FOLLOW-UP REPORT

Submitted to the Accrediting Commission
For Community and Junior Colleges,
Western Association of Schools & Colleges
October 15, 2009

Solano Community College

4000 Suisun Valley Road
Fairfield, CA 94534-3197

Solano College Accreditation Follow-Up Report Approvals:
Academic Senate   9-23-2009
Shared Governance Council   9-23-2009
Governing Board   10-07-2009

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Certification of the Accreditation Follow-Up Report

Date: October 15, 2009

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

FROM: Solano Community college
        4000 Suisun Valley Road
        Fairfield, CA 94534-3197

This Accreditation Follow-Up Report is submitted for the purpose of assisting in the determination of accreditation status.

We certify that there was broad participation by representatives of the college community and we believe the Follow-Up Report accurately reflects the nature and substance of the institution.
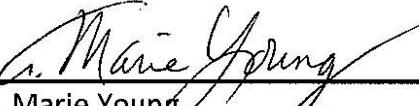
A. Marie Young	President, Governing Board
Jowel C. Laguerre, Ph.D.	Superintendent/President
Robin L. Steinback, Ph.D.	Vice President of Academic Affairs Accreditation Liaison Officer
Jeffery N. Lamb, Ph.D.	Academic Senate President
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Cynthia Simon	President, California School Employees Association
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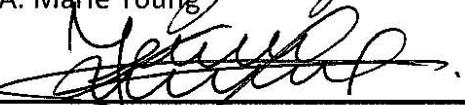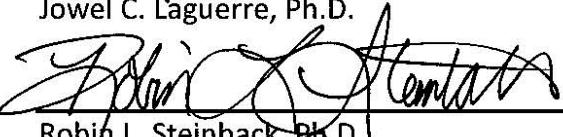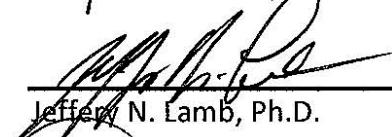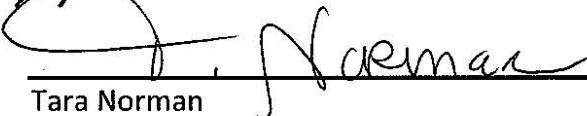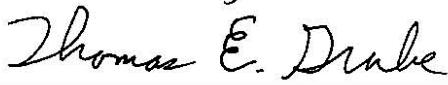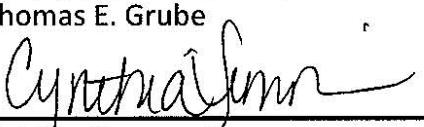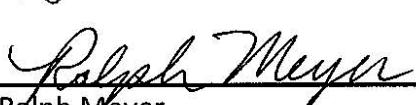
Follow-Up Report (October 15, 2009)

I.   STATEMENT ON REPORT PREPARATION

Solano Community College submits this report in response to the requirement by the Accrediting Commission for Community and Junior Colleges (A.C.C.J.C.) of the Western Association of Schools and Colleges (W.A.S.C.).

On February 3, 2009 A.C.C.J.C. placed Solano Community College on Show Cause and directed the College to address six recommendations for the following areas: Productive Dialogue, Institutional Planning, Institutional Effectiveness, Staffing and Organizational Stability, Fiscal Integrity and Stability, and Leadership. The resulting report was prepared and submitted by the College on April 1, 2009. At its June 10, 2009 meeting the Commission reviewed the College's report and the report of the evaluation team that visited the College on April 27, 2009. As a result of the review, the Commission adjusted the College's sanction from Show Cause to Probation, requiring this Follow-Up Report be submitted by October 15, 2009.

Prior to preparing the current Follow-Up Report, the Accreditation Advisory Group, consisting of the Academic Senate President, the Vice President of Academic Affairs (also the Accreditation Liaison Officer), and the Interim Superintendent/President, held "debriefings" with the chairs and members of the Report Writing Groups and other interested parties who had worked on the April 09 report to analyze the successes and deficiencies of the report writing process; the examination of the process also involved surveys distributed to all faculty for input *[Evidence: 0.01; 0.02; 0.03; 0.04].* These meetings produced a study with recommendations for the preparation of future accreditation reports as well as a writing style sheet, *[Evidence: 0.05, 0.06]*, both of which led to the process used for creating the current Follow-Up Report. This process re-convened the Report Writing Groups, with little change to their composition *[Evidence: 0.07]*, and once again utilized a wiki site to gather and document evidence and share drafts, allowing all College constituencies to participate *[Evidence: 0.08].*

The Report Writing Groups submitted preliminary response drafts to the report writer on September 2, 2009, and a complete first draft of the report was posted to the College's intranet on September 10, 2009. This first draft was reviewed for information and discussion at an Accreditation Summit—a joint meeting of the Shared Governance Council, the Academic Senate, and other interested parties—on September 16, 2009. The report writer incorporated revisions and submitted an updated draft for discussion at a second Accreditation Summit and a Governing Board meeting on September 23, 2009. The final Follow-Up Report was posted to the College's intranet September 30, 2009. The Board approved the document in its final form at its meeting on October 7, 2009.

The report and the corresponding evidence demonstrate that Solano Community College has met and continues to make steady progress on the requirements of the Commission's recommendations.

II.   RESPONSE TO TEAM RECOMMENDATIONS

<u>General Recommendation 1: Improving Institutional Dialogue</u>
It is the responsibility of every constituent group at Solano College, including the Board of Trustees, to participate in productive dialogue, as defined by accreditation standards, that engages the entire college in identifying strengths and weaknesses of the college, and every constituent group must commit to action that improves educational quality and student learning. The college must proceed immediately to take this action and should not allow operational or collective bargaining issues to distract them from participating in planned opportunities for this dialogue, timely implementation of changes for improvement resulting from that dialogue, and assessment of the results of implemented changes. (Standards <u>I.B.1</u>, <u>II,</u> <u>IV</u>)

While Solano Community College has undergone a series of significant developmental changes since the report it submitted to the Commission on April 1, 2009 (a new Superintendent/President, the implementation of an Integrated Planning Process, a divisional reorganization, and a climate of increased transparency and communication, among others), the College has consciously and actively engaged in productive dialogue that focuses on student learning and institutional effectiveness as outlined in Accreditation Standards I, II, and IV.

Solano Community College recognizes that frequent and open discussion is crucial to the well-being of the College. To this end, issues of accreditation, planning, reorganization, fiscal stability, and budget reduction have been regular items on the agenda at leadership meetings in Student Services *[Sample Evidence: 1.01]*, Academic Affairs *[Sample Evidence: 1.02a; 1.02b; 1.02c; 1.02d; 1.02e; 1.02f; 1.02g; 1.02h],* Shared Governance Council (S.G.C.), *[Sample Evidence: 1.03a; 1.03b]*, Financial and Budget Planning Advisory Council (FaBPAC) *[Sample Evidence: 1.04a; 1.04b; 1.04c; 1.04d; 1.04e; 1.04f; 1.04g; 1.04h; 1.04i]*, Academic Senate *[Evidence: 1.05]*, and other constituent group meetings. To engage in more productive and comprehensive dialogue, Vice President of Academic Affairs Robin Steinback has expanded the participation in division deans' meetings to include Vice President of Student Services Lisa Waits, Ed.D, classified managers, directors, and deans *[Evidence: 1.02a; 1.06].* Furthermore, the Superintendent/President's Cabinet (S.P.C.) and Special Trustee Henry meet regularly with agendas focused on budget recovery and accreditation *[Evidence: 1.07a; 1.07b]*, and when appropriate, the results of their conversations are reported out to Shared Governance Council. New Superintendent/President Jowel Laguerre also gives weekly reports to the college community via e-mail *[Evidence: 1.08a; 1.08b; 1.08c; 1.08d]*. Additionally, the College has made efforts to include students in productive dialogue regarding institutional effectiveness. Students were invited to and attended open forums to discuss accreditation [*Evidence: 1.09*]. A Flexible Calendar faculty in-service workshop (FlexCal) on teacher-student relations, consisting of a panel of students and a room full of faculty and staff discussing issues that were of concern to students, was held twice *[Evidence: 1.10; 1.11].* Both sessions were filled to capacity, resulting in requests to hold more of these workshops during future FlexCals. Students were also invited to give input at budget forums at the main campus, the Vallejo Center, and the Vacaville Center *[Evidence: 1.12; 1.13; 1.14; 1.15; 1.16]*. In addition, Vice President of Student Services, Lisa Waits addressed the Academic Senate on September 21, 2009 to discuss SCC's

student code and academic honesty policy*[Evidence: 1.17]*. The "MyGroups" web pages, similar to MySpace and Facebook, are accessed through MySolano on the SCC website providing another means of open communication among all MySolano users—including students, faculty, and staff—and a venue for disseminating information and soliciting feedback *[Evidence: 1.18a; 1.18b]*.

New Leadership

It is evident that SCC's new Superintendent/President supports and encourages a culture of open and collegial communication. Even before Superintendent/President Laguerre's first official day of work he began meeting with college and community leaders to understand the College's needs and to share his vision for the College. Prior to his official start date of July 1, 2009, Superintendent/President Laguerre initiated contact with the Student Body President and Student Trustee, followed by a meeting with the incoming Associated Students of Solano College (A.S.S.C.) Executive Board (President, Vice-President, Legislative Advocate, and Student Trustee) and the Governing Board *[Evidence: 1.19]*. In addition, with the help of Dean, Fine & Applied Arts & Behavioral Sciences Leslie Rota and Academic Senate President Jeffrey Lamb Superintendent/President Laguerre held one internal and two external focus groups to learn more about Solano College and its community [*Evidence: 1.20]*. At the end of the summer of 2009, Superintendent/President Laguerre held four budget forums at the main campus and the centers *[Evidence: 1.12; 1.13]*. These forums were designed not only to offer information on the current budget crisis, but also to solicit feedback from the college community on how best to address cutbacks. The California School Employees Association (C.S.E.A.) shared a list of suggested budget reductions for consideration *[Evidence: 1.21; 1.22; 1.04i]*. As the academic year began, Superintendent/President Laguerre continued to meet with various college constituencies and leaders of representative groups. He spoke and answered questions at the C.S.E.A. FlexCal luncheon and has requested and been granted a permanent five to ten minute slot on the Academic Senate agenda *[Evidence: 1.23; 1.24; 1.10]*. Additionally, the Superintendent/President now meets monthly with the Administrative Leadership Group (A.L.G.) [*Evidence: 1.25; 1.26*].

Reorganization

One of Superintendent/President Laguerre's first major initiatives has been to propose an executive level reorganization to take place in July 2010 that would reduce the number of vice presidents from four to two executive vice presidents.[1] The discussions and forums that have occurred regarding this reorganization demonstrate the degree to which open dialogue is occurring at the College.

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[1] From Recommendation Six: "The proposed reorganization replaces the Director of Public Relations, Marketing and Communications with an Executive Director of Institutional Advancement. The positions of Vice President of Academic Affairs and Vice President of Student Services will be combined to create an Executive Vice President of Academic and Student Affairs and the Vice President of Administration and Business Services position will become the Executive Vice President of Finance and Administration. The Vice President of Technology and Learning Resources position will be eliminated, and responsibility for the Library and Distance Education will move to the Executive Vice President of Academic and Student Affairs. To provide leadership for Technology, the Superintendent/President will create a new position of Chief Information Officer, who will report to the Executive Vice President of Finance and Administration. The Human Resources Office, which reports to the Superintendent/President, will become part of the proposed Finance and Administration unit."

Superintendent/President Laguerre first proposed the reorganization in an email to the college community and has since met with a variety of constituent groups, including individual divisions at division meetings, the library faculty and staff, the C.S.E.A., and the S.C.F.A. *[Evidence: 1.27; 1.28; 1.29].* As is to be expected, because this proposed reorganization represents a major change in SCC's leadership, some constituencies have expressed concern and some have expressed support. Superintendent/President Laguerre has promised that there will be more opportunities for college wide discussion and dialogue regarding this issue, and the College has the requisite communication channels in place to discuss how this action will affect educational quality and student learning *[Sample Evidence: 1.30; 1.31; 1.32].*

Integrated Planning Process
In addition, the College has worked collaboratively to define, refine, and implement the Integrated Planning Process (I.P.P.). Understanding that the I.P.P. must be a vibrant, responsive document, the I.P.P. oversight committee, the Process Evaluation and Review Team (P.E.R.T.), requested "conceptual approval" of the I.P.P. acknowledging that while the underlying principles of the I.P.P. would remain, the I.P.P. document would clearly go through revisions as it passed through the College's participatory governance process. Since the report submitted to the Commission in April 2009, the I.P.P. and P.E.R.T. was reviewed and passed with "conceptual approval" in the Academic Senate in May and the S.G.C. in August 09 *[Evidence: 1.24*; *1.03a].* Although the formal membership of the newly constituted P.E.R.T., as defined in the I.P.P. document, will meet for the first time in early October *[Evidence: 1.33*; *1.34],* work continued over the summer to discuss college wide training in and implementation of the I.P.P. *[Evidence: 1.35a; 1.35b; 1.35d; 1.35e].* Furthermore, the I.P.P. was presented for discussion to the division deans in July and in the Academic Affairs Leadership Team regularly since May *[Sample Evidence: 1.02a; 1.02b; 1.02b; 1.02c; 1.02d; 1.02e; 1.02f; 1.02g; 1.06].* Student Services managers will also be meeting with the Learning Outcomes Assessment Coordinator (L.O.A.C.) and the Institutional Researcher in October to discuss Service Area Outcomes and how they relate to the I.P.P. *[Evidence: 1.36].* Discussions in meetings relative to the I.P.P. were significant because they engaged the question of linking planning with resource allocation. While the I.P.P. calendar was originally created with the College's budget calendar in mind, the discussion revealed areas that needed modification. As a result of these conversations, P.E.R.T. worked with Judy Anderson from the office of the Vice President of Business and Administrative Services to overlay the I.P.P. calendar. The end result is a more accurate and coordinated planning and budget calendar *[Evidence: 1.37].* In July, the Research & Planning Office distributed the revised I.P.P., A.Y.2009-10 through A.Y.2014-15, and presented a related I.P.P. PowerPoint to SCC directors, deans, and vice presidents *[Evidence: 1.38].* The development of the I.P.P., as evidenced here, is a prime example of productive dialogue at SCC. (For more discussion of the I.P.P. please see Recommendations Two and Three.)

The Centers
Another example of productive dialogue surrounds the continuation of former Interim Superintendent/President Jensen's move toward developing the College's centers in Vallejo and Vacaville as stand-alone entities, or "cost centers," with their own designated budgets. Participatory governance groups were involved in the discussions of reclassifying center directors as educational

administrators in a revision to Board Policy 4800, Administrative Leadership Group *[Evidence: 1.39; 1.40]*. Current Superintendent/President Laguerre's reorganization includes center directors in the President's Cabinet discussions, and these directors report directly to him *[Evidence: 1.41]*. Center directors have met with bookstore managers to implement a strategy for more effective delivery of textbooks to students at the centers, including the use of vending machines for some services *[Evidence: 1.42]*. The College has also established material and supply budgets for center-based programs, is modifying budget organization codes to establish the Vallejo and Vacaville sites as cost centers, and is working on staffing, specifically for the centers [*Evidence: 1.43; Evidence: 1.44]*. In addition, recognizing the need for dialogue not only on the main campus, recent budget and reorganization forums were held at both centers *[Evidence: 1.45]*.

In spring of 2009 the College began dialogue to address the need for English as a Second Language (E.S.L.) courses at the Vallejo Center. A Vallejo Center E.S.L. Initiative Committee was formed and met to assess E.S.L. needs in the southern part of the county and determine steps needed to build the program [*Evidence: 1.46*]. These efforts included a comprehensive marketing plan and a follow-up conference with the Director of the Vallejo Adult School *[Evidence: 1.47]*. A subsequent meeting enriched the Committee's understanding of E.S.L. needs and the challenges at hand. It also provided recommendations in marketing to Vallejo Adult School students as well as establishing and providing "accent modification" courses and courses combining E.S.L. and career/technical education *[Evidence: 1.48]*.

Basic Skills
Productive dialogue also occurs in the Basic Skills Initiative (B.S.I.) sub-committee of the Academic Senate, which met weekly or biweekly throughout A.Y. 2008-2009. Its processes of planning and proposal creation have been data-driven as evidenced in sample proposals *[Sample Evidence: 1.49*; *1.50]* and sample meeting minutes that detail discussion of BSI proposals for A.Y. 08-09 *[Sample Evidence: 1.51a; 1.51b*]; coordinator position descriptions and scope of activities *[Sample Evidence: 1.52a; 1.52b*]; and A.Y. 09-10 Action Plan creation, A.Y. 09-10 proposals, and A.Y. 09-14 coordinator positions *[Sample Evidence: 1.53a;1.53b]*. Data-based program needs have driven institutional dialogue and decisions about how categorical and general apportionment revenue streams would be allocated for basic skills student issues. Furthermore, information flow to the community is readily available through a B.S.I. blog *[Evidence: 1.54]*.

Academic departments continued ongoing dialogue throughout the year as well, even implementing newly-surfaced activities that could reasonably be incorporated more quickly than the proposed plans or schedules, as evidenced in the Math Department *[Evidence: 1.55*; *1.56]*. Other activities were presented to the B.S.I. sub-committee as proposals for action in the 2009-2010 academic year (dependent on the level of state funding) *[Evidence: 1.57a; 1.57b]*. Discussion of B.S.I. coordinator positions continued during the summer, and multiple iterations of position descriptions were formulated through this dialogue *[Evidence: 1.58a; 1.58b; 1.58c; 1.58d; 1.58e; 1.58f; 1.58g]*. The descriptions were also brought to faculty and the S.C.F.A. for discussion and then moved onto H.R. for recruitment *[Evidence: 1.59a; 1.59b; 1.59c; 1.59d; 1.59*; *1.60; 1.61a; 1.61b]*.

Learning Outcomes

The College has also continued its work on Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) as a part of its continuing dialogue about improving student learning. Fall FlexCal activities demonstrated continuing dedication to the process of assessing student learning *[Sample Evidence: 1.62a; 1.62b; 1.62c; 1.62; 1.10]*, and the College is instituting connections between that dialogue and division 3-year plans and program reviews. To increase participation in this important dialogue, especially with regards to adjunct faculty, the L.O.A.C. has created a wiki site that contains course folders so that faculty can share assessments, rubrics, data analyses, etc. and continue dialogue beyond the face-to-face environment *[Evidence: 1.63]*. While folders in this new space are currently empty, they should be populated within the next two semesters. Finally, dialogue regarding SAOs has continued in Student Services *[*Evidence: *1.64*; *1.36]*. (For more discussion of the College's recent SLO work, please see Recommendation Three.)

Accreditation

Further productive dialogue occurred as the College reflected on the creation and submission of the April 09 report. Academic Senate President Jeffrey Lamb held several forums and debriefings regarding the report-writing process, which led to a summary document. With the help of the Director of Research & Planning, Vice President of Academic Affairs, and Director of Public Relations, Marketing & Communications, these meetings also produced a style sheet for future reports *[Evidence: 1.65; 1.66; 1.67; 1.68*; *1.69*; *1.70]*. These discussions also led to the continuing use of the wiki site *[Evidence: 1.71*] and allowed the College to improve its process of writing and collecting evidence for this Follow-Up report. Several FlexCal workshops regarding accreditation furthered accreditation dialogue *[Evidence: 1.72*; *1.73; 1.74*; *1.10]*.

Conclusion

As the above examples demonstrate, the College has placed a premium on open dialogue and shared governance. Faculty, staff and students have come to expect productive dialogue that engages the entire College in identifying strengths and weaknesses. The actions presented in this Follow-Up Report demonstrate good faith and enthusiasm for continued dialogue. Solano Community College is strongly committed to action that improves educational quality and student learning through transparency and collaboration.

<u>General Recommendation 2: Improving Institutional Planning</u>
In order to improve institutional planning, the College should clarify and simplify its terminology and processes used in planning so that the vocabulary is more easily understood and accepted institutionally, the planning processes are more integrated, and the plans actually get implemented. (Standards <u>I.A.4</u>, <u>I.B.3</u>, <u>ER 19</u>)

While, as the Commission states, "The most significant adjustments to institutional planning are very recent," since Solano Community College's April 09 report, the College has continued to make progress on Accreditation Standards I.A.4 and I.B.3.

The Process Evaluation and Review Team (P.E.R.T.) continued work throughout the spring and summer to refine the Integrated Planning Process (I.P.P.), consulting various college constituencies, including the College's new Superintendent/President, Dr. Jowel Laguerre *[Evidence: 2.01a; 2.01b; 2.01c; 2.01d; 2.02a; 2.02b; 2.03; 2.04; 2.05]*. In addition, there have been many attempts to educate college constituencies regarding the I.P.P. The I.P.P. was the subject of reports made to the Superintendent/President's Cabinet (S.P.C.) and the Governing Board in early fall *[Evidence: 2.06; 2.07]*. During Fall Flexible Calendar faculty in-service (FlexCal) P.E.R.T. presented the I.P.P. to both Shared Governance Council (S.G.C.) and the Academic Senate (A.S.) for discussion and conceptual approval *[Evidence: 2.02b; 2.08; 2.09]*. In addition to offering FlexCal sessions, members of the P.E.R.T. have also made I.P.P. presentations to the Physical Education, Wellness, & Athletics Division and to the Fine & Applied Arts & Behavioral Sciences Division meetings. *[Evidence: 2.10; 2.11; 2.12]*. The PowerPoint used in these presentations has also been shared with the deans of Counseling & Disability Services Program (D.S.P.) and Math & Science divisions. P.E.R.T. plans to bring "I.P.P. Presentations on Demand" (IPPPODs) to other divisions and the Associated Students of Solano College (A.S.S.C.) throughout the fall semester. Erin Duane, one of our Faculty Librarians, has also designed and built an interactive website that allows faculty and administrators to learn about and utilize the I.P.P. *[Evidence: 2.13a; 2.13b]*. The College is confident that the I.P.P. is viable and that time will allow for full training and implementation.

The College has also been able to implement plans and link planning and budget development in several ways while work is being done to fully implement the I.P.P. For example, the College is proud to have successfully begun implementation of the newly institutionalized UMOJA program that went through the Strategic Proposal process in Spring 2009 *[Evidence: 2.14a; 2.14b; 2.14c; 2.14d; 2.15; 2.16]*. In addition, the Strategic Proposal portion of the I.P.P. continues to function *[Evidence: 2.17a; 2.17b; 2.18; 2.19; 2.20; 2.21]*. To alleviate confusion regarding proposals brought to the various review groups, P.E.R.T. has added specific directions, review questions, and rubrics to the I.P.P. document *[Evidence: 2.06; 2.22]*. This semester members of P.E.R.T. also plan to join each review group as a resource for initial proposal reviews. These efforts should help to clarify the roles of the review groups in the planning process. The visiting team noted that the review groups "returned some of [the proposals] to their authors or to other groups for further review." P.E.R.T. reviewed this concern and determined that the return of proposals is evidence that the review groups and the process are working. This feedback loop strengthens proposals and ensures the integrity of the process. While it is true that at the time of the April 09 report "decision-makers were still coming to terms with intended distinctions between operational and strategic proposals and needs," this confusion, as well as trouble "grappling with mapping the timeline and elements of a complete cycle," is to be expected when any new process is implemented, and P.E.R.T. presentations and refinements to the I.P.P. are actively addressing these issues *[Evidence: 2.23; 2.24a; 2.24b; 2.24c; 2.25]*. Finally, in response to the concern that the I.P.P. terminology and flowchart were "difficult to understand," P.E.R.T. has created a simplified, brief "Overview to Using the Integrated Planning Process" and "Brief Guide" *[Evidence: 2.26]*. The Commission's concern that "not all constituencies understand the elements and integration embodied in the I.P.P." continues to be addressed through the activities listed above, and there is now an official roster of designated members for P.E.R.T. that represents constituencies throughout the College *[Evidence: 2.06; 2.27]*.

In an effort to increase data-driven planning and decision-making, Director of Research & Planning (Dir. R. & P.) Rob Simas gave presentations during FlexCal on what evidence is, how to gather it ("Snag, Tag, and Bag"), and how to use it. This presentation also offered suggestions for how to standardize meeting notes for easy tracking *[Evidence: 2.28; 2.08; 2.29].* In addition, as a part of its presentations, P.E.R.T. has made an effort to clarify the 3-Year Plans and educate managers, faculty and staff in their proper use and function, and, to increase the use of data and evaluation in planning, the revised 3-Year Plan format specifically draws attention to the areas for evaluation and reporting of achievements *[Evidence: 2.30; 2.31].* Led by Dir. R. & P. Rob Simas, the non-academic directors began their discussion of the I.P.P., 3-Year Plans, and Service Area Outcomes (SAOs) on August 27 2009 *[Evidence: 2.32; 2.33].* Finally, many of the academic deans discussed the I.P.P., the proper use and function of the 3-Year Plans, Service Area Outcomes (SAOs), Student Learning Outcomes (SLOs), and Program SLOs during their FlexCal division meetings *[Evidence: 2.34a-b; 2.35a; 2.35b; 2.12; 2.10].* This connection to outcomes assessment as an impetus for planning can be seen in faculty assessments discussed during fall 09 FlexCal sessions *[Sample Evidence: 2.36; 2.37].* (For more discussion of the College's recent SLO work, please see Recommendation Three.)

The Commission also expressed concern that "all . . . linkages . . . can be accommodated by the new Strategic Proposal or Operational format." The College acknowledges that there are some decisions that traditionally and often necessarily take place outside of the I.P.P. framework. While the College does not want to derail any successful processes that work outside of the I.P.P., such as the Faculty Hiring process, the I.P.P. will create an environment of transparency that has not previously existed. The Commission noted that "details handled currently via the administrative chain of command should become part of a regular annual budget development process that is vetted in shared-governance oversight groups." To address this, Superintendent/President Laguerre has instructed all Vice Presidents to understand and implement the I.P.P. as designed *[Evidence: 2.38].* In addition, there is now the aforementioned integrated calendar to link budget planning and the I.P.P. *[Evidence: 2.25].*

Finally, the Commission noted that the vacancy of the Vice President of Administrative & Business Services (V.P.A.B.S.) position is an impediment to the "full integration of planning with budget development." While this position has not yet been permanently filled, the Superintendent/President has assumed some of the leadership responsibility for this area, supported by the Interim Director of Fiscal Services. Additionally, the College is in recruitment for the full-time position and has been interviewing candidates for the Interim V.P.A.B.S position. Despite the absence of a full-time V.P.A.B.S., the current Fiscal Services staff is aware of and involved in current budget planning and budget and calendar development *[Evidence: 2.25; 2.24c].* In addition, on June 6, 2009 SCC began recruitment in various publications and on various websites for the permanent V.P.A.B.S. position, which is posted as "open until filled". Solano has received applications, completed the first review on July 8, 2009, and made appointments to the hiring committee *[Evidence: 2.39].*

In anticipation of the revision to the District Strategic Plan, Educational Master Plan, and educational programming for the Vacaville Center, the classified managers and educational administrators of Academic Affairs Leadership Team held a planning retreat that focused on community demographics,

the business climate, economic development trends, and what we know about our retention and success of our students. The group explored the impact of these factors on current and future program development for the Vacaville Center and the District at large *[Evidence: 2.40*]. Program planning for the Vallejo Center and Vacaville Center have been and will continue to be central topics on the Academic Affairs Leadership Team agendas *[Evidence: 2.41a; 2.41b; 2.41c]*.

General Recommendation 3: Improving Institutional Effectiveness
In order to improve institutional effectiveness the College should establish and implement a clear, systematic, consistent, and ongoing method of measuring and evaluating its effectiveness in achieving stated strategic planning goals and student learning outcomes. (Standards I.B.2, I.B.3, I.B.6, I.B.7, ER 10, ER 19)

Solano Community College has been working diligently to increase its reliance on data gathered by measuring and evaluating institutional effectiveness. Much of what has been said regarding Recommendation Two is pertinent here as both recommendations address Accreditation Standard I.B.

Integrated Planning Process
As a part of its Flexible Calendar faculty in-service (FlexCal) presentations, the Process Evaluation and Review Team (P.E.R.T.) has made an effort to clarify the 3-Year Plans and educate managers, faculty, and staff regarding their proper use and function with regard to data-driven planning *[Evidence: 3.01; 3.02; 3.03].* To increase the use of data and evaluation, the revised 3-Year Plan format specifically draws attention to the areas for evaluation and "reporting of achievements" *[Evidence: 3.04].* On August 27, 2009, Director of Research and Planning (Dir. R & P), Rob Simas led the non-academic directors in a discussion of the I.P.P., 3-Year Plans, and Service Area Outcomes (SAOs) *[Evidence: 3.05]*. In addition, many of the academic deans used their FlexCal division meetings to discuss various elements of the I.P.P., including the proper use and function of the 3-Year Plans *[Evidence: 3.06; 3.07a; 3.07b; 3.08; 3.9]*. Finally, as part of the College's ongoing review of its I.P.P. and data-driven decision making, beginning in the fall of 2009, P.E.R.T. plans to regularly distribute a survey concerning "The SCC Planning Process" *[Evidence: 3.10].* P.E.R.T. will use the results of the survey to determine and analyze college wide understanding of the I.P.P. in order to improve implementation.

Data Reporting
The Commission stated that "decision-making at institutional levels is unclear," specifically noting the 320 reports. To address this issue, as reported in the College's response to Recommendation Seven, the Vice President of Student Services, Vice President of Academic Affairs, Interim Dean of Admissions & Records, Scheduling Specialist from the Curriculum Office, Dean of Business & Computer Science, the Information Technology (I.T.) department, and an outside consultant possessing many years of California Community College 320 reporting experience, have worked together with Strata Information Group (SIG) to develop and ensure the accuracy of the 320 data collection program (SZR320B). The results of the program have been thoroughly checked and verified by functional staff at the College, and the program is in production. This will increase the College's ability to make data-driven decisions by

analyzing trends in enrollment, determining nuances across disciplines, comparing current and prior terms, and checking for statistical variances.

Using the Operational Data Store (O.D.S.) reporting tool, the following reports are available [*Evidence: 3.11; 3.12; 3.13*]:

- Grade Distribution Report by Term
- Active Sections with Less Than 50 Percent Registration
- Budget Expenditure
- Budget Variance
- Course Section Rpt
- Current Address Course CRN Query
- Current Student Address Query
- Faculty Report
- Faculty Schedule With Calculations
- Financial Aid Scholarship
- Gradebook
- Miscellaneous Cash Receipts
- Open Class Sections
- Students with Course and Tuition Exempt Indicator
- Workload for a Term
- Workload Learning

In addition, the A. & R. Office continues to work with I.T. to create various other Banner reports. Those currently in progress include reports on the following:

- probationary students;
- special populations such as all K12 students, students under age 13, K12 students in P.E. classes, etc.;
- user statistics such as when students register and how many do so online vs. in-person;
- further breakdown of unduplicated headcount to elicit trends regarding who is registering for what and where;
- general statistics—resident, non-resident, ethnicity, male or female, citizenship, enrollment status, student level, F.T. or .P.T., graduates, enrollment patterns, P or NP students, Day or Evening, credit or noncredit, age, veteran status, WSCH classes, units attempted.

Staff is also working toward regularly-run reports including the following information for use in planning and decision-making:

- statistics for age, sex, ethnicity, full or part time, transfer, citizenship, grad status, CR or NC, day or evening;
- enrollment patterns;
- non-resident status;
- petitions processed;
- grade changes;
- reports delayed;

- incompletes;
- SAO data;
- standings reports;
- headcount based on different variables;
- change of student information;
- number of students served at windows, via phone, online, email;
- phone statistics;
- degrees or certificates petitioned for vs. awarded;
- total transcripts processed;
- transcripts requested online, via fax, mail, window;
- special admission students.

Director of Research & Planning, Rob Simas reports that O.D.S. has not been fully articulated with Banner, but staff is making steady progress to improve the capabilities of the College in extracting data from its new, integrated database programs for use in improving institutional effectiveness. The job description of the Director of Research & Planning has been changed to specify this position's responsibility for the development and operation of the SunGard's O.D.S. program. During the first three weeks of September, the Director developed and delivered hands-on training in the use of "Self-Service Report (S.S.R.)," a feature of O.D.S. S.S.R. uses pre-defined report templates to extract Banner data from each module. Out of the 64 administrators, managers, and staff who have been identified as having primary functional responsibility for entry and/or extraction and use of data in one or more Banner modules, 32 (50%) have now received training in the use of S.S.R. The O.D.S. "Power Users" Group meets biweekly to review and discuss issues in the use of O.D.S. *[Evidence: 3.14; 3.15; 3.16; 3.17; 3.18; 3.19].*

Data Use

With the integrated enterprise system, Banner, decision makers throughout the college have daily, and often immediate, access to information that was not possible with the previous Legacy system. In the Admissions and Records area, registration statistics are retrieved from Banner on a daily basis and disseminated throughout the registration cycle to the college via email *[Sample Evidence: 3.20]*. These statistics are useful for comparing enrollments across terms and assessing enrollment fluctuations across the District. In addition, an *Unduplicated Headcount Report*, included in the daily registration statistics, gives a daily snapshot of the number of individual students enrolled *[Evidence: 3.21]*. The College uses this data for reasons listed above as well as to identify potential oddities that may indicate problems. The College also uses this data to provide evidence of meeting the proper requirements to reach Center status for the new Vallejo Center. The state's review is currently still in progress, but if approved it will lead to increased funding for the College as well as a heightened standing for the College in the surrounding communities.

Section capacity and enrollments are monitored by Academic Affairs with a twice *Daily Enrollment Report* and a weekly *Closed Count Report* that shows the percentage of fill in each course section. Semester schedule planning and projections are supported with a *Course Schedule Report* and

Enrollment Trend Analysis Report. The *Enrollment Trend Report* is used for comparative analysis for term-to-term planning, and projections on FTES, FTEF, WSCH/FTEF, average class size, number of class sections, and projected apportionment by division and location. The College also uses this information in determining popular learning modes (i.e., short term, online, day or evening) to construct future schedules accordingly. Reports on faculty teaching assignments and faculty workload measures are produced with extracts from Banner. Faculty release time and non-instructional assignments are verified with a *Non- Instructional Assignment Report* generated with O.D.S. *[Sample Evidence: 3.22]*.

At the division level, academic deans regularly use data extracted from Banner system reports to make data-driven decisions concerning scheduling. Schedules are changed from year to year with consideration given not only to faculty preferences, but also to previous years' demands *[Evidence: 3.40; 3.41]*. The division deans continuously monitor enrollments early in the enrollment process and make adjustments in the number of classes as early as possible to account for changing enrollment trends, . as student demands change from year to year. An example of this process would be the Dean of Math and Science reducing the number of Math 102 courses and creating new Math 104 sections or moving faculty to unstaffed Math 104 courses. At the start of registration, 22 staffed Math 102 sections and 16 staffed Math 104 sections existed in the schedule. The observation that Math 104 classes were filling more rapidly than Math 102 (381/665 Math 104 seats filled vs. 212/946 Math 102 seats), led to changes resulting in 21 Math 102 classes with 692/840 seats filled and 21 Math 104 classes with 712/725 seats filled for the start of classes on 17 August 2009 *[Evidence: 3.42]*.

Data is also being used at the curricular level. One example is the creation of an experimental English course numbered 348E *[Evidence: 3.43a-c]*. Due to high demand for the developmental course English 370 and the limitations that the co-requisite lab, 370L, place on enrollment *[Evidence: 3.44a; 3.44b; 3.44c; 3.44d; 3.45]*, English 348E will grab a sampling of students who score in the 96-101 range on the Accuplacer test *[Evidence: 3.46]*. This will allow the department to analyze the effect of 370L on student success and the accuracy of Accuplacer. In addition, if the resulting data from the experimental sections of English 348E demonstrate that these students advance to English 1 in numbers equivalent to or better than English 370 students who take the co-requisite lab, then the college will be able to offer more sections of English 348E, helping more of our students to advance to college composition, English 001. The department plans to track these students' success in English 1 once they have moved on from the experimental English 348E.

Other data-driven decisions are being made at various levels of the College as well. For example, the College uses institutional data to assist in the planning process for the Vallejo Center. One example pertains to the ongoing monitoring of student enrollment data to determine future facility needs. In the summer of 2009, the review of the Spring 09 and projection of Fall 09 head count, enrollment, and FTES—along with term schedules and classroom utilization data—clearly indicated that more space would soon be needed to continue growth. As a result, the administration is now pursuing additional property to increase the college's capacity to meet the educational needs of the community. Similar data-driven decisions are also being made regarding the Vacaville Center *[Evidence: 3.23; 3.24; 3.25]*,

and Counseling and Special Services routinely uses data to make budget and services decisions, as seen in the attached document. *[Evidence: 3.26]*.

There is also evidence of data-driven decision making in Student Services (S.S.). For example, the Student Development Program Review for 2007-08 offered information regarding a drop in ride share permits from 65 in 2005-2006 to 26 in 2007-2008, which indicated the need for improved marketing and promotion of the service. In response, S.S. developed a PowerPoint slide for the main campus's digital signage system and flyers for college wide advertising and distribution in August 2009 *[Evidence: 3.27a; 3.27b; 3.28; 3.29]*.

In addition, based on data regarding unclaimed property at the end of the academic year, in spring 2009 the College revised its Lost and Found procedures in order to increase return of property to rightful owners *[Evidence: 3.30a-c]*. In the same Student Development Program Review, data regarding student ID card issuance (including declining revenues) relative to student headcount indicated the need to market and advertise the benefits of purchasing a student ID card, which led to another PowerPoint slide for the main campus's digital signage system *[Evidence: 3.31]*. This analysis also resulted in 2,000 handbills developed for college wide advertising and distribution in August 2009, including distribution to all new students attending Preview Day, and a new brochure detailing the benefits of a student ID card and a business listing offering student discounts *[Evidence: 3.32; 3.33; 3.34]*. The SCC College Police offer another example of using data to make plans and decisions in order to maintain and improve services *[Sample Evidence: 3.35; 3.36; 3.37; 3.38]*.

As another example of the use of data in evaluation and planning, groups regularly "debrief" after special events to gauge success, evaluate outcomes, and plan for improvements. In the most recent instance—a Student Services Student Information Table during the first three days of late registration—the Associated Students of Solano College (A.S.S.C.) held a meeting of the individuals who manned the table *[Evidence: 3.39a; 3.39b; 3.39c;]*. Analysis of this information will be used to improve the efficacy of this effort to better college communication to students.

Quite a bit of data-collection and planning has occurred as a response to the accreditation report writing process. As a means of assessing the process of producing the Show Cause Report and planning for the follow up report, Academic Senate President and the Vice President of Academic Affairs/ALO developed a multifaceted approach for eliciting feedback from members of the college community who were invited to participate in person by attending on-campus forums or participate online via email, survey monkey, or posting commentary on the accreditation wiki. Analysis of the feedback, published in an evaluation report authored by the Academic Senate President Lamb, concluded that the approach of organizing working groups for each recommendation with co-chairs and a core team consisting of all college constituents (students, staff, faculty, and management) was effective. It was also concluded

from the analysis that while Solano Community College is a high tech college culture, it is important to honor and respect colleagues that prefer face-to-face interaction for providing their input to the process. As a result of this assessment, FlexCal sessions on the recommendations and accreditation standards and forums were held in August. A report style sheet and a calendar for preparation of the Follow-Up report were also developed *[Evidence: 3.47; 3.48; 3.49; 3.50].* In addition, as the Recommendation Three Report Writing Group considered how to gather information for this Follow-Up Report, it became clear that the College needed more transparency regarding data-driven planning and decisions. The Report Writing Group subsequently developed a survey for gathering information from managers and leaders throughout the college. At a special meeting of the Division Deans on July 28, all directors, managers, administrators, and executives in Academic Affairs, Student Services, and Fiscal Services were invited to participate in a mapping evidence and strategy session for the accreditation matrix *[Evidence: 3.51; 3.52].*

Finally, to increase future use of data planning and decision-making, Dir. R. & P. Rob Simas presented a session titled "What is Evidence?" during FlexCal *[Evidence: 3.53; 3.03].* The College is currently working to develop a college wide system, such as a wiki or email groups, in which everyone can easily collect and compile standardized evidence for analysis and review *[Evidence: 3.54]*.

Learning Outcomes
The College has continued to gather data through its assessment of Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), and recently completed its regular "Closing the Loop" activity during its Flexible Calendar faculty in-service (FlexCal) although not all formal reports have been completed *[Evidence: 3.03; 3.55a; 3.55b; 3.55c].* This FlexCal activity, which occurs every semester, allows faculty and staff to share assessment instruments and resulting data for use in decisions made at the classroom, program, division, and college wide levels. In addition, dedication to SLO assessment is evident in newly created 4-year assessment schedules for course SLOs *[Evidence: 3.56a; 3.56b; 3.56c; 3.56d; 3.56e].* For a more specific look at the results of SLO work, SCC's Math & Science Division offers an excellent example in its Biology 15 self-study *[Evidence: 3.57].* Other assessment reports also offer examples of individual faculty outcomes work [*3.58a; 3.58b; 3.58c*].

In the area of SAOs, work has continued with Student Services in the form of workshops and presentations *[Evidence: 3.59a; 3.59b; 3.59c*]. On the non-academic side, the Director of Research & Planning met with the managers from Technology Support & Services, Business Services Division, College Police, Facilities, and the College Bookstore on August 27, 2009 to review the Integrated Planning Process (I.P.P.) and their roles in developing Service Area Outcomes (SAOs), 3-Year Plans, and program reviews *[Evidence: 3.05; 3.60; 3.61].*

Conclusion
All of the above is evidence that the entire College community is engaged in furthering institutional effectiveness through data-driven planning and decision making. Overall, the College has made excellent progress in improving the culture of evidence necessary to improve the efficacy of Solano Community College.

General Recommendation 6: Staffing and Organizational Stability
The College should continue to focus on prior accreditation evaluation reports and implement the recommendations. Stability in personnel, particularly in leadership positions, fiscal services and human resources will help the College to meet the requirements of Standard III and assure institutional integrity. (Standards III.A, III.D.1-3)

Leadership
SCC continues work to stabilize its administrative leadership positions. As a result of its spring 2009 hiring process, the College hired Jowel C. Laguerre as Superintendent/President as of July 1, 2009 *[Evidence: 6.03]*. The College has contracted former Interim Superintendent/President Robert Jensen as a consultant to the current Superintendent/President during this period of transition *[Evidence: 6.04]*.

Moreover, Solano Community College continues its effort to provide expertise in Administrative and Business Services via a Certified Public Accountant (CPA) until the hiring process for a permanent Director of Fiscal Services can be completed. Pending Board approval of the CPA, the College has continued to utilize the services of the Interim Director of Fiscal Services as authorized by the Chancellor's office, as well as key consultants and the expertise of Special Trustee Tom Henry, to maintain stability *[Evidence: 6.09b; 6.05; 6.06; 6.07]*. A revision of the job description for Director of Fiscal Services was recently presented to and supported by the Shared Governance Council and presented for information to the Governing Board *[Evidence: 6.08; 6.09a]*. Upon approval by the Board, the position will recruited with the intent of hiring a permanent director. Simultaneously, SCC is in the process of hiring a permanent V.P.A.B.S., having begun a national search on June 6, 2009 in various publications and on various websites, including the Chancellor's Registry *[Evidence: 6.10].* The College has received applications, and made appointments to the hiring committee). This committee has constructed interview questions and proposed a hiring timeline *[Evidence: 6.11]*.

Solano Community College is also actively engaged in hiring a permanent Director of Human Resources (Dir. H.R.) while maintaining stability via an experienced interim. The former director retired on July 2, 2009. To facilitate a smooth transition and in light of a reliance on the academic calendar for faculty and student availability to serve on a hiring committee, Dr. Laguerre appointed an interim Dir. H.R. who began on July 23, 2009 and will serve until the permanent position is filled *[Evidence: 6.12].* SCC began recruitment for the permanent Dir. H.R. position on June 6, 2009 in various publications and on various websites, including the Chancellor's Registry *[Evidence: 6.13],* and the College has received applications.

Finally, in recognition of the continuing need for stability in regards to bond account management for Measure G funds, the College is establishing the new position of Bond Accountant under the General Obligation Bond Fund. A new job description was developed, taken to the S.G.C., and presented to the Board *[Evidence: 6.09a]*.

Reorganization
The College has worked to adapt to the fiscal challenges of the State of California while furthering stability via its 2009-10 reorganization plan *[Evidence: 6.14]*. To address a shortfall of approximately $1.8

million while maintaining stability, the 2009-10 transitional re-structure began with Interim Superintendent/President Waits. Restructuring began with the elimination of an executive position (Associate Vice President of Workforce and Economic Development/Director of the Foundation), and two deans, one in Student Services and one in Academic Affairs. Subsequently, the Dean of Admissions & Records and the Dean of Special Services positions were restructured from educational administrators into the classified manager positions of Director of Admissions & Records and the Director of Financial Aid. Previous to its implementation, this plan was initially identified in the document titled "People and Things" and widely discussed with constituency groups, including the Governing Board, the Academic Senate, the Financial and Budget Planning Advisory Council (FaBPAC), and the Shared Governance Council to solicit potential concerns *[Evidence: 6.15]*. The reorganization plan was presented for discussion to the Board on August 5, 2009 and again at the Board retreat on August 10, 2009. The plan was approved by the Board at the August 19, 2009 meeting *[Evidence: 6.16; 6.17; 6.18]*.

Superintendent/President Laguerre has engaged college constituencies in dialogue about a reorganization of the executive level effective July 2010 *[Evidence 6.19]*. The proposed reorganization replaces the Director of Public Relations, Marketing and Communications with an Executive Director of Institutional Advancement. The positions of Vice President of Academic Affairs and Vice President of Student Services will be combined to create an Executive Vice President of Academic and Student Affairs and the Vice President of Administration and Business Services position will become the Executive Vice President of Finance and Administration. The Vice President of Technology and Learning Resources position will be eliminated, and responsibility for the Library and Distance Education will move to the Executive Vice President of Academic and Student Affairs. To provide leadership for Technology, the Superintendent/President will create a new position of Chief Information Officer, who will report to the Executive Vice President of Finance and Administration. The Human Resources Office, which reports to the Superintendent/President, will become part of the proposed Finance and Administration unit. As expected, some constituencies have expressed concern over this major change in the College's leadership while some have expressed support [*Evidence 6.20*]. The College shares the Commission's concern about stability and is keeping that in mind as dialogue regarding the proposed reorganization continues *[Evidence: 6.21]*.

Financial Stability
Solano Community College recognizes the importance of creating and maintaining a stable and predictable environment for administrators, faculty, and staff based on dialogue, input, and consensus where needed to maintain and encourage further stability across college. To this end, the College has averted contract settlement issues, including fact-finding, by successfully negotiating multiple-year contracts with all three of its negotiating partners, the S.F.C.A., C.S.E.A. and O.E.L.39 *[Evidence: 6.22a; 6.22b; 6.23; 6.24a; 6.24b]*.

Conclusion
Solano Community College understands that success in the areas identified above is a result of a process-based culture that prioritizes dialogue while also achieving results via sound leadership, staffing, and organizational stability. SCC remains committed to improving and maintaining its institutional integrity.

Eligibility Requirement 5: Administrative Capacity
The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

While Solano Community College (SCC) is proud of its initial strides to improve staffing and organizational stability, the College recognizes that it must continue to focus on issues of stability in leadership, fiscal services and human resources to ensure institutional integrity. To this end, SCC continues to take steps to stabilize its leadership while promoting and maintaining participatory dialogue that prioritizes an institution-centric focus, including good planning and solid staffing practices as specified in Accreditation Standard III and Eligibility Requirement 5.

Solano Community College is staffed by highly committed administrators who meet the qualifications for their positions as described in the applicable job descriptions. The current administrative staffing level consists of twenty-seven managers including eight deans, one of whom (Dean of Math and Science) recently resigned and will be replaced with an interim, no later than October 7, 2009, and four vice presidents. The Vice President of Administrative and Business Services is presently vacant. However, a recruitment and selection process is underway with the screening committee reviewing applications during the week of September 28, 2009. The Director of Human Resources and Director Financial Aid are currently filled with qualified interims pending the appointment of permanent directors *[Evidence 6.01; 6.02a; 6.02b; 6.02c; 6.02d; 6.02e; 6.02f; 6.02g]*.

Recommendation 7: Fiscal Integrity and Stability
The College must take immediate and necessary action to address its inability to timely and accurately generate financial and apportionment reports. In order to assure the institution's future fiscal stability, the College should immediately develop a detailed plan with a timeline and fixed responsibility to address the establishment of a reserve for retiree benefits. The College must take immediate responsibility for planning all long-term financial obligations including financial obligations associated with negotiated collective bargaining settlements which should be evaluated and managed to determine long-range impact on institutional financial stability. (Standards <u>III.D.1</u>, <u>III.D.2</u>, <u>III.D.3</u>, <u>ER 17</u>)

Reporting
In accordance with Accreditation Standard III.D and Eligibility Requirements 17 and 18, Solano Community College has made excellent progress in being able to prepare accurate and timely financial and apportionment reports. The College has embarked on a Banner Recovery Plan that will implement key areas within Banner Finance, Human Resources and Payroll, Financial Aid, and Student Services that had not yet been undertaken. This plan will also remedy significant deficiencies that have hindered the College's ability to perform optimally. The Banner Recovery Plan of August 27, 2009 shows both the progress that has been made since last March, and the schedule for completing areas not yet finished *[Evidence: 7.01].*

In the middle of the 07-08 fiscal year, the College implemented the transfer of data from the Legacy system to Banner, moving summarized monthly totals that reflected transfer dates. The process to investigate the source data required the user to research in the Legacy system, based on the journal number recorded in Banner. This is no longer the case. The College is utilizing Banner for all areas of its fiscal operations. The descriptions in the journal entries are for the transactions, not a summary of transactions *[Evidence: 7.02]*.

The Fiscal Services unit has now completed implementation and training in how payroll data feeds to the finance system, including a better understanding of the general ledger and overall remediation in areas of weakness. This training also helped with new challenges such as closing the books in Banner and starting a new fiscal year. Additional Banner consulting for training and implementation is being planned, and the College no longer routinely uses the Legacy system. The first complete fiscal year to close in Banner was 08-09. Fiscal Services staff is also more closely involved with work in other functional areas such as human resources, payroll, and student accounts *[Evidence: 7.03; 7.04; 7.05; 7.06, 7.07; 7.08; 7.09; 7.10; 7.11*].

In addition, the College has contracted with Dr. Don Mourton, a consultant, Strata Information Group (S.I.G.), and SunGard (S.G.H.E.) to help in all of these areas. The system is now live and in production with real data. Test systems currently exist in parallel for specific types of training, to make potential modifications, or to bring up new features; however, once changes have been thoroughly vetted by the functional users, they are moved to the production system. Banner is now the system used by the College for all of its finances, including employee paychecks. In addition, there is a Banner Steering Committee co-chaired by Dr. Mourton and the Vice President for Technology and Learning Resources. Membership includes the Vice Presidents of Academic Affairs and Student Services, the Interim Director of Fiscal Services, the Director of Research and Planning, the database administrator from Information Technology (I.T.), the Interim Dean of Admissions and Records, as well as a student representative *[Sample Evidence: 7.12; 7.13]*.

There are many financial reports currently available from Banner. The visiting team expressed concern that reports offered at the time were missing key pieces of information. The *Budget Status-Current Period (FYRBDSC) Repor*t is one that shows both subtotals and grand totals. The MIS team has further developed reports which sub-total and grand total by any component of the budget account code string. *Executive Summary (FGIDBSR)* produces an executive summary level budget report with the ability to easily focus in on any particular item. In particular, this resembles output that was previously available on the Legacy system. All managers are able to print any of these reports as needed, including many others such as *Budget Availability Status (FGIBAVL)*, and *Detail Transaction Activity (FGITRND) [Evidence: 7.14; 7.15; 7.16]*.

The College has also installed and trained users on the Operational Data Store (O.D.S.) capability for Banner. This is a reporting "data mart" that allows users to write their own reports using data from Banner. Every day at 5:00 am, a process imports live (production) data from the Banner databases into O.D.S.'s specialized set of databases. Users interact with these databases via a web-based software

interface called Discoverer. Discoverer and O.D.S. currently create both ad hoc reports and reports meant to be run repeatedly. The College brought in SunGard trainers for O.D.S. training in Finance, Student/Curriculum, and Human Resources/Payroll modules. The Banner Steering Committee and the functional teams identified appropriate employees, who received specialized three day training *[Evidence: 7.17; 7.18; 7.19; 7.20; 7.21].*

To further simplify users' interaction with Banner data, the College has also installed an enhancement to O.D.S. called Self Service Reporting (S.S.R.). For information that does not require overly complex calculations, S.S.R. is able to provide access to many users. Training on S.S.R. was held in September *[Evidence: 7.22; 7.19; 7.20].*

In addition to generating finance module reports, Fiscal Services has used data from Banner to develop several documents used as a basis for college wide discussion and information-sharing about how the College is dealing with its budget. During the 2008-2009 fiscal year, the College reduced expenditures by $1.8 million dollars to address its structural deficit. As these cuts were being developed, the "People and Things" and "Budget Flow Chart" documents became standardized formats for presenting consistent budget information to the college. These have been shared college wide through the Shared Governance Council (S.G.C.), Financial and Budget Planning Advisory Council (FaBPAC), and Governing Board meetings. They are also being updated for the current and next fiscal years, and the College is committed to keeping this same format updated so that the College community can more easily understand budget information. These documents show a two year plan, incorporating the next fiscal year budget information as it becomes available *[Evidence: 7.23; 7.24].* To further transparency and dialogue, on August 6, 2009 (Fairfield), August 11, 2009 (Vallejo), and August 14, 2009 (Fairfield and Vacaville) the College held forums for the 2009-2010 fiscal year budget. The College also held a budget forum for students on September 3, 2009 *[Evidence: 7.25; 7.26; 7.27].*

The College has also made significant progress regarding the CCFS-320 (320) reports. The Vice President of Student Services, Vice President of Academic Affairs, Interim Director Admissions & Records, Scheduling Assistant from the Curriculum Office, Dean of Business and Computer Sciences, the I.T. department, and an outside consultant possessing many years of California Community College 320 reporting experience worked together with S.I.G. to develop and ensure the accuracy of the 320 data collection program (SZR320B). The functional staff at the College have thoroughly checked and verified the results of the program, and it is in production. It can be run any time, and the College currently runs it with the "daily" parameter to generate enrollment information for the Division Deans. It can be run by location as well. The SZR320B also generates projections of enrollment, produces enrollment statistics, and makes automatic projections. SZR320B program users can dictate what percentage should be used to calculate positive attendance FTES. In addition, the SZR320B can reflect fill rates and cancelled classes. The sample provided uses the actual hours recorded in Banner, showing ongoing improvement in reporting and recovering from errors made in prior years *[Evidence: 7.28].*

The 2007-2008 external audit adjusted the fund balance of the College by a negative $1.8 million; however, while S.C.C. has this amount booked as payable to the State, the College is currently

contesting it. Currently, Superintendent/President Laguerre and Special Trustee Tom Henry are in negotiations with the California Chancellor's Office of Community Colleges to resolve this issue. In a preliminary discussion with the Special Trustee, officials with the State Chancellor's Office have indicated that the S.C.C.'s explanation is in part acceptable, and the repayment to the State will be significantly less than previously calculated. *[Evidence: 7.29; 7.30].*

As noted in its April 09 report, the College is developing the capability of calculating the fifty percent law ratio through a program to be run in Banner. While more cumbersome than desired, the college data is available to complete this report, and the college has currently completed the fifty percent calculations and submitted the report on time *[Evidence: 7.31]*

Chief Business Officer
Solano Community College has actively pursued appointing an interim Vice President Administrative and Business Services (C.B.O.) with no success to date. Solano began recruitment for the permanent C.B.O. position on June 6, 2009 in various publications and on various websites. The position is posted as "open until filled". Solano has received applications, completed the first review on July 8, 2009, and made appointments to the hiring committee *[Evidence: 7.32].* To bridge the gap, the College has utilized the services of the Interim Director of Fiscal Services, consultants, and Special Trustee Tom Henry. Mr. Henry has been a valuable resource due to his strong background in education finance. The College has also consulted peer institutions. The current Interim Director of Fiscal Services has performed very well and currently chairs meetings. Her information regarding the District's financials is always clear and concise *[Evidence: 7.33].* The College has enlisted the services of a CPA until the hiring process for a permanent replacement can be completed *[Evidence: 7.34]*.

Human Resources Payroll and Fiscal Services are monitoring all positions in the district budget. The College continues to conduct training sessions and develop procedures for position control to bring the College closer to fully utilizing the module in the software system. It is the College's intent to have position control in full operation by January 2010 to develop the 2010-2011 fiscal year budget. The SunGard H.R. consultant wrote the following in her August 31, 2009 report:

> The discussion then moved to the issue of Position Control. While most tracking mechanisms are currently set up and utilized in Banner, the bigger issue is creating a position control authority and approval process involving stake holders of the organization. This issue was again raised in a meeting with the Finance Manager [Interim Director of Fiscal Services] where she identified the very same issue.

> Late in the week we had a meeting with the Finance Manager and the S.G.H.E. Finance Consultant. It was to discuss feeding the position salary budget to the budget development module. There are three areas in Banner that could be helpful for system-oriented position control and monitoring: encumbrance set up, budgeting for premium pay (and establishing a few more premium pays for this purpose), and fringe budgeting. The fringe budgeting was set up and the detail remains in the older positions. The team will establish the activation in the

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new budget process. The team will begin in October of this year by rolling to a working budget and using this for the feed to budget development. They will revise the NTRFINI form to support this in the July 2010 budget *[Evidence: 7.08; 7.09; 7.10; 7.11].*

Budget

Although the budget development calendar for 2009-2010 did not include a timeline for developing a Preliminary Budget, the 2010-2011 fiscal year budget development calendar does. Not developing a Preliminary Budget for 2009-2010 was a one year anomaly due to the turnover in upper management at the College. Although a Preliminary Budget was not officially used in the budget development process for the 2009-2010 fiscal year, the Superintendent/President's Cabinet did work on budget development prior to the development of the Tentative Budget, using many tools, including the following:

- A flow chart of the structural deficit the College was working to eliminate *[Evidence: 7.24]*
- A matrix of planned reductions, entitled "People and Things" *[Evidence 7.23]*
- Position spreadsheets developed by human resources and finalized by Fiscal Services to account for all personnel *[Evidence: 7.35a; 7.35b; 7.35c; 7.353d; 7.35e]*
- Assumptions used to develop the 2009-2010 budget *[Evidence: 7.35a; 7.35b; 7.35c; 7.35d; 7.35e]*
- Other documents prepared and shared with the college community.

The College used these tools in place of the Preliminary Budget. As stated above, the budget development calendar for the 2010-2011 fiscal year does include the timeline for developing a Preliminary Budget *[Evidence: 7.36].*

Cash handling continues to improve at the College. SCC has put in place written policies and procedures to ensure proper receipting and dual custody counting of funds throughout the college. Staff and students also attended a Student Accounts training session held by the Fiscal Crisis Management and Assistance Team (F.C.M.A.T.) *[Evidence: 7.37a; 7.37b; 7.37c; 7.37d; 7.37e; 7.37f].* Fiscal Services staff worked overtime to eliminate the backlog, and reconciliations are complete for the 2008-2009 fiscal year. In addition, the College is completing current bank reconciliations in a timely manner *[Evidence: 7.38].*

Of the $4,831,698 in receivables for the fiscal year ending June 30, 2008; $2,402,154 was due to the deferral of state apportionment to the district. This lowers the percentage of total fund balance committed to potentially non-liquid assets from 97.2% to 48.9%. In addition, the College has been actively implementing a comprehensive student fee collection system. At the September 2, 2009 Board meeting, the College approved the submission of its application to participate in the Chancellor's Office Tax Offset Program (COTOP) for collection of past-due student fees. Due to the additional deferrals to the State Apportionment, the College sold a mid-year Tax Revenue Anticipation Note (TRAN) in the amount of $4.4 million to assist with potential cash shortage. For the 2009-2010 fiscal year, the College sold a TRANs for $2.2 million *[Evidence: 7.39a; 7.39b].*

In addition, one significant area of the Banner recovery project has been Student Accounts Receivable. S.G.C.H. provided training and implementation assistance during the weeks of April 30, 2009, May 25, 2009, June 08, 2009, and August 10, 2009 for a team comprised of staff from Admissions and Records, Fiscal Services, IT, and Financial Aid. The functional staff is much more knowledgeable and better trained as a result *[Evidence: 7.03; 7.04; 7.05]*.

Another change in the College's fiscal practices involves contract negotiations. In prior years, the current year's salary increases were negotiated during that year. This practice was not conducive to effective budgeting and planning. With contracts now settled through June 30, 2011, the cost of employee compensation can be determined with a great deal more accuracy. It is the intention of the bargaining units and the College to make this practice of settling contracts prior to the year in which they take effect the new norm *[Evidence: 7.40; 7.41; 7.42]*.

The College is committed to funding current retirees' benefit obligations while engaging the campus community in health care cost containment as a part of its contract negotiations process. A Retiree Health Benefits Actuarial Study was completed in October 2008, and the College currently participates in a Joint Powers Agreement for its funding. The full yearly contribution recommended by the report ($233,000) was funded in 2008-2009, is in the budget for 2009-2010, and will continu8e to be funded in future years.

There may be cost recovery options from categorical programs, and advanced funds could reduce what needs to come out of the general fund. While there is no mandate to pre-fund, it would have a favorable impact on the institution's credit ratings, maximize benefit security, make other post employment benefit costs responsive to payroll, and reduce long-term cash expenses due to higher investment income and generational equity. The College's next steps are to continue to refine the plan to respond to the GASB 43/45 challenges. In the June 24, 2009 Board discussion of the tentative 2009-2010 budget, Board President A. Marie Young asked if the future retiree benefits total of $233,000 included under heading "Overall Expenditures" was the annual contribution for the unfunded liability for retirees, and Susan Rinne, Interim Director of Fiscal Services responded yes *[Evidence: 7.43 ; 7.44; 7.45; 7.46; 7.47]*.

Morale

During its last visit, the Commission noted the improvement in morale and confidence among the staff in the Fiscal Services Department since its previous visit. In late August 2009 a confidential survey was administered to nine staff members; the remaining two staff members were absent the week the survey was given. The intent of the survey was to solicit responses about the current level of satisfaction with the progress being made in Fiscal Services. The outcome of the survey indicates that overall morale continues to be positive and that staff are supportive of the current leadership, in particular the Special Trustee and the new Superintendent/President. Since the last visit, the College has been actively engaged in the search and selection of a permanent C.B.O., which demonstrates a commitment to the expressed desire of the Fiscal Services staff to have a permanent C.B.O. The Banner implementation continues to be a struggle although staff indicated that new and permanent leadership will strengthen those processes *[Evidence: 7.53 survey results.pdf – To preserve confidentiality, these are not being included with the report. They are available to the team on request.]*.

Conclusion

As requested by the Commission, Solano Community College has taken "immediate and necessary action to address its [previous] inability to generate timely and accurate financial and apportionment reports." It has implemented a plan to further fund its already established reserve for retiree benefits. Long-term financial obligations, including collective bargaining settlements, have been evaluated and managed to ensure "institutional financial stability." The College undergoes and makes available an external financial audit by a certified public accountant. The audits are certified, any exceptions are explained, and remediation takes place.

Eligibility Requirement 18: Financial Accountability

The completed June 30, 2008 audit went to the Board on June 17, 2009. At that meeting Mr. David Becker, from Perry-Smith LLP Accountants, reported on the external audit of the financial statements of Solano Community College District as of and for the year ending June 30, 2008. The Board accepted the audit report as presented, and requested 30- 60- and 90-day reports for noted discrepancies. The requested 30-day follow-up report was presented to the Board at its August 5, 2009 meeting. A copy of the summary outline as presented by Susan Rinne is included in the attachments for that meeting *[Evidence: 7.48; 7.49; 7.50; 7.51]*. The interim audit work for the 2008-2009 fiscal year was performed the weeks of July 13-17 and 20-23, 2009. The most recent preliminary audit findings are for the June 30, 2009 period. The year-end phase of the audit is scheduled to be completed by the auditors the week of November 2, 2009; placing the College back on a regular audit cycle *[Evidence 7.52a; 7.52b]*.

General Recommendation 8: Leadership

In order for the Governing Board to focus on the institution's major issues and questions of policy, the Board of Trustees is encouraged to delegate full responsibility and authority to the President to implement and administer board policies and the operation of the College. The institutional leaders should likewise foster empowerment, innovation, and institutional excellence through dialogue that builds trust and increases focus on student learning and assessment of learning outcomes, institutional effectiveness, and integrity. (Standards IV.A.1, IV.A.3, IV.B.1.j, IV.B.2.a)

The Commission's May 2009 report demonstrated optimism regarding the Solano Community College Governing Board (Board). The Commission concluded that "the college has resolved the deficiencies cited through this recommendation, hoping that the changes will be sustained." This current Follow-Up Report documents that the changes noted in the College's April 2009 report and validated during the Commission's subsequent visit have been sustained through actions of the Board in official meetings, the Board's interest in professional development, the Board's relationship with the Superintendent/President, and in the overall climate at the College and in the community.

Presidential Transition

Since its April 2009 report, Solano Community College realized a smooth transition between presidencies, orchestrated by the presidents themselves with the overwhelming support of the Board

[Evidence: 8.01]. The change in leadership was the result of a successful search conducted by a reputable firm (Association of Community Colleges Trustees [A.C.C.T.]). The Board included in the new President's contract both time and resources for Dr. Laguerre to acclimate to the College and the position. He was included in and led sessions dealing with budgets and reorganization *[Evidence: 8.02]*. His participation in decision-making processes allowed him to learn in greater depth the issues facing the College. Though the transition happened during a difficult time of budget uncertainties and accreditation challenges, the institution continues to sustain progress under Superintendent/President Laguerre's new leadership.

Board Public Actions
The actions of the Governing Board—under the continued guidance of Special Trustee Tom Henry—since the April 2009 report have improved. The Board continues to follow its "Code of Conduct" and has been commended for doing so. Constituent groups have applauded the work of the Board and either reaffirmed their own pre-existing professional ethics statements or, as in the case of the Solano College Faculty Association (S.C.F.A.) and the Academic Senate, brought specific language to the Board that reflected the values of respect, civility and collegial dialogue *[Evidence: 8.03; 8.04]*. The Board has made solid steps in establishing itself as a model for well-intentioned, productive dialogue and decision-making that appropriately empowers the position of the Superintendent/President with the day-to-day affairs of college business. At its retreat on August 10, 2009, the Board was even congratulated for its recent strides by A.C.C.T. Consultant Pamila Fisher, notably for moving from Show Cause to Probation. Dr. Fisher extended "kudos" to the Board for its progress. She also cautioned that the Board must continue to behave in accordance with its mission while empowering the Superintendent/ President to lead the College *[Evidence: 8.05]*.

Furthermore, Board meetings have been running smoothly *[Evidence: 8.06a; 8.06a; 8.06b; 8.06c]*. In its previous review, the Commission noted that the Board did not work toward reaching consensus, but recent Board votes demonstrate great progress in this area *[Evidence: 8.07]*. Members who have issues with certain items ordinarily contact the Superintendent/President, who has made himself available to the Board. This has been crucial to building a healthy relationship between SCC's Superintendent/President and the Board.

Board Development
Board members have taken the importance of Board development seriously. Over the past year, the Board was involved in the following activities that formally support Trustee Development:
- Trustees attended a retreat to address Board self-evaluation and CEO evaluation and focus on ground rules and protocol *[Evidence: 8.08]*.
- One Trustee attended various meetings at the Annual Trustees Conference *[Evidence: 8.04*]*.
- Two trustees and the Superintendent/President Laguerre attended the Northern California Community College League Conference *[Evidence: 8.04]*.
- Three members of the Board and the CEO attended the A.C.C.T. International Congress October 7-10, 2009 *[Evidence 8.09]*.

- Three Board members attended two orientation sessions for two new Board members to better familiarize themselves with the institution *[Evidence 8.10].* An additional session is pending.
- The Board continues to administer its quarterly "How Do We Rate Checklist' *[Evidence: 8.11].*

Board and CEO Communication:

The Board acknowledges that there is still work to be done to maintain its institution-centric focus. As a result, at its August 10, 2009 retreat, Dr. Fisher led the Trustees in conversation regarding current governance issues of the College as well as expectations that the Trustees have of Superintendent/President and vice-versa. At this meeting, the Board affirmed their trust in Superintendent/President Laguerre while reminding him of his responsibilities to the Board and the College *[Evidence: 8.08].* When questions from Board members arise prior to or during Board meetings, the Superintendent/President has ample time to prepare a response and present it publicly. For example, Governing Board Vice President Honeychurch previously asked Superintendent/President Laguerre about the financial impact on the College of allowing the Fairfield-Suisun Unified School District (F.S.U.S.D.) to use our swimming pool for practice. Dean Bob Myers reported at the next Board meeting that the College's supply costs for the pool are minimal ($162 per day to keep the pool open) and that the F.S.U.S.D. is currently being charged $1,125 per high school for water polo from now until 2 Nov 09. These numbers do not reflect costs for materials, heating, or personnel, which are expenses already in place. Superintendent/President Laguerre agreed to investigate the District costs further. Another example is that Trustee Claffey asked Superintendent/President Laguerre to research and report on an agreement the College entered into about a year ago with a biotech firm in Richmond. Superintendent/President Laguerre subsequently contacted Dean David Redfield, who stated that there have been various topics concerning biotechnology that have come before the Board, but felt Trustee Claffey was referring to an agreement with Biotix. Attempts were made to forge agreements with Biotix, which eventually involved the services of attorneys. The process became so cumbersome that it was finally dropped and the collaboration ended with no use of the facility. Dr. Redfield went on to report that Solano Community College is a test site for Bio-Rad—testing new educational tests for biotechnology. They provide the College with kits, SCC students use them, and then the College reports to Bio-Rad how the kits have worked, the strengths and weaknesses. This company uses our students' observations to improve its educational instruction and curriculum. Ms. Jennifer Low, Biotech Technician, was on the cover of their last publication that described all the educational kits *[Evidence 8.12].* These examples demonstrate that open dialogue between the Board and the Superintendent/President leads to clarification and new information.

In addition, the Superintendent/President uses a variety of methods to keep the Board informed so it is able to make good policy decisions. This communication manifests itself in one-on-one meetings, a weekly bulletin called the "Superintendent/President Gram" ("SP GRAM") and a "Board Alert" on issues that may hit the newspaper or surprise the Board *[Evidence: 8.13a; 8.13b; 8.13c; 8.13d; 8.13e; 8.13f; 8.13g; 8.13h].*

The Future of the Board

Being committed to best practices in trusteeship, the SCC's Governing Board will support activities for ongoing development of its members. A budget is set aside for Trustees Development [Evidence 8.14 *Board Budget*]. Information for board development is linked to the Governing Board webpages. Both the Association of Community College Trustees (A.C.C.T.) and the Community College League of California (C.C.L.C.) have excellent materials on their websites to provide guidance to trustees and presidents alike for appropriate relationships and college governance. The resources linked to the College Governing Board web page will be used to strengthen SCC Board members' knowledge and provide guidance for those who are elected or interested in becoming a member of the board *[Evidence: 8.15]*. Furthermore, the Office of the Superintendent/President will maintain a library with reference materials for board members to access, and publications are being purchased to this end: *Insider's Guide to the Community College* by Dr. Robert Jensen; A.C.C.T.'s *Trustee Quarterly*; *Essentials of Good Board/CEO Relations—Engaging Trustees in Effective Governance* by Vaughn Sherman; *The Trustee's Role in Fundraising: From Arm's Length to Knee-Deep—What Trustees Need to Know About Institutional Advancement* by Philip M. Ringle with Charlene Nunley and Narcisa A. Polinio; *The Board Chair: A Guide for Leading Community College* Edited by Vaughn A. Sherman and Cindra J. Smith; *Trusteeship in Community Colleges: A Guide to Effective Governance* by Cindra J. Smith; *Community College Trustees: Leading on Behalf of Their Communities* George B. Vaughan and Iris M. Weisman; *Shaping the Community College Image* Edited by Steven W. Jones; *The Trustee Handbook: Community College League of California.*

In addition, as new members are elected or appointed, the Board will conduct training to orient the Board and its new members as they transition into a new culture. For example, on June 25, 2009 new Trustees Rosemary Thurston and Sarah Chapman and Board President Young participated in such an orientation *[Evidence: 8.10].* In addition, S.G.C. has reviewed a new procedure for the Board to evaluate the Superintendent/President, Board policy 2035, and has discussed revisions to policy 1070 on Board Self Evaluation *[Evidence: 8.16; 8.17].* The Board has also developed new goals for itself and the Superintendent/President that came forward in the September 23 Governing Board meeting *[Evidence 8.18]*.

Conclusion

All of these efforts are meant to further sustain the progress the Board has already made in meeting the requirements of Accreditation Standard IV. As the Commission's May 2009 report highlighted, the Solano Governing Board is aware of the leadership role each of its members must play in institutional stability. The Board has demonstrated the ability to focus on its role of policy making as is evidenced in the hiring of a permanent superintendent/president who has made a long-term commitment to Solano Community College. The Board is recognized by internal and external entities as changing to meet the needs of the College and its community.

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3.60 Handout_for_Non-Academic_Managers

3.61 email_to_SCC_managers_re_program_review_&_planning

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6.01 2009-10 ALG Org Chart

6.02a Division Dean 19990421

6.02b Director of HR 20040505

6.02c Director, Admissions & Records 20090819

6.02d Director, Financial Aid 20090819

6.02e Vice President, Admin & Bus Svcs 20090520

6.02f Proposed Dir of Fiscal Svcs 20090903

6.02g Director of Fiscal Svcs 199900421

6.03 BOARD 20090408 MIN

6.04 Board 20090722 MIN

6.05 JL Calendar CBOinterview.jpg

6.06 Request_to_Steve_Bruckman_Interim_Extension

6.07 Confirmation_of_FSINterim_Extension_Bruckman_Letter

6.08 SGC 20090826 MIN

6.09 Board 20090923 AGND

6.10 VPABS 09-11 Announcement

6.11 VPABS 20090901 email

6.12 Board 20090722 MIN

6.13 DirectorofHRM09-29

6.14 AA Reorg Chart AY09-10

6.15 SummaryBudgetSavingsReductionsRevunue09_10_PeopleandThings

6.16 Board 20090805 MIN

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6.18 Board 20090819 MIN

6.19 Reog Memo 20090604

6.20 AS 20090814 MIN

6.21 JCL_Power_Point_-_August_2009

6.22a CSEA Contract Pt1

6.22b CSEA Contract Pt2

6.23 2008-11 CTA Contract approved 20090520

6.24a L.39 2007-10 Contract Signature Pages

6.24b 2007-10 L.39 Contract Board approved 080608

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7.01 Banner Recovery Plan 20090830

7.02 FGRODTA showing transaction detail

7.03 20090529 SCC AR Trip Report v.1.1

7.04 20090611 SCC AR Trip Report

7.05 20090813 SCC AR Trip 3 Report

7.06 2009 03 31 SunGard AR Trip Report

7.07 SunGard Fiscal recovery plan

7.08 TR Solano HR 20090427 Monfette

7.09 TR Solano HR 20090518 Monfette

7.10 TR Solano HR 20090728 Monfette

7.11 TR Solano HR 20090825 Monfette

7.12 Banner Steering Committee 20090916 MIN

7.13 Banner Steering Committee 20090902 MIN

7.14 FYRBDSC ERP Budget 2008-2009

7.15 FZWROPDT 20090829

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7.18 ODS Student Functional Training 20090406 AGND

7.19 Dean Training for ODS and SSR 20090616

7.20 ODS-SSR_Training_as_of_20090921

7.21 SSR Training Sign-up Sheets

7.22 SSR Training 20090828 email

7.23 2009-10 People Things Version 2

7.24 2008 2009 budget flow chart 7

7.25 ASSC Student Forum Flyer

7.26 200908 Campus Budget Forums PowerPoint

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7.28 SZR320B Enrollment report

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7.30 email from TomHenry to SharronMurray re FTES repayment

7.31 CCFS-311 Financial Report 2008-09

7.32 VP ABS position announcements

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7.35a 2009-2010 Tentative budget 0624 part 5

7.35b 2009-2010 Tentative budget 0624 part 01

7.35c 2009-2010 Tentative budget 0624 part 02

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7.36 2010-11 Budget Dev Calendar

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7.37b Vacaville Center Cash Handling Policies and Procedures

7.37c Cosmetology Desk and Reception Procedures

7.37d Cosmetology Cash Register Training

7.37e Children Programs Cash Handling Procedures 20090830

7.37f Library Cash Handling Policies

7.38 cash_recon_schedule[1]

7.39a Board 20090401 MIN

7.39b Board 20090401 AGND

7.40 2007-10 Local 39 Contract Bd approved 20080806

7.41 2008-11 CSEA 211 Contract Rev 20090617

7.42 2008-11 CTA Contract approved 20090520 Rev 20090820

7.43 Board 20090624 MIN

7.44 Retiree Health Benefits Actuarial Study 2008

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7.46 Board 20090624 Appendix

7.47 2008 2009 MAY BUDGET REVISION

7.48 Audit Report 2007.08

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7.50 Board 20090805 MIN

7.51 Board 20090805 Appendix

7.52a 2006-2007 audit

7.52b 2007-2008 audit

7.53 Survey Results – To preserve confidentiality, these are available upon request.

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8.02 Board Budget and Reorg Notes
8.03 AS 20090316 MIN
8.04 Board 20090506 MIN
8.05 Letter from Dr. Fisher commending Board on Progress
8.06a Board 20090624 MIN
8.06b Board 20090715 MIN
8.06c Board 20090805 MIN
8.07 GB_Voting_Data_20090908
8.08 Board 20090810 MIN
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8.18 Governance_Goals_2009_-_2010

Index of Abbreviations and Acronyms

Abbreviation/Acronym (second reference)	Used For (first reference)
A.C.C.J.C.	Accrediting Commission of Community and Junior Colleges
A.C.C.T.	Association of Community Colleges Trustees
A.L.T.	Administrative Leadership Team
A.&R.	Admissions & Records
A.S.S.C.	Associated Students of Solano College
Board	Governing Board
C.B.O.	Chief Business Officer
C.C.L.C.	Community College League of California
COTOP	Chancellor's Office Tax Offset Program
C.S.E.A.	California School Employee Association
Dir.	Director
FaBPAC	Financial and Budget Planning Advisory Council
F.C.M.A.T.	Fiscal Crisis Management and Assistance Team
FlexCal	Flexible Calendar In-Service
F.S.U.S.D.	Fairfield-Suisun Unified School District
GASB	General Accounting Standards Board
H.R.	Human Resources
I.T.	Information Technology
O.D.S.	Operational Data Store
O.E.L.39	Operating Engineers Local 39
R.&P.	Research & Planning

Index of Abbreviations and Acronyms (continued)	
Abbreviation/Acronym (second reference)	**Used For (first reference)**
P.E.R.T.	Process Evaluation and Review Team
SAOs	Service Area Outcomes
S.C.F.A.	Solano College Faculty Associate
SCC	Solano Community College
S.G.C.	Shared Governance Council
S.G.H.E.	SunGard
SIG	Strata Information Group
SLOs	Student Learning Outcomes
S./P.	Superintendent/President
S.P.C.	Superintendent/President's Cabinet
S.S.R.	Self Service Reporting
TRAN	Tax Revenue Anticipation Note
V.P.	Vice President
V.P.A.A.	Vice President of Academic Affairs
V.P.A.B.S.	Vice President of Administrative & Business Services
V.P.S.S.	Vice President of Student Services
V.P.T.&L.R.	Vice President of Technology & Learning Resources
W.A.S.C.	Western Association of Schools and Colleges