- Summer Bridge
- A2MEND Black Falcon Chapter
- IMANI Sisterhood Program
- Puente Project
- Athletic Academic Mentoring Program
- Motivational Speakers and Workshops for Black and AA Students
- Wellness Center
- Weekly Mental Health/Life and Academic Success Coaching for Black and AA students
- Transfer Center Resources
- Academic Success and Tutoring Center
- Basic Needs Resources (Chromebook Loaners, food distributions, emergency assistance and emergency housing; textbook assistance, etc.)
- Early Alert interventions
- Students Overcoming Adversity and Recidivism (SOAR) support program for formerly incarcerated, foster youth, juvenile detention, and unhoused students
- Targeted Academic Persistence Program
- Equine Therapy workshops
- National Assessment of College Campus Climates (NACCC) Survey focused on the racial climate on campus
- Center for Race and Ethnicity, University of Southern CA (USC) collaboration
- Student Life, student government, clubs, and honor societies (e.g. Phi Theta Kappa)
- Admissions and Records
- Counseling
- Academic Support Services
- CalWORKS/CARE
- Financial Aid
- Disability Services Program
- Veteran Affairs
- Early Learning Center
- Library Textbook Loan Program
- Free (subsidized) Public Bus Transportation Program

The above programs have an impact on increasing student success, as well as providing support to students in overcoming personal, institutional, and economic barriers, and influencing students' social and emotional well-being.

In order to increase access, enrollment, retention, completion and transfer of disproportionately impacted students at the college, the College established targeted outreach and support programs that particularly reach out to and support these populations, the majority of whom are students of color. These programs provide critically needed in-person orientations, summer bridge programming, financial aid assistance, supplemental instruction, mentoring, transfer preparedness workshops, basic needs resources, and more. They include:

The Academic Success and Tutoring Center (ASTC) provides ongoing individual and small-group tutoring in-person, remote via zoom, or online via NetTutor for most subjects. In 2021-

22, the ASTC provided over 1,600 tutoring sessions online with ASTC Staff (Peer Tutors and Instructional Assistants) and held an additional 244 in-person tutoring sessions in our new Center in the LLRC. The most popular subjects were Math (especially Statistics), Chemistry, Biology, and Writing. The ASTC has hosted the ASSC's Coffee & Cram event in our new space and partnered with SOAR to tutor students in the Juvenile Detention Facility. Solano students also accessed online tutoring via Net Tutor (24/7 for some subjects).

Students Overcoming Adversity and Recidivism (SOAR) Program is a support program that serves formerly incarcerated, juvenile detention students, foster youth (through its Guardian Scholars component), and unhoused students facing unique barriers and who are in need of academic and other support services while in college.

In late Spring 2020, the African American Male Education Network and Development (A2MEND) Chapter was established at Solano Community College's effort to support disproportionately impacted students and to address documented inequities in the postsecondary education of students of color. Under the guidance of an advisor and with support from AA faculty, AA male students are provided with mentoring; weekly discussions and workshops covering strategies for academic success and leadership development; mental health and wellness; opportunities for community service; statewide conference and networking opportunities; and activities that build a sense of brotherhood and support for others. A2MEND students have engaged in hosting campus wide activities for students, and collaborative events with academic departments.

In Fall 2021, efforts were initiated to develop the IMANI Sisterhood Program which serves as a Black women's group at SCC and creates a safe space for students to establish connections with peers, faculty, and staff who share common backgrounds and experiences. The program focuses on both the academic and personal growth and development of students and building community on campus.

Other initiatives that focus on enrollment, retention, completion, and transfer included expanded support for the Puente Project, the Targeted Academic Persistence (TAP) Program which focuses on students facing probation and academic dismissal; the Teachers Apprentice (TA) Program which embeds teacher apprentices in college-level English classes to provide an additional layer of support to students; and the Academic Athletic Mentoring Program (AAMP) which provides 1:1 mentoring to students and assistance navigating through the college experience and the student athlete commitment.

BASIC NEEDS PROGRAM – services and number of students served with documentation

Analysis and Evaluation

The College ensures that students have access to comprehensive, reliable, and appropriate services at each of its physical locations and online, including library, tutoring, academic counseling, financial aid, basic needs, wellness, and other student support services.

- 4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its**

students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Solano College Board Policies related to Student Activities and Development (5500-5580) guide the processes and procedures for determining which co-curricular programs are appropriate to the College's mission and student population. The Academic Support Services Vice President oversees the Student Life Office, whose Student Affairs Specialist serves as Advisor to the Association Students of Solano College (ASSC) and oversees the Inter-Club Council (ICC) of recognized student clubs and organizations. ASSC student government is committed to effective student participation in all areas of student concern. ASSC weekly and ICC bi-monthly meetings are open to all students, faculty, and the public.

The Student Life Office, in collaboration with ASSC and other campus programs, is also responsible for cultural and social programming including celebratory events and activities such as Black History Month, Women's History Month, Asian Pacific Islander History Month, Black Success Week, etc.

Solano College has a long tradition of athletics dating back to 1947. The College subscribes to the philosophy that athletics plays an integral role in the total educational process. It is with this basic philosophy of purpose that the College strives to embrace the "Falcons Four Pillars of Success" for all its athletes: Academic Excellence; Athletic Excellence; Commitment to Community Service; Development of Good Citizenship. Intercollegiate sports include men's baseball, basketball, swimming, and tennis. Women's sports include basketball, soccer, softball, swimming, tennis, and volleyball (www.solanoathletics.com).

Like all the College's programs and services, athletics programs are regularly evaluated and adjusted to appropriately meet the needs of the College and the communities it serves. Most recently, Varsity Tennis was added with Men's Tennis beginning in spring 2016, and Women's Tennis added in Spring 2017 to enhance gender equity among athletics programs. The College complies with all three prongs of Title IX athletic compliance and plans for the implications of enrollment projections that the 54-56% female proportion of student population may be as high as 64% in the next decade (Title IX Athletics). To anticipate enrollment projections, for future expansion the College has approved curriculum for both Women's Beach Volleyball and Men's Soccer.

To support student athletes' management of academic coursework and individualized educational plans amid rigorous athletic training and competition schedules, the College provides designated counseling and tutoring services. Student-athletes request academic progress reports from each instructor. Those who are not progressing well are scheduled to see the athletic counselor for follow up to include tutoring, counseling, academic success help, or restructuring of classes. When students are ready to transfer, the athletic counselor is available to advise them through the completion of applications and transfer agreements, and to write letters of recommendation.

Additionally, the College initiated the AAMP program which provides individual mentors who

meet with student athletes on a weekly basis and check in on their academic progress in addition to providing assistance with financial aid (FASFA), communicating with professors, online canvas orientation, and finding services on campus. The academic mentors provide resources for the student athletes to be successful in their academic courses. (IIC1 AAMP Program Review)

The College has integrated team sports into related academic and vocational programs in sports related careers. The Associate of Science degree in Sports Medicine (SPMD) serves the mission as a program that can lead either to vocational placement or transfer. The SPMD program received CTE status in the Spring of 2023, and has utilized Perkins funding for outreach, mentoring and practicum experiences for students. We have partnered with Solano County Office of Education to offer high school program tours, guest lectures and presentations for interested students. The program operates synergistically with team sports, in that Sports Medicine students must enroll in practicum coursework under the guidance of a Certified Athletic Trainer to provide care for student-athletes over the course of both in-season and off-season activities. (solanoathletics.com/sports-medicine) (IIC4 SPMD054 Syllabus) (IIC4 SPMD055B Syllabus) (IIC4 SPMD077 Syllabus)

In addition, the College offers courses in Sports Broadcasting - COMM075A (Sports Broadcasting - Fall Sports) and COMM 075B (Sports Broadcasting - Spring Sports) - and the Solano College Sports Network broadcasts most home games. The network provides live, hands-on experience covering sporting events, as well as providing editing and production experience for students in the College's state-of-the-art studio, housed in the Library and Learning Resource Center.

The College's athletics programs maintain high standards of professionalism and integrity, ensured by internal and external policies, training, and evaluations. All students receive orientation to the Student Athlete Handbook and all athletic department staff involved with student-athletes participate in similar training with the manual, including volunteers. The College provides a variety of additional workshops for student athletes including DEI training and Dating violence Training.

Solano Community College's athletics teams compete in the Bay Valley Conference of the California Community College Athletic Association (3C2A) which provides regulations for best practices. The Bay Valley Conference reviewed SCC's Athletics programs in 2017 and confirmed that the College has maintained its high standards. (BVC Athletics Program Review 2017) The next comprehensive BVC Program review will be in 2024.

In addition, the Athletic Director, coaches, assistants, and volunteers, S-P, Vice President, and Dean overseeing athletics must be knowledgeable of the 3C2A Constitution and Bylaws and pass a compliance exam every year. <https://exams.cccaasports.org/>

Similarly, anyone involved with student athletes must complete the appropriate section of the compliance exam and annual concussion training through the California Community College Athletic Association (3C2A), conducted by experts in the field. Athletic coaches are responsible for knowing sections of the bylaws that pertain to recruitment, student eligibility, etc., per the Solano College Athletics Department Manual. Additional training includes driver

education for coaches to safely transport students in a 10-seat passenger van; substance and child abuse training, including mandated reporting, hazing, ethics; and concussion prevention/awareness. Taken as a whole, these certification and training requirements ensure that student athletes at SCC meet eligibility standards and are well cared for.

The College maintains full responsibility for the control and financial security of all athletics programs. The College is committed to Athletics and is funding all costs of operating individual teams and the department. The college has increased its per diem for student athletes, increased stipends for assistant coaches as well as funding team travel through a combination of bus travel and district vans.

Analysis and Evaluation

[Insert response.]

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

Solano Community College (SCC) is committed to providing academic counseling to support the success of its students. Counseling services are an essential part of the mission of the District, including both Full-Time and Adjunct general counselor, and counselor/coordinators for support programs: CalWORKS, EOPS/CARE, Veterans Resource Center, Accessibility Services Center (ASC), and Puente.

Counselors are committed to students by educating them about, and assisting them with, the process of education planning and decision making for their future, whether that be to transfer to a 4-year institution or go to the work world. With the implementation of Guided Pathways Solano (GPS), programs have recommended course sequences (IIC5a) which Counselors use as part of the collaborative process to build education plans with students(IIC5b).

Ongoing information updates are offered weekly in the Counseling Division meetings, as well as frequent counselor-only training and meetings to discuss curricular, transfer, and State legislative changes (IIC5c, IIC5d). New counselors are assigned a mentor to guide them through assigned duties and help navigate various topics related to the education planning process (IIC5e).

All offices providing counseling use SARS to book appointments and DegreeWorks to create education plans (IIC5b). To stay connected with information across campus Counselors serve as liaisons to the academic divisions, attending meetings and providing Counseling updates as necessary (IIC5f). Counselors also host an annual conference for High School Counselors to orient them to Solano, encourage student referrals, and maintain a connection to feeder schools (IIC5g).

The Counseling Department's website communicates information on services, as well as resources and tips for education planning and student success. Student are able to book individual appointments, as well as receive support for quick questions which are answered daily during Express hours (IIC5h).

Counselors support students by providing guidance on courses (placement and selection), major and career decision-making, and resource referrals. Services are provided in person, over the phone, on Zoom, and via online chat and email. In-person academic counseling is available at the Vacaville and Vallejo Centers and in the Rising Scholars program (IIC3e, IIC3f, IIC5h)).

Counselors also provide Orientation for new students as a way to orient them to college and choosing their educational goal, as well as teaching counseling, career, and student success-related courses (IIC5i, IIC5j, IIC5l, IIC5m) Some programs, such as EOPS and CalWORKs, have additional mandatory orientations.

Welcome Day (IIC5 Falcon Welcome Packet Fall 2023) (IIC5 Falcon Welcome Day Schedule) Organized by a committee; "training" and direction for faculty and staff (IIC5 Aug. 9 Welcome Day_ Final reminders)

Analysis and Evaluation

Solano College counselors are knowledgeable and committed to supporting students working toward their educational goals. Counselors engage and inform students throughout the duration of their time at Solano, ensuring accurate and relevant information for their education plan and identified goals. The Counseling Department regularly assesses its services for continuous improvement. Faculty and staff work collaboratively and engage in professional development to stay apprised of best practices and continuous changes in academic policies and procedures.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the standard:

Solano College is an open admissions institution and all students that apply and can be legally admitted to a program of student, are admitted. It is the policy of the District that, unless specifically exempted by state statute, every course section or individual course which is eligible for state apportionment shall be open for enrollment by any person who has been admitted to the College, meets the course prerequisites, and has paid required fees. Admissions policies and procedures are stated in Board Policy and Administrative Policy 5000, 5010, 5030 and 5040 ([II.C.6.1](#)). The Solano College catalog provides extensive information on admissions and enrollment processes and requirements. ([II.C.6.2](#)). The same information is available on the Admissions & Records website ([II.C.6.3](#)).

CCCApply, the electronic application created and maintained by the California Community College Chancellor's Office is the primary means through which Solano College students apply

([II.C.6.4](#)). International Students, incarcerated students, and students who do not have access to technology are permitted to use a paper application.

Students come to Solano Community College with a range of educational and employment goals, and every program at the College culminates in the achievement of one or more of these goals. Academic programs culminate in Associate's Degrees and certificates, many of which conform to state-approved Associate Degree for Transfer (AD-T) patterns which in turn offer guaranteed transfer to the California State University (CSU) System and University of California (UC) System. Students are encouraged to meet with counselors and the Solano College Transfer Center ([II.C.6.9](#)). The College promotes AD-T programs on the Solano College website ([II.C.6.10](#)), in the Solano College catalog ([II.C.6.11](#)) and through various opportunities and information sessions through the Counseling department ([II.C.6.12](#)). For students with more immediate employment goals, Solano Community College offers certificates and degrees in Career Technical Education (CTE) fields ([II.C.6.15](#)).

Program maps for all AD-Ts and Certificates are available on the "Explore Majors" page on the College website. The Guided Pathways committee has worked with the campus Outreach office to create bookmarks with a QR code that takes students to the website are distributed at Welcome Day and outreach events. (get evidence from Melissa)

Solano Liberal Studies BA Degree Completion Program

In partnership with the School of Social Sciences and the School of Extended and International Education at Sonoma State University (SSU), Solano offers a BA Degree in Liberal Arts. Classes are held at the Vallejo Center and students need a minimum of 60 transferable units with a "C" or better including 30 units in general education ([II.C.6.13](#)). The program is designed for working adults who wish to complete the BA degree and transition into a teaching credential program or master's degree in the social sciences. Solano Counselors stay abreast of SSU's requirements and work closely with the admissions officer at SSU to guide students through Solano College lower division courses into SSU's upper division courses in order to meet program requirements.

Solano College Baccalaureate Degree in Biomanufacturing

Solano offers a Baccalaureate Degree in Biomanufacturing, which is housed at the Vacaville Center and builds upon the Associate in Science in Industrial Biotechnology. The Bachelor of Science is awarded upon successful completion of a total of 120 units that include 60 lower-division units and ten upper-division major courses, three upper division general education courses, and electives. All courses in the major must be completed with a minimum grade of C. Eligibility requirements, steps for applying, course descriptions, and the program map for full- and part-time students are available in the College catalog and on the website([II.C.6.14](#))

Collaboration with Local High Schools

Special admission opportunities are identified for concurrent high school students. The College also has an agreement with the Fairfield-Suisun School District to provide an Early College High School (ECHS) program on the Fairfield campus. Various outreach efforts are implemented at feeder high schools in an effort to provide high school students, counselors,

teachers, and parents with information about admission requirements and the degree, transfer, and career pathways available at Solano. The College is currently developing a comprehensive outreach plan that will include specific staff members regularly scheduled at the feeder high schools. During the spring semester, the College works with graduating seniors the opportunity to complete all matriculation steps and activities at one of the Centers or on the Fairfield campus ([II.C.6.16](#))

The College provides students from feeder high schools with opportunities to connect with the College through summer Boot Camps, The Law Pathway, and through a summer pre-apprenticeship program for 9th-12th grade students interested in exploring the trades ([II.C.6.17](#)). In addition, the College regularly engages partners from local K-12 districts in dialogue about student preparedness, program development, and student learning and achievement, hosting an annual High School Counselor Conference to keep the counselors in our feeder schools apprised of new opportunities at Solano, as well as changes in the matriculation process.

The CTE Transitions Program ([II.C.6.18](#)) coordinates articulation agreements between Solano College, ten regional high schools, and the Vallejo adult school with courses in disciplines such as biotech, business, computer science, criminal justice, drafting, child development and family studies, fire technology, marketing, management, and photography ([II.C.6.19](#)). All articulated courses lead to certificate and degree programs available at Solano. Summer Bootcamp courses offer further opportunities for high school students to get a jump-start on college. The CTE Transitions courses make it possible for students to gain college credit for approved high school course work, and encourage students who have taken these courses to continue their studies at Solano.

The Early College High School program provides for Rodriguez High School students in grades 9-12 to attend high school classes at the College's Fairfield campus and attend SCC classes throughout their school day. The principal assigned to the ECHS, along with teaching and counseling staff, work with the College to secure classrooms for their high school classes and offices for their staff, and develop their students' class schedules around the SCC courses their students are eligible to attend. ECHS students must meet the same academic requirements as other high school students wishing to enroll in college classes. The principal and teachers consult the deans and college faculty to determine the best courses for their students.

Pathways to Progress

Since the last ISER, the College faculty, administrators, and staff have focused on opportunities to improve current and implement new pathways to progress and success. Creating clear pathways towards completion of certificates, degrees, and transfer have been paramount. Constituents across the College, from Applied Business and Technology (formerly CTE) to Curriculum Committee members to faculty conducting Program Review have worked diligently to identify opportunities to reduce redundancy and improve the time to completion for students. Courses that previously had high unit values have been revised and reduced to a

more manageable unit value. Associates Degrees in University Studies have been consolidated and the local General Education pattern is being revised for clarity and efficiency. (IIC6 Curriculum Committee Minutes 112321) (IIC6 GE Modification Proposal F21)

To improve the tracking and guidance of student progress toward the completion of degrees and certificates, considerable effort and progress has been made in the past 5 years to fully build out the Ellucian DegreeWorks software which allows the College to evaluate and award transfer credit from other regionally accredited institutions on a course-by-course basis so that students know exactly how their past credit applies at Solano towards graduation. Changes to curriculum are regularly updated by Admissions staff so that the system is always kept up-to-date. Also, DegreeWorks is used to create ‘what-if’ scenarios for students so that they can see what will happen to the length of time they have to graduate if they change their major or path. Lastly, all Counseling education plans are now stored in DegreeWorks. Videos tutorials that guide students on educational goals, understanding educational plans, math and English placement, reviewing degree progress, and choosing classes, along with PDFs of local AA, IGETC and CSU transfer worksheets are available on the Counseling website. (<https://welcome.solano.edu/counseling-resources/>)

Analysis and Evaluation:

Solano College follows state requirements for community college admissions and has adopted admissions policies, procedures and an allocation process consistent with its mission to provide quality education to all that would benefit. The policies and procedures specify the required qualifications for students appropriate for each program. Student support services are available to advise students on clear pathways to complete degrees and certificates and achieve transfer goals.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard:

Similar to all of the California Community Colleges, Solano College is an open-access institution that utilizes the CCCApply platform as the application portal to the college ([II.C.7.1](#)). To support access, Solano College also offers a paper application to students who have minimal computer access or that come to the college with English as their second language. In compliance with AB 1805, the College makes all placement information available on the website ([II.C.7.2](#)).

In addition, the College has admissions processes in place for students without high school diplomas through special admission and for International students. As a member of the California Community College system, the College is also committed to access for undocumented students who meet admissions requirements.

Assessment and Placement Reforms

Solano College implemented the statewide requirements of AB 705 in Fall 2019. New students are no longer required to complete placement testing for English or Math courses. The college

uses the statewide multiple measures (MMA) rules for placement into transfer level English and Math courses. Students self-report information related to their highest level English and Math courses completed through CCCApply or by presenting a high school or college transcript to counseling or Admissions & Records staff ([II.C.7.3](#)). MMA guidelines and information about students' rights under AB705 are available on the college's Placement/Proctoring website.

Analysis and Evaluation:

Solano College uses the AB 705 Statewide MMA rules for placement into transfer level English and math. The research & planning office provides data to effectively validate placement recommendations and course outcomes and the College makes placement recommendations and support services available to the public on the website and in the catalog.

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard:

Solano College maintains student records permanently, securely, and confidentially, both in paper and electronic form. Board Policy 5150 directs that "the Superintendent-President or designee shall establish administrative procedures to assure the lawful retention and destruction of District records including electronically stored information as defined by the Federal Rules of Civil Procedure in compliance with Title 5. Such records shall include but not be limited to student records, employment records and financial records." (IIC8 SCCD Board Policy 5150). Administrative Procedure 5150 lays out the process for the Director of Admission and Records or designee to annually review documents and classify them according to three categories related to record retention: Class I-Permanent, Class II-Optional, and Class III-Disposable. (IIC8 SCCD Administrative Policy 5150) Each category of records is defined and described, with stipulations for the retention and disposal of documents. As with all board policies and procedures, this information is available on the College website.

Student data is housed on secure federal and state databases, in the Ellucian Banner system, kept in locked files, and electronically stored in Paperclip as back-up. Security of student records is ensured by storing the information behind locked doors and in locked file cabinets. Paper files are stored in locations separate from the associated hard copies to further enhance security and protection of records from disasters such as fires and floods. Hard copies from years past are clearly labelled and documented for storage and purging according to regulations. Hard copies are securely shredded once they have been electronically stored, which also serves to protect the information from natural disasters.

Solano College also publishes and follows established policies for release of student records. Board Policy 5140 assured that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records. ([II.C.8.3](#)) The College maintains the privacy of student records to the extent possible, and only releases

information pursuant to application regulations and law ([II.C.8.4](#)) ([II.C.8.5](#))

The college has partnered with Parchment, Inc. for easy and secure processing of requests for official transcripts. Students have the option to pick up transcripts in a sealed, signed envelope or have hard or digital copies sent to the destination of their choice. Directions for requesting transcripts and a link to Solano's Parchment site is accessible on the Admissions & Records (A&R) website. Students may request that records be released to a third party using the "Authorization for Release of Student Records Form" which is available at the A&R office, Student Services in Vacaville and Vallejo, or on the A&R website. (IIC8 Authorization for Release of Student Records) The College has authorized the National Student Clearinghouse to act as its agent for verification of student enrollment status. A link with directions for completing the request, in addition to a PDF version of the form, are posted on the A&R website. Hard copies are available at the A&R office or at the Student Services window at each of the Centers (IIC8 Enrollment Verification Form).

Analysis and Evaluation:

Solano College takes student privacy seriously, publishes its established policies and procedures, and adheres to applicable laws and regulations regarding the maintenance, backup, confidentiality, release, and disposal of student records.

Conclusions on Standard II.C: Student Support Services

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard II.C.]

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

[Note: Suggested length for Standard III.A is 10 pages.]

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate**

education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Solano Community College has a well-defined personnel hiring process focused on selecting highly qualified individuals who have the appropriate education, training, and experience to provide and support the College's mission, programs and services. Subject matter and service area experts, working with Human Resources personnel, define the qualifications in developing job descriptions for each position. The College's board policies and procedures, specifically the 4000 series, outline the process by which the College ensures the hiring of highly qualified employees within an equal employment environment that reflects the diversity of the College's student population and its local community. [III.A.001]

As noted in Board Procedure 4000, job descriptions for management and classified positions are developed to describe essential duties, minimum job requirements and minimum qualifications. [III.A.002] All job descriptions also include a requirement that applicants demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, faculty, and staff. Job descriptions are posted

Job announcements are created from position descriptions or classifications and are publicly posted on the College's website and through advertisements in numerous sources to assist with outreach and development of diverse applicant pools. The Office of Human Resources monitors their effectiveness in recruiting qualified applicants from diverse backgrounds and adjusts its outreach efforts as necessary.

Hiring committees and Human Resources staff verify the qualifications of applicants and newly hired personnel by calling references including applicants' current supervisors, reviewing official transcripts, and verifying employment histories. All committee members must complete the Title 5 mandated diversity and cultural competence training for hiring committees prior to the start of the hiring process. The college has facilitated a number of implicit bias trainings for employees wishing to serve on interview committees. HR staff meet with all hiring committees before any interview take place to review the interview process. All committee members sign confidentiality agreements. ([III.A.004] IIIA1 Classified ALG Confidential Employees Hiring Manual) (IIIA1 Student Worker Hiring Manual)

A standard system for hiring ensures that procedures are consistently applied. The Faculty Hiring Manual clearly outlines the procedures for selecting new faculty. The Classified and student worker hiring manual clearly outlines the procedures for hiring manager, classified staff, and student workers. As part of the job analysis, any program or department seeking a replacement position must submit a position requisition form. If the department wishes to secure a new position, they must present the request through the faculty or classified prioritization process. Through the process the departments present evidence of how the new

position will impact the mission of the college, and support student success. Documentation may include evidence that details program expansion, new program development, and/or identification of new needs that require additional resources.

In Fall 2021 and Spring 2022, faculty participated in FlexCal sessions on equitizing interview questions and the Academic Senate approved a Welcome Statement to be appended to all Faculty Job Descriptions with the goal of highlighting the unique location, rich history, and diverse student population of Solano College. The statement was developed in collaboration with the Student Equity and Success Council and is intended to highlight the College's goal of anti-racist education and the empowerment of students. (IIIA1 FlexCal Oct 2021) (IIIA8 Spring22 FLEX Agenda) (IIIA1 JD Welcome Statement)

Analysis and Evaluation

The District has a well-defined set of hiring criteria that have been thoughtfully developed to select the most qualified individuals, aligning the qualifications of each position with the specific programmatic requirements, while also clearly delineating roles, responsibilities, and authority. Furthermore, the College has a clear process for validating the qualifications of applicants, including assessments of degree equivalency for those with credentials from non-U.S. institutions. Job descriptions for faculty positions in the baccalaureate degree accurately reflect their roles and responsibilities. These collective efforts underscore the District's commitment to maintaining a robust and mission-driven hiring process with particular attention to the diverse population of Solano College.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

At the core of all hiring processes is the development of a position description that clearly outlines the necessary qualifications and the expected responsibilities of the position. In developing minimum qualifications for faculty positions, the College follows California Education Code and Board Policy 4005. [BP 4005 Faculty Hiring, Equivalency and Minimum Qualifications] Candidates for all faculty positions, whether full-time or adjunct, must meet or exceed the minimum qualifications set forth for that discipline by the Board of Governors in its Minimum Qualifications for Faculty and Administrators in California Community Colleges. (California Education Code, Section 70902(d), 87100, 87355- 87359 California Administrative Code, Title 5, Section 53024) Valid California Community College credentials may be accepted in lieu of the minimum degree requirements. An equivalency petition process is available to applicants whose exact degrees and/or work experience do not conform to the minimum qualifications. [Request for Equivalency of Academic Qualifications] Equivalency applications are reviewed by hiring committees and, in the case of committee disagreements, reviewed by HR. The College has outlined guidelines in the Faculty Hiring Manual for determining the minimum qualifications both for disciplines requiring and not requiring a

master's degree. [III.A.005]

While the Board of Governors determines the minimum qualifications for each of the College's academic disciplines, the instructional departments, and programs themselves are responsible for developing the job responsibilities. Specifically, hiring committees comprised of discipline faculty, the respective area dean, and representative(s) from the Office of Human Resources work together to develop clear and complete job descriptions and announcements, including all job-related skill requirements and any additional qualifications recommended by the faculty for each position.

The job descriptions and announcements for all full-time faculty positions, including responsibilities and tasks, are also guided by Article 19 ("Workload") of the Collective Bargaining Agreement between the College's Faculty Association and the District. Faculty job descriptions include development and review of curriculum as well as assessment of learning. [III.A.006]

To ensure that applicants selected for an interview have subject matter expertise and requisite skills for the service to be performed, live interviews, conducted either face-to-face or via videoconference, require applicants to demonstrate discipline-specific teaching skills through such exercises as teaching demonstrations or writing responses to student work. Hiring committees design interview questions and scenarios to ascertain a candidate's knowledge in the field, discipline expertise, and potential to contribute to the mission of the College. Given the College's commitment, in the mission, to "educate a culturally and academically diverse student population drawn from our local communities and beyond," every hiring committee includes at least one question designed to demonstrate the applicant's understanding of the diversity of our student body and to allow the applicant to describe successful experience working with such diverse groups. Human Resources works with interview committees to assess the diversity of the applicant pool and of the candidates selected for interviews.

Hiring committee chairs verify that information presented in the application materials and interview process is accurate by conducting reference calls to previous employers and/or other academic and/or professional associates. [III.A.007] The final step in all full-time / tenure track and adjunct faculty hiring is approval by the Board of Trustees.

Analysis and Evaluation

Solano College faculty have the appropriate knowledge of subject matter and requisite skills to develop and review of curriculum as well as assess student learning. Hiring processes, in accordance with Board policy, require that candidates for faculty positions must hold appropriate degrees, experience, expertise, skills, and ability to contribute to the College's mission and vision. Attention is given to minimizing bias in hiring, diversifying the applicant pool, and attracting applicants who can address the needs of Solano's diverse student population.

- 3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

Evidence of Meeting the Standard

Solano Community College sets minimum qualifications for academic administrators responsible of educational programs and services that meet or exceed the Administrator qualifications stipulated by the Board of Governors and California Education Code §53420, Minimum Qualifications for Educational Administrators. The Office of Human Resources works with the supervising manager responsible for the area to which the position is to be assigned to develop a job description that clearly outlines job responsibilities and minimum and preferred qualifications. While Ed Code requires that managers have a minimum of one year of formal training, internship, or leadership experience reasonably related to the assignment, SCC may advertise administrative positions with a desired experience level of 3-5 years, and the individuals hired to fill these positions often have substantially more. For positions that require the use of specialized software or programs, the College may include preferred qualifications that indicate prior experience with these tools and/or programs. When appropriate, the College will consider both management and non-management experience, including teaching, when hiring academic administrators. Individuals who do not meet the minimum qualifications set forth in the California Education Code may apply if they possess qualifications that are at least equivalent to the minimum qualifications specified by the California Education Code and the Board of Governors.

Board Policy 4800 defines the positions and responsibilities for both educational administrators and classified managers. Administrative employees include educational administrators, classified managers, supervisors, and classified confidential. Employees within this classification are referred to as ALG, the Administrative Leadership Group. Administrators hired under contract are evaluated once a year for the first two years in the position, and at least every two years thereafter. Special evaluations may be scheduled as needed to address pressing issues. Administrative contracts roll year to year unless the District issues a March 15th notice of non-renewal. [III.A.008]

The College employs two types of administrative employees: academic administrators and classified administrators. Academic administrators are those who directly supervise or oversee academic programs or services with instructional, library, and/or counseling faculty. This classification includes the S-P; the vice presidents for academic affairs, student services, the instructional deans; the dean of counseling; the dean of academic support programs and services; the dean of research and planning; and the Athletic Director. Classified administrators are those who oversee classified staff and do not supervise faculty or oversee instructional programs. These positions include the vice president for finance and administration, HR, dean of enrollment services, the executive bonds manager, the chief technology officer, and all directors, except for the Athletic Director. HR reviews contracts and classifications to ensure that positions are properly categorized so the appropriate section of the Ed Code and board policy are applied.

Analysis and Evaluation

The College ensure institutional effectiveness and academic quality through a systematic qualification process for all administrators and other employees responsible for educational programs and services.

- 4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Evidence of Meeting the Standard

In hiring faculty, administrators, and other employees, the College adheres to the California Code of Regulations, specifically Title 5, sections 53400-53430, which state that all faculty, administrators, and other employees working in the community college system must possess degrees and/or credits from accredited institutions (section 5340628). If a candidate does not meet the minimum qualifications as listed in the job announcement the candidate may request an equivalency review. [III.A.010] The Office of Human Resources verifies that individuals recommended for hire have earned the required degree(s) for the position and/or discipline. Verification includes confirmation of the granting institution's accredited status.

For applicants who have earned degrees outside of the United States, the Offices of Human Resources refers candidates to a credential evaluation service to verify the accreditation status of the institution and show degree equivalency. [III.A.011]

Analysis and Evaluation

Advancement credit for faculty and classified staff and stipends for doctoral degrees require completion of courses or programs from regionally accredited institutions or the equivalent in the case of coursework completed outside the United States.

- 5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard

Distinct evaluation processes for each employee group ensure that all personnel are systematically evaluated. As outlined in Board Policy 4220, Solano Community College District's Board of Trustees is committed to the evaluation of the performance of all faculty, staff, and administrative personnel employed by the College. The performance of duties and the professional growth of all academic, management, and classified staff of the District is evaluated in accordance with provisions of the California Education Code and the collective bargaining agreements. The purpose of evaluation is to retain the services of competent staff and to develop, improve, and maintain high level programs and services at the District by improving communication between employee and supervisor, measuring performance, recognizing achievements and contributions, providing guidelines for individual development, and to serve as a basis for disciplinary action or dismissal. [III.A.018] Results of evaluations

are confidential and kept in the personnel file in Human Resources. [III.A.009]

Faculty Evaluation

The Academic Senate and faculty bargaining unit has worked closely with management to develop a comprehensive faculty evaluation process, including peer review and self-evaluation. The requirements and procedures for the evaluation of tenured, probationary, temporary contract, and hourly faculty are specified in the Collective Bargaining Agreement, including the composition and compensation for peer evaluation teams. In the most recent round of bargaining, the faculty and District's negotiating teams worked collaboratively on updating the faculty evaluation forms and criteria to more accurately reflect current faculty responsibilities in instruction, service areas, and professional development. (IIIA5 Peer Review Handbook for Faculty) (IIIA13 SCFA Contract 2023-2026 Article 4 Performance Review). (IIIA5 Faculty Evaluation Forms)

In March 2023, the Senate and Union jointly hosted an Academic Freedom FLEX activity, facilitated by Julie Bruno (past ASCCC president) and Juan Arzola (ASCCC at-large representative), on the topic of local and state-wide initiatives related to textbook adoption, the inclusion of DEIA competencies in the evaluations/tenure processes, and constantly evolving expectations regarding curriculum and pedagogy. Members of the Academic Senate, the Union E-Board, and the Curriculum Committee were in attendance with the intent to agree on a distinction between academic freedom and freedom of speech and then begin to develop more specific language establishing policies, limits, and criteria for how academic freedom will be enacted and protected on our campus. (IIIA5 Mar15-16 2023 Flex) A second discussion is scheduled for the mid-semester Flex. (IIIA5 Oct10 2023 Flex)

The Senate is currently working with the Center for Educational Excellence to coordinate a meeting of various faculty stakeholders on campus, including the Student Equity and Success Committee and Teaching4Equity, to anticipate and address the demands of the new DEI evaluation criteria from the Chancellor's Office. This will also inform the approach that the Faculty Association takes as the negotiating teams resume bargaining this year to develop appropriate criteria for the DEIA competencies in faculty evaluations mandated by recent changes in Title 5. The new language added to the CBA will primarily be shaped by faculty input, as a cohort of faculty members have been working on local DEIA initiatives for a number of years.

Classified Staff Evaluations

The policies and practices for the assessment of classified staff is negotiated between the unions that represent them and Solano Community College District. For employees represented by California School Employees Association, Chapter 211, Article 5 of the 2023-2026 contract, approved in June 2023, lays out the timelines and methodologies for evaluations, including probationary, regular, and promotional positions. (IIIA5 CSEA 2023-2026 Contract)

For staff represented by International Union of Operating Engineers, Stationary Local 39 AFL-CIO, Article 6.2 and 6.3 of the 2021-2024 contract, approved in March 2022, covers performance evaluations, including schedule and procedure. A change in state law which requires that classified employees probationary period should be 6 months will be applied in

the next bargaining cycle. (IIIA5 SCCD L39 2021-24 Contract)

Evaluation forms for classified staff are the same for members of both unions and developed and approved by all parties. (IIIA5 Job Performance Review Form).

Management Evaluations

Recommended procedures and timelines for the evaluation of classified and educational managers are outlined in Board Policy 4800, section 4840: Evaluation. This policy identifies the purpose of management evaluations as “to maintain and improve the quality of management and to assess and document performance” [III.A.016]

Classified Managers New Classified managers are placed on probationary status for the first year and evaluated by the immediate supervisor at least twice during the one-year probationary period. Board policy recommends that supervisors use the District’s Management Evaluation Forms and include a face-to-face discussion of the evaluation with the employee being evaluated. Permanent classified managers are evaluated once every other year, but establish performance goals each year which include meeting the requirements of the corresponding job description, as well as applicable department and district goals, such as development and implementation of student learning outcomes and/or service area outcomes.

Academic Administrators

New academic administrators are evaluated by the respective immediate supervisor at least once each year in the first two years of employment; subsequently, written evaluations by the immediate supervisor occur once every two years. The evaluation includes four components: an evaluation by the immediate supervisor, a self-evaluation, a peer evaluation, and a subordinate evaluation.

The immediate supervisor and employee discuss evaluation criteria consistent with the strategic plan and agreed-upon goals, objectives and methods of achievement. All regular managers, faculty, classified staff who report directly to the evaluatee and others who have frequent contact with the evaluatee in the performance of their duties will be invited to participate in the “Subordinate Evaluation” component of the Educational Administrator evaluation. When appropriate, students with direct contact with the evaluatee on a regular basis may also participate. [III.A.017]

Superintendent-President

Evaluation Process The S-P is evaluated annually by the Board of Trustees during closed session of a regular or special board meeting. In accordance with the S-P’s contract, the annual evaluation shall include a review of the previous year’s goals and the development of upcoming goals. The evaluation tool is determined by the Board and may be developed or revised in consultation with the VP of HR or a consultant, such as ACCT. Trustees score the S-P’s performance on a number of items and provide written responses that are compiled and shared with the S-P by the Board President. Specific board interests and goals are identified, and the S-P submits a plan in response to how interests and goals will be met.

Analysis and Evaluation

- ~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The College maintains a sufficient number of qualified faculty to fulfill faculty responsibilities essential to delivering educational programs and services that achieve the institutional mission and purpose. The College prioritizes meeting the Full-Time Faculty Obligation Number (FON), set by the California Community Colleges Chancellor's Office. The College was able to meet the FON of full-time faculty to the projected 2022-23 FON. (IIIA7 Fall 2022 FON) Full-time faculty teach approximately 68.5 percent of the College's credit hours, with the rest assigned to approximately 200 fully qualified adjunct faculty. The College is committed to providing reassignment time to allow for faculty to participate in shared governance, student equity and success, program coordination, and sabbatical leave. (IIIA7 Faculty Reassigned Time Charts)

The College has a well-defined process for identifying and ranking the full-time faculty positions that will be hired in the following year beginning with a joint meeting of the Academic Senate and the management team consisting of deans, vice presidents, and the S-P assessing all programs' requests in light of program review data, enrollment data and trends, and proposals submitted by each department seeking to hire full-time faculty. In 2022, in response to concerns with the hiring prioritization process, the Academic Senate worked with the Academic Deans to develop a system that reflects the collective will of the faculty and administration while improving the College's ability to support its mission, SEA plan, and county demographics and employment needs. A new two-part system was piloted in Fall 2022 after which all parties concluded the process was more consensus-driven and based on more transparent criteria, including results of program review and student success data, availability of qualified faculty, and the impact hiring (or an absence of) will have on the program and the College. (IB6 Proposal_modify_hiring_process) (IB6 Rubric for Faculty Staffing Requests_2023_24) (IB6 2023_24Hiring Ranking Results) (IIIA7 Program Review Biomedical Sciences) (IIIA9 HR Requests in Program Review)

The ranked list is submitted to the Superintendent-President for final consideration. Each fall, department faculty, and academic deans conduct an analysis of the full-time staffing of each department to determine current strengths and needs. Schools have the opportunity to make a case for new hires through the preparation of Faculty Staffing Requests(III.A.020)). Supporting evidence for these requests may include details of program expansion, new program

development, and/or identification of new needs that require additional resources. In November, the Academic Senate, academic deans and Vice President of Academic Affairs convene a joint session to review and prioritize the faculty hiring requests to best address the needs of the institution in serving its student population III.A.021). The hiring priority list generated through this meeting is forwarded to the Superintendent-President, who may adjust the priorities based on additional criteria such as regulatory compliance, availability of special funding streams for certain positions, or other factors. The Superintendent-President determines, in consultation with the vice presidents and Human Resources managers, the number of full-time faculty hires to be added in consideration of the state-mandated FON and projected District budget III.A.022]). The Superintendent-President then approves the determined number of full-time positions in order of established priority. Every effort is made to finalize the list of approved positions by January to enable the timely initiation of hiring processes III.A.023]). The College ensures that a qualified full-time faculty member is assigned to the Bachelor of Science in Biomanufacturing program at all times.

Analysis and Evaluation

- 8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard

Solano Community College integrates its part-time faculty in the life of the institution through various means, beginning with orientation and continuing through oversight, evaluation, professional development.

Adjunct faculty receive an orientation conducted by Human Resources staff. This formal orientation includes information about College processes, employee benefits, and other technical matters not related to actual instruction. On required FlexCal days, updates are provided by the S-P, Academic Senate, and may include a keynote speaker or focus on a program or service. (IIIA7 Fall23 FLEX Agenda) (IIIA7 Spring23 FLEX Agenda) (IIIA8 Fall22 FLEX Agenda) (IIIA8 Spring22 FLEX Agenda)

All adjunct faculty work under the oversight of academic deans who are primarily responsible for assigning course loads and evaluating faculty performance. The College has made strides in honoring the indispensable service of adjunct faculty by granting priority rehire rights to adjunct faculty who have served the District for four out of the last six semesters with satisfactory evaluations on a list of key criteria. [III.A.026] Adjunct faculty are subject to formal evaluation each of the first two semesters of employment with Solano and every sixth subsequent semester of employment. These evaluations consist of student evaluations and evaluation by the supervising dean, following a classroom observation. The College has fully implemented peer review and self-evaluation as a component of all faculty evaluation processes. Part-time faculty often serve as peer-reviewers for their part-time colleagues and are compensated at the same rate as full-time faculty (IIIA1 SCFA Contract 2023-2026 Article 4

Performance Review). Adjunct are also able to serve as peer mentors as a result of the contract agreement between the District and the Faculty Association which created formal mentor positions, with up to one mentor per school to earn a stipend of \$2,000. (IIIA8 Faculty Mentor Task Force) [III.A.025]

Adjunct faculty are encouraged to participate in professional development and shared governance and are compensated for up to six hours of category 3 pay, regardless of load their for attending required or optional FlexCal activities (when classes are not held), or department or division meetings. [III.A.027] Additional shared governance opportunities include service on campus-wide committees such as Academic Senate and Curriculum Committee. Additionally, part-time faculty are “eligible for 3 hours of Category 3 pay per .20 FTE of load assignment, per semester, for participation in any combination of the activities outlined in part A, or for non-SCC professional development activities pre-approved for Flex credit by the supervising dean.” Many coordinator positions, compensated by reassigned time and previously open only to full-time faculty applicants, are now held by adjunct faculty. Of the part-time faculty currently serving on committees and/or performing service across campus, three positions are paid, including two at-large part-time representatives on the Academic Senate and one department representative on the Curriculum Committee. While part-time participation is high across the campus, compensation for part-time committee and service work is an area for improvement.

Serving on committees and in coordinator roles enables adjunct faculty to broaden their familiarity with campus processes and build the professional qualifications for those with the goal of eventual hire into full-time faculty positions while contributing their knowledge and perspective to the shared governance of the College. Recently two part-time faculty moved from coordinator positions to a full-time and an interim leadership position respectively.

The Solano Adjunct Alliance (SAA) is a part-time faculty- and volunteer-led organization by and for faculty. The SAA organizes and advocates for the improvement of compensation, benefits, job security, and working conditions for adjunct faculty. (Solano Adjunct Alliance Statement 2023) Currently, the SAA is working with the Center for Academic Excellence to develop a part-time Adjunct Coordinator position which would formalize much of the work that members of the SAA have done as uncompensated volunteer hours over the past 15+ years. In Fall 2022, the Academic Senate/Professional Development Committee passed a resolution to encourage parity in adjunct support within the Solano Community College District. (IIIA8 Adjunct Parity Resolution)

The Adjunct Support Center, provides adjunct faculty with a communal office space. The space is centrally located on the Fairfield campus. Adjunct faculty are able to use these facilities to prepare for classes, hold office hours, convene meetings, and generally make themselves at home at the College. Additional adjunct offices are located in the faculty office wings of several campus department buildings. These offices are usually shared, and adjunct faculty can reserve them on a regular schedule in order to hold office hours.

Analysis and Evaluation

Given that adjunct faculty provide more than 30% of instruction, the College invites and

supports the integration of part-time faculty into the life of the institution in a number of ways from orientation, mentorship, and evaluation to shared governance, professional development, and leadership.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Under the Superintendent-President, the College has introduced a process for new classified positions consistent with the process used to identify new faculty positions. Based on program reviews and other assessment tools, academic and non-academic departments identify the need for more or fewer support staff, including replacements due to resignations or retirements. (IIIA9 ASTC Program Review 2022) (IIIA9 HR Requests in Program Review) Managers then present requests for new positions. Each area may prioritize the positions if there are multiple requests. The process includes leadership from CSEA and Local 39 who meet with the managers and hear each manager's rationale for the position(s). A vote is taken by secret ballot where leaders from the bargaining units and the managers prioritize the positions. The vice presidents meet with the Superintendent-President to review the ranked positions and make sure that College needs are addressed. Funding is identified for the positions before they are announced and advertised.

The College determines staffing needs based on standard industry ratios (such as one full-time custodian for every 25,000-27,000 square feet), the scope of the work, location of the work, and skills needed. Student Services Generalists are used at the Vacaville and Vallejo Centers as they can provide broad support to managers, faculty, and students at the Centers. IT support is managed out of Fairfield with staff assigned on rotation to Vacaville and Vallejo, mornings and evenings. Lab assistants are assigned to the science labs, each of whom is required to have knowledge specific to the discipline so as to ensure adequate performance of job duties. [III.A.30]. Under the previous interim CTO the College has seen a significant improvement in the quality and consistency of IT service and is making progress towards addressing long-standing IT issues due to the initial installation of Banner. The previous interim CTO has determined that the number of positions in IT is sufficient for a college of our size. The College hired an Executive Bonds Manager in spring 2016 after having a retiree serve in the interim. The Executive Bonds Manager has extensive experience with Bond measures and previously worked at the College overseeing facilities. The College contracts with project and construction firms to provide leadership to the many Bonds funded construction projects to avoid increasing the workload for facilities.

Analysis and Evaluation

The College has several categories of support staff: those who provide student and faculty support and general administrative support; those who provide infrastructure support (including maintenance, grounds, and physical plant operations); and those who provide technology support. Management carefully considers its fiscal resources when reviewing requests for replacement and/or additional personnel. (IIIA Spring 2023 Organizational Chart)

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

Solano Community College employs academic administrators and classified administrators and managers to provide leadership and oversight to the College's various programs and departments. (IIIA Spring 2023 Organizational Chart) As noted above in III.A.1, position descriptions clearly outline the responsibilities and tasks for each position and the qualifications required to successfully complete these responsibilities. [III.A.031] These qualifications adhere to the minimum standards set forth in the Board of Governors' Minimum Qualifications for Faculty and Administrators in California Community Colleges.

Leadership roles and responsibilities are reviewed in several ways. As positions become vacant, roles and responsibilities are revisited to ensure the scope of each position includes efforts that are critical to supporting the College's mission and purposes. For example, in the past year, through the Academic Support Services Program Review and the development of the Student Equity Plan, the College recognized that it had limited capacity to meet essential services including those outlined in Outreach and Retention, Student Basic needs and Rising Scholars (incarcerated students). To meet those needs, the college created two new director positions and one new Dean position: Dean of External Programs, Director of Outreach, and the Director of Student Support Services. These new positions were shared at College Governance Counsel, with the Academic Senate, and with classified leadership prior to receiving approval from the Board, and the duties for these positions were outlined in the Student Equity plans. (IIIA10 Academic Support Services Program Review 2020-2021) (IIIA10 JD Director of Student Support Services) (IIIA10 JD Director of Outreach) (IIIA10 JD Dean of External Programs)

At times, the College engages the services of interim or contract employees in order to address long-standing issues, to offer expertise not available at the College, or to provide a fresh perspective to ongoing challenges. Through the efforts of a consultant who has been supporting HR, the College has expanded its focus on the Interest-Based Approach (IBA) to negotiations. The college has facilitated multiple training courses on the IBA principals to expand the use of the IBA approach beyond just negotiations and utilizing the principals in everyday situations.

Analysis and Evaluation

The College has increased its efforts to recruit, hire, and retain qualified managers who are committed to excellence, who understand the College's commitment to improvement, and who have demonstrated knowledge and experience critical to the position. The managers meet weekly and have appropriate access to the S-P and vice presidents who serve as resources. Managers have been provided professional development opportunities including training in EEO compliance and hiring, implementing the faculty peer review process, and conducting fair and meaningful evaluations for employees. Managers have spent focused time on enrollment management, effective class scheduling, and planning and budgeting. The College has developed and deployed management positions strategically to expand capacity in key areas while maintaining an overall stable number of management personnel.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The College has clearly established personnel policies and procedures as outlined in its board policies and procedures, and collective bargaining agreements with the Solano College Faculty Association, the California School Employees Association, and Operating Engineers/Local 39. The board policies are available online at the SCC Governing Board web page [III.A.032], while the collective bargaining agreements are available on the Human Resources website. [III.A.033] The development and ongoing review and revision of Board policies involves the Academic Senate; the College Governance Council, which is comprised of faculty, management, staff, and students; and the Governing Board. Board policies and administrative procedures that govern the treatment of personnel at the College include BP 4000-4800 which cover policies pertaining to all employee groups as well as provisions specific to academic employees, classified employees, and administrative employees and include a number of employee protections. [III.A.034]

Review of these personnel policies and procedures ensures fair and consistent administration and continuity with state and federal laws as well as with other district documents such as collective bargaining agreements. The Administrative Leadership Group (ALG) is provided sexual harassment prevention and reporting training biannually and as individual issues arise. All administrators are required to attend. Efforts to provide bi-annual training for all faculty and staff are being considered in consultation with the PD/Flex Cal Committee.

Title IX Compliance

The College adheres to Title IX reporting and investigation requirements for athletics, student complaints, and employee complaints related to sexual harassment, sexual violence, and gender inequity. There are two Title IX Compliance officers: one for students and one for faculty and staff. The Title IX Officer for students works closely with the student discipline officer (Vice President of Student Services) and with College Department of Public Safety to ensure that all reports and claims of sexually inappropriate or violent behaviors, whether they occur on or off campus are properly investigated when the incident involves enrolled students. Confidentiality is respected when allowed by the law and every effort is made to protect the rights of all involved. The Human Resources Director serves as the Title IX Compliance Officer for all employees, including student employees. Employees are advised of their responsibility to report any incidents of sexual harassment or violence to their immediate supervisor and supervisors are directed to contact the HR manager immediately. The College provides Title IX Officers with annual training either through local resources, such as law or risk management firms offering training, or by attending trainings designed for higher education administrators.

All complaints are maintained in the HR Office and include the steps taken, the timeline, witnesses contacted, and findings. Employees who engage in sexual harassment or sexual violence face disciplinary action up to and including termination.

In its commitment to maintain the fair and equitable administration of all personnel policies, the College maintains standardized forms for the documentation and processing of employee complaints and grievances, and unlawful discrimination and sexual harassment [III.A.035] (IIIA11 Unlawful Discrimination Complaint Form)

Analysis and Evaluation

The College has established personnel policies for all of its employees, including specific policies and procedures for faculty, classified staff, and management and administrative personnel. The Office of Human Resources ensures that these policies are consistently and fairly implemented by offering new employee orientation and training, and by working directly with hiring committees and the respective employee bargaining units. Managers and supervisors understand that they are responsible for ensuring that employees are aware of their rights and responsibilities and that employees are afforded the right to file a complaint or grievance and the right to work in a safe and harassment-free environment.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College is committed to employing and maintaining a diverse workforce, as outlined in Board Policies 4035, 4037, and 4030. [III.A.036] Each applicant may choose to identify himself/herself as a member of a historically underrepresented group when his/her application is submitted. This information is kept confidential and may be used only in evaluating the effectiveness of the District's diversity program and in ensuring that the applicant pools are reflective of historically underrepresented groups in the workforce. All faculty, staff, and administrators who serve on hiring committees must attend orientation sessions that include EEO training, and interview committees for faculty, classified, and academic administrator positions are reviewed by Human Resources personnel to ensure diversity of the committee. [III.A.037]

The College also considers its ability to retain a diverse workforce, to make certain that employees are supported, and that the College climate is welcoming of all employees. All faculty and management finalists meet with the S-P, the designated dean and/or vice president, and often with a faculty member from the interview committee for second-level interviews. At the second-level interview, the S-P discusses finalists' strengths and their capacity to contribute to the diverse College community considering their experience, ability to connect with students and staff, and to "stretch" the organization's thinking and practices.

The Equity and Inclusion Advisory Council reviews EEO Reports annually and develops EEO Plans based on the results of these reports. [III.A.038] Further support for diverse personnel and equitable treatment is provided in current District training practices, which requires all new and current employees to complete training modules in General Ethics in the Workplace and Discrimination Awareness in the Workplace. Further, Solano is a member of the California

Community College Equity Leadership Alliance through the USC Race and Equity Center (IIIA12 Equity Leadership Alliance) which provides all Solano employees with professional learning opportunities on topics regarding racial equity through Equity Connect (IIIA12 Equity Connect).

The College has a shared governance committee that developed in the 1970s when faculty and staff diversity was sparse. The Minority Coalition is comprised of faculty and staff who support efforts to improve both the student and staff experience at the College keeping in mind the interests and needs of diverse populations. The Coalitions four prime areas of interest are:

- Mentorship and guidance for students, administration and interested faculty
- Greater representation/participation on governance teams
- Community engagement
- Cultural sensitivity training and insight

Representatives from the Minority Coalition serve on the College Governance Council and may call on administrators to address pressing issues. (IIIA12 Minority Coalition)

Analysis and Evaluation

Solano College, through policies and practices, establishes and sustains equitable programs, initiatives, and services to support its diverse workforce and consistently evaluates employment equity and diversity in alignment with the mission.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Board Policy 4100 applies to all College employees, including faculty, classified staff, and administrators. [III.A.039] The Code of Ethics is available on the District website with other District wide policies.

Board Policy 4770 distinguishes between probationary and permanent employees and defines the causes for and types of disciplinary action that may be taken. [III.A.40] The process for disciplinary action is laid out in Board Procedure 4770 which secures the rights and responsibilities of all parties involved (IIIA13 BP4770 Disciplinary Action Procedure)

Analysis and Evaluation

The College has a clear, written, and well-disseminated Code of Ethics. Any violations are taken seriously and, once investigated, can lead to disciplinary action up to and including termination.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College maintains a Flexible Calendar (FlexCal) program for faculty and supports professional development for staff and administrators. The Professional Development/FlexCal Committee (PDFC), a subcommittee of the Academic Senate, meets twice every month during the academic year (IIIA14 PDFC Membership) (IIIA14 pdfc_minutes_2023_03_30) (IIIA14 pdfc_minutes_2023_08_31) and is responsible for the development of the FlexCal schedule including optional and required days [III.A.041] and an online form for proposed professional development sessions based on California Code of Regulations Title V criteria as well as Chancellor's Office guidelines for the implementation of the flexible calendar program. The standardized form helps to ensure all professional development sessions meet the necessary criteria for flex eligibility (PDFC 2019).

During the pandemic the college continued to support FlexCal program for faculty, by facilitating the events over zoom. [III.A.042] Many of the events offered focused on Diversity, Equity and Inclusion. In Spring of 2021, the Solano portal to the Vision Resource Center became available to all regular employees (PDFC 2021), providing thousands of professional development opportunities on a wide variety of topics including DEI (CCCCO 2022).

Board Policy 4260 expresses the Board's support for employees to attend conferences and other professional activities within the means of the District's budget. [III.A.043] The PDFC has worked to streamline the process for professional development funding through continued improvements to the evaluation rubric (PDFC 2020).

The College offers additional opportunities for faculty to participate in college-funded professional development through the sabbatical leave process. Any full-time faculty member may apply for a semester- or year-length sabbatical upon reaching her/his seventh year of employment with the District, and every seventh year from the time any granted leave is taken. (IIIA14 Application Sabbatical Leave 2023-24)

Classified employees and operating engineers have a number of opportunities and incentives for professional development and continuing education, as do managers who may request up to 40 days of educational leave during their tenure with the College. The College funds professional development activities assigned to employees and their area managers. In addition, employees can initiate professional development by enrolling in an approved job-related program or course and can choose tuition reimbursement as permitted by their current collective bargaining contract. Finally, the collective bargaining agreements for the classified staff and operating engineers include 5% salary incentives for those who obtain degrees or certifications beyond their minimum job qualifications.

The Professional Development Flexible Calendar (PDFC) Committee surveys all Solano employees every two years and adjusts offerings according to feedback, including attending to topic suggestions by classified employees (PDFC 2021-2022) which are incorporated as part of the report and improvement plans presented to Academic Senate each year (IIIA14 PDFC Annual Report 2023-2024). The PDFC committee provides regular updates on the College's website, an internal SharePoint site, as well as in a weekly email digest.

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. Currently, T4E has several entry points for participation in the program: T4E small cohorts, T4E Academy, and EquityFest. As of this date, since 2018, 53 faculty and 17 administrators have gone through the program. (IIIA14 T4E Annual Report) (IIIA14T4E Academy Flex) (IIIA14 EquityFest) In recognition of the value of the work of T4E, the college has continued to renew and grow T4E, scaling up from the original faculty cohort program grew to include Management for Equity, T4E Academy, and EquityFest. In order to support the growth of T4E, the College supports a Program Coordinator and multiple facilitators through reassigned time and provides a stipend for faculty participants.

Analysis and Evaluation

Solano Community College has worked diligently to strengthen its professional development offerings for faculty and staff and to ensure that all personnel groups are receiving the ongoing training and support that they need to effectively do their jobs and contribute to the institutional mission to improve student learning and achievement.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The Office of Human Resources maintains personnel files for all employees. Personnel files are stored in a file room within the Human Resources Office and are locked during non-business hours. Access to these files is limited to Human Resources personnel. The College provides employees access to their records in accordance with the California Education Code, Title 3, Section 87031. The employee must sit with a Human Resources staff person while viewing his/her file. Board Policy 4140 defines the procedure for personnel who wish to access their archived records, stating that the contents of personnel files will be made available to employees “in accordance with the law and/or respective collective bargaining agreements.” [III.A.044]

The CBAs of the three employee bargaining units each outline a process in the Articles indicated:

- CSEA: Article IV [III.A.045]
- Local 39: Article VI [III.A.046]
- SCFA: Article V [III.A.047]

Requests to view one’s personnel file must be made in writing, and documentation noting the day, time, and person reviewing the file. Only those documents as allowed by Board Policy,

collective bargaining agreements, legal directive, and state or federal regulations are maintained in the personnel file.

Analysis and Evaluation

Solano Community College has clearly established policies and procedures that provide for the security and confidentiality of its personnel records. The Human Resources staff is trained to ensure that they are knowledgeable about of these policies and procedures and utilize effective practices to ensure compliance.

Conclusions on Standard III.A: Human Resources

Solano Community College's administrators, classified staff, and faculty share responsibility in maintaining the integrity of the College's mission and institutional effectiveness. Hiring priorities are determined through the annual Unit Planning process and funded through the budget prioritization process to ensure a linkage with the College's Strategic Direction. As a result, the College has enough staff, management, faculty, and administration with appropriate qualifications to support the education, technological, physical, and administrative operations of the College.

To ensure fairness and equity in employment processes, a formalized recruitment process is administered by HR. Personnel policies are systematically developed in accordance with California Education Code and within the shared governance framework. These publicly available policies and procedures are regularly reviewed to maintain currency with changes in Education Code, State and Federal Law, and/or collective bargaining agreements (CTA, CSEA, and Operating engineers/Stationary Engineers, Local 39). All hiring committees are regularly trained in equitable hiring practices and have an EEO representative. Policies regarding compliance issues, such as sexual harassment and discrimination prevention, are distributed to employees and conveniently located on the College's website. All employees have access to their personnel records in accordance with law and personnel records are kept in locked cabinets in a secured area.

Solano Community College establishes expectations and fosters ethical behavior by having and upholding regularly reviewed and publicized written codes of professional ethics for all personnel and by identifying and conveying core values and initiatives. Expectations regarding ethical and professional conduct are further conveyed via Butte College's initiatives, Board policies, and administrative procedures.

Solano Community College also creates and maintains appropriate programs, practices, and services that support its diverse personnel. Human Resources provides and coordinates trainings and workshops to facilitate understanding and awareness of diversity and inclusion in work and learning environments. Professional Development opportunities supplement the training provided by HR.

The Professional Development Committee create comprehensive training opportunities for all faculty, staff, and management. Participation is required by Flex obligations and incentivized for adjunct faculty through paid hours tied to unit load. Solano Community College provides multiple opportunities for integration of adjunct faculty into the life of the College.

In conclusion, the College effectively uses its human resources to achieve its missions and to improve academic quality and institutional effectiveness.

Improvement Plan(s)

None

Evidence List

Standard III.A Evidence List	
Number	Evidence Description
III.A.001	Board Policy 4000 Series
III.A.002	Board Policy 400 Selection Procedures
III.A.003	Board Policy 400 Selection Procedures
III.A.004	Faculty Hiring Manual; Classified Hiring Manual; Student Worker Hiring Manual; Temporary Employee Hiring Manual
III.A.005	Faculty hiring Manual pg. 11-13
III.A.006	SCFA Contract Article 19
III.A.007	Human Resource Reference Check Form
III.A.008	Board Policy 4840 Administrative Employees pgs. 10-14
III.A.009	ALG Evaluation Form
III.A.010	Request for Equivalency
III.A.011	Form Letter for Transcript Evaluation
III.A.012	Faculty Evaluation Forms
III.A.013	SCFA Contract 2023-2026 Article 4 Performance Review
III.A.014	CSEA 2023-2026 CBA pg. 6
III.A.015	Local 39 2021-2024 CBA pg. 9
III.A.016	Board Policy pgs. 10-14
III.A.017	Board Policy 4840 Administrative Employees
III.A.018	Board Policy 4220 Performance Evaluations
III.A.019	FON Compliance
III.A.020	Faculty Staffing request form
III.A.021	Board Policy 4005, Item 1
III.A.022	FON Compliance
III.A.023	Faculty Hiring Priority Rankings for 2022
III.A.024	Adjunct FlexCal Agenda January 2023
III.A.025	SCFA Contract 2023-2026
III.A.026	SCFA Contract 2023 - 2026 p.73
III.A.027	SCFA Contract 2023-2026 Article 23.2.5

III.A.028	Adjunct FlexCal Agenda January 2023
III.A.029	SCFA Contract 2023-2026 Article 19
III.A.030	Classified Prioritization Process and forms
III.A.031	Job descriptions
III.A.032	Governing Board Webpage
III.A.033	Human Resource Webpage
III.A.034	Human Resource Board Policies Webpage
III.A.035	Compliant form webpage
III.A.036	Board policy 4035; Board Policy 4037; Board policy 4030
III.A.037	EEO Training Completion Records
III.A.038	EEO Plan 2021-2024
III.A.039	Board Policy 4100
III.A.040	Board Policy 4770
III.A.041	FlexCal Program for January 2023 and March 2023
III.A.042	FlexCal Program for Spring 2021
III.A.043	Board Policy 4260
III.A.044	Board Policy 4140
III.A.045	CSEA 2023-2026 CBA pg. 5
III.A.046	Local 39 2021-2024 pgs. 8-10
III.A.047	SCFA Contract 2023-206 pgs. 16-18

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.B. Physical Resources

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

The College's Facilities office, under the leadership of the VP of Facilities, is responsible for the overall safety and security of the College community as it relates to the College's physical resources [III.B.1 Facilities Org Chart](#)). The College also has an active group of faculty, staff, and students committed to sustainability. Various faculty, staff, and students are included as stakeholders in each project conducted by facilities or the Bond team. These advocates ensure

that the District's projects have stakeholder input and review over all aspects of the project's design. (IIIB1 CBOC Member Roster) (IIIB1 230621 CBOC Meeting Agenda)

Access

The College provides the necessary physical resources to ensure that students from a variety of backgrounds have access to high quality education. This includes providing sufficient physical access by addressing the access needs of students and employees in accordance with the Americans with Disabilities Act (ADA), ensuring that there is adequate parking and access by public transit to all campus sites. The College also offers classes at Travis Air Force Base University Center. All classrooms at these locations are fully accessible, and classroom standards are consistent with those on the main campus and at the centers.

As with all projects, the College complies with California's Division of State Architect (DSA) requirements to ensure access. Each project that is reviewed by DSA goes through an ADA code evaluation. As a result of that, each project is required to address ADA corrections within the scope of the project and adjacent pathways and parking. Examples of recent updates include the 1200 Theater building, the 2700 Science building, and the 100 Library Learning Resource Center, with extensive work in the adjacent parking lots and sidewalks. The bond program will continue to address ADA needs extensively, in addition to implementing a cost tracking system for the work complete within the project.

Safety and Health

The College has a comprehensive Injury and Illness Prevention Program (IPP) to ensure the timely identification and correction of health and safety hazards that may arise in any campus department or facility. The IPP also provides for employee training to prevent on-the-job injury. Employees such as lab technicians and maintenance workers regularly participate in hazardous waste training to ensure that use, storage, disposal, and transportation of toxic chemicals meets established safety standards. [\[IIIB1 IPP Manual\]](#)

Plans for all new construction and building upgrades are submitted to the Division of the State Architect (DSA) to show compliance with all codes for structural integrity, fire, life and safety codes, and ADA compliance. As stipulated by the Field Act, DSA reserves its highest safety standards for school buildings, and the College complies with these standards.

The District uses fob key systems in all buildings, limiting access to facilities and eliminating the need to track keys. The College assigns and restricts building access to staff during specific days and times, to "lock down" a facility remotely, thereby providing additional protection in the case of an emergency, and to track access into buildings. There is an ongoing effort to replace classroom door locks with electronic keypads connected to the fob system. Work order requests for key fobs are made by each department and require approval of the Dean or Manager to confirm approved space access.

Safe access to all College facilities is ensured by regular assessments of pavement, trip hazards, and lighting. Assessments and reported safety issues result in correcting the hazards in a timely manner. The College continues to improve interior campus lighting. As part of the Fairfield campus efforts to improve safety, updated and well-lit campus maps continue to be installed,

and surveillance cameras are being added and improved in our projects.

The Facilities Office responds quickly and appropriately when members of the college community raise health and safety concerns. Faculty and staff may submit health and safety concerns via the online Work Order Request form. Directions for locating the form, completion and submission, and response time are posted on the Facilities Department website. [\[III.B.1 Work Order Request\]](#) Once a problem is identified, facilities assesses and provides an immediate fix to the problem while any appropriate long-term plans are developed.

The campus community is advised of all planned and unplanned construction activities via email alerts that include the project, a brief description of the work, an estimated timeline for work to be completed, areas impacted by work, and contact information for questions or concerns related to the project. Where relevant, each alert is accompanied by an aerial image of the campus with appropriate labeling (text, lines, highlights) the location affected by work. [\[III.B.1 Fairfield Campus Construction Notice: Campus Electrical System Repair\]](#) [\[III.B.1 Fairfield Campus Construction Notice: Construction of New Library and Learning Resource Center\]](#) The same system is used to alert the campus community of any disaster or safety drills. [\[III.B.1 Vacaville CenterBio Tech Building Construction Notice: Annual Fire Alarm Testing\]](#)

The college continues to promote healthful air quality on campus. Solano Community College has been a smoke- and vape-free campus for more than 10 years. Facilities personnel use non-toxic sprays for pest control following the college's Integrated Pest-Management Plan per SB 394 and SB 1405, regulating pesticides and school sites which is required for the Early Learning Center and has been applied school-wide. Cleaning products have been switched to eco-friendly products campus wide to increase indoor air quality. The College takes all appropriate measures to monitor and maintain healthful air quality within classrooms and all other campus buildings. All facilities are maintained to ensure proper working order of all gas, ventilation, refrigeration, and air circulation equipment.

Covid-19 Pandemic Response

Multiple, coordinated, and target efforts were deployed in response to the coronavirus pandemic, subsequent statewide shelter-in-place order, and gradual return to in-person learning. The District established Pandemic Planning and Response Teams lead by the Vice President of Student Services and the Director of Human Resources. Each of them led District teams to review the changing external guidelines from various public agencies which was then shared and reviewed with their teams who were charged with developing response plans for the District. These efforts provided guidance to remote classes and work, safety protocols, information tracking, coordination of efforts, and more.

Facilities participated with these teams to implement changes and improvements to HVAC systems to ensure adequate fresh air indoors. Also included in Facilities efforts were enhanced cleaning protocols and safe distancing practices. Facilities coordinated the ordering and distribution of Personal Protective Equipment (PPE) for faculty, staff, and students on campus. [\[IIC1 Post Pandemic Return to Campus Guidelines\]](#)

Facilities prepared cleaning and PPE supplies for each classroom and distributed those

materials throughout the semester. Access to campus was closely monitored and subject to approval in order to ensure social distancing and facilities sanitation in compliance with CDC guidelines. [\[IIC1 SCC Access to Campus Procedure\]](#)

Security

The Maintenance Department is responsible for the maintenance and upkeep of all doors, closures, and locking systems and supports the maintenance of the College's fire and alarm systems. The College maintains a secure campus with adequate lighting, blue emergency phones, and security cameras at all three campuses. In addition, the District has adopted new standards for keys, moving from metal keys to a more secure electronic fob system. Transition to the electronic fobs will continue until complete.

The Solano Community College District Department of Public Safety (DPS) is a California Commission on Peace Officers Standards and Training (POST) accredited law enforcement department established by Board of Trustees Resolution No. 21/22-10. The Department of Public Safety consists of a Chief of DPS, sworn sergeants, non-sworn public safety officers (PSOs) and a public safety service technician.

The responsibilities of DPS include campus security; traffic and parking control; prevention and detection of crime; and enforcement of federal, state, and municipal laws and District regulations and policies. DPS has the primary responsibility for direction, planning, and controlling vehicle and pedestrian traffic on College grounds. DPS oversee the painting of roadways and curbs, placement of control signs, removal of hazardous obstructions, and other related tasks.

DPS personnel make inspections of facilities to insure physical security; design and present programs to reduce risk from criminal acts; review plans and new construction additions to facilities to insure against design defects that could contribute to criminal acts; make preventative patrols of grounds; make necessary arrests and detentions; and interact with all other law enforcement and investigative agencies.

Sworn personnel receive continuing professional training in first aid, CPR, emergency response, disaster preparedness, de-escalation techniques, anti-bias, defensive tactics, and other topics each year. All sworn personnel have graduated from a regional police academy and have full peace officer powers per 830.32(a) of the Penal Code and 72330 of the Education Code.

Non-sworn Public Safety Officers are trained in Laws of Arrest, Search and Seizure and Firearms per California Penal Code 832. They are also trained per Senate Bills 390 and 1626. Public Safety Officers are not sworn officers but are provided special authority by the California Penal Code, California Vehicle Code and Education Code to enforce campus rules and regulations. Safety Officers are the first line of support for the campus sworn personnel. Many are trained in and have responsibility for collecting field evidence, taking crime reports, and parking enforcement. Public Safety Officers are also trained in first aid, CPR, and emergency response procedures.

The PSOs are assigned to the three campus sites (Fairfield, Vacaville and Vallejo). The hours

of operations are from 7:00 a.m. -Midnight, Monday-Friday and 8:a.m. – 4:30 p.m. on Saturdays. The College has established Memorandums of Understanding with local law enforcement agencies to assist with calls for service during the hours DPS officers are not on duty.

In accordance with the Clery Disclosure Act, mandated by the Crime Awareness and Campus Security Act of 1990, the College reports crime statistics annually. The crime rates at Solano Community College have been low relative to similar college campuses. Information about DPS and are campus crime reports are published on the College website.

[<https://welcome.solano.edu/dps-home>] Statistics of the Daily Crime Log and the Racial and Identity Profiling Act (RIPA) stop data along with crime prevention tips can be viewed on the DPS webpage also. The College proactively notifies all students and personnel via emails, phone messages and text message notifications regarding incidents that may put the campus in imminent danger or in cases of power outages or potential emergency conditions. The Regroup and Solano SAFE App notification system is managed by DPS personnel. Human Resources staff conduct routine checks to ensure contact data remains up-to-date for all personnel.

The College plans for and provides training to managers, staff, and faculty to maintain the safety and security of the campus community. Following a contract with a consulting group to develop a comprehensive Emergency Operations Plan in compliance with federal and state regulations (NIMS and SEMS), the college’s detailed plan presents organizational charts, checklists, assignments and responsibilities in response to a wide range of potential emergencies, including: biological emergencies, environmental emergencies, bombs and explosives, disturbances and demonstrations, earthquake, fire, flooding, active shooter, terrorism, and pandemic. In conjunction with this plan, a group of managers and staff attended extensive training and simulated practice in emergency response to ensure the College has a fully operational Incident Command System in place. [[Emergency Preparedness Consulting Contract](#); [Emergency Operations Plan Intro](#); [Emergency Operations Plan Table of Contents](#); [Emergency Checklists](#); [Evacuation Plans](#); [Emergency Response Team and Organizational Chart](#); [WCCG - Solano College Training Schedule](#)]

The College Safety Committee, comprised of managers, faculty, staff, and students and facilitated by the Chief of DPS, meets monthly to discuss issues such as notification protocols, crime reports, and safety assessments. The Solano Community College Safety Committee is an advisory committee that was established to serve as an advisory resource for the Superintendent/President on policies, procedures and programs to promote a safe environment and healthful attitudes on the part of all employees, students and visitors. The committee meets to discuss safety issues and campus concerns. The committee also provides planning related to safety enhancements, emergency contingencies and disaster preparedness. The Chief of DPS regularly provides reports to the S-P during monthly meetings (IIIB1 Safety Committee Meetings and Minutes) (IIIB1 Campus Safety Report 2022)

Active shooter incidents at other college campuses have prompted the Department of Public Safety staff to prepare the College community for this worst-case scenario. Officers offered eleven 2-hour “ALICE” (Alert, Lockdown, Inform, Counter, Evacuate) training sessions to students, faculty and staff in August and September of 2022, to disseminate updated law

enforcement recommendations for active-shooter response, as well as local information about current lock down procedures and the Regroup mass notification system in use at the College. [\[III.B.1 Active Shooter Training Flyer\]](#)

While the College has not received any recent reports of sexual assault, the Department of Public Safety staff on campus work closely with the student discipline officer and the Title IX Compliance Officer to ensure that any report of sexual violence or any other illegal or disruptive behavior is reported to the appropriate administrator. Investigations done by law enforcement may be reported to the Title IX Compliance Officer and/or the student discipline officer, depending on the nature of the incident and if it involves a student, to ensure that all responsible parties are aware of the allegations and steps taken for an investigation.

Analysis and Evaluation

Solano Community College provides broad access to our community by offering courses and other services at the main campus in Fairfield and at two centers in Vallejo and Vacaville. The College provides safe and sufficient physical resources at all of its locations to address the teaching and learning needs of students, faculty, and programs and to assure that the mission of the College is achieved. Though separated by short distances, the Main Campus and the Centers operate as a single system with coordinated efforts across multiple departments. The Facilities Department, the Solano Community College Department of Public Safety, Technology Support and Services, with input from the campus community, are responsible for ensuring access, safety, security and a healthful learning and working environment.

- 1. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

The Solano Community College (SCC) 2020 Facilities Master Plan (FMP) was produced by the architecture, design, and planning firm Gensler and developed through a highly participatory process involving the College's many constituencies and with the 2019-2022 Strategic Plan as a guiding document for the short-term planning processes, such as program review and strategic planning, building on the District's priorities for student learning and success, providing a guide for future development of the District's three campuses. [\[III.B.2 Strategic Plan 2019-2022\]](#)

The [2020](#) FMP focuses on facilities issues related to specific projects needed to meet the goals set forth in the Strategic Plan and ensures that programs, services, and learning facilities are adequately provided for and maintained. The FMP serves as a framework for the growth and transformations necessary for the institution to be prepared for projected growth and space needs, as well as for the innovative technologies and learning environments that are necessary to appropriately preparing the workforce of tomorrow. The Plan is aligned with the salient priorities of the region in terms of workforce needs and the new State of California energy standards. Updates to both the Strategic Plan and FMP are tied to instructional needs, as demonstrated by facilities projects affecting nearly every discipline. Projects identified in the 2020 FMP include Infrastructure improvements to electrical substations, solar power

production, central plant equipment, lighting upgrades. Remodeling of buildings 300, 1600, 1800 A & B, and building student housing.

Throughout the planning process, a series of meetings, campus forums, and workshops were conducted to involve the many distinct and diverse voices of the SCC community. College leadership collaborated with the planning team at the start of the process to identify the many stakeholders, establish planning participants, and design a series of engagement activities. Multiple shared governance groups participated in the planning process, including College Governance Council (CGC); Measure Q Steering Committee; Management Team; Academic Senate. Campus communities were invited to participate in a series of Campus Forums at the Fairfield, Vacaville, and Vallejo Campuses and faculty and students engaged with the planning team through a series of interactive boards and conversations. The resulting planning principles focus on student success; wayfinding and organization; collegiate identity; efficiency and utilization; stewardship of resources; and community engagement. The planning team worked with the planning committee to identify key issues to address in the FMP, review the analysis of qualitative and quantitative information, evaluate a series of development options, and make decisions that led to the development of the FMP recommendations such as student housing, dedicated space for Early College High School programming, and upgrades to specific infrastructure at each of the college's sites. [2020 FMP]

The College has established comprehensive “Standards for Design and Construction,” to ensure equity and consistency in facilities and for efficiency in operations and maintenance, which are reviewed and updated each year. The design standards were developed by the District, with intensive input from District Facilities, Maintenance and Operations personnel to be directives and information for design consultants to incorporate into their contract documents (drawings and specifications). IT personnel and the Security participatory governance committee provided additional input to relevant sections. The standards are based on prior experience at the District and the best practices from other California Community Colleges, so that the products selected are carefully evaluated based on criteria that include aesthetics and user comfort, durability, ease of maintenance, sustainable properties/practices and cost. Facilities Master Plan District Standards

Solano Community College District's focus on Clean Energy and Sustainability is evident in solar panel installations on each campus in 2014 and the new project underway now and scheduled to complete in 2023. Recent additional energy efficiency proposals funded by Prop 39 include replacement of the central plant equipment, a new solar generation project, and HVAC upgrades and replacements. All of these projects are currently underway.

The FMP emphasizes moving Solano Community College towards its goal of achieving a minimum rating of Silver in the LEED Certified Green Building Rating System on all new and remodeled buildings. The two latest examples of new construction on campus, the 2700 Science Building and Library Learning Resource Center, have both received LEED Silver rating equivalence. All new projects are designed by code to this level. Each building is submitted to PGE Savings by Design program and upon review and inspection by PGE for superior energy performance, is rewarded by PGE with incentive funds for the effort. 2700 Science building and 100 LLRC both achieved PGE Savings by Design success.

Analysis and Evaluation

The District uses input from planning processes, such as the FMP, SMP, SEAP, and Program Review, to plan, build, and maintain its physical resources with attention to the district's goals of efficiency quality, and sustainability, in order to support programs and services and achieve its mission.

III. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

The College engages in two levels of facilities planning: long-term planning which results in updates to the Facility Master Plan, and short-term planning, which occurs on a continuous basis and identifies new needs that require near-term action.

The 5-year Capital Outlay Plan (COP) identifies long-term plans such as the construction of new facilities that overlay and augment the build outs under the District's FMP. These large projects require additional proposals and approval in order to move forward. Shorter-term operational and tactical "ground-level" projects to continue the daily functionality of campus facilities are based on a rolling 5-year Scheduled Maintenance & Special Repairs (SMSR) plan identified through Facility Utilization Space Inventory Options Net (FUSION) online database. The report generated by FUSION lists categories of hazard removal such as lead, asbestos, and chemicals which are eligible for full funding by the state. The College submits this plan every year to secure maintenance and repair funds from the Chancellor's Office.

Both the 5-year COP and the 5-year SMSR plan are informed by the facilities condition assessment, space utilization, data from the College's maintenance work order system, and annual assessments carried out for property and liability insurance through the statewide Association of Community Colleges. (Full hard copies of reports are available at the Facilities office; online access requires login.) Following priorities established by the state Chancellor's Office in the *Facilities Manual for the California Community Colleges*, the Facilities Director discusses with staff what needs attention on the campuses and formulates a list based on team discussion.

The 5-year plan also identifies the repair and maintenance needs of roofs, utilities, mechanical, and exterior features on all campuses. All building footprints, data on equipment make and model, and electronic data from building plans are digitized and uploaded into FUSION. This project consolidates all facilities data in one place to support facilities decisions and maintenance projections based on equipment life-cycle data. The FUSION program also allows Facilities staff to track equipment histories (every work-order, man hours, materials, etc.) to more accurately predict and plan for preventive maintenance and equipment replacement needs.

EVIDENCE

As required by Prop 39, the District has a Citizen's Bond Oversight Committee (CBOC) that meets quarterly and receives updates on projects, reviews audits of bond funds, and provides

the Board of Trustees with an annual report. [III.B. 3 Mar23 Measure Q Quarterly Progress Update] [III.B.3 CBOC Minutes Nov 22] Purchase of land or buildings as well as facility improvements are shared with the CBOC during meetings. The Executive Bond Manager reports to and regularly meets with the S-P to ensure that projects are on time and on budget. Monthly updates on facilities and bond projects are provided to the Board at the first meeting of each month and the Measure Q Steering Committee, an advisory group to the S-P meets monthly to review and recommend standards and receive project updates [Steering Committee Agendas and Minutes: <http://www.solano.edu/measureq/presentations.php>]. The S-P, three members of the Board of Trustees, the Executive Bonds Manager, and appointed faculty, staff, and students serve on the committee.[III.B.3 CBOC Member Roster] Staff from the company providing project management services also attend these meetings.

The *ADA Transition Plan* identifies repairs and upgrades needed to clear paths of travel for ADA compliance. [IIIB3 ADA Transition Plan] and [Access Compliance Survey Report 2022] In addition, the campus as a whole is evaluated regularly for each bond project reviewed by the Division of the State Architect (DSA) who ensures that ADA upgrades are made as required for each project, both for areas around the project, and support areas and pathways on campus which are automatically upgraded to ADA standards as each project is completed.

Analysis and Evaluation

The college's facilities department collaborates with the appropriate constituents, including campus and county representatives, to plan for and evaluate the use of physical resources on a regular basis. Per Board policy 3370, the Superintendent/President oversees planning and management of the District's capital outlay and construction, including bonds and other funds, working closely with the CBOC, Executive Bond Manager, Board of Trustees, and relevant members of the campus community to ensure the feasibility and effectiveness of physical resources in supporting institutional programs and services. The college adheres to local, state, and federal guidelines and laws regarding accessibility, accountability, and sustainability.

IV. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

The passage of two facilities bonds, Measures G and Q, in the last fifteen years has supported the construction of new facilities at all three campus sites. The College recognizes that while capital construction represents a large cost in a short period of time, the costs to maintain and operate a facility will continue annually for at least 50 years. As such, the College to also budgets for its facility operations. The Facilities Department has therefore begun to work with Fiscal Services to plan for the ongoing maintenance needs of the additional square footage represented by current and future building projects. The S-P has discussed with the vice president for finance and administration, CTO, and with the executive bonds manager the need to consider implementing a "sinking fund" that will allow the College to save annually for long-range facility needs.

Projections for total cost of ownership are reflected in the Five-Year Capital Outlay Plan, which references the FMP & EMP. In addition, facilities planning relies on the Facilities Planning Manual from the Chancellor's Office, developed to "assist in the development of state

funded CC facilities.” [Facilities Planning Manual Final Draft Campus Plans Webpage](#) The planning manual provides guidelines for master plans, capital outlay budgeting, capital outlay project design and construction, and acquisitions.

The current District standards for design and construction account for the total cost of ownership of new facilities, fixtures, and equipment, taking into consideration the efficiency, life-span, versatility, safety, and personnel requirements of all projects and purchases. Standards are developed for every area of facilities and maintenance, including:

- Furniture, Fixtures and Equipment
- Landscape
- Electrical
- HVAC
- Building materials

Where possible, the College makes use of a statewide purchasing program through the Chancellor’s Office, “College Buys,” which combines the purchasing power of all institutions in the CCC system to secure the best pricing. In addition, using consistent and standard products and systems throughout the district’s facilities contains the variety of parts and products needed and reduces the need for training on different systems.

To project the personnel needs associated with current and planned facilities, the College uses standards developed by the Association of Physical Plant Administrators (APPA) which provides formula-backed recommendations for the staffing necessary to maintain a given area, taking into account such factors as square footage of building and surrounding landscape.

Conclusions on Standard III.B: Physical Resources

Solano Community College engages in comprehensive master planning, complemented and informed by annual program planning, to ensure effective utilization of physical resources and maintain the quality necessary to support programs and services and achieve the College’s mission and vi. These plans are used to guide the acquisition, construction, and renovation of College facilities on an ongoing basis. However, the College retains flexibility to respond to new programming opportunities, external mandates, and unforeseen challenges or concerns.

Improvement Plan(s)

The Facilities Department is implementing a preventive maintenance program which will identify which buildings, systems, and equipment need maintenance on a monthly, quarterly, semi-annual, or annual basis. This program will interface with the ONUMA work order system to ensure the regular and timely scheduling of routine maintenance. The Facilities Department is working with Fiscal Services to meet the engineering and custodial staffing needs of this and other projects.

Notable projects completed/underway/planned?

- A new 59,252sf two-story Library/Learning Resource Center (LRC) with an Academic

Success and Tutoring Center (ASTC); audio visual and television studio; library stacks and study areas; quiet study, reading, and group study rooms equipped with charging ports, HDMI and WiFi connectivity; and a computer classroom. The LRC also houses the IT department and offices. [IIIB4 Library-LRC-Brochure]

- Auto Tech?
- ELC

Evidence List

[Provide list of all evidence cited within Standard III.B.]

III.C Technology Resources

1. **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

Technology resources are used throughout the College to support and increase the effectiveness of student learning outcomes, safety, communication, institutional research and the quality of services provided to students. Technology planning is fully integrated into the College planning process. The College's Strategic Technology Advisory Committee (STAC), with the participation of College shared governance process updated the College's Technology Master Plan (TMP) to 2021-2024 which provides the direction for SCC Technology Services is reviewed and updated annually by the College's shared governance process. [\[Technology Master Plan\]](#) [STAC Committee Charter]

Administrative technology is provided and supported by Technology Services [\[Technology Services and Support: Webpage\]](#), including the following:

- Elucian Banner®: Enterprise Resource Planning system.
- My.Solano®: Ellucian web interface or portal to conduct a variety of self- service tasks such as Student emails via Gmail, registration, payment of fees, faculty grading, etc.
- Microsoft O365®: Faculty and staff email is integrated with on-premised Cisco Unified Communications (Callmanager) for VoIP telephony, and Cisco Unity for voicemail, unified messaging, and auto-attendants. There are more than 1500 email accounts currently supported by the system. To reduce and control email spam and prevent the sending of unprotected PII, Microsoft anti-spam and anti-malware filtering is enabled on the O365 tenant.

- Argos®: Web-based reporting tool to provide users customizable reports with updated data related to inventory management and purchasing.
- IntelCheck®: IntelCheck integrates with 3rd party imaging solutions, so that check copies no longer need to be printed and stored.
- FormFusion®: Document enhancement and distribution solution that gives complete control over the design and delivery of the output while automating processes and eliminating paper stock used for Purchase Orders, Mailers, Invoices, Tax Forms, Letter Generation, and more.
- CCCApply®: System hosted by California Community College Chancellor Office used to apply for admission and enrollment at the college.
- DegreeWorks: DegreeWorks is a Web-based academic advising and degree audit tool.
- SARS: SARS Software Products are used for counseling and assessment appointments and attendance functions for a variety of student lab areas.
- Atomic (a.k.a. UC4): Web-based application which lets you schedule and submit jobs as well as view and print output.

As a result of long-term facilities planning and the passage of a public construction bond Measure Q, \$349M, Solano Community College District has begun an extensive initiative to renovate existing facilities and build new facilities reflective of the educational needs of Solano County. Measure Q has allowed Solano Community College to obtain the technological resources necessary to become a community college leader in providing excellent educational opportunities along with access to services and resources for its diverse student and employee population. [\[Bond Resolution and Documentation Website\]](#)

The Solano Technology Advisory Committee, STAC, [\[STAC Website\]](#) serves as a viable forum through which faculty, staff and administrators discuss, plan, investigate, and implement ideas and strategies that will best utilize advances in technology to enhance instruction, student support services and administrative services, while providing leadership and support for ongoing technological innovation. The STAC is comprised of representation from administration, faculty and staff. Members were selected in accordance with the College's shared governance process. For more detail on current membership, see the College's Technology Master Plan. [\[Technology Master Plan\]](#) The STAC is responsible for the development and maintenance of the Solano Community College Technology Master Plan. STAC is also responsible for the review of annual progress made in accordance with the plan and to ensure that technology resources are being deployed in a manner that is consistent for the support of the College's facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Analysis and Evaluation

The College meets this standard. Solano Community College has extensive technology resources that are used to support student learning programs and services and to improve institutional effectiveness. Up-to-date technology is available to faculty staff and students. Technology planning is integrated with institutional planning at both the College and the District level.

2. **The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

Evidence of Meeting the Standard

Solano Community College continuously plans for and as resources permit, replaces, acquires, maintains and upgrades the technology infrastructure and equipment to meet institutional needs. To insure that technology is consistent with the College's Mission and Goals, [\[Mission Statement\]](#), the College's Strategic Technology Advisory Committee (STAC) [\[STAC Website\]](#) continually reviews and updates the College's Technology Master Plan [\[Technology Master Plan\]](#) Guidance and oversight is provided by regular the College's Management Team [\[Administration Website\]](#), Shared Governance Council [\[College Governance Council Website\]](#) and Fiscal Advisory Committee [\[Fiscal Advisory Committee Website\]](#)

The TMP [\[Technology Master Plan\]](#) includes a five-year instructional lab replacement schedule, a four-year replacement schedule for faculty and staff technology, a four-year upgrade plan for network equipment/services, and a four-year update schedule for Smart classrooms and conference rooms. [IIIC2 Chromebook Student PO, IIIC2 Desktop Refresh PO's, IIIC2 Laptop COVID PO, IIIC2 Laptop Refresh PO, IIIC2 Network WiFi Upgrade PO, IIIC2 Room Improvement PO's, IIIC2 Telephony Upgrade PO, IIIC2 Voice Update PO, IIIC2 Voicemail Upgrade PO, IIIC2 WiFi Improvement PO]. For each year, there are several recommended special projects that are consistent with institutionally identified needs. Each year, the STAC uses the TMP as a basis for an annual technology achievement assessment. Based on the assessment and changing needs, the STAC develops a technology plan for the upcoming year along with a proposed budget. The proposed updated TMP is then passed through the College's shared governance process, Fiscal Committee and management groups. To accommodate unforeseen emergencies, the TMP also recommends an annual technology budget set-aside equal to 2 percent of the total technology allocation. These funds are available to address unanticipated technology needs.

Analysis and Evaluation

The College meets this standard. Through the College's integrated planning process and participatory governance committees, technology resource planning, quality and capacity of services are adequate to support the College's mission, operations, programs, and services. Funding for technology comes from College's regular budget, Measure Q bond [\[Bond Resolution and Documentation Website\]](#) and special programs.

3. **The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

Evidence of Meeting the Standard

In addition to the main campus located in Fairfield, Solano Community College District has two satellite centers located in Vacaville and Vallejo, both of which offer a broad range of courses, programs, and services. These centers are part of the of the District's Wide Area

Network (WAN) [[Technology Master Plan page 9](#)] and connected to the Fairfield campus via a 250MB (Mega bit) network backbone. As a result, each center has high speed access to all District network resources and security products.

The Vacaville center, located at 2001 North Village Parkway, Vacaville Ca., is a 40,000 Sq. Ft. facility opened in May of 2010. [[Vacaville Center: Webpage](#)] The Center is a 2-story facility that contains nine classrooms, two science labs, two computer labs and a Library/Tutoring resource room. Vacaville also has a 32,000 Sq. Ft. Biotechnology wing that was added to the Vacaville Center in Fall 2017 and features state-of-the art laboratory technology along with the latest in advanced classroom technology.

The Vallejo center, located at 545 Columbus Parkway, Vallejo, Ca., is a 40,000 Sq. Ft facility opened in September of 2007 is a 2-story facility with twelve classrooms, two science labs, two computer labs and one Library/Tutoring resource room [[Vallejo Center: Webpage](#)]. As a result of Measure Q funding, a new 30,000 Sq. Ft. Automotive Technology facility opened in the Fall 2017, located within a mile of the Vallejo Center Campus [[Vallejo Auto: Webpage](#)] at 1687 North Ascot Parkway in Vallejo, Ca. The Auto Tech building features some of the most advanced auto technology instructional equipment available.

All center technology is accounted for in the Technology Master Plan. [[Technology Master Plan](#)]. Computers, printers, and smart classrooms are included in the equipment replacement schedule. Desktop technicians do spot checks at the centers and attend to issues that arise as necessary to provide a similar service level agreement as the main campus, ensuring that the same services are provided with similar resolution times. Network, security cameras and telephones are maintained by District network staff who are based on the Fairfield campus.

Analysis and Evaluation

The College meets this standard. Solano Community College District provides the necessary network, hardware and support services to maintain reliable access, safety, and security at the main campus and both centers.

- 4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard

Prior to the major changes due to COVID-19, the Solano Community College Information Technology (SCCIT) department conducted monthly training sessions on a variety of topics identified by faculty, staff, and administrators, including creating fillable forms (PDF's), Adobe sign, Office 365, One Drive, and smart classroom technologies. SCCIT also hosted open question sessions during Fall and Spring Flex Cal events in which users could drop into a Zoom session to discuss any training they may need at that time. Breakout rooms were created to provide one on one trainings. [IIC4 Ask a Tech FlexCal, IIC4 MySites How to Document, IIC4 O365 FAQ's, IIC4 FlexCal Presentation, IIC4 FlexCal Fall 19 Agenda, IIC4 Luminis Flex Cal Presentation, IIC4 PDFC Jan2023 Agenda, IIC4 Video Conference How to

Guideline, IIIC4 Zoom FlexCal Agenda, IIIC4 Zoom FlexCal PPT, IIIC4 Zoom UserGuide, III4C Zoom Waiting Rooms How to Document]. In the return to campus after the stay-at-home order, starting in September of 2022, SCCIT developed, along with the assistance of the Human Resources Department, a formalized on-boarding process which includes assistance with setting up network passwords, overview of the My.Solano portal, and a basic overview of Banner ERP system, as needed.

There continues to be no real formalized Solano training provided on a consistent basis at the school. Most formalized training continues to be those provided by vendors when it comes to areas such as Banner, the school's enterprise resources program (ERP) and certain department specific applications purchased by individual departments. For example, past FLEX Cal sessions led by faculty have included training for Canvas add-ons like Hypothesis and Design+, and applications in eLumen [IIIC4 Mar 23 FLEX Program] [IIIC4 Aug 23 FLEX Program].

To address the need for training and support this will require the commitment of fiscal resources and most importantly a broad College commitment to supporting and participating in training. There are also will need to be a College wide acceptance that the responsibility for training leadership is not uniquely an IT responsibility. The responsibility for training needs to be shared across the entire College.

Analysis and Evaluation

The College is working to fully meet this standard. The lack of formalized training has been recognized as an issue that needs to be addressed in the near term. Working with student, faculty, staff, and administrators, a Technology Training Task Force will be created out of the Strategic Technology Advisory Committee (STAC) that will identify the range of training needs, budget, facilities, and staffing requirements to implement a formalized training program at Solano.

The recent hire of a new Vice President of Technology and the creation and hiring of a Director of Online Education will allow for the prioritization of increased training and support for new and veteran employees, on established and new programs and systems.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Solano Community College provides a variety of technology policies and procedures to guide faculty/staff. Board Policy 2067 governs the use of these technical resources. [\[Computer and Network Use: Webpage\]](#) The District's information system "Banner", which houses all of our student, financial, and human resources information, also has policies and procedures with restricted access that requires users read, complete, and sign a confidentiality statement [IIIC5 Confidentiality Form]. The agreement advises users of the importance of the data contained within our information systems at the District as well as identifies State and Federal Acts the District is required to follow. A user's signature on this Security and Confidentiality form is an acknowledgement of understanding of the importance of proper handling and maintaining of our student, financial and human resource information.

The District's Technology Department maintains a webpage which contains an area for Policies and Standards that are Information Technology specific and provides easy access to a variety of technology related items, including standards for design, passwords, telecommunications, audio visual, service, and more. [\[Technology Services and Support: Policies and Standards Website\]](#) [IIIC5 Logging and Monitoring Department Policy, IIIC5 Antivirus Management Department Policy, IIIC5 Banner ERP system access and security Department policy, IIIC5 Clean Desk and Clear Screen Department Policy, Firewall Management Department Policy, Hardware_Software Procurement Department Policy, Intrusion and Detection Department Policy, IT Resources Change Management Department Policy, Remote Access Department Policy, Wireless Networking Department Policy] The Technology Webpage also provides users with Frequently Asked Questions (FAQ's) to address common questions related to Microsoft Office 365, email, printing, and smart classroom technology [\[FAQ's: Webpage\]](#).

Analysis and Evaluation

A recent security audit has identified a variety of policies and procedures needing to be created, approved, and put into service. Technology Leadership has already started the process of creating Policies and Procedures identified by the audit and currently in a Draft status awaiting the shared governance approval process. Technology Leadership will continue to create all policies and procedures identified in the audit findings until all have been approved and in service.

Conclusions on Standard III.C: Technology Resources

The COVID pandemic had put a halt on some areas of the Solano Community College's Information Technology (SCCIT) department's planned services during this assessment period. Areas such as classroom and lab technology upgrades, in person trainings and services, just to name a few, were unable to be accomplished during lock-down periods. The focus on resources took a drastic turn, shifting focus from a predominately in-person environment to a predominantly online environment. The SCCIT department's focus, during a period of about two or so years, quickly and effectively shifted to remote support services, which included ensuring students, faculty, and staff had the necessary resources and training to be successful. As we are now slowly beginning to transition out of the pandemic era, SCCIT has started to pick up the upgrade and training planning efforts guided by the SCCIT Technology Master Plan. While we believe we are meeting the intent of most of Standard III there are areas SCCIT does need to improve upon.

Improvement Plan(s)

IIIc4 - Working with student, faculty, staff, and administrators, a Training Task Force should be created out of the Strategic Technology Advisory Committee (STAC) that will identify the range of training needs, budget, facilities, and staffing requirements to implement a formalized training program at Solano.

IIIc5 - Technology Leadership has already started the process of creating Policies and Procedures identified by the audit and currently in a Draft status awaiting the shared governance approval process. Technology Leadership will continue to create all policies and

procedures identified in the audit findings until all have been approved and in service.

Evidence List

IIIC1 Technology Master Plan
IIIC2 Chromebook Student PO
IIIC2 Desktop Refresh POs
IIIC2 Laptop COVID PO
IIIC2 Laptop Refresh PO
IIIC2 Network WiFi Upgrade PO
IIIC2 Room Improvements PO
IIIC2 Telephony Upgrade PO
IIIC2 Voice Upgrade PO
IIIC2 Voicemail Upgrade PO
IIIC2 WiFi Improvements PO

IIIC4 Ask a Tech FlexCal
IIIC4 MySites How to Document
IIIC4 O365 FAQ's
IIIC4 O365 FlexCal Presentation
IIIC4 FlexCal Fall19 Agenda
IIIC4 Luminis FlexCal Presentation
IIIC4 PDFC Jan2023 Agenda
IIIC4 Video Conferencing How to Guidelines
IIIC4 Zoom FlexCal Agenda
IIIC4 Zoom FlexCal PPT
IIIC4 Zoom UserGuide
IIIC4 Zoom Waiting Rooms How to Document
IIIC4 Mar 23 FLEX Program
IIIC4 Aug 23 FLEX Program

IIIC5 Logging and Monitoring Department Policy
IIIC5 Antivirus Management Department Policy
IIIC5 Banner ERP System access and security Department Policy
IIIC5 Clean Desk and Clear Screen Department Policy
IIIC5 Confidentiality Form
IIIC5 Firewall Management Department Policy
IIIC5 Hardware Software Procurement Department Policy
IIIC5 Intrusion Detection and Prevention Department Policy
IIIC5 IT Resources Change Management Department Policy
IIIC5 Remote Access Department Policy
IIIC5 Wireless Networking Department Policy

D. Financial Resources

[Note: Suggested length for Standard III.D is 16 pages.]

Planning

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

Solano Community College has sufficient financial resources to support its learning programs and services. The College improves institutional effectiveness with appropriate distribution of those resources. The Board of Trustees has established fiscal goals, policies, and practices to ensure the College's financial stability. Budget updates are provided quarterly at Board meetings. (III.D-01 through III.D-06)

Solano Community College successfully manages its financial affairs with integrity despite enrollment challenges and increased costs through an ongoing collaborative effort with the Finance Advisory Committee and the College Governance Council. The college demonstrates its ability to support and sustain student learning programs and services and improve institutional effectiveness through its proactive approach to identifying funds, developed in response to student and community needs. The college follows a standard calendar for established budget timelines (III.D-34).

As the table shows below, the District shows a trend of maintaining a sufficient unrestricted general fund required and stability reserve, essentially doubling the % of required reserve versus expenses (III.D-15 through III.D-22:

Fiscal Year (at Adopted Budget)	Revenues	Expenses	Required & Stability Reserve**	% of Required & Stability Reserve vs Expenses
2022-23*	\$59,821,429	\$61,716,488	\$12,877,232	20.87%
2021-22	\$56,677,466	\$55,700,680	\$ 7,221,582	12.96%
2020-21	\$52,125,037	\$52,110,151	\$ 5,463,057	10.48%
2019-20	\$54,533,822	\$53,976,309	\$ 5,968,486	11.06%
2018-19	\$55,993,660	\$55,799,401	\$ 6,086,158	10.91%

* Fiscal Year 2022-23 had planned deficit spending to lower the ending fund balance.

** The Required & Stability Reserve does not constitute the entirety of the ending fund balance. Other committed funds may include PERS/STRS Reserve, OPEB Liability Reserve, and Salary Improvement Reserve.

The District has sufficient revenues to sustain student learning and to support campus improvements. The finances are budgeting to sufficiently support and maintain the mission and vision of the District, while striving to maintain a prudent reserve of 20%. This is well above the minimum 5% required reserve while still providing sufficient funds to the programs. Over

the years, one-time and restricted categorical funds have been utilized to support instructional programs, student service programs, instructional equipment, and funding towards retiree medical benefits, as shown in our budgets (III.D-01, III.D-06.)

Analysis and Evaluation

The Solano Community College financial resources are sufficient to support and sustain student learning programs and services, ensuring institutional effectiveness. The allocation and reallocation of resources are strategically aligned with program development and maintenance, and the College demonstrates integrity and sound financial management practices for long-term financial stability.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

Solano Community College's mission, vision, and strategic goals drive the institutional planning. Policies and procedures are continually reviewed and revised based on update in law and business practices. Changes to policies and procedures are made available to the College Governance Council before being brought forward to the Governing Board and the campus community (III.D-08).

The Board Budget criteria, as set forth in Board Policy 3005 (III.D-07), serves as the philosophy, requirements, and guidelines for developing the budget for financial stability. The criteria set forth in the Board Policy are included in the tentative and proposed adopted budget documents and describe the goals of the budget in support of the mission. Both the tentative budget and the proposed adopted budget are presented to the Superintendent/ President, Fiscal Advisory Council, College Governance Council for approval before being taken to the Governing Board for the final approval (III.D-35 through III.D.37).

The role of the Fiscal Advisory Council is to ensure that the budget supports the missions and goals of the district. The committee is scheduled to meet monthly during the academic year and consists of members from all college constituencies. Some of the duties of the committee include oversight for the budget process, making recommendations, and reviewing benchmarks and outcomes.

In June of each year, the Governing Board approves the tentative budget, with the proposed adopted budget coming for approval in September. The Governing Board, Fiscal Advisory Council, and the College Governance Council also receive quarterly financial reports for review.

Following our calendar, budget requests are sent to the divisions for input in March. Taking the divisions' needs into consideration, along with the FON requirements, the Classified Prioritization list, and the Faculty Prioritization list, the tentative budget information is then

reviewed with the Superintendent/President and the Vice Presidents (III.D-34).

In 2022 The Academic Senate worked with the Academic Deans to further develop a hiring prioritization process that reflected the collective will of the faculty and administration while improving our ability to support our mission, our SEA plan, and our county demographics and employment needs. The proposal summarizes concerns with the old system and the rationale for adopting a new two-part system, where the Senate and deans first met to establish hiring priorities based on a reading of the mission and SEA plan and a close look at the data. These priorities are then shared with faculty. In Fall of 2022, thirteen proposals were put forward to be read, reviewed, and discussed, using the new criteria. At the conclusion, both the Senate and the deans determined that this new process was more consensus driven, with more transparent criteria than had been the case previously. (IB6 Faculty Hiring Prioritization)

Analysis and Evaluation

Solano Community College follows policies and procedures centered on its mission, vision, and strategic goals to ensure the use of sound financial practices and maintenance of financial stability. The District is committed to the principals of sound financial management.

- 3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

Solano Community College has a defined process for financial planning and budget development, which are developed and implemented with cross-constituent participation. Board Policy 3005 (III.D-07 and III.D-34) outline the process for budget creation. This policy is also the planning document that provides the philosophy, legal, financial, and statutory requirements. The District's annual budget development process ensures that the financial resources are used to support the District's mission, vision, and strategic goals. Solano Community College reviews the effectiveness of past planning as part of the planning for current and future needs.

Using the Fiscal Advisory Council and the College Governance Council as forums, the historic dialogue has been established between administration and the campus community on all issues regarding the planning and budget process (III.D-38). The purpose of the dialogs is to inform, educate, and receive input, with the format being a presentation with a question-and-answer period with encouraged participation. The intention is to make the planning and budget process as transparent as possible. (III.D-09) The annual program review process allows all campus departments an opportunity to develop action plans and request recourses. Department managers and Deans are included in the preparation of the budget worksheets (III.D-34).

Analysis and Evaluation

Solano Community College has a defined process for financial planning and budget development. These processes are communicated to the college community through Board, Fiscal Advisory, and College Governance meetings. Constituent groups on campus also have the opportunity to participate in the development of institutional plans and budgets through

their participation in committees.

Fiscal Responsibility and Stability

- 4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard

Sound fiscal practices include budget development based on reasonable and conservative assumptions. Revenues are based on metrics in the Student-Centered Funding Formula, as well as increase in local revenue and one-time funds. These are then offset by forced cost expenses, such as salaries and benefits, utilities, and insurance. Forced costs are based on current rates and actual values. Remaining budget funds support requests generated through departments and the strategic goals set by the institution.

Approximately 83% of the 2022-23 budgeted expenditures include funding for salaries and benefits of positions currently filled and those approve for recruitment (III.D-06). Benefits associated with these positions include STRS/PERS rate increases, other mandated taxes and benefits, and the District portion of health benefits.

Budgeting falls under the direction of the Vice President of Finance & Administration, with the assistance of the fiscal office. Throughout the fiscal year, institutional leadership reviews the District's priorities, goals, and strategic direction, along with the projected future costs (III.D-9). The VPFA reviews and develops revenue and expenditure scenarios based on the latest revenue information from federal, state, and local sources. Multi-Year Projections over a 5-year period are used to estimate potential future revenue and estimated cost increases (III.D-06).

These projections are provided to the Governing Board and the campus community during the budget process. Tentative budgets are prepared in the Spring and presented to the Governing Board in June. Final proposed budgets are updated in late summer, with the Governing Board approving them in September. (III.D-05 and III.D-06)

Analysis and Evaluation

Solano Community College's budget planning process for projecting revenue and expenditures is both realistic and conservative. The main revenue driver for the college is enrollment under the Student-Centered Funding Formula but planning also reflects the understanding that additional revenue sources can be generated and utilized to meet student needs and the strategic goals.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

Solano Community College uses an enterprise resource planning system (ERP) called Banner to record financial data, implement internal control mechanisms, and help disseminate accurate, dependable, and timely financial data to the staff. All managers and staff have access to dependable departmental financial data, as well as district-wide financial information, for decision making purposes. Purchase requisitions are prepared through the online system and have built-in internal control mechanisms that require a valid account number, available budget, and appropriate approvals.

The internal control structure has been established through processes set forth in Board policies that assure the integrity of the institution and those responsible for its financial resources. The relevant Board policies include:

- BP 3000 – outline adherence to Title 5 and the California Community College Budget and Accounting Manual (III.D-12)
- BP 3005 – defines fiscal planning processes, compliance with sound business, accounting, budget practices, public disclosure and audit principles, and minimum reserve requirement. (III.D-07)
- BP 3020 – prescribes fiscal management procedures in account with the principles contained in Title 5, Section 58211 (III.D-13)

Solano Community College complies with the state Chancellor's Office requirement of contracting for annual independent audits to ensure outside oversight and review is conducted on a regular basis. The audits include compliance with state and federal guidelines, as well as written opinions on the College's financial statements. Additional testing is conducted during the audit process, as set forth in the Contracted District Audit Manual (CDAM). The annual audit is approved by the Governing Board. (III.D-11)

Analysis and Evaluation

Solano Community College, in part with the implemented ERP system, has instituted and monitors a system of internal financial controls. All manager and staff have access to the budget system for decision making purposes. Adherence to controls is accomplished through Board policies, an annual external audit, and regular budget reports to the Governing Board. The District continually reviews and improves financial management systems as new technologies develop and systematically evaluates and works to strengthen internal control structures.

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

Solano Community College's financial statements and budget are accurate reflections of institutional planning. The Fiscal Advisory Committee reviews and discusses the quarterly financial reports and budget documents. The Vice President of Finance & Administration, with the assistance of the Fiscal Office (all non-voting members of the committee), present and

interpret financial information and answer questions to keep the campus community informed of the fiscal stability of the college.

All financial documents, including the budget, are monitored for compliance and accuracy with standard accounting practices, which is overseen by the Vice President of Finance and Administration. Board Policy 3070 ensures that financial records are audited by an independent, external auditing firm (III.D-14) The annual audit report is reviewed by the Board's Audit Sub-Committee, and then approved by the Governing Board (III.D.11).

Solano Community College reports financial information to the Chancellor's Office on a quarterly and annual basis, including year-to-date fiscal performances, cash balances, costs of any collective bargaining agreements, and any possible financial difficulties (III.D.15-18). These reports are also present to the Fiscal Advisory Committee, the College Governance Council, and the Governing Board for review. The reports are also available to the general community on the Solano Community College website.

Another measure supporting the District's appropriate allocation and use of financial resources to support student learning programs and services is the measurement stipulated in Education Code 84362, which states that "there shall be expended during each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expenses of education." This code ensures at least 50 percent of the General Fund Expenditures are focused on the direct instruction of students. See the below chart for the District's percentage over the past five years, as shown in the CCSF 311 Annual Reports (III.D-18-22):

	2017/18	2018/19	2019/20	2020/21	2021/22
50% Law Calculation	50.80%	50.13%	54.12%	51.88%	50.82%

Analysis and Evaluation

Solano Community College's financial documents demonstrate appropriate allocation of resources to support student learning programs and services. By involving the college community and its constituents in the budget review process and by completing the required audit and financial reports, the District maintains the high degree of credibility and accuracy.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Solano Community College responds to external audit findings in a comprehensive manner and provides timely action plans for corrections to audit exceptions based on management advice and the availability of staff and financial resources. Solano Community College strives to respond immediately to all recommendations, exceptions, and findings.

Solano Community College contracts with an external accounting firm for the annual audit reports. The independent audits are conducted to verify the appropriate use of financial resources. The audit report includes opinions on compliance with state and federal guidelines,

adequacy of internal controls, and opinions on the financial statements. The College regularly changes auditing companies, per board policy 3070 (III.D-14).

Each audit report, along with any findings, are discussed with the Superintendent/President, the Vice President of Finance and Administration, and the Board's Audit Sub-Committee before being presented to the Governing Board for approval. This review includes any findings or exceptions. Audits are completed and approved prior to the mandated deadline (typically December 31st), submitted to the Chancellor's office, and posted to the District's website. (III.D-11). As seen in the audit, each finding has a corrective action.

Analysis and Evaluation

Solano Community College responds to any external audit findings in a comprehensive manner. Required timelines are followed and audit results are communicated to the Superintendent/ President and Governing Board, as well as being posted online.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Solano Community College continuously reviews the separation of duties as a means of ensuring perpetual oversight and internal control over all processes. This process includes evaluating and assessing the reliability and effectiveness of the District's internal control systems. These assessments are then used to improve or create additional controls. Internal controls that are built into our ERP system are reviewed regularly for access, values, and approval authorities. Cross training fiscal staff is controlled to ensure the proper separation of duties is maintained, while still providing the needed assurances that any backup of duties is available as to not interrupt services.

The VP of Finance and Administration and the Director of Business Services strive to meet weekly to review current fiscal operations and issues. Internal control concerns are discussed during this time, with possible solution defined and implemented as needed.

Solano Community College contracts with an external auditing firm to perform comprehensive studies including identifying the strengths and weaknesses with the District's internal control processes. The audits then include written opinions on the District's compliances with laws, regulations, procedures, and adequacy of internal controls. (III.D-11)

Analysis and Evaluation

Solano Community College's internal controls are measured for effectiveness and adequacy. The District regularly evaluates the financial and internal control systems and assesses them for validity. The internal controls include the District's ERP system, cross training of staff, and weekly reviews by administration. Additionally, the external audit firms review, evaluate, and assess internal controls related to the validity of financial reports, and federal and state compliance.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Solano Community College has continually maintained sufficient reserves to support efforts for budget planning purposes, maintain fiscal stability, and provide a sufficient safeguard for unforeseen emergencies. The implementation of expenditure controls, active reserve management, and conservative budget planning all help support the Governing Board's reserve goal of 20%, including the required 5% and the stability reserve. This reserve percentage is a fiscal indicator to ensure the District is able to operate without the need to borrow cash from outside sources. As shown in in Section III.D.1 above, the % of the Required Reserve and the Stability Reserve for the 2022-23 budget is 20.87%. (III.D-06)

It is standard practice to project the repercussions of negative events, such as revenue shortfalls, enrollment declines, and emergency situations into possible budget scenarios. In the event of a financial emergency, Solano Community College has the ability to use these reserves, as well as other the redirection of other funds, to maintain its obligations.

In regard to risk management, the District participates in the Northern California Community College Self-Insurance Authority for property and liability and worker's compensation insurance. For additional general liability (up to \$1 million) and property insurance (up to \$250,000), the District also belongs to the State-Wide Association of Community Colleges (SWACC) Joint Powers Authority (JPA), and for excess liability (up to \$5 million) and property insurance (up to \$ 250.25 million) coverage, the District participates in the Schools Association for Excess Risk (SAFER) JPA.

Analysis and Evaluation

Solano Community College ensures that it has an adequate cash flow and sufficient reserves to preserve financial stability. Three levels of liability and property insurance are maintained to mitigate risk. Through intentional and conservative budget planning, the District has ample reserves and cash flow ready to be reallocated to cover unforeseen expenses and fluctuations in revenue.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Solano Community College has implemented strong internal controls that allow it to maintain effective oversight of its finances, programs, and organization. The District maintains its ledgers and charts in accordance with the California Community College Chancellor's Office Budget and Accounting Manual (BAM). This process allows for the accurate reporting of financial aid, grants, and externally funded programs that are maintained in the District funds and accounts. All funds are identified by specific fund or revenue source specific to unrestricted or restricted sources, as required by la and shown in the budget (III.D-06).

Federal regulations require that Financial Aid program expenditures be monitored closely and reported accurately. The District uses an ERP system for awarding and distributing funds and to reconcile expenditures with the Fiscal Office. The Financial Aid Office follows the recordkeeping, accounting, disclosure, and record retention requirements. The Fiscal Office personnel assist program managers with the development and monitoring of categorical and grant budgets.

Solano Community College maintains funds held in trust for OPEB liabilities. The Retiree Health Benefit Program Joint Powers Agency manages these funds on behalf of the District. Solano Community College staff review quarterly report, investment policies, and other information items. This information is also communicated to the Fiscal Advisory Committee.

It is the goal of the District to have regular inventory county for fixed assets that exceed \$500 in value. Part of this inventory (items valued over \$5000) are reported in the financial statements as part of the external audit. Assets are properly labeled with asset tags and those assets purchased with federal funds are appropriately labeled and tracked. A complete field appraisal is completed of real property valuations by an approve appraiser who is contracted with the District's property and liability JPA.

The Solano Community College Educational Foundation was established as a legally separate 501(c)(3) corporation. It is governed by an independent Board of Directors. Membership in the foundation include District personnel to ensure the foundation fulfills its mission to provide financial support to the students and programs of Solano Community College. The foundation undergoes its own separate audits.

Analysis and Evaluation

Solano Community College maintains effective oversight of its finances and related processes through the use of policies, procedures, and internal controls. The District applies these practices in managing financial aid, grants and externally funded programs, contractual relationships, and auxiliary organizations. The District maintains is OPEB trust with the Retiree Health Benefit Program Joint Powers Agency, while communicating its progress to the college community.

Liabilities

- 11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

Evidence of Meeting the Standard

Solano Community College budget processes incorporates short-term and long-term budget planning to meet the District's goals and strategies. Frequent monitoring of financial resources occurs to meet all financial obligations. There is a continual assessment of financial position

and cash management strategies to ensure both short-term and long-term financial solvency. A multi-year budget is a key component of this strategy. The projections take into consideration changes in enrollment, revenue, salaries, other expenses, etc.

Long-term planning for financial resources that includes capital equipment replacement, operational and instructional equipment, HVAC systems, and laboratory equipment is accomplished through the Facilities Master Plan (III.D-23) and Technology Master Plan (III.D-24) and are taken into consideration during the annual budget process.

In 2012, voters approved Measure Q, a general obligation bond in the amount of \$348 million for acquiring, constructing, and repairing facilities, sites, and equipment. The debt from the bond issuance is paid via a tax on the assessed valuation of properties in the Solano Community College service area. The Measure Q Bond undergoes its own external audit. (III.D-25)

Analysis and Evaluation

Solano Community College's unrestricted reserves, current and long-term focused financial planning and efficient use of the general bond funding all illustrate the District's effective use of financial resources to address short and long-term solvency, including cash-flow to cover liabilities.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

Solano Community College plans for and allocates appropriate resources to the Other Post-Employment Benefits (OPEB) for eligible employees who retire from the District. These OPEB costs are based on negotiated contracts with the various bargaining units. As part of the budget development process, Solano Community College includes the reasonable provisions to cover all known or projected liabilities of the District.

Solano Community College participates in the Retiree Health Benefit Program Joint Powers Agency, an investment group to prefund future retiree healthcare and other OPEB costs. The District has a balance of \$4,922,459 per the annual external audit of the Joint Powers Agency as of June 30, 2022 (III.D-26). Additionally, the Governing Board has \$4 million in reserves aside from the trust (III.D-06). The District is currently able to use its unrestricted funds on the current OPEB expenses so to not draw down on the trust or reserve.

The Governmental Accounting Standards Board (GASB) requires that an actuarial report be done on a biennial valuation cycle. Additionally, Solano Community College elects to do the "roll-forward valuation" on the off years. The most recent full actuarial study was completed for fiscal year 2020-21 (III.D-27), with the roll-forward valuation completed for fiscal year 2021-22 (III.D-28). The 2021-22 study determined Solano Community College's total unfunded liability and its annual required contribution to fund post-employment benefits. The

total OPEB liability, as of June 30, 2022, shows \$12,598,250, making the District 70.82% funded as of June 30, 2022. The District has also contributed an additional \$640,000 in fiscal year 2022-23.

Solano Community College plans and budgets for the required employer pension rate increases for California State Teacher Retirement System (STRS) and California Public Employee Retirement System (CalPERS). The Governing Board has a reserve of \$4.525 million for increases in STRS/PERS, if needed (III.D-06).

Compensated absences for classified and management employees are capped at a maximum accrual per employee, depending on the negotiated contract or Board policy. The District reviews and fully accrues these compensated absence obligations for employees.

Analysis and Evaluation

Solano Community College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, STRS/PERS employer contributions, and compensated absences. The actuarial plan is current and shows that the District is 70.82% funded as of June 30, 2022.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The District regularly reviews and updates long-term debt schedules for internal decision making and presentation to the auditors for testing and inclusion in the audit report. The schedule reflects the most current year-end audit information regarding long-term debt, which includes outstanding interest and principle (III.D-30). Funds for these liabilities are maintained in the Debt Services Fund.

In 2012, voters approved a Proposition 39 General Obligation Bond, Measure Q, in the amount of \$348 million for acquiring, constructing, and repairing facilities, sites, and equipment. The Measure projects for improving infrastructure include Solar Energy, which will save the District general funds for utilities once completed. On Oct 6, 2021, Series E of this bond measure was issued. At the same time, Series A, B, and C were refunded, saving the taxpayers approximately \$13.9 million. The debt from the bond issuance is paid via a tax on the assessed valuation of properties in the Solano Community College service area (III.D-30).

Current and long-term debt obligations are reviewed during the annual budget and audit processes. Per Resolution 16/17-13, the District has established a Debt Issuance and Management Policy (III.D-29). The District also limits the annual debt service payment by the unrestricted fund to 5%, per Board Policy 3005 (III.D-07).

Analysis and Evaluation

Solano Community College reviews all local debt instruments annually and ensures the

appropriate resources are allocated for their repayment.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Solano Community College ensures through a multitude of methods that the financial resources and debt instruments are used with integrity and for the intended purposes. The District uses a uniform accounting system, policies, procedures, regulations, funding guidelines, internal controls, oversight committees, and audit firms to make this assurance.

Solano Community College maintains a chart of accounts that is in accordance with the Budget and Accounting Manual (BAM) published by the Chancellor's office (III.D-31). This process ensures that a uniform accounting system is in place for accurately reporting financial aid, grant usage, debt service, and externally funded programs in categorical accounts.

All grant and categorical budgets are set up with assistance from the Fiscal Office. Personnel are assigned to oversee the activities of each grant and program as needed. These personnel are accountable for compliance with the specific rules and guidelines required by the funding source. The Fiscal Office reviews all expenditures and reports for accuracy prior to submittal to the funding source.

The Solano Community College Educational Foundation was established as a legally separate 501(c)(3) corporation to provide support to the District and its students. Its purpose is to support and further the goals of Solano Community College and to provide scholarships for students. Membership in the foundation include District personnel to ensure the foundation fulfills its mission to provide financial support to the students and programs of Solano Community College. The Foundation is considered a separate entity for financial reporting purposes and is presented separately from the District's financial data. It is governed by an independent Board of Directors and undergoes its own separate audits.

In 2012, voters approved a Proposition 39 General Obligation Bond, Measure Q, in the amount of \$348 million. To date, the District has issued five series of bonds, Series A – E. The bond proceeds are being utilized to upgrade classrooms, build and modernize buildings, improve safety, ADA improvements, install solar, upgrade infrastructure, etc. The Governing Board established a Citizens' Oversight Committee to ensure the proper spending of the bond proceeds. The District performs an annual independent financial and performance audit to ensure the proceeds from the sale of bonds will be used only for the purposes stated in the bond measure and not for any other purpose (III.D-25).

Analysis and Evaluation

Solano Community College's audit reports and administrative reviews shows a system of fiscal

oversight and financial management that is highly effective, thus ensuring that all financial resources, including bond proceeds, are used in a manner consistent with the intent of the funding source.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Solano Community College's Financial Aid Office monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV. The office regularly monitors revenues through the Federal Awards website, processes disbursements based on actual receipts of revenues, and works with the Fiscal Office to ensure various compliance requirements, as well as effectively serving students. The District contract with BankMobile to assist with refunds and disbursements to ensure compliance with federal regulations.

The District developed a Default Prevention Plan (DPP), as required by the Department of Education (DOE), to lower cohort default rates to preserve institutional Title IV eligibility. The DPP interventions include student loan borrowers. In order to help students understand their obligations related to student loans, the District provides financial literacy, coaching, and debt and credit counseling.

A cohort default rate is a calculation measuring the percentage of a school's federal student loan borrowers who enter repayment on certain Federal loans during a particular federal fiscal year (cohort), and default or meet other specified conditions prior to the end of the measured timeframe. The Official Cohort Default Rates (three-year rate) for 2017, 2018, and 2019 are 13.9%, 13.4%, and 3.5% respectively (III.D-32). The Financial Aid Office closely monitors this rate to ensure that the cohort default rate for Solano Community College stays below the 30% threshold placed by the DOE.

Analysis and Evaluation

Solano Community College proactively monitors and manages student loan default rates and assets, ensuring the District remains in compliance with all regulations. Efforts include educating students through outreach in financial literacy. The District's most recent default rate is 3.5%, well below the federal requirement of 30% and reflecting the continuation of a downward trend over the last three years.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Solano Community College requires that all contractual agreements entered into with external entities are governed by Board policies, are reviewed by the Fiscal Office Purchasing, as well as the appropriate Vice President to ensure alignment with the District's mission and must be ratified by the Governing Board (III.D-33). When appropriate, contracts are submitted for legal review to ensure every contract contains the appropriate provisions and contract language needed to protect the interests and integrity of the District and the quality of its programs prior to their presentation to the Governing Board. Contracts for professional services requiring a Request for Proposal (RFP) are drafted and reviewed to ensure they are governed by District policies and are consistent with Solano Community College's mission and goals.

Only the Solano Community College Superintendent/President and the Vice President for Finance and Administration are authorized to sign and bind the college to the terms of the agreements of the Board-approved contract. Contracts are then sent to the Fiscal Office for financial tracking/review and to the appropriate administrator(s) for contract administrative oversight and compliance monitoring. Contracts, in the form of grants from external agencies or entities, are subjected to a similar authorization and contract management process (III.D-33). Termination and amendment provisions are two components that are needed in each contract. The goal is to ensure that the District can terminate a contract if needed or with a mutual termination provision.

Analysis and Evaluation

Solano Community College reviews contractual agreements with external entities for consistency with the mission and goal of the District by the appropriate personnel before taking the contract to the Governing Board for approval. Contracts are governed by Board Policy 3225 and each contract is reviewed to ensure that it contains appropriate provisions to maintain the integrity of Solano Community College and the quality of its programs, services, and operations, such as termination and amendment clauses favorable to the District.

Conclusions on Standard III.D: Fiscal Resources

Solano Community College has established, and the Governing Board has approved, business policies and procedures that ensure effective oversight of the District's financial resources. Solano Community College has established internal controls that secure proper checks and balances for recording and reporting accuracies. Programs are in place to guarantee information is disseminated timely and accurately, as well as allowing for dialogue between campus leadership and the campus community. Budgets are tied to institutional planning through the ongoing budget processes, as well as the Fiscal Advisory Committee and College Governance Council. These shared governance programs ensure the District's financial management follows its mission, vision, and strategic goals. Solano Community College continuously monitors student loan default rates to ensure they are maintained below federally regulated levels. Strong reserves are kept with allow for the maintaining of proper levels of support for all campus programs.

Improvement Plan(s)

III.D.10 - Capitol Assets – In order to ensure that capital assets are properly tagged and

processed, the District plans on hiring a Safety & Asset Coordinator. This planned hire will perform periodic asset inventories and work with the Fiscal Office to ensure the proper reporting of the financial data in the audits.

III.D.12 – Other Post-Employment Benefits (OPEB) – The District has not made any contributions to the OPEB trust since June 2019 (FY 2018-19). While the District does pay for medical reimbursements out of the general fund without using the trust, it is still the goal of the Governing Board to make annual contributions. The District has therefore made a contribution in FY 22-23 and will monitor the budget to ensure that future contributions are made when the district is fiscally healthy without jeopardizing the programs.

Evidence List

- III.D-01 – 2021-22 Adopted Budget
- III.D-02 – 2021-22 1st Quarter Budget Update
- III.D-03 – 2021-22 2nd Quarter Budget Update
- III.D-04 – 2021-22 3rd Quarter Budget Update
- III.D-05 – 2022-23 Tentative Budget with estimated 2021-22 year-end figures
- III.D-06 – 2022-23 Adopted Budget with updated 2021-22 year-end figures
- III.D-07 – Board Policy 3005
- III.D-08 – Board Agenda Minutes approving the updates to Board Policies
- III.D-09 – 2022-23 Tentative Budget Presentation
- III.D-10 – Budget Process Presentation
- III.D-11 – 2020-21 Annual Audit
- III.D-12 – Board Policy 3000
- III.D-13 – Board Policy 3020
- III.D-14 – Board Policy 3070
- III.D-15 – 2021-22 CCFS 311 First Quarter Report
- III.D-16 – 2021-22 CCFS 311 Second Quarter Report
- III.D-17 – 2021-22 CCFS 311 Third Quarter Report
- III.D-18 – 2021-22 CCFS 311 Annual Report
- III.D-19 – 2020-21 CCFS 311 Annual Report
- III.D-20 – 2019-20 CCFS 311 Annual Report
- III.D-21 – 2018-19 CCFS 311 Annual Report
- III.D-22 – 2017-18 CCFS 311 Annual Report
- III.D-23 – 2020 Facilities Master Plan
- III.D-24 – Technology Master Plan
- III.D-25 – Measure Q Bond Audit 2020-21
- III.D-26 – Retiree Health Benefit Program Joint Powers Agency Audit 2021-22
- III.D-27 – Actuarial Study of Retiree Health Liabilities, Fiscal Year End June 30, 2021
- III.D-28 – Actuarial Study of Retiree Health Liabilities, Fiscal Year End June 30, 2022
- III.D-29 – Debt Issuance and Management Policy
- III.D-30 – 2021-21 Long Term Debt Schedule
- III.D-31 – Budget and Accounting Manual
- III.D-32 – Cohort Default Rates
- III.D-33 – Board Policy 3225
- III.D-34 – Budget Calendar

- III.D-35 – Fiscal Advisory Committee Minutes
- III.D-36 – Fiscal Advisory Committee Minutes
- III.D-37 – Fiscal Advisory Committee Minutes
- III.D-38 – Fiscal Advisory Committee Membership Information

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I

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

[Note: Suggested length for Standard IV.A is 7 pages.]

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Evidence of Meeting the Standard

Solano Community College (SCC) is a single-college District that employs governance structures and processes which have proven to be highly effective in fostering innovation, advancing institutional improvement, and encouraging equity-minded participation and collaboration among administrators, faculty, staff, students, as well as the greater Solano community.

In alignment with the College’s vision of being a “recognized leader in educational excellence”

and “transforming students’ lives,” institutional leaders at SCC have adopted a strengths-based approach to providing support to managers, faculty, staff, and students to cultivate excellence (**IVA1 IBA Invitation**). Called the “Interest-Based Approach” (IBA), this method is demonstrated by practices that focus on goals, discern the skills and strengths required to accomplish the goals, and identify the most appropriate individuals or groups to carry out the objectives (**IVA1 An Interest-Based Approach**). Assignments are not determined or influenced by an employee’s official role, title, or years of service. Rather, there is a greater emphasis placed on inclusive participation and an appreciation for one’s strengths, interests, areas of expertise, and willingness to work together for the common good.

There are a variety of avenues by which innovation and ideas are introduced, fostered, discussed, implemented, and evaluated for continuous improvement at the College. This is regularly evidenced through the work carried out by campus work groups such as the College Governance Council (CGC), the Academic Senate, Student Equity and Success Council (SESC), President’s DEI Advisory Council, Cabinet Meetings, Fiscal Advisory Committee, Administrative Leadership Group, Vice President’s Meeting, and Minority Coalition. **INSERT LINKS TO EVIDENCE**

Board Policy outlines the various ways that employees and students can participate in decision-making [[IVA1 BP 1077: Participation in Local Decision Making](#)]. Those seeking to participate in specific areas of interest may engage in service on College-wide committees and work groups. Examples of committees include Curriculum, Program Review, Professional Development, Distance Education, Assessment, and the Strategic Technology Advisory Committee (STAC). Information about committee and work group opportunities is communicated via a Committee webpage [[Committee homepage](#)] and correspondence sent out via email to the campus community. In each of these participatory governance committees, representatives from the various employee groups have opportunities to participate in strategic thinking, suggest areas of improvement, and contribute to decision-making. Student voices are included in almost every governance committee on campus, including in search committees for new hires.

Our students play an essential role in decision-making and are actively recruited to participate in shaping campus policies and procedures by sharing their ideas and perspectives, serving on various committees, and advising on how to make our college processes more equitable, accessible, student-centered, and supportive. The Associated Students of Solano College (ASSC) represents one way that students engage in our campus decision-making process. The ASSC appoints student representatives to serve on various college committees. Additionally, a student representative serves on the District’s Board of Trustees, ensuring that students have a voice in institutional decisions.

Summarized below are a few recent examples of how SCC engages all constituencies in a systematic and participative decision-making process when ideas for improvement or significant policy change carry institution-wide implications.

- COVID-19 Return-to-Campus Plan – A COVID-19 working group was promptly assembled following Governor Gavin Newsom’s implementation of a stay-at-home order on March 20, 2020. Administrators, faculty, and staff members from a cross-section of the campus, including healthcare and allied-health programs, facilities, campus safety,

athletics, counseling, and IT were invited to participate. Student input was also solicited. The work group worked together to quickly and effectively plan and implement campus COVID-19 protocols that have successfully promoted health and safety throughout our campus community. [[IVA1 Email to Faculty: Online DE Courses for Faculty](#)] [[Flyer Summer and Fall 2020 DE Courses](#)] [[IVA1 COVID-19 Campus Protocols Workgroup 5.21.20 Mtg Notes](#)] [[IVA1 Covid 19 Plan](#)]

- Student Equity Plan – Resulting from a commitment to furthering our equity work, the College adopted a laser-focused approach to improving outcomes for our Black and African American students in our current Student Equity Plan 2022-25 [[IVA1 Student Equity and Achievement Plan 2022-2025](#)]. Immediate initiatives include a return of the Black Recognition Ceremony in May [[IVA1 Black Student Recognition Ceremony May 20](#)], a summer student onboarding program, a new cultural center celebrating Black excellence, and the development of student success teams designed to provide holistic support to our most disproportionately impacted students.
- Student Housing – The College has long pursued the idea of low-cost student housing on campus, and an allocation from the Chancellor’s Office using AB 169 funding allowed the College to move forward with a feasibility study. The College hired a consulting group, The Scion Group, to conduct surveys of all constituents, and the campus was kept informed all the way through the process. [[IVA1 Contract Award to Scion Group For Campus Housing Study](#)] Unfortunately, the Chancellor’s Office rescinded the funding, and the project had to be abandoned. Still, the College is pursuing other funding sources to move forward with low-cost student housing, and the feedback already received will inform that process. [[IVA1 Campus Input on Housing Project](#)] [[IVA1 Campus Housing Project Update](#)] [[IVA1 IVA1 College Governance Committee Update on Student Housing](#)]

Analysis and Evaluation

Institutional leaders at Solano Community College recognize and appreciate the role that all members of the campus community play in advancing our College. Innovation is fostered and encouraged, and all viewpoints are welcome and valued in the decision-making process. Through SCC’s participatory-governance structure, administrators, faculty, staff, and students are supported in taking initiative for improving our institution’s practices, programs, and services as part of our College’s collective commitment to institutional excellence.

2. **The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

The College has in place policies that detail participation in shared governance and decision-making processes [[BP 2005 Shared Governance](#); [BP 1077 Participation in Local Decision Making](#)]. These include procedures for various activities, including faculty hiring, travel authorization and reimbursement, faculty and classified staff prioritization, and requests for

professional development. [[BP 4005 Faculty Hiring](#); [BP 4001 Academic Employees](#); [BP 4260 Attendance Conference Professional Activities](#); [BP 4480 Travel Expense](#)]

Students serve on appropriate shared governance committees and other committees where student input is appropriate and necessary. One example of student participation in College decision-making is their role on the District's Governing Board. [[SCC Governing Board](#)] The Board, which serves as the policy-making body for the College, is made up of seven members who are elected to four-year terms by service areas within Solano and Yolo counties. One student trustee is elected annually by the student body. Students also serve on the College Governance Council (CGC), the Fiscal Advisory Committee (FAC), and other committees. [[College-wide Committees](#)] Students are encouraged to share their ideas, ask questions, and seek definitions so that they can fully participate in the discussions.

Board Policy 1077 "...ensures that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent-President action." The policy further clarifies how representative groups within the College may bring forward ideas in accordance with Title 5, Sections 53200-53206 (Academic Senate), Title 5, Section 51023.5 (Classified), and Title 5, Section 51023.7 (Students). [[BP 1077 Participation in Local Decision Making STUDENT](#); [BP 1007 Student Trustee](#)]

Analysis and Evaluation

Solano Community College has established policies and procedures that enable administrators, faculty, staff, and students to express their opinions, develop policies and procedures, and participate meaningfully in decision-making processes. The way individuals may bring forward ideas and work together on appropriate policy, planning, and campus committees is outlined in District policies, as well as on the College website and within various documents guiding activities for each specific committee. To ensure that the student perspective is considered, student participation and involvement is encouraged, particularly in those matters in which students have a direct and reasonable interest.

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

Evidence of Meeting the Standard

District policies and procedures define the substantive role of administrators and faculty in institutional governance. Board Policy and Procedure 2005 outlines shared governance responsibilities of the administration, Academic Senate, classified staff, and Student Association consistent with Title 5 [[Title 5, Section 51023.5](#)] [[BP 2005 Shared Governance](#)] Committee chairs are encouraged to review the scope and purpose of the committee with new members, in particular with those who may be unfamiliar with the issues and acronyms used.

The College's vice presidents encourage a focus on teaching and learning within College committees to ensure that members understand the regulations that inform their work, budgeting conventions, and information essential to thoughtful decision-making. This focus is reinforced

through weekly meetings between the S-P and vice presidents and at weekly management meetings where best practices for ensuring effective participation in College governance are discussed. [**IVA3 Committee Representation VPs and Deans 2023-24**] [**IVA3 Management Meeting_8.2.23 Minutes**]

The College Governance Council (CGC) provides a bi-monthly opportunity for representatives from the various bargaining units, Academic Senate, Associated Students, management, and the Minority Coalition to identify and discuss college-wide issues. This group serves as a recommending body to the Superintendent-President. The S-P serves as the CGC chair and enlists representatives to provide input on a number of issues. A recent discussion centered around the usage and design of an outdoor quad area on campus [**IVA3 CGC Agenda 3-8-23; IVA3 CGC Minutes 3-8-23**] [[CGC - Webpage](#)] The Council resolved to make surveys available to constituents throughout the campus community which asked respondents to prioritize 12 options for utilizing the four quadrant areas of the open space. The top choices based on survey results helped inform selection of the final design. [**IVA3 SCC Quad Design Feedback Survey**]

Another committee that includes representatives from the aforementioned constituent groups is the Fiscal Advisory Committee (FAC). This committee discusses issues related to budget and enrollment management. The College previously had separate committees: one for budget and another for enrollment management. By acknowledging the strong connection between managing enrollment and fiscal matters, the FAC evolved to also address enrollment management. [[FAC - Webpage](#)] [**IVA3 FAC_Minutes 9-7-22**] [**IVA3 FAC_Minutes 4-5-23**]

Analysis and Evaluation

Through established District policies and procedures, roles and responsibilities of administrators and faculty regarding decision-making and governance are clearly defined. Faculty and administrators are encouraged and empowered to be active participants in the decision-making process and to exercise their voices in planning, budget, and policy development, particularly as it relates to their areas of responsibility and expertise.

- 4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

Solano Community College Board policies and procedures confer upon faculty and academic administrators the authority and responsibility to develop student-centered curriculum, programs, and services. Board Policy 2005 recognizes the Academic Senate as the representative body of the faculty in shared governance processes relating to academic and professional matters as outlined in Title 5 [[Title 5 Section 53200 C 1-11](#)]. [[BP 2005 Shared Governance](#)] [**IVA4 Academic Senate Constitution rev_05042022**] [[Academic Senate Homepage](#)] The Board further acknowledges the role of the Academic Senate in consulting collegially on matters set forth in Title 5 [[Title 5, Section 53203 \(a-f\)](#)]. [**IVA4 Academic Senate Orientation 8.12.2021**] [[SCC Curriculum Handbook](#)] Both faculty and academic administrators serve on the Curriculum and

Technical Review Committees.

The roles and responsibilities of academic administrators are clearly detailed in managers' job descriptions, and each academic administrator meets the minimum qualifications as outlined in Title 5. **[IVA4 Solano Community College – Class Specification Dean]** Although both faculty and academic administrators are responsible for recommendations to the curriculum and support programs and services, the District understands that faculty exercise a primary role in curriculum development.

Faculty and administrators equally put forth recommendations regarding ideas for improving student learning programs and services and collaborate with respect to class schedule development, programmatic change proposals, and developing program outcomes which advance our institution's mission. Evidence of this can be found throughout the College. For example, the Career and Technical Education faculty and their dean have worked collaboratively to develop academic programs to address student and industry needs. Numerous pathways have been jointly developed relying on faculty expertise to determine courses and programs appropriate to each effort. [[Automotive Technician Program Maps](#); [Computer Information Science Program Maps](#)]

Similarly, administrators and faculty have worked jointly to offer equity-minded education and training to faculty and management in all campus areas and have applied this equity mindset in developing support interventions and various programs focusing on basic needs to help facilitate student success. Examples include Teaching 4 Equity (T4E) [**IVA4 T4E Academy Flyer**] [**IVA4 T4E Overview**] and Managing 4 Equity (M4E) [**IVA4 T4E Management Cohort Tentative Curriculum**] trainings and workshops, a monthly DEI initiative instituted by the Superintendent-President (SP-President's Advisory Council) [**IVA4 President's Advisory Council on Equity**], the formation of a "one-stop-shop" for student services on campus [evidence], the dissemination of the Real College Basic Needs Survey designed to gather systemic information on basic needs, [evidence] and the hiring of a Basic Needs Coordinator [**IVA4 Director, Student Support Services**].

In addition, the College Governance Council meets twice each month, and agenda items often include a review and discussion of board policies and procedures with the goal of improving instruction and support services provided to students.

Analysis and Evaluation

Through District policies and procedures as well as Academic Senate bylaws, the College ensures that faculty and academic administrators have the authority and responsibility for making recommendations about curriculum and student learning programs and services. Administrators and the Academic Senate work closely and collegially on academic and professional matters consistent with "10+1" areas of focus, as outlined in Title 5. Both parties consult, as appropriate, and demonstrate mutual respect for one another's interests, concerns, responsibilities, and scope of authority.

5. Through its system of board and institutional governance, the institution ensures the

appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Solano Community College facilitates effective communication, promotes trust, and ensures that multiple perspectives are considered before decisions are made. The Superintendent-President (S-P) works closely with the seven-member, regionally-elected Board of Trustees by providing weekly updates. [**IVA5 BOT 23 03 15 Minutes_FINAL**] Board agenda items are fully explained and questions are addressed each month during open-session Board meetings. The Academic Senate President and the President of the Associated Students of Solano College (ASSC) have an opportunity to share regular monthly reports at the Board meetings. These reports are also provided to the full Board in writing, along with individual Board member reports, as necessary [**IVA5 BOT 22 11 16 Minutes _ FINAL**].

The Governing Board sets clear expectations for regular reports on institutional performance from the S-P. Board Policy 2030 requires the S-P to give any report requested by the Governing Board and to fulfill all duties determined in goal-setting or evaluation sessions with the Governing Board. [[BP 2030 Superintendent as Executive Officer of the Governing Board](#)] The Governing Board meeting agendas include “Reports” by the S-P, Academic Senate, College Governance Council, and the ASSC (student government) as standing agenda items. In addition, the Governing Board provides Study Session topics to the S-P to be addressed at board meetings.

The Board plays a well-defined role in policy development, budget and hiring decisions, and maintaining the overall fiscal well-being of the District. In its role, the Board routinely hears relevant perspectives on a variety of issues, including viewpoints expressed by the Superintendent-President, faculty and staff, as well as students. On occasion, and based on what has been shared by various constituent groups, the Board may direct the S-P to further research an issue and bring recommendations to the Board for consideration. For example, a recent question about the possibility of reviving an intercollegiate football program was presented to the Board [**IVA5 Football Study Session_Final**]. While the Board did not take action, this presentation provided them the feedback they had requested.

Administrators, faculty, staff, students, interview committees, and governance groups are provided with an opportunity to offer input and put forth recommendations related to issues and matters before the Board. It is understood that Board approval is required for hiring, approving contracts, and making changes to policy, and Board members take all perspectives under consideration in the decision-making process. Once decisions are finalized, the College ensures timely action is taken regarding institutional plans, policies, curricular changes, and other key considerations.

Analysis and Evaluation

Campus constituent groups and committees have the opportunity to meaningfully participate in College governance and provide their perspectives and recommendations on a range of issues

intended to facilitate institutional improvement. These groups are diverse in representation, and participation from those who have relevant expertise is encouraged. Matters brought before the Board for consideration receive ample consideration, and Board members meet twice per month, which allows for timely action on College initiatives.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Decision-making occurs in participatory governance committees, in management meetings, and at regular meetings of the Board of Trustees. The process for decision-making, which includes distributing agendas and documentation and dissemination of meeting minutes, is reviewed at the start of the fall semester as committees meet to review their charge, calendar of meetings, and the Brown Act [**IVA6 Brown Act Education Code Title 5**]. Decisions at participatory governance committee meetings may include recommendations directed to the Superintendent-President or recommendations intended for the Superintendent-President to take to the Board of Trustees. Such recommendations are shared at College Governance Council (CGC) meetings, in weekly management meetings, and with the Academic Senate leadership and bargaining units, as appropriate. Decisions made by the Academic Senate are shared with the CGC and with the Superintendent-President to ensure such decisions are disseminated widely and appropriately for input, informational purposes, and for implementation.

Board meetings are publicly announced and held on the first and third Wednesday of the month (except for January and July when meetings are only held on the third Wednesday). The Board also holds annual study sessions which are open to the public. Study sessions are used to review the Board's and Superintendent-President's progress on achieving goals, and to focus on specific priorities as well as establish priorities for the coming year. [**IVA6 23 06 14 Board Retreat Agenda_FINAL**] Board policies are developed through the CGC as recommendations. These recommendations are then forwarded to the Board's Ad Hoc Policy Committee before going forward to the full Board for a first and second reading. At a recent meeting, for example, the Board approved a variety of fiscal policy updates recommended by the Vice President of Finance & Administration [**IVA6 23 10 04 Agenda_FINAL**].

Decisions and recommendations made by the Board and participatory governance committees are disseminated through approved minutes and are posted on the appropriate District website. [[Curriculum Committee Agendas and Minutes](#)] [[College Governance Committee Agendas and Minutes](#)]. Managers communicate or reiterate decisions to faculty and staff within their schools or programs. Human Resources is responsible for reviewing all contractual agreements with managers. This communication may occur in writing, during Academic Leadership Group (ALG) meetings, or in weekly management meetings [**IVA6 Management Meeting_6.21.23 Minutes**].

The Academic Senate documents its activities and broadly communicates decisions and recommendations made by the Senate and/or its subcommittees. Notification of senate actions is accomplished through regular emails, most notably in the dissemination of a Senate "Hot Topics" update sent to the entire campus community [**IVA6 Academic Senate Hot Topics Newsletter - 9_25_2023**]. Additional announcements are made at school and management meetings, and

updates provided during various participatory governance committee meetings. As not all decisions apply to every member of the College community, decisions are communicated to the schools and programs as well as those who are impacted, as appropriate.

Students are notified of College decisions through student representatives who are involved in the decision-making process through their roles on various governance committees and the Board of Trustees. The College also disseminates information about decisions affecting students by way of emails, postings, Canvas announcements, and a regular newsletter called Solano Cares that is sent to all students and employees [**IVA6 Solano CARES Newsletter**].

Analysis and Evaluation

District administrative procedures, committee guidelines, and Academic Senate bylaws ensure that decision-making processes at the College are participatory and that meeting agendas and decisions are documented and widely communicated throughout the campus community.

- 7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

To assist the District in continuously improving its practices, the College’s governance, decision-making policies, procedures, and processes, undergo continuous self-evaluation. This occurs through a variety of evaluative processes, including self-assessment, surveys of constituencies, and regular review and updates to District policies and administrative procedures.

The Board of Trustees conducts an annual self-evaluation of its effectiveness and conducts bi-annual evaluations of the Superintendent-President in January and June. The Board assesses its goals and accomplishments as well as the Superintendent-President’s ability to meet the stated goals and to effectively address priorities identified by the Board.

The Board utilizes the self-evaluation process and tool as prescribed in Board Policy 1070, [[BP 1070 Board Self-Evaluation](#)] while Board Policy 2035 specifies the evaluation process for assessing the performance of the Superintendent-President. [[BP 2035 Evaluation of Superintendent/President](#)] The Superintendent-President also holds virtual open office hours as a more informal means of evaluation, through which it is possible to elicit valuable feedback from all constituency groups. The evaluation process and tool used by the College to assess administrators is outlined in Board Policy 4800. [*BP 4800 Administrative Employees (under review)*]

Board Policy 1000 [[BP 1000: Governing Board Policies and Regulations](#)] states that “The Board shall regularly assess its policies for effectiveness in fulfilling the District’s mission,” a process spelled out in the “cycle of review” for Board policies in Administrative Procedure 1000 [[AP 1000: Governing Board Policies and Regulations](#)].

Campus committees and work groups also regularly evaluate their own internal processes and roles with respect to the campus governance structure. These groups also have a need to interface in order to achieve institutional goals, and such collaborative efforts often facilitate evaluative dialogue which serves to improve governance structure and decision-making.

The College broadly communicates evaluation results, as appropriate, through methods such as Board meeting minutes, college-wide meetings, Academic Senate meetings, committee meetings, academic department meetings, institutional and program review plans, reports submitted to the Chancellor's Office, and responses to public information requests. Updates to Board policies and procedures are publicly communicated and disseminated campus-wide as well as any action regarding extending or renewing the Superintendent-President's contract, which is announced in public session.

Analysis and Evaluation

Solano Community College is committed to regular evaluation of its governance and decision-making structures and processes. Campus procedures and practices are regularly assessed to assure their integrity and effectiveness, and evaluation results are communicated widely to help foster improvement within the District.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Solano Community College has a culture of participatory decision-making and governance. The Board of Trustees and the Superintendent-President openly seek the participation of all constituent groups when making decisions, especially and including students. Each participatory governance committee and other workgroups have input in and play a critical role in decision-making and the operation of the campuses.

District-wide committees and sub-committees of the Academic Senate are often co-chaired by a faculty member and an appropriate administrator, emphasizing the collaborative decision-making approach at the College. The Superintendent-President keeps the governing board and the campus community informed of progress on decisions. All members of the campus community work together in a collaborative manner to improve the experiences of students.

Improvement Plan(s)

N/A

Evidence List

[Provide list of all evidence cited within Standard IV.A.]

B. Chief Executive Officer

[Note: Suggested length for Standard IV.B is 5 pages.]

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing,**

budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Solano Community College is a single-college district, which means that the Superintendent-President reports directly to the Board of Trustees. The Board delegates to the S-P the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action [[BP 1075: Delegation of Authority to Superintendent-President](#)].

The Superintendent-President understands her role in ensuring the overall quality of the institution and provides effective leadership in these areas. The S-P works appropriately with the CIO, Academic Senate, and Faculty Union through the curriculum development process, program review, and faculty evaluations to ensure quality of instruction. Weekly meetings with deans and vice presidents and bi-monthly meetings with the Academic Senate and Faculty Union leadership ensure that issues are addressed in a timely and collaborative manner.

The S-P works closely and collaboratively to provide effective leadership in planning, organizing, and budgeting consulting with the Academic Senate, faculty and classified union leadership, and the Administrative Leadership Group (ALG) that includes all managers and supervisors, and she meets with the Associated Students of Solano College (ASSC) throughout the year. In addition to working with the representative groups, the bi-monthly College Governance Council (CGC) serves as another opportunity for the S-P to enlist colleagues in planning and organizing. Examples of CGC discussions include procedures for naming recognition [[IVB1 AS Minutes April 03, 2023](#)] [[IVB1 Room Naming Nomination Form](#)], on campus housing [[IVB1 Campus Input on Housing Project](#)] [[IVB1 Solano MDA Highlights](#)], and the impact of major campus projects [[IVB1 2023 04 26 CGC Minutes](#)]. A monthly CGC report is provided to the Governing Board.

The Superintendent-President engages faculty, staff, managers, and students in participatory governance processes, stressing the importance of understanding the context in which decisions are made, how those decisions connect to the College's goals, and how the decisions support fiscal stability. In addition to the CGC, the College has a Fiscal Advisory Committee (FAC) facilitated by the Vice President of Finance and Administration. Information from FAC is shared broadly and at CGC meetings. [[IVB1 Budget Timeline Update to College Governance Council](#)] [[IVB1 Budget Update to College Governance Council](#)]

The Superintendent-President seeks recommendations from participatory governance and interview committees while retaining the authority and responsibility for making recommendations to the Board. For example, interview committees for full-time faculty are co-chaired by the appropriate manager and faculty appointee and join the S-P in second level interviews. Interview committees also include students who are trained in protocols, confidentiality, and how to provide feedback to the committee. The committees understand that hiring is done only by the Board on recommendation from the Superintendent-President.

The Superintendent-President communicates regularly with the College community through S-P Office Hours, committee meetings, standing meetings, at Convocation, and by email. As

incidents occur, the S-P informs the College of appropriate specifics. The Superintendent-President sends a bi-monthly electronic newsletter to staff and students, Solano CARES, as a means of communicating good work, success stories, and acknowledgments of faculty, staff, managers, and students. [[Solano CARES Home Webpage](#)] The missive is sent to all College employees, the Board of Trustees, and the Educational Foundation Board members, and College employees are asked to contribute stories, photos, and events to the publication.

The Superintendent-President continues to support the Interest Based Approach (IBA) as a means of identifying interests and advancing dialogue throughout the organization. This approach has been adopted broadly and shifted the dialogue in management meetings, collective bargaining, and throughout the hiring processes and is used to assess institutional effectiveness. Rather than stating positions or making declarations, participants are asked to identify interests with the understanding that no one interest is more important or credible than another [**IVB1 Bargaining Update**]. Article 15 of the Collective Bargaining Agreement between the District and the Faculty Association, related to grievances, also notes that “The Association and the District mutually agree that an interest-based approach to conflict resolution should be encouraged” [**IVB1 Collective Bargaining Agreement Article 15**].

This approach has also been applied to professional development efforts. In consultation with the Academic Senate, the Professional Development/FlexCal (PDFC) Committee has become more inclusive and has aligned professional development efforts more strategically with advancing the College’s goals. The PDFC Committee membership now includes managers and classified staff, in addition to faculty representatives [[PDFC Homepage](#)]. The work of the committee includes reviewing requests for professional development from faculty, classified staff, and ALG as well as developing a robust series of activities for FlexCal Days and Convocation [**IVB1 PDFC Goals 2023-2024**]. The PDFC Committee Chair works closely with the Superintendent-President to determine appropriate funding sources for each request.

Analysis and Evaluation

The Superintendent-President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing the institutional effectiveness of the College. The S-P encourages an interest-based approach to decision-making, negotiations, and resolution to grievances by encouraging input from various stakeholders.

- 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Evidence of Meeting the Standard

The Superintendent-President serves as the Chief Executive Officer (CEO) of the District and ensures that staffing is sufficient to meet the growth and complexity of the organization. Senior level administrators include the CEO and four vice presidents to which the S-P delegates responsibility: one each for academic affairs, finance and administrative services, student services, and facilities and bonds. Per Board Policy, “[t]he Superintendent-President may delegate any powers and duties entrusted to him or her by the Board” [[BP 1075: Delegation of](#)

[Authority to Superintendent-President](#)]. Each vice president is responsible for designated areas as depicted in the organizational chart and works with their respective deans, directors, and staff to provide direction and guidance and ensure that plans are implemented in support of the College's goals (latest org chart is in A-F evidence folder).

The College has increased the number of deans in order to improve capacity. Over the past two years, two deans have been added to meet increased capacity. A Dean of External Programs was hired to oversee a growing Rising Scholars program inside three local correctional facilities in addition to meeting the need for more dual enrollment offerings. A Dean of Financial Aid was added, resulting in radical improvements for our students in the financial aid application-to-award timeline [**IVB2 Financial Aid Update Fall 2023**]. Additionally, the S-P added a Director of Human Resources to the executive management team.

Analysis and Evaluation

The Superintendent-President plans, oversees, and evaluates the administrative structure of the College.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The Superintendent-President works with faculty, classified staff, managers, and student leaders to cultivate a culture of collegiality and respect in support of improving the teaching and learning environment. Through the College Governance Council, values are discussed and College priorities and goals are established. Goals set by the Board of Trustees are also shared with the CGC, management team, Academic Senate, and classified leadership. The CGC recommends institutional performance standards for student achievement to the Board each year. [**IVB3 Institution Set Standards**]

The College relies primarily on the Dean of Planning, Research, and Effectiveness, along with the department's two analysts, to identify and respond to research needs in consultation with faculty and managers. Requests for research may be initiated by faculty, staff, or managers, and the scope and staff capacity to meet the requests are assessed by the dean. Data is reviewed and informs discussions in CGC, Academic Senate, and management meetings.

The Superintendent-President meets regularly with vice presidents and periodically meets with committees to assess progress towards goals, to respond to questions or concerns, and to assess needs and provide support. Efforts to connect committee work to college goals and resource allocation are ongoing. Significant reassign time is provided to faculty working on various committees and projects and to develop new programs. The College currently has 14 FTEF on reassign time to provide leadership to various efforts such as Distance Education, Teaching for Equity, Rising Scholars, and Guided Pathways. Reassign time is determined annually and based on College needs [**IVB3 College Reassigned Time Chart 2023-24**].

The College adheres to its plans to improve student learning. The *Student Equity and Achievement Plan* [**IVB3 Student Equity Plan**] and Career and Technical Education grants inform efforts to advance student learning. Evaluating institutional planning and implementation of activities is done regularly at CGC, Academic Senate, and at management meetings. The Superintendent-President works closely with constituent groups and management to assess and modify planning and implementation as needed. The College regularly engages in institutional effectiveness through consultation and makes modifications to processes and procedures as appropriate.

The S-P also manages the number of faculty by monitoring the Full-time Faculty Obligation (FON) in relation to needs expressed by academic departments [**IVB3 FON Worksheet**]. Taking a fiscally conservative approach, the S-P recommends faculty employment to the Board based on recommendations from the Academic Senate [**IVB3 Faculty Hiring Priorities Timeline 22-23**].

Analysis and Evaluation

The Superintendent-President of Solano Community College guides institutional improvement of the teaching and learning environment by considering student success data, including Institution-Set Standards. She works closely with the Office of Institutional Planning and Research to review data and ensures that adequate faculty capacity is maintained while adhering closely to the College's FON.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

The Superintendent-President ensures that the institution meets all Eligibility Requirements and meets or exceeds Accreditation Standards. [[Superintendent President Job Description](#)] The Superintendent-President remains current in accreditation requirements and ensures that managers and faculty responsible for providing leadership to the accreditation effort are knowledgeable and are provided adequate training. The College's ALO, Lead Writer, and Accreditation Coordinator participate in training sessions to comply with ACCJC standards. [**IVB4 Faculty Reassigned Time for Accreditation**] The Superintendent-President meets

regularly with the ALO and faculty and staff who engage in accreditation activities including planning and SLO assessment and ensures that policies are current. The Vice President for Academic Affairs serves as the ALO and fully understands the self-study and accreditation process.

Analysis and Evaluation

The Superintendent-President exercises primary leadership for accreditation, including ensuring that the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies. Reassign time is approved to ensure that adequate resources are in place to prepare the accreditation report.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Superintendent-President reviews and recommends updates to board policies to ensure that they are consistent with Title 5 and regulatory requirements. The board policies are reviewed and updated by the CGC, Academic Senate, and the Board Ad Hoc Committee on Policies prior to being adopted by the Board. Board policies are developed using guidelines established by the Community College League of California (CCLC) of which the College is a member. Board policies are reviewed based on a regular schedule and managed by the Superintendent-President's Office. **(IVB 5 AP 1000 Governing Board Policies and Procedures)**

The institutional mission is supported by policies and the College's values are evident through procedures. Budgetary procedures have been examined and improved and include appropriate fiscal controls. The Superintendent-President ensures that the Board and college are regularly informed of budget and fiscal matters through the Fiscal Advisory Committee (FAC), College Governance Council (CGC), and quarterly Board presentations by the VP of Finance and Administration. **(IVB 5 Proposed District Budgets Presentation) (IVB 5 Measure Q Quarterly Progress Update)** The Superintendent-President informs managers, faculty, and staff of non-compliance with policies and regulations as issues arise and communicates guidance and direction.

Analysis and Evaluation

At Solano Community College, the Superintendent/President holds primary authority for the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. Through the participatory governance process, relevant constituent groups have input into policies and procedures to ensure compliance with accreditation requirements.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Superintendent-President represents the College in the community, in organizations, on Boards, and cultivates relationships with K-12 partners, community organizations, and elected officials. The S-P serves as the Board chair of the Solano County Economic Development Corporation, serves on the executive committee for the Solano County Workforce Development Board and works closely with county agencies. Because Solano Community College serves two counties, Solano and Yolo, the S-P maintains regular communication with the cities and school districts within Solano County and the City of Winters, including the Winters Joint Unified School District. The S-P also participates in regional organizations and meets regularly with Solano and Yolo County K-12 superintendents to address issues affecting high school students preparing for college.

The Superintendent-President participates in Rotary and Chamber events, specifically events that are co-hosted by the SCC Educational Foundation. Several times each year, the Educational Foundation holds chamber events at each of the college campuses: Fairfield, Vacaville, and Vallejo [**IVB6 Joint Chamber Mixer at SCC**].

The Superintendent-President spends significant time ensuring that the College can deliver on commitments made to the community. This is done through honest and frequent dialogue with community, labor, and educational leaders and by ensuring that projects have sufficient staff who can deliver results.

The Superintendent-President maintains communication with the community through newspaper stories, marketing, by attending civic and social events, and by hosting College and community events including the USTA (Tennis Association) Men's Pro Challenger, The Educational Foundation Gala, and Tee Off for Athletics. [**Tennis Tournament – find flyer**] [**IVB6 2024 SCC Crab Feed Flyer**] [**IVB6 SCC Annual Benefit Gala**]

Analysis and Evaluation

The Superintendent-President works and communicates effectively with the communities served by the College. She represents the College's interests in the community and is active in promoting the College to workforce boards and employers as active agents in supplying an educated workforce. In regular meetings with the executive leadership of local feeder schools, she participates in the educational ecosystem of the county.

Conclusions on Standard IV.B: Chief Executive Officer

The S/P works at the direction of the Board and relies upon collaborations various constituent groups to promote student success, academic quality, integrity, fiscal stability, and continuous improvement. Board policies and administrative procedures delegate to the S/P the leadership to utilize governance structures in decision-making and support of student learning and institutional effectiveness. The organizational structure encourages a shared culture of participatory leadership, which leads to student success and organizational efficiency.

Improvement Plan(s)

Not applicable.

Evidence List

[Provide list of all evidence cited within Standard IV.B.]

C. Governing Board

[Note: Suggested length for Standard IV.C is 10 pages.]

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

Evidence of Meeting the Standard

Solano Community College District is governed by a seven-member Board elected to four-year terms by service areas within Solano and Yolo counties. A student trustee is elected annually by the student body. The Board serves as the policy-making body and provides direction to the Superintendent-President. Board Policy 1050 outlines the processes for developing policy and administrative procedures. [\[BP 1050 Policy and Administrative Procedure \]](#) The relationship between the Board and the Superintendent-President is outlined in Board Policy 2030 [\[BP 2030 Superintendent/President as Executive Officer of the Board \]](#) and delegation of authority to the Superintendent-President is outlined in Board Policy 1075. [\[BP 1075 Delegation of Authority to Superintendent-President \]](#)

All board policies are reviewed and revised at a minimum on a five-year cycle and revisions are approved by the CGC and the Board providing for a first and second read [\[AP 1000: Governing Board Policies and Procedures \]](#).

The Board remains committed to academic quality, integrity, and effective programs and services. The Board holds the Superintendent-President accountable for these efforts including ensuring the institution is financially stable. The Board directs the Superintendent-President who works with the vice presidents to meet Board expectations.

The Board regularly receives financial reports, information on academic programs, updates on the effectiveness of student services programs, and bond spending plans [\[Governing Board Agendas and Minutes \]](#). Written documents and presentations, in the form of “Study Sessions,” are provided at bi-monthly Board meetings, and the Superintendent-President provides a weekly update by email. Urgent matters are communicated as needed to Board members individually.

Analysis and Evaluation

Solano Community College’s Governing Board has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Superintendent-President communicates to the Board in a variety of ways, and the Board receives regular updates from campus leaders through Board Meeting study sessions as requested.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The SCC Board of Trustees acts as a collective entity. In accordance with Board Policy 1020, Board members recognize that Board authority rests only in a legally constituted meeting and not with individual members (See item #2). Per BP 1020 5.c., the Board also must “(a)bide by and uphold the final majority decision of the Board.” [[BP 1020 Code of Ethics/Standards of Practice](#)]

The Board of Trustees demonstrates its support for its own policies and decisions and no individual trustee acts outside of their authority. The Superintendent-President works with trustees to ensure they understand issues, have their questions addressed, and that they are prepared to vote at Board meetings.

To ensure that the SCC Governing Board acts as a collective entity, Board Policy 1071 requires that Board members refrain from communicating among themselves outside of Board Meetings. Board Policy 1073 further states that Board committees have no authority or power to act on behalf of the Board. [[BP 1071 Communication Among Board Members](#); [BP 1073 Committees of the Board](#)]

The Trustees work with each other respectfully. The Superintendent-President ensures that Board members have information necessary to make informed votes and that the Board is aware of actions taken by the Superintendent-President. The Superintendent-President is responsible for making recommendations to the Board in accordance with policies.

Analysis and Evaluation

Solano Community College’s Governing Board is a collegial entity. Questions about items put before the Board are addressed to individual Board members prior to Board meetings, and Board members can ask questions to ensure that they are clear on what they are voting for. Board members act as a single entity in supporting decisions made by the Board as a whole.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Superintendent-President (S-P) is the chief executive officer (CEO) of Solano Community College. The CEO is hired by the District’s Governing Board, and while the CEO serves as secretary of the Board, she does not serve on the Board. The S-P is responsible for administering Governing Board policies, ensuring the quality of the institution, providing leadership in budgeting, managing resources, and assessing institutional effectiveness. The S-P also ensures the institution’s adherence to all applicable laws, regulations, and policies.

The Governing Board follows an established process for the selection of the Superintendent-President in the case of a vacancy, in accordance with Board Policy and Procedure 2045.

[[BP 2045 Selection of Superintendent/President](#)]

The Governing Board follows an established process for evaluating the performance of the Superintendent-President. [[BP 2035 Evaluation of Superintendent/President](#)] [[BP 1016 Duties and Responsibilities of the Board](#)]. The S-P receives an annual evaluation at the end of the fiscal year. The criteria are set by the Board, in consultation with the S-P, as outlined in Board Policy.

Analysis and Evaluation

The Governing Board follows Board policies related to selecting and evaluating the Superintendent-President. Evaluation decisions are reported in Board Meetings to keep the public informed.

- 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

Evidence of Meeting the Standard

The Governing Board of the Solano Community College District acts on behalf of the people of the Solano Community College District. The Board's composition reflects the public interest with its membership representative of the College's seven service areas [[Board Members, Terms, Rep Areas](#)]

The roles and responsibilities of members of the Governing Board, as outlined in Board Policy 1016, clearly delineate the responsibility of the Board for adopting policies and procedures that govern educational quality, legal matters, and financial integrity and stability. [[BP 1016 Duties and Responsibilities of the Board](#)] Pursuant to Board Policy 1015, the duties of the Board President include, but are not limited to, "assuring that the Board conducts its business with integrity and in a manner consistent with its Board Policies and Procedures and regulations legitimately imposed upon it from outside the organization." [[BP 1015 Officers and Duties of Officers](#)] Furthermore, adherence to the Board's Code of Ethics, as contained in Board Policy 1020, requires Board members to maintain independent judgment unbiased by private interest or partisan political pressure. [[BP 1020 Code of Ethics/Standards of Practice](#)]

The Board President is the designated spokesperson for the Governing Board and all press requests are referred to the S-P and to this individual to ensure that the Board speaks as one voice and the dissemination of information is accurate.

Analysis and Evaluation

The Solano Community College District Governing Board represents the public in the service areas of the College. A Code of Ethics ensures that Board members remain independent of undue influence.

- 5. The governing board establishes policies consistent with the college/district/sys- tem**

mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Board policies, the College's mission, core values, and strategic goals and objectives, as well as the Board and CEO annual goals, formally describe the Board of Trustees' expectations for quality, integrity and improvement of student learning programs and services. [[BP 1003 District Mission](#)] [[IVC5 Strategic Plan](#)]

The Board of Trustees is responsible for the educational quality and integrity of student learning programs. For example, the Board's approval is required for adoption of curriculum, the Academic Calendar and general education learning outcomes (GELOs) and institutional learning outcomes (ILOs). [[IVC5 Curriculum Items for Board Approval](#)] [[Board Minutes 12 07 22 Academic Calendar Approval](#)] [[Board Minutes 1-20-16](#);

The Board of Trustees has ultimate responsibility for the financial integrity and stability of the institution. The Board receives an annual independent audit of SCCD's financial statements and management controls. Annually, the Board reviews and acts on the acceptance of the independent audit report. [[Board Minutes Board Acceptance of Independent Audit 2-18-15](#)] The Vice President of Finance and Administration regularly provides budget reports to the Board of Trustees as specified in BP 3020 and is typically done by presenting the CCFS-320Q reports. [Board Minutes Study Session Budget Update 2-3-16](#)]

Actions of the SCCD Board of Trustees are final and not subject to the actions of any other entity.

Analysis and Evaluation

The Solano Community College governing board establishes policies consistent with the college/district/system mission to transform the lives of the College's diverse learners. The Board ensures the quality, integrity, and improvement of student learning programs and services and provides the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

- 6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Evidence of Meeting the Standard

SCCD Board policies specify the Governing Board's size, duties, responsibilities, and structure. The College website provides information on current board membership, by name, terms of office, and representative areas, as well as identifies board subcommittees and membership.

[[BP 1006 Board Membership/Eligibility](#); [BP 1008 Election of Board Members](#); [BP 1016 Duties & Responsibilities of the Board](#); [SCC Governing Board Members](#)]

The College has published board policies on operating procedures for the conduct of regular meetings; the annual organizational meeting; special and emergency meetings; recessed meetings; adjourned meetings; and closed sessions. The Board complies with AB 2449 regarding meetings where a quorum of Board members must be in person and those participating remotely must meet the criteria. BP 1018 was revised and approved by the Board in May 2023 to include compliance with AB 2449, cause to participate in meetings remotely. [[BP 1025 Regular Meetings](#); [BP 1026 Annual Organizational Meeting](#); [BP 1027 Special & Emergency Meeting](#); [BP 1028 Recessed Meetings](#); [BP 1029 Adjourned Meetings](#); [BP 1030 Closed Sessions](#)]

Additional board policies on operating procedures deal with recordings of governing board meetings; meeting minutes; quorum and voting; agendas; order of business; rules of procedure for conduct of meetings; decorum; public participation at meetings; speakers; and direct requests for Board action. [[BP 1046 Recording Procedures](#); [BP 1045 Minutes of Meetings](#); [BP 1035 Quorum & Voting](#); [BP 1036 Agendas](#); [BP 1037 Order of Business](#); [BP 1040 Rules of Procedure for Conduct of Meeting](#); [BP 1041 Decorum](#); [BP 1042 Public Participation](#); [BP 1043 Speakers](#); [BP 1044 Requests for Board Action](#)]

Analysis and Evaluation

Solano Community Colleges publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. These are clearly identified in a webpage dedicated to College policies and administrative procedures.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

Evidence of Meeting the Standard

The actions of the SCCD Board of Trustees are consistent with its policies, as evidenced by the Board minutes and resolutions. These records are on file and available in the Superintendent-President's office and posted in a timely manner on the College's website under "Administration." [[SCCD Governing Board Meetings](#)]

In accordance with Board Policy 1050, the SCCD Board of Trustees evaluates and revises its policies on a regular basis. [[BP 1050 Policy and Administrative Procedure](#); [Board Agenda 4-5-17](#); [BP 6200B Graduation Requirement for BA](#); [BP 6205B Phil Criteria BA Degree GE](#)] Board policies were reviewed, revised, and shared with the College Governance Council before going to the Board Policies and Procedures Ad Hoc Committee and to the full Board for a vote.

Analysis and Evaluation

The members of the Board of Trustees of Solano Community College act in a manner consistent with the Board's policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College's mission to transform students' lives and revises policies as necessary to meet regulatory changes and to improve the overall student

experience.

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

The Superintendent-President advises the Board of strategies used to improve student achievement, areas in need of attention, and manager(s) responsible for overseeing efforts. The Board takes particular interest in hearing from various constituents about successes in their areas of support. In monthly Board Study Sessions, the Board hears from faculty, managers, and staff on topics ranging from course success rates in transfer level English and math (attach presentation), student success in the Rising Scholars program (attach Board item 9.7.22), and the success of our student athletes (attach presentation).

A presentation to the Board on the updated Student Equity and Achievement (SEA) Plan noted disproportionate impact for our Black and African American students. The Plan identified strategies to improve the College's efforts for this population. (IVC8 Student Equity Plan Board Item Nov 16, 2022 - attach) A presentation to the Board from contracted researchers from UC Davis entitled "Choosing Solano College: Latinx/a/o Enrollment and Perceptions" highlighted how the College is viewed by potential students and identified strategies for outreach and support. (attach board item from Oct 5, 2022 with report) Another Board Study Session celebrated the success of the College's Nursing program. (attach Board item from Nov 4, 2020).

Analysis and Evaluation

The Board of Trustees of Solano Community College takes great interest in key indicators of student learning, often asking for specific metrics to be shared with the board in monthly public study sessions. The board cares about improving academic quality and supports College leadership in implementing improvement plans.

- 9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Evidence of Meeting the Standard

Board Policy 1072 requires the Board to engage in a Trustee education program, including new Trustee orientation and study sessions. [[BP 1072 Board Education](#)] New board member orientation, including basic trusteeship training, is conducted as needed. New members are directed to resources available through the California Community College League (CCLC). [[Trustee Webinars Webpage](#)], SCC governing board policies and procedures, and are strongly encouraged to attend the new trustee conference in their first year. New trustees are assigned a trustee mentor to assist with understanding their responsibilities.

The SCCD Board of Trustees receives regular updates on budget development and how resources align with College goals from the VP of Finance and Administration and from the S-

P. [IVC9 Budget Update]

The Board members receive in advance materials related to the study session topic to ensure a full understanding of the topic. Board members are advised of conferences and webinars and hold an annual Board retreat where they determine shared goals for the year. [**IVC9 SCCD Board and CEO Goals 2019-2020**] New trustees have attended the New Trustee Workshop offered in January by CCLC.

Board Policy 1008 provides for continuity of Board membership and staggered terms of office. Trustee elections are held every two years, in even numbered years. Terms are staggered so that, to the extent practical, one-half of the trustees are elected at each election. [[IVC9 BP 1008 Election of Board Members](#)]

Analysis and Evaluation

The governing board has an ongoing training program for board development, including a process for new member mentoring orientation and training. Board Policy 1008 provides for continuity of board membership and staggered terms of office, ensuring that at least one-half of the Board continues during each election cycle.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees' commitment to self-evaluation is set forth in Board Policy and Administrative Procedure 1070. A self-evaluation is conducted annually as part of the Annual Board Retreat. The evaluation instrument checks the Board's perception of its leadership and is based on criteria contained in Board policies and recognized Board effectiveness practices. [[BP 1070 Board Self-Evaluation](#)]

At each Annual Board Retreat, the board sets goals for itself to improve its effectiveness in advocating for the College. For example, at its 2019 retreat, the board set goals related to advocacy at the state and local level, outreach to underserved communities in the district's boundaries, dialogue among themselves and with College constituency groups, and professional growth to better understand the educational environment of the state. (**IVC 10 SCCD Governing Board Goals 2019-2020**)

Analysis and Evaluation

The board of Solano Community College conducts an internal annual evaluation to ensure it is acting effectively to promote academic excellence and institutional effectiveness.

11. The governing board upholds a code of ethics and conflict of interest policy, and

individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board has adopted a Code of Ethics/Standards of Practice (BP 1020), which provides a set of principles to guide Board member performance, as well as a conflict of interest policy (BP 1019). [[BP 1020 Code of Ethics](#); [BP 1019 Conflict of Interest](#); [Board Minutes Code of Ethics Proposed Change 1-11-16](#)]

As stated in Board Policy 1021, dealing with unethical board behavior, charges of Board member violations of BP 1020 are directed to the Board President. [[BP 1021 Violation of Code of Ethics](#)]

In accordance with Board Policy 1019, Board members cannot have a personal financial interest in District contracts. Members must disclose any remote interests and must abstain from voting on any such contracts involving those interests. Board members may not engage in employment that may conflict with District officer duties. Additionally, Board members are required by the College to file statements of economic interests, in compliance with state regulations. [[BP 1020 Code of Ethics](#)]

Analysis and Evaluation

The board of Solano Community College holds itself to a strict code of ethics, which includes following a policy defining and prohibiting conflicts of interest. No ethical violations or conflicts of interest have been identified during the period under review.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees' delegation of administrative authority to the chief administrator, the Superintendent-President, is defined in Board Policy 1075 and Board Policy 2030; supported by its Code of Ethics; and outlined in the contract with the S-P. As stated in the policy, the S-P has "executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." [[BP 1075 Delegation of Authority to Superintendent/President](#); [BP 2030 Superintendent as Executive Officer of the Governing Board](#)]

SCCD Board policy and the Board contract with the Superintendent-President make it clear that the Board's focus is at the policy making level and not at the administrative level. The

Superintendent-President, as Chief Executive Officer, is responsible for executing policies and implementing identified goals through the day-to-day management of the college. The Board and its individual members agree not to unreasonably interfere with or to usurp the responsibilities of the Superintendent-President.” [[Board Minutes S/P Contract 12-2-15](#)]

Analysis and Evaluation

The Solano Community College board of trustees delegates responsibility and authority to the S/P to implement and administer board policies without interference. The BOT sets clear expectations for regular reports from the S/P on institutional performance and holds the S/P accountable for fulfilling leadership and management responsibilities to ensure the College operates effectively in all respects.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Board members participate appropriately in institutional self-evaluation and planning efforts as members understand their role in accreditation. The Trustees are fully informed of accreditation requirements including institutional reports and ACCJC recommendations to the College. [**IVC13 Public Notification of a Peer Review Team Visit and Third-Party Comment**] [[IVC13 Update on Report to the ACCJC October 18, 2023](#)]

As an indication of the Board’s commitment to student learning and adherence to accreditation standards and expectations for institutional improvement, the Board and CEO goals reflect these priorities. Board members set forth yearly goals for the Board and the Superintendent-President at its annual Board Retreat. [**IVC13 Board and CEO Goals 2019-2020**] The goals for the CEO are initially developed by the Board President with subsequent input from the Board members and approved following discussion and prioritization.

The Board of Trustees strives for ongoing adherence to accreditation standards, particularly those that apply to the Board itself, and assesses its own performance using those standards. The Board periodically reviews its self-evaluation instrument, “How Do We Rate?” to ensure that it reflects accreditation standards. [[IVC13 BP 1070 Board Self-Evaluation](#)]

Analysis and Evaluation

The governing board is informed through presentations at board meetings about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in professional development around their role and functions in the accreditation process.

Conclusions on Standard IV.C: Governing Board

The governing board of Solano Community College has overall responsibility for the academic quality and fiscal strength of the College. Several BPs, APs, and board minutes illustrate that the BOT works as a single entity to make decisions and independently ensures the College adheres to all District policies. Members of the board participate in annual training, evaluation, and ethics reviews to maintain board integrity. Board policies, agendas, and minutes are available to the public on the College's website, and the policies are reviewed on a regular, published schedule. The board functions as a collective unit to ensure the College's long-term health and success in service to its students and community.

Improvement Plan(s)

Not applicable.

Evidence List

[Provide list of all evidence cited within Standard IV.C.]

D. Multi-College Districts or Systems

[Note: Suggested length for Standard IV.C is 10 pages.]

N/A

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 7. The district/system CEO regularly evaluates district/system and college role**

delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard IV.D: Multi-College Districts or Systems

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard IV.D.]

G. Quality Focus Essay

[Note: For each project, address the sections noted below. The entire Quality Focus Essay (including all projects described) should not exceed 4000 words. For more information, see Section 3.6 of the [*Guide to Institutional Self-Evaluation, Improvement, and Peer Review*](#).]

[Repeat these sections for each project:]

Introduction and Rationale

[Briefly introduce the project. Include a discussion of the student learning or student achievement data that led the college to identify the area of need or area of interest.]

Anticipated Impact on Student Learning and Achievement

[Briefly discuss the anticipated impact of the project on student learning and/or student achievement.]

Outcome Measures

[Briefly describe the metrics (e.g., outcomes) that will be examined to evaluate the impact of the project. Describe the measurable changes to these metrics that the college expects to see as a result of the project's implementation.]

Project Action Plan

[Provide detail of the specific activities that will be completed as the project is implemented. Identify the party (or parties) responsible, any required resources (e.g., money, people, time, space, etc.), and a timeline for completion. It may be easiest to provide this information in table form – an example is provided below.]

Activity	Responsible Party	Resources Required	Timeline