



# AGENDA

## SOLANO COMMUNITY COLLEGE DISTRICT GOVERNING BOARD

### Notice of Regular Meeting (Board Study Session)

Wednesday, October 6, 2010

6:30 p.m.

Solano Community College  
Administration Building, Room 626  
4000 Suisun Valley Road  
Fairfield, CA 94534-3197

**Please Note:** SCCD Governing Board Meetings are **recorded** per Government Code Sections 54953.5 and 54953.6 and Education Code Section 72121(a). Recordings shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code Section 6250. Members of the public may address the Board on any item within the Board's jurisdiction. Cards which must be completed requesting to address the Board are available at the press table and must be submitted to the Board Secretary at the meeting. Persons addressing items included on the agenda will be heard at the time the item is considered. Persons requesting to address items or subjects that are not on the agenda will be heard under the agenda item, "Comments from Members of the Public." **Except as extended by the Board President or action of the Board, individuals shall be limited to three (3) minutes on any one (1) topic or item. (SCCD Board Policy 1042).** The Board cannot take action on any items not on the agenda unless authorized by law. Matters brought before the Board that are not on the agenda may, at the Board's discretion, be referred to staff or placed on a future agenda. The Board reserves the right to modify the order of business in the manner it deems appropriate. As a courtesy to others, please turn off cell phones or pagers.

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA**
3. **ROLL CALL**

Denis Honeychurch, J.D., President  
A. Marie Young, Vice President  
Sarah E. Chapman  
James M. Claffey  
Pam Keith  
Phil McCaffrey  
Rosemary Thurston  
John M. Glidden, Student Trustee  
Tom Henry, Special Trustee  
Jowel C. Laguerre, Ph.D., Secretary

**4. APPROVAL OF AGENDA**

**5. COMMENTS FROM MEMBERS OF THE PUBLIC**

**6. REPORTS (NO ACTION REQUIRED):**

(a) Recognition of Women's Softball Team

*Facilitated by Coach Terri Pearson-Bloom*

(b) The Public Image Campaign/Engagement Initiative

*Facilitated by Ms. Stephanie Kruse, President and Owner, KPS\3; Honorable Dilenna Harris, Vacaville City Council; Ms. Rhuenette Alums, President of the SCC Educational Foundation, and Mr. Peter Bostic, Executive Director, Institutional Advancement*

(c) Closing of 2009-2010 Financials

*Facilitated by Ms. Terri Ryland, Consultant, Fiscal Services*

(d) Strategic Planning Outcomes 2006-2010 and Goals 2010-2013

*Facilitated by Dr. Chris Myers, Interim Director, Research and Planning*

**7. CONSENT AGENDA – ACTION ITEMS**

All matters listed under the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff or the public request specific items to be discussed and/or removed from the Consent Agenda. Time will be provided before the vote for clarification questions on any item under the Consent Agenda. Clarification questions may be asked without removing an item from the Consent Agenda.

Human Resources

(a) Employment 2010-2011; Gratuitous Service, Page 1

**8. ITEMS REMOVED FROM CONSENT AGENDA**

**9. NON-CONSENT AGENDA – ACTION ITEMS**

Superintendent-President

(a) Proposed 2010-2011 Goals for Solano Community College District Governing Board and Superintendent-President, Page 11

(b) Agreement Between Kanatsiz Communications and Solano Community College District to Provide Web Site Redesign, Page 14

Academic and Student Affairs

- (c) Final Draft of Accreditation Follow-Up Report, Page 17

**10. INFORMATION/ACTION ITEMS – ACTION MAY BE TAKEN**

- (a) Facility Agreement with Solano Aquatic Sea Otters (SASO), Page 56
- (b) Agreement for Professional Services Between Solano Community College District and Trudy Largent and Associates, Page 57

**11. INFORMATION ITEMS – NO ACTION REQUIRED**

- (a) Proposed Revisions and New Board Policies, Series 1000, Page 61

**12. ANNOUNCEMENTS**

**13. ITEMS FROM THE BOARD**

**14. CLOSED SESSION**

Closed Session may be held as authorized by law for matters including, but not limited to conference with labor negotiator, public employment (public employee discipline, dismissal and release); potential litigation, purchase, sale, exchange or lease of real property.

- (a) Conference with Labor Negotiator  
Agency Negotiator: Karen H. Ulrich  
Employee Organization: CCA/CTA/NEA, CSEA, Operating Engineers—Local 39
- (b) Public Employee Discipline/Dismissal/Release  
(No additional information required.)

**15. RECONVENE REGULAR MEETING**

**16. REPORT OF ACTION TAKEN IN CLOSED SESSION**

**17. ADJOURNMENT**

*Non-confidential materials related to an item on this Agenda submitted to the Board of Trustees after distribution of the agenda packet are available for public inspection in the Office of the Superintendent-President in the Administration Building, Room 621, 4000 Suisun Valley Road, Fairfield, California 94534. Non-confidential materials provided at time of publication are available on the Solano College Web site at [www.solano.edu](http://www.solano.edu) for public inspection.*

**Pursuant to Government Code Sections 11123.1 and 11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in the meeting should contact the Superintendent/President's Office at (707) 864-7112 no later than three days prior to the scheduled meeting. Meetings are held in locations which are wheelchair accessible.**

**NO OTHER BUSINESS WILL BE TRANSACTED.**

JCL:js

BOARD STUDY SESSION AGENDA.10.06.10.FINAL

**SOLANO COMMUNITY COLLEGE DISTRICT  
 GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**

**SUBJECT: CONSENT CALENDAR – HUMAN RESOURCES**

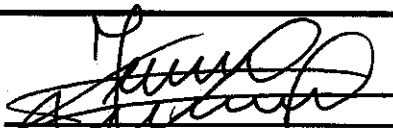
**REQUESTED ACTION: APPROVAL**

**EMPLOYMENT 2010-2011**

**Short-term/Temporary/Substitute**

| <u>Name</u>     | <u>Assignment</u>   | <u>Dates</u>                             | <u>Amount/<br/>Hourly Rate</u>           |
|-----------------|---|--|--|
| Adjunct Faculty | See attached list.  |  |  |
| Saki Cabrera    | Curriculum Development<br>Perkins Funding/Grant Name  | 10/7/10 – 12/31/10                       | \$ 67.21 hour                            |
| P. Gail Chesler | Instructor, Contract Education<br>Instructor, Community Collaborative<br>Workforce Innovation Partnership | 10/7/10 – 12/31/10<br>10/7/10 – 12/31/10 | \$ 600.00 stipend<br>\$ 1,000.00 stipend |
| Sherry Clark    | Basic Skills Initiative<br>Instructional Lab Assistant  | 8/16/10 – 12/19/10                       | \$ 14.61 hour                            |
| Carlene Coury   | Basic Skills Initiative, Mentoring<br>Humanities/English  | 10/21/10 – 12/19/10                      | \$ 300.00 stipend                        |
| Cintya DaCruz   | Office Assistant, Counseling  | 9/10/10 – 6/30/11                        | \$ 9.60 hour                             |
| Chad Davisson   | Instructor, Community Collaborative<br>Workforce Innovation Partnership                                   | 10/7/10 – 12/31/10                       | \$ 1,000.00 stipend                      |
| Jim DeKloe      | Instructor, Community Collaborative<br>Workforce Innovation Partnership                                   | 10/7/10 – 12/31/10                       | \$ 1,000.00 stipend                      |

**Karen H. Ulrich**  
 Director of Human Resources

  
**JOWEL C. LAGUERRE, Ph.D.**  
 Superintendent-President

**September 29, 2010**  
 Date Submitted

**September 29, 2010**  
 Date Approved

**SOLANO COMMUNITY COLLEGE CONSENT CALENDAR****Governing Board Meeting****October 6, 2010****Page 2****Short-term/Temporary/Substitute** (Continued)

| <b><u>Name</u></b>         | <b><u>Assignment</u></b>  | <b><u>Dates</u></b> | <b><u>Amount/<br/>Hourly Rate</u></b> |
|----------------------------|---|---------------------|---------------------------------------|
| Frank Drayton              | Fire Technology   | 8/16/10 – 6/30/11   | \$ 64.71 hour                         |
| Levi Fuller                | Instructor, Community Collaborative<br>Workforce Innovation Partnership | 10/7/10 – 12/31/10  | \$ 1,000.00 stipend                   |
| Margot Gebers              | Basic Skills Initiative<br>Instructional Lab Assistant                  | 8/16/10 – 12/15/10  | \$ 14.61 hour                         |
| Ann Jacobsen               | Basic Skills Initiative, Mentoring<br>English/Humanities                | 10/21/10 – 12/19/10 | \$ 250.00 stipend                     |
| Jojay Jackson              | Basic Skills Initiative<br>Instructional Lab Assistant                  | 8/16/10 – 12/15/10  | \$ 14.61 hour                         |
| Janet Leary                | Administrative Assistant III,<br>Green Grant                            | 9/16/10 – 6/30/11   | \$ 18.96 hour                         |
| Kevin Lindsey              | House Manager   | 11/5/10 – 6/30/11   | \$ 8.00 hour                          |
| Sam McKinney               | Assist w/Cosmetology laundry  | 8/16/10 – 6/30/11   | \$ 18.78/\$28.17 OT                   |
| Sandra Rotenberg           | Distance Education  | 10/21/10 – 12/22/10 | \$ 60.80 hour                         |
| Tracy Schneider            | SLO Coordinator   | 8/11/10 – 12/19/10  | \$ 64.71 hour                         |
| Anthony<br>Washington, Jr. | Substitute Custodian<br>As needed                                       | 10/7/10 – 6/30/11   | \$ 13.26 hour                         |

**Professional Experts**

| <b><u>Name</u></b> | <b><u>Assignment</u></b>                   | <b><u>Dates</u></b> | <b><u>Amount/<br/>Hourly Rate</u></b> |
|--------------------|--|---------------------|---------------------------------------|
| Gary Gantt         | Journey Level Assistant Fire<br>Instructor | 8/15/10 – 6/30/11   | \$ 25.00 hour                         |

**SOLANO COMMUNITY COLLEGE CONSENT CALENDAR****Governing Board Meeting****October 6, 2010****Page 3****GRATUITOUS SERVICE**

| <b><u>Name</u></b> | <b><u>Assignment</u></b>                                 | <b><u>Division/Department</u></b>   |
|--------------------|--|---|
| Crystal Boll       | Parent volunteer<br>Parent Advisory Club and<br>ECE 501  | Health Occupations, Public Safety and<br>Child & Family Studies/<br>Children's Programs |
| Carla Bragg        | Assist disabled students in class                        | PE/Adapted PE   |
| Victoria Bristow   | Performer  | Fine & Applied Arts/Behavioral Science<br>Theater                                       |
| Carolyn Burnsed    | Assist with football team                                | PE, Wellness & Athletics  |
| Nestor Campos, Jr. | Performer  | Fine & Applied Arts/Behavioral Science<br>Theater                                       |
| Laurie Cheatham    | Sweep rider and assist with skill<br>development drills. | PE, Wellness & Athletics  |
| Catherine Dilmore  | Performer  | Fine & Applied Arts/Behavioral Science<br>Theater                                       |
| Patrick Feeney     | Student Assistant, Marc Lancet                           | Fine & Applied Arts/Behavioral Science<br>Art Department                                |
| Arlene Freeman     | Assisting disabled students in class                     | Counseling/Special Services<br>Adaptive PE  |
| Preston Garcia     | Assisting disabled students in class                     | Counseling/Special Services<br>Adaptive PE  |
| Carlene Kawellis   | Assisting disabled students in class                     | Counseling/Special Services<br>Adaptive PE  |
| Katherine Kretsch  | Assist in EMT Skills Lab                                 | Health Occupations, Public Safety and<br>Child & Family Studies/<br>Children's Programs |
| Marthe Laguerre    | Clerical Assistant                                       | Superintendent/President's Office   |
| John Lloyd         | Classroom assistant                                      | Fine & Applied Arts/Behavioral Science<br>Art Department                                |

**SOLANO COMMUNITY COLLEGE CONSENT CALENDAR****Governing Board Meeting****October 6, 2010****Page 4****GRATUITOUS SERVICE** (Continued)

| <b><u>Name</u></b>       | <b><u>Assignment</u></b>   | <b><u>Division/Department</u></b>                            |
|--------------------------|--|--|
| Caitlyn Lawrence         | Teaching assist, Art History.  | Fine & Applied Arts/Behavioral Science<br>Art Department     |
| Maria del Rocio<br>Lundy | Clerical & student- related<br>opportunities                               | Student Services   |
| Mike Megelsh             | Assist teachers with beginning<br>mountain biking class.                   | PE, Wellness & Athletics                                     |
| Melody Nix               | Classroom assistant  | Fine & Applied Arts/Behavioral Science<br>Art Department     |
| James Omoso              | Assist welding instructor  | Business & Career Tech Education/<br>Welding Department      |
| Lisa Quintero            | In class peer tutor  | Fine & Applied Arts/Behavioral Science<br>Art Department     |
| Monique Rutherford       | Classroom assistant  | Fine & Applied Arts/Behavioral Science<br>Art Department     |
| Jessica Salt             | Performer  | Fine & Applied Arts/Behavioral Science<br>Theater Department |
| Christopher Sarley       | In class peer tutoring   | Fine & Applied Arts/Behavioral Science<br>Art Department     |
| Zachary Scovel           | Performer  | Fine & Applied Arts/Behavioral Science<br>Theater Department |
| Vikrom Singh             | Tutoring   | Student Development  |
| Chiara Snell             | Assisting disabled students in class                                       | Counseling/Special Services<br>Adaptive PE                   |
| Charlie Snow             | Assist stage manager   | Fine & Applied Arts/Behavioral Science<br>Theater Department |
| Calsandra Stephens       | Assist DSP office staff  | Counseling/Special Services                                  |
| Kathy Schwerdtfeger      | Assist teacher with mountain bike<br>maintenance and riding with students. | PE, Wellness & Athletics                                     |



**SOLANO COMMUNITY COLLEGE CONSENT CALENDAR**

**Governing Board Meeting**

**October 6, 2010**

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**GRATUITOUS SERVICE** (Continued)

| <b><u>Name</u></b> | <b><u>Assignment</u></b>                  | <b><u>Division/Department</u></b>                            |
|--------------------|---|--|
| Tim Schwerdtfeger  | Assist in riding lesson and skill drills. | PE, Wellness & Athletics                                     |
| Edna Vicente       | Actor                                     | Fine & Applied Arts/Behavioral Science<br>Theater Department |
| Sundie Waterdown   | Assist waterpolo team                     | PE, Wellness & Athletics                                     |
| Amanda Widick      | Assist with notetaking in Math class.     | Counseling/Special Services                                  |

**ADJUNCT/OVERLOAD FACULTY**

**2010 Fall Semester**

**\* Indicates Full-Time Faculty**

| <u>INSTRUCTOR</u>       | <u>DISCIPLINE</u> | <u>INSTRUCTOR</u>       | <u>DISCIPLINE</u> |
|-------------------------|-------------------|-------------------------|-------------------|
| Abbott, Lisa A          | PE                | Ceja, Patricia A        | OT                |
| Accooe, Reynando        | CJ                | Cerati, Victoria A      | ITAL              |
| Acosta, Tim             | MUSC              | Clark, Katherine        | BIO               |
| Adams, Dorene L         | NURS              | Clark, Malcolm B        | ENGL              |
| Alcantara, Rose M       | PE                | Coburn, Frederick R     | MT                |
| Alexander, Charles W    | RE                | * Codina, Salvador      | HIST              |
| * Allen, Darryl G       | MATH              | Collins, Nathaniel C    | DRFT              |
| Alums, Rhuenette L      | BUS               | Colombano, Sue Z        | SPAN              |
| Alvarado, Thea S        | SOCS              | * Conrad, Joseph F      | MATH              |
| Ambalal, Monica F       | MUSC              | Conrad, Kathleen M      | CHEM              |
| Anderson, Donna M       | CIS               | * Cook, Karen S         | DRFT              |
| * Anderson, Kevin L     | CIS               | Corioso, Mark D         | CJ                |
| Aptekar, Rachel         | BIO               | Correa, Hector          | THEA              |
| Arosteguy, Katie O      | ENGL              | Coury, Carlene          | ENGL              |
| Atwal, Gurpreet         | ACCT              | Craven, Elizabeth K     | PHOT              |
| Avelar, Netzahuacott    | SOCS              | * Crawford, Susanna E   | MATH              |
| Avila-Tuttle, Gabriela  | SPAN              | Cross, Lauren E         | ANTH              |
| Axsen, Wendy S          | BIO               | Cyr, Catherine E        | NURS              |
| Badtke, David           | ENGL              | Daniel, Carolyn F       | NURS              |
| Baldwin, Sally J        | PE                | Darlington, Emily       | ECE               |
| Balsley, Samuel L       | BIO               | * Daugavietis, George   | MATH              |
| Bandy, Barbara J        | THEA              | Davini, William J       | BUS               |
| Barsotti, Gina          | PE                | Davis, Todd S           | ENGL              |
| Baughn, Kurtis K        | PE                | Dawson, Laurie          | ENGL              |
| Bautista, Erwin A       | BIO               | Dawson, Steven J        | CJ                |
| Beasley, Angela E       | SPCH              | de La OSalas, Maria R   | SPAN              |
| Beaulieu, John P        | MATH              | Dean, Michael           | MGMT              |
| Becker, Kimberly S      | PE                | Defoe, Danielle A       | ENGL              |
| Belisle, Maryann        | PE                | Degette, Richard L      | COUN              |
| * Berrett, Debra        | DRFT              | * Dekloe, James D       | BIO               |
| * Berrett, Mark W       | ECTN              | Delorenzo, Joseph A     | THEA              |
| Beverly, Ronald H       | PE                | Delos, Kate L           | ART               |
| Biglen, Mildred         | COSM              | Demartini, Dawna        | ENGL              |
| Bischof, Otto B         | MATH              | * Denham-Martin, Lynn C | NURS              |
| * Blair, Emily          | ENGL              | Diehl, Sandra           | HORT              |
| Bloomfield, Debra S     | PHOT              | Doherty-Lyle, Lynne M   | ECE               |
| Bobetsky, Valerie J     | NURS              | Dominguez, Steven       | WATR              |
| * Boerner, Howard C     | ENGL              | Donahue, Clifford       | ENGL              |
| * Borchert, Matthew J   | ATHL              | * Donovan, Sarah M      | MATH              |
| * Bourdon, Ingeborg A   | NUTR              | Dorger, Samantha        | PHOT              |
| * Brewer, Kevin         | MATH              | * Duane, Erin E         | LIB               |
| Brick, Joel W           | FIRE              | Dudman, Matthew         | MUSC              |
| * Brown, Curtiss R      | PE                | * Duleck, Michelle      | AERO              |
| Brunner, Theresa Lynn   | ART               | Dwiggins-Beeler, Rachel | SPCH              |
| Buchbinder, Jolon E     | THEA              | * East, Evangeline      | SPCH              |
| Bump, Delbert W         | MUSC              | Elasces, Jennifer L     | CJ                |
| Bunch, Richard A        | HIST              | Ensminger, Michael P    | BIO               |
| * Bundenthal, Thomas    | PLSC              | Ericson, John           | CHEM              |
| * Burgess, D. Glenn     | NURS              | Estes, Colleen H        | ENGL              |
| * Burnsed, Frank Floyd  | ATHL              | Farahnak, Fereydoon     | BIO               |
| Bussewitz, Barry A      | ECE               | * Farmer, Erin D        | ENGL              |
| Butters, Roger          | ECON              | Federle, Nancy S        | ART               |
| Byrd, Shawn             | FIRE              | Federle, Steven         | ENGL              |
| * Cain, Ginger L        | PE                | * Feighner, Mark A      | PHSC              |
| Cain, Peter             | MKT               | Fink, Mark A            | LIB               |
| Callison, Kathleen J    | CIS               | Fischl, Lynn D          | PE                |
| * Cardinal, Jeffrey S   | PE                | Flynn, Susan M          | PE                |
| Carmichael, Elisabeth A | ENGL              | Foley, Mark             | HIST              |
| Carney, Shawn M         | DRFT              | Forde, Joseph           | HIST              |

# ADJUNCT/OVERLOAD FACULTY

2010 Fall Semester

\* Indicates Full-Time Faculty

|                             |      |                          |      |
|-----------------------------|------|--------------------------|------|
| Carollo, Daren              | THEA | * Fracisco, Marylou H    | CIS  |
| * Carter, Quentin R.        | LIB  | Frizzell, Gail           | PE   |
| * Cary, Adrienne            | CIS  | Fuller, Levi             | WATR |
| Cavanagh, Leo P             | MUSC | * Fuller, Ruth           | LIB  |
| Gabbard, Mary B             | NUTR | Kayali, Francis          | MUSC |
| Galen, Ronald J             | MUSC | Kearns, Kathryn M        | ART  |
| Gantt, Gary R               | FIRE | Keener, Roger            | WATR |
| Garnier, Michael J          | BUS  | Keroher, Kody J          | PE   |
| Gaviglio, Glen V            | SOC  | Keyser, Glenn            | ENGL |
| Gelfand, Volodymyr          | CHEM | Kim, Thomas H            | MATH |
| Gerald, Jerry W             | BIO  | Kim, Thomas H            | MATH |
| Geyer, Anna                 | CINA | * Kirkbride, Corrine R   | MATH |
| * Giambastiani, Lisa K      | ENGL | Kolbe, Kevin             | CJ   |
| * Glines, Neil              | SPCH | Krider, Dana C           | PSYC |
| Goesdasilva, Francisco      | BIO  | * Kropp, Gail E          | ENGL |
| * Goodwin, Michael W        | CJ   | Kulasingam, George       | CHEM |
| Gordon, Marilyn D           | HIST | Lamons, Michele          | ENGL |
| Gravelly, Steven R          | ANTH | * Lancel, Marc K         | ART  |
| Gregory, Sean A             | MATH | Lane, Emily E            | OT   |
| Grieb, Alan R.              | WATR | Lantzy, Henry V          | MATH |
| * Grube, Thomas E           | MATH | Lantzy, Henry V          | MATH |
| Gumber, Rajinder S          | WATR | Lawson, Donna M          | ESL  |
| Gunby, Melissa S            | ENGL | Lee, Lori A              | CJ   |
| Gunby, Melissa S            | ENGL | Lee, William Grant       | CIS  |
| Guyer, Rodney L             | ART  | Less, Olga               | INTD |
| * Hairston, Alena A         | ENGL | Levy, Carol A            | ART  |
| * Haley, Mary A             | COSM | Linge, Richard J         | CIS  |
| * Hannan, Zachary           | PHYS | Livingston, Richard      | SOCS |
| * Harris, Meredith          | NURS | Long, Darsen B           | THEA |
| Harrow, Ronald A            | MATH | Long, James B            | ENGL |
| Haslam, Alan C              | ENGL | Lopez-Morillas, Julian   | THEA |
| Hassett, Susan J            | FIRE | * Lorenz, Jeanne M       | ART  |
| Hassler, Craig A            | RE   | Lorenzetti, Vera L       | ENGL |
| Hawkes, Wayne               | CHEM | Lowe, Jerry E            | COSM |
| Hawkins, Cole C             | BIO  | Lowe, Karen W            | ENGL |
| Hefner-Gravink, Ann         | BIO  | Luce, Katherine V        | LIB  |
| Hernandez-Neil, Priscilla R | COUN | Luce, Katherine V        | LIB  |
| Hernandez-Neil, Priscilla R | COUN | Lucido, Frank            | DRFT |
| Herndon, Brian              | THEA | Lui, Edward              | MATH |
| Hether, Heather J           | SPCH | Lukehart, Tracy L        | PHOT |
| * Higashi, John M           | CHEM | Lum, Rebecca             | PE   |
| Hightower, Edward W         | THEA | * Lutz, Melanie P        | ENGL |
| Ho, Darwin D                | PHYS | Lynch, Sharon M          | BIO  |
| Hoggan, Donald F            | CIS  | Macmullen, James T       | PHYS |
| Hogue, Kerri J              | PSYC | Madigan, Michael         | ENGL |
| Holland, Stephen L          | MUSC | * Maghoney, Laura        | ECON |
| Hornlien Stanton, Holli J   | THEA | Mahmood, Khalid          | MATH |
| Howell, Justin              | CIS  | Manglallan, Lana J       | NURS |
| * Hubbard, Leslie V         | ACCT | Mariani, Richard C       | PHOT |
| Hughes, Cheryl A            | ECE  | * Marks, Kevin W         | PE   |
| Immel, Scott A              | MATH | * Marlow-Munoz, Lorna S  | FREN |
| Intintoli, Helen            | MUSC | Martin, Peter B          | WATR |
| * Itaya, Patricia W         | BIO  | * Martinelli, Willie J   | MATH |
| Iwamoto, Kristie A          | ENGL | Matthews, Shaw H         | MATH |
| Iwamoto, Kristie A          | ENGL | Matthews, Shaw H         | MATH |
| Ix, Dana A                  | SPAN | Mazak, Scott             | CINA |
| * Jacobo, Isaias            | SPAN | * McBride, Christopher M | ENGL |
| Jacobsen, Ann P             | ENGL | McBride, Dyan C          | THEA |

## ADJUNCT/OVERLOAD FACULTY

2010 Fall Semester

\* Indicates Full-Time Faculty

|                            |      |                              |      |
|----------------------------|------|------------------------------|------|
| Jagoda, Michael T          | MATH | McClain, Barbara C           | ENGL |
| * Jian, Alan S             | MATH | * McCord, Karen M            | PSYC |
| Johnson, Mackenzie R       | GEOL | McCorkle, Kent L             | CHEM |
| * Johnson, Tonmar          | SOCS | McCorkle, Kent L             | CHEM |
| Jones, Michieal L          | MATH | McDermott, Louis M           | HIST |
| * Juliano, Kristy L        | MUSC | * McDonald, Cheryl A         | COSM |
| Kaeser, Richard A          | MATH | McIlvery, Joana              | HS   |
| * Kaur, Kiran              | CHEM | McIver, Ian                  | CINA |
|                            |      |                              |      |
| McKee, Linda B             | OT   | Powell, Joel J               | PLSC |
| McLaughlin, Vivian         | THEA | Prescott, Vernon L           | ECON |
| McNeil-Jackson, Carmen     | COUN | Prime, Lynn F                | LIB  |
| McReynolds, Gale D         | SPCH | Prime, Lynn F                | LIB  |
| * McSweeney, Maureen H     | HUDV | * Pryor, Esther J            | PE   |
| Meade, Shannon S           | SPAN | Pyle, David B                | PLSC |
| Means, Joan                | HUDV | Ramos, Joshua C              | PE   |
| Melter, Catherine L        | NURS | * Re, Edward B               | BIO  |
| Messenger, Patricia A      | MATH | * Reeve, Melissa M           | ESL  |
| Messina, Susan E           | ENGL | Reynolds-Smith, Elaine M     | MUSC |
| Michals, Nils              | ENGL | * Rhoads, Genele G           | MATH |
| Michals, Sarah R           | ESL  | Riddell, Bruce               | BIO  |
| Mikolajcik, Walter         | MUSC | Ritchey, Helen L             | NURS |
| Miller, Les W              | FIRE | Roberts, Lauren B            | TUTR |
| Miller, Michael R          | CJ   | * Robertson, Randall J       | MATH |
| Miller, Sherman J          | PE   | Robinson, Donnisha C         | SOC  |
| Miner, Jerolyn             | PE   | Rock, Jacqueline S           | NURS |
| * Molnar, Margherita       | BIO  | Rodriguez, Hector            | MATH |
| * Moore, Rennee A          | BIO  | * Roë, Candace T             | COUN |
| * Moreno, Erma B           | COUN | Roggli, Kurt W               | PHIL |
| Morris, Jude               | LATN | * Romero, Lisa C             | NURS |
| * Mouton, Jocelyn          | COUN | * Rotenberg, Sandra          | LIB  |
| Muhaimin, Aaliyah          | COUN | Rubenstein, Abigail J        | ART  |
| Muick, Pamela C            | BIO  | Rutaganira, Thomas F         | Math |
| Mumaugh, James A           | MATH | Rutaganira, Thomas F         | MATH |
| * Nagle, John J            | PE   | Ryan, Kelly                  | ENGL |
| Nandi, Shampa              | MATH | Salmon, Raymond              | ART  |
| Nassab, Renza              | COSM | Salvador, Andrea R           | PE   |
| Nazarenko, Sydney          | HUDV | Sanderson, Raymond P         | WELD |
| Neely, John T              | MATH | * Santiago, Maria E          | CHEM |
| Nelson, Frances            | LIB  | Schindler, Judy Rhodes       | INTD |
| Nelson, Jeffrey M          | CJ   | Schmall, Calvin              | MATH |
| Newland, Curtis A          | BIF  | * Schouten, Jonathan W       | ENGL |
| Nicholson, J. Christine    | THEA | Schwarz, Bill F              | CIS  |
| * Nordin, Sarah P          | CJ   | Scolari, Jennifer F          | LIB  |
| Norris, Barbara M          | THEA | Scolari, Jennifer F          | LIB  |
| Nosce, Lily Beth           | BIO  | Scott, Glenn P               | MATH |
| Oare, John                 | CJ   | * Scott, Joshua R            | ENGL |
| Ogden, Carl H              | OT   | Scott, Robert H              | MATH |
| Ornellas, Maile L          | CINA | Segal, Thomas                | THEA |
| Osborne, Elizabeth S.      | ACCT | * Sengmany, Kheck            | MATH |
| * Pandone, Marc V          | ART  | * Sengmany, Kheck            | MATH |
| Parini, Gregory            | BUS  | Shakikhan, Kaveh             | ART  |
| * Parrish, Scott L         | PE   | Sharma, Neeta                | CHEM |
| * Paschal, Robert B        | BIO  | Shatzer, Charles R.          | BUS  |
| Passalacqua, Kristine G    | INTD | Shatzer, Jane C              | BUS  |
| * Pavao, Barbara J         | COUN | Sheehan, Pamela R            | MATH |
| Pavloff, Nick              | PHOT | Shlah, Zaid                  | ENGL |
| * Pearson-Bloom, Theresa L | PE   | Shulakoff, Allen             | ENGL |
| Peck, Pamela L             | ART  | Sieminski, Slawomir          | MATH |
| Pendleton, Robert          | ENGL | * Silva-Attianese, Belinda T | COSM |
| Peoples, Hugh A            | CHEM | Simas, Elizabeth A           | SPCH |

# ADJUNCT/OVERLOAD FACULTY

2010 Fall Semester

\* Indicates Full-Time Faculty

|                        |      |                         |      |
|------------------------|------|-------------------------|------|
| Pepin, Patricia        | LIB  | Simonds, Candice B      | SOC  |
| Petero, Ana            | SPCH | Sloan, Jeffrey          | HUDV |
| * Petersen, Philip S   | PHYS | Smith, Jeffrey R        | ENGL |
| Pfitzner, Markus T     | PHOT | Smith, Jennifer L       | MATH |
| * Pike, Roy            | FIRE | Smith, Juanita          | OT   |
| Pinto, Vincenzo        | MATH | Smith, Lani P           | LIB  |
| * Pirott, Laura E      | SPAN | Smith, Lani P           | LIB  |
| * Plant, Diana         | ACCT | Smith, Randy W          | ASTR |
| * Podkolzina, Svetlana | MATH | * Snow, Charlene        | MATH |
| * Poff, Greg B         | SPCH | Soria Martin, Domingo G | MATH |
| * Polishchuk, Boris    | MATH | Souza, Michael A        | ENGL |
| Spake, Reuben M        | MATH | Young, Vicki            | PE   |
| * Spillner, Charles J  | CHEM | * Yumae, Teresa M       | MUSC |
| Spindt, Carla M        | THEA | * Zak, Ronald A         | PHOT |
| St. Pierre, Martha D   | NURS | Zidek, Albert F         | PHOT |
| Staffero, Linda        | BIO  | Zimmerman, John E       | ECTN |
| Stanton, Robin M       | THEA |                         |      |
| Starbuck, Brenda M     | NURS |                         |      |
| Stevens, Vesta         | NURS |                         |      |
| Stewart, Alvin E       | MATH |                         |      |
| Stockdale, Sharon E    | THEA |                         |      |
| * Stover, Scott E      | PE   |                         |      |
| Strickland, Joanne L   | CIS  |                         |      |
| Struntz, Wolfgang D    | COUN |                         |      |
| Sturm, Elisabeth       | SPAN |                         |      |
| Subramanian, Mani N    | CHEM |                         |      |
| Sullivan, Zachary      | PE   |                         |      |
| * Summers, Philip J    | BIO  |                         |      |
| Swearingen, Sandra B   | OT   |                         |      |
| Swindle, Renee         | ENGL |                         |      |
| Swindle, Renee         | ENGL |                         |      |
| * Sytsma, Robin L      | NUTR |                         |      |
| Tanaka, James H        | PE   |                         |      |
| Taylor, Lauren M       | ANTH |                         |      |
| Tedone, Diana C        | LIB  |                         |      |
| Teeple, John H         | GEOG |                         |      |
| Terry, Matthew D       | THEA |                         |      |
| * Thomas, Gene M       | BIO  |                         |      |
| Thomas, Lia S          | LIB  |                         |      |
| Thomas, Lia S          | LIB  |                         |      |
| Thompson, Steven D     | MUSC |                         |      |
| Tolla, Jared           | ART  |                         |      |
| Tolliver, Ella M       | COUN |                         |      |
| Tovar, Julie C         | ENGL |                         |      |
| Tow, Larry             | ACR  |                         |      |
| Tsang, Tsze            | CHEM |                         |      |
| Twitchell, Keith I     | CJ   |                         |      |
| * Urrutia, John T      | CIS  |                         |      |
| Valentino, Rebecca A   | THEA |                         |      |
| Valenzuela, Joe        | CJ   |                         |      |
| Valmore, Andrea M      | PE   |                         |      |
| Via, Thomas H          | IT   |                         |      |
| Villagran, Monique M   | PE   |                         |      |
| Vinet, Emile           | TV   |                         |      |
| Wai, Newton Y          | MATH |                         |      |
| Wallace, Joan L        | COUN |                         |      |
| * Wanek, Karen L       | NURS |                         |      |
| * Watkins, Thomas D    | BUS  |                         |      |
| Watson, Jane R         | ENGL |                         |      |
| Watts, Valvastine U    | ECE  |                         |      |

**ADJUNCT/OVERLOAD FACULTY**

**2010 Fall Semester**

**\* Indicates Full-Time Faculty**

|                        |      |
|------------------------|------|
| * White, Diane M       | HIST |
| * Whitesell, Janene C  | ART  |
| * Widemann, Danielle C | GEOG |
| Willer, Ann            | CIS  |
| * Williams, Darla R    | ATHL |
| Williams, Kenneth W    | HORT |
| Winchester, Yachiyo H  | JAPN |
| Winistorfer, Richard   | CJ   |
| Wooden, Tami D         | PE   |
| Word, James M          | BIO  |
| Wright, Richard A      | ENGL |
| * Wylie, Earl T        | CIS  |
| * Wyly, Michael J      | ENGL |
| Young, Anthony G       | PE   |

**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**

**SUBJECT: PROPOSED 2010-2011 GOALS FOR SOLANO  
COMMUNITY COLLEGE DISTRICT GOVERNING  
BOARD AND SUPERINTENDENT-PRESIDENT**

**REQUESTED ACTION: APPROVAL**

**SUMMARY:**

Preliminary discussion of Board Goals for the 2010-2011 academic year began at the June 22, 2010, Board Retreat. The attached proposed 2010-2011 goals for the Board and Superintendent-President of the Solano Community College District Governing Board are the result of the work conducted at that time.

The goals, as presented, have been reviewed by the Superintendent-President's Cabinet and are being presented tonight for approval.

*Government Code: 54957(b) Board Policy: 1057 and 2030 Estimated Fiscal Impact: \$ N/A  
California Education Code Section 71020.5*

**SUPERINTENDENT'S RECOMMENDATION:**

APPROVAL       DISAPPROVAL  
 NOT REQUIRED       TABLE

Jowel C. Laguerre, Ph.D.  
Superintendent-President

**PRESENTER'S NAME**

4000 Suisun Valley Road  
Fairfield, CA 94534

**ADDRESS**

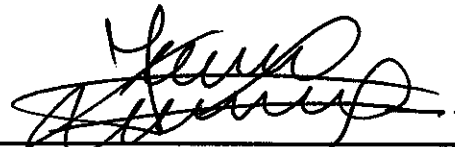
707 864-7112

**TELEPHONE NUMBER**

Administration  
**ORGANIZATION**

September 29, 2010

**DATE SUBMITTED TO  
SUPERINTENDENT-PRESIDENT**



**JOWEL C. LAGUERRE, Ph.D.**  
Superintendent-President

September 29, 2010

**DATE APPROVED BY  
SUPERINTENDENT-PRESIDENT**

SOLANO COMMUNITY COLLEGE DISTRICT

**Board Goals**

2010-2011

**Accreditation (Both Reports)**

- Provide feedback for the Follow-up Report to the Commission.
- Approve the Report on time for ACCJC.
- Participate in the visiting team meetings with the Board.
- Participate in the development of the 2011 Self-Study.
- Approve the Study Report for the Commission on time as required.

**Fiscal Stability**

- Support the building of a balanced budget based on information available from the state.
- Approve the budget in a timely fashion.

**Advocacy, including Foundation (future Board Study Session)**

- Assign Board liaison to the Educational Foundation.
- Participate in giving to the Foundation.
- Participate in a productive Study Session with the Foundation Board to build a common agenda for the College.

**Support/Assist CEO**

- Support CEO's proposals for College improvement.
- Participate in activities when invited by CEO.
- Create opportunities to support the success of the CEO.

**Board Professional Development (future Board Study Session)**

- Participate in activities to develop and strengthen good trusteeship.
- Reaffirm and follow Code of Conduct.

JCL:js

DRAFT - First Review – SCCD Board Meeting – September 15, 2010  
Second Review – SCCD Board Meeting – October 6, 2010



## SOLANO COMMUNITY COLLEGE DISTRICT

### Superintendent-President's Goals

2010-2011

#### **Accreditation**

- Prepare the College for the Follow-up Visit in October 2010.
- Produce a timely and inclusive Accreditation Follow-up Report.
- Provide leadership for the completion of the 2011 Accreditation Self-Study.
- Involve the Board in the development of the study.
- Ensure preparation for the comprehensive visit.
- Develop, implement, and report results of employee, student, and community surveys to support the Accreditation Self-Study.
- Produce a timely and inclusive Accreditation Comprehensive Self-Study Report that maintains the College's good accreditation standing.
- Guide the College to embrace and "live" the Standards of Accreditation.

#### **Fiscal and Financial Stability with Accuracy**

- Develop a balanced budget.
- Share budget information with the College community and external community as necessary.
- Meet deadlines for budget submission.
- Develop facility project forecasts to determine how much additional funding will be necessary through possible future District Bond measures.

#### **Compliance with Regulations and Reporting**

- Ensure deadlines for reporting are met.
- Ensure all reports are complete and submitted.

#### **Community Relations**

- Continue to strengthen relations with the community and the Educational Foundation.
- Build an Alumni Association.

#### **Long-term Planning Vision**

- Develop and articulate a long-term vision for the College in keeping with the Mission and the needs of the county.
- Utilize the Facilities Department to prepare for future construction, modernization, and maintenance needs, both in the area of funding as well as staffing.

JCL:js

DRAFT - Amended - Second Review – SCCD Board Meeting - October 6, 2010

SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM

**TO:** Members of the Governing Board

**SUBJECT:** AGREEMENT BETWEEN KANATSIZ  
COMMUNICATIONS AND SOLANO COMMUNITY  
COLLEGE DISTRICT TO PROVIDE WEB SITE  
REDESIGN

**REQUESTED ACTION:** APPROVAL

**SUMMARY:**

Kanatsiz Communications will provide a Web site redesign for the Solano Community College Web site, as well as design a template for the District's "MYSolano" portal and iModules home page. This item is being presented to the Governing Board for approval.

Kanatsiz Communications will draft two to three concepts for a new home page, as well as design a District content page template that is congruent with the final design. The District will code and edit the content pages before each page goes live.

The cost of the Web site design is \$25,000.00. Kanatsiz Communications will charge the District \$1,500.00 and will make an in-kind gift to the Solano Community College Educational Foundation in the amount of \$23,500.00. The District will compensate Kanatsiz Communications for all services rendered and expenses at a rate of one thousand five-hundred dollars and no cents (\$1,500.00).

Copies of the agreement are available in the Office of the Superintendent-President, Office of Finance and Administration, and the Office of Institutional Advancement.

*Government Code: Board Policy: 3350 Estimated Fiscal Impact: \$1,500.00  
In-kind Gift of \$23,500.00*

**SUPERINTENDENT'S RECOMMENDATION:**  APPROVAL  DISAPPROVAL  
 NOT REQUIRED  TABLE

Peter F. Bostic  
Executive Director

**PRESENTER'S NAME**

4000 Suisun Valley Road  
Fairfield, CA 94534-3197

**ADDRESS**

(707) 864-7141

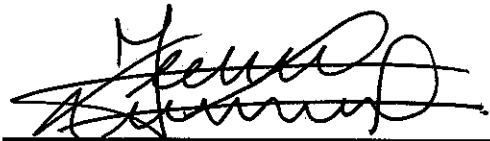
**TELEPHONE NUMBER**

Administration

**ORGANIZATION**

September 29, 2010

**DATE SUBMITTED TO  
SUPERINTENDENT-PRESIDENT**



**JOWEL C. LAGUERRE, Ph.D.**  
Superintendent-President

September 29, 2010

**DATE APPROVED BY  
SUPERINTENDENT-PRESIDENT**

## SOLANO COMMUNITY COLLEGE DISTRICT AGREEMENT FOR SERVICES

THIS AGREEMENT is entered into by and between **SOLANO COMMUNITY COLLEGE DISTRICT**, hereinafter referred to as "District" and **Kanatsiz Communications, 10 Mar del Rey, San Clemente, CA, 92676**, hereinafter referred to as "Kanatsiz Communications."

**WHEREAS**, the District desires to engage Kanatsiz Communications to offer Web site design services on terms and conditions provided in this Agreement.

### **THEREFORE, THE PARTIES AGREE AS FOLLOWS:**

- A. Kanatsiz Communications will research and review staff recommendations of current educational Web site locations.
- B. Kanatsiz Communications will draft two to three concepts for a new home page from which a final design will be completed.
- C. Kanatsiz Communications will design a final Web site home page for the District.
- D. Kanatsiz Communications will design a District content page template that is congruent with the final design of the home page.
- E. Kanatsiz Communications will design a template for the District's "MY Solano" portal and I-Modules home page that is consistent with the look of the District home page.
- F. The District will provide a list of current Web sites to be researched by Kanatsiz Communications.
- G. The District will review the Web page design drafts and provide feedback to Kanatsiz Communications to help assist in the refinement of the design.
- H. The District will code and edit the District content pages before each page goes live.
- I. The District will coordinate the needs of staff related to I-Modules, My Solano and the District Web Master in order to expedite communication between the various technology entities.
- J. The cost of the Web site design is \$25,000.00. Kanatsiz Communications will charge the District \$1,500.00 and will make an in-kind gift to the Solano Community College Educational Foundation in the amount of \$23,500.00.
- K. The District will compensate Kanatsiz Communications for all services rendered and expenses at a rate of one thousand five-hundred dollars and no cents (\$1,500.00).
- L. Payments by the District to Kanatsiz Communications will be due upon receipt of invoice.
- M. **IT IS MUTUALLY UNDERSTOOD** that Kanatsiz Communications and the District shall secure and maintain in full force and effect during the full term of this Agreement, liability insurance in the amounts and written by carriers satisfactory to Kanatsiz Communications and the District respectively.

N. The District will indemnify, and hold harmless, in any actions of law or equity, Kanatsiz Communications, its officers, employees, agents and elective and appointive boards from all claims, losses, damage, including property damages, personal injury, including death, and liability of every kind, nature and description, directly or indirectly arising from the operations of the District under this Agreement or of any persons directly or indirectly employed by, or acting as agent for the District, but not including sole negligence or willful misconduct of Kanatsiz Communications. This indemnification shall extend to claims, losses, damages, injury and liability for injuries occurring after completion of the services rendered pursuant to this Agreement, as well as during the process of rendering such services. Acceptance of insurance certificates required under this Agreement does not relieve the District from liability under this indemnification and hold harmless clause. This indemnification and hold harmless clause shall apply to all damages and claims for damages of every kind suffered, by reason of any of the District's operations under this Agreement regardless of whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

Kanatsiz Communications will indemnify, and hold harmless in any actions of law or equity, the District, its officers, employees, agents and elective and appointive boards from all claims, losses, damage, including property damages, personal injury, including death, and liability of every kind, nature and description, directly or indirectly arising from the operations of Kanatsiz Communications under this Agreement or of any persons directly or indirectly employed by, or acting as agent for Kanatsiz Communications, but not including the sole negligence or willful misconduct of the District. This indemnification shall extend to claims losses, damages, injury and liability for injuries occurring after completion of the services rendered pursuant to this Agreement, as well as during the process of rendering such services. Acceptance of insurance certificates required under this Agreement does not relieve Kanatsiz Communications from liability under this indemnification and hold harmless clause. This indemnification and hold harmless clause shall apply to all damages and claims for damages of every kind suffered, by reason of any of Kanatsiz Communications operations under this Agreement regardless of whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

O. The District shall become the owner of, and entitled to exclusive possession of all records, documents, graphs, photographs or other reproductions of any kind produced in the scope of services performed under this Agreement and no other uses thereof will be permitted except by permission of the District.

\_\_\_\_\_  
Kanatsiz Communications  
10 Mar del Rey  
San Clemente, California, 92676

\_\_\_\_\_  
Dr. Jowel Laguerre  
Superintendent-President  
Solano Community College  
Fairfield, CA 94534

Date \_\_\_\_\_

Date \_\_\_\_\_

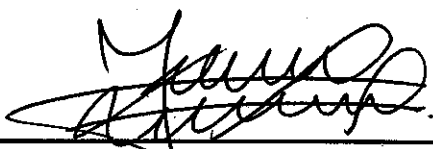
**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO:** Members of the Governing Board  
**SUBJECT:** FINAL DRAFT OF ACCREDITATION FOLLOW-UP REPORT  
**REQUESTED ACTION:** APPROVAL

**SUMMARY:**

The Accreditation Follow-Up Report, having been vetted through the campus community, Superintendent-President's Cabinet, and Shared Governance Council processes, is being presented to the Board for approval. This report must be submitted to the ACCJC office no later than October 15, 2010.

*Government Code: Board Policy: 2070 Estimated Fiscal Impact: \$ N/A*  
*California Education Code Sections 44370-44374*

|   |  |                                      |
|---|--|--------------------------------------|
| <b>SUPERINTENDENT'S RECOMMENDATION:</b>   | <input checked="" type="checkbox"/> APPROVAL   | <input type="checkbox"/> DISAPPROVAL |
| Jeffrey Lamb, Ph.D., Dean<br>Academic Success and Learning Resources and<br>Accreditation Liaison Officer | <input type="checkbox"/> NOT REQUIRED  | <input type="checkbox"/> TABLE       |
| <b>PRESENTER'S NAME</b>   |  |                                      |
| 4000 Suisun Valley Road<br>Fairfield, CA 94534  | <b>JOWEL C. LAGUERRE, Ph.D.</b><br>Superintendent-President                          |                                      |
| <b>ADDRESS</b>  |  |                                      |
| 707 864-7250  |  |                                      |
| <b>TELEPHONE NUMBER</b>   |  |                                      |
| Academic and Student Affairs  | September 29, 2010   |                                      |
| <b>ORGANIZATION</b>   | <b>DATE APPROVED BY</b>  |                                      |
| September 29, 2010  | <b>SUPERINTENDENT-PRESIDENT</b>  |                                      |
| <b>DATE SUBMITTED TO</b>  |  |                                      |
| <b>SUPERINTENDENT-PRESIDENT</b>   |  |                                      |

SOLANO COMMUNITY COLLEGE DISTRICT  
FINAL DRAFT ACCREDITATION FOLLOW-UP REPORT  
Presented to Governing Board October 6, 2010

**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 (ACCJC) of the Western Association of Schools and Colleges (WASC).

On February 3, 2010 Solano Community College received notification that, after considering the College's April 2009 Follow-Up report and the Visiting Team's subsequent visit, ACCJC had acted to continue the College's Probation Status. As a result, Solano was required to submit this Follow-Up Report to address five of the six previous recommendations: Productive Dialogue, Institutional Planning, Institutional Effectiveness, Staffing and Organizational Stability, and Leadership. The Commission removed the recommendation regarding Fiscal Integrity and Stability; however, on March 4, 2010 Solano received a letter from Barbara Beno requesting an update on progress to resolve findings of Perry-Smith in its external audit dated June 30, 2009, specifically in three areas: (1) the "significant deficiency" in student financial aid, (2) "state compliance" with apportionment and student enrollment, and (3) the status of "significant deficiencies for internal controls." An addendum regarding these issues, prepared by the Interim Vice President of Business and Administrative Services, Interim Director of Fiscal Services, and Interim Dean of Enrollment Management and Student Outreach/Director of Financial Aide, follows this report.

Due to the successful production of the College's previous Follow-Up Report and college-wide participation in the inclusive process, the Accreditation Steering Committee, composed of the Academic Senate President, the Accreditation Liaison Officer, the Director of Research and Planning, the previous report-writer, and college administration agreed to follow the same process. Previously established Report Writing Groups were re-convened [0.01], and the wiki site, which had been reorganized for the upcoming Self-Study, was adjusted to include preparation for the current report [0.02a; 0.02b]. Writing Groups then began gathering evidence, identifying actions and outcomes relevant to their assigned areas, and writing bulleted narrative to be shared with the college through the wiki. These initial stages continued throughout Summer 2010, and the report writer began working on a draft just before the beginning of the Fall 2010 semester. As the writer produced drafts of each recommendation response, they were posted to the wiki for review by individuals and constituency groups, and opportunities were provided for feedback. A rough draft of the report was sent to the Board of Trustees the week of September 6, 2010. A revised draft was posted on the wiki and delivered to the Board of Trustees, Shared Governance Council (SGC) and the Academic Senate (AS) on September 16, 2010 to be addressed as information items at their meetings the week of September 20, 2010. After further comment and revision, the finalized document was approved at a special joint session of the AS and SGC on September 29, 2010 and by the Board of Trustees on October 6, 2010.

This report and the corresponding evidence demonstrate that Solano Community College has met the requirements of the Commission's recommendations and sustained previous progress.

## II. RESPONSE TO TEAM RECOMMENDATIONS

### General Recommendation 1: Improving Institutional Dialogue

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 I.B.1, II, IV)

As noted in the previous visiting team's January 2010 report, Solano Community College "continues to improve and expand college-wide communication and dialogue." Since that time, communication and dialogue has widened and increased. Led by Superintendent/President Laguerre, college constituents have addressed this area of Standards I.B.1, II, and IV by making activities and actions transparent through consistent dissemination of information and productive dialogue in an effort to enhance data driven decision making to improve student success.

### **College-Wide Collaboration and Participation**

Superintendent/President Laguerre continues to encourage open communication and dialogue by making himself widely available. For example, he regularly attends various division and other constituent meetings [1.01], and makes efforts to be as personally accessible as possible through events such as hosting dinners at his home that include faculty, staff, administrators, students, governing board members, elected officials, and community members [1.02a; 1.02b; 1.02c; 1.02d; 1.02e]. In addition, S/P Laguerre regularly sends updates to the College and the Board of Trustees on his activities within the college and the community via his "S/P Directs" and "S/P Grams." In these documents, S/P Laguerre outlines discussions and events throughout the college and community so that constituents are informed of events and invited to join ongoing conversations regarding decisions made by the college [1.03a; 1.03b; 1.03c; 1.03d].

At another level, S/P Laguerre makes all of Solano's processes as inclusive as possible. First, S/P Laguerre has expanded his Cabinet to include the Academic Senate President, the Student Body President, a Student Services Dean, and an Academic Affairs Dean in order to ensure that all constituents are involved in discussions and aware of outcomes. To further strengthen the participation of all college constituents and promote transparency, before administrative decisions are brought to the Board of Trustees, they are brought to groups such as Shared Governance Council (SGC) and Finance and Budget Planning Advisory Committee (FABPAC) for information and discussion. Other constituent groups are consulted as appropriate, and college-wide discussions are invited whenever possible. For example, S/P Laguerre has invited a wide range of dialogue to the hiring process through SGC discussions of new positions and revised senior administrator positions [1.04; 1.09], as well as through

forums with finalists at the Vice President and Dean levels [1.05a; 105.b], and he ensures transparency in these areas through his communications to the college [1.06]. S/P Laguerre also holds frequent budget forums and offers updates in order to foster transparency, encourage dialogue and participation in the budget development and approval process [1.07a; 1.07b; 1.07c], and will hold upcoming forums on numerous and open topics [1.08]. These opportunities for faculty, staff, and students to be involved in these processes foster a college-wide investment in Solano's leadership and a confidence that individual voices can be heard, which in turn sustains open dialogue and transparency and provides appropriate resources to facilitate continued student success.

There are, of course, instances in which the Superintendent/President and other administrators are empowered to make decisions prior to college-wide discussion in order to best serve organizational effectiveness and align resources to facilitate continued student success. For example, after following the shared governance process to hire new individuals, their skills are evaluated so that they may be utilized in the best interests of the college, and their responsibilities may be adjusted based on the best match between their skills and the institution's needs. These changes are discussed with various constituency groups on a case-by-case basis. Recently, for example, the Dean of Mathematics and Science took over the Sustainability Initiative because of her expertise in the area, necessitating discussions only with her and her supervisor. In addition, the responsibilities of the newly created position of Dean of Academic Success and Learning Resources changed from including the library as a direct report to including, among other things, responsibility for accreditation in order to make the most of the new hire's experience and expertise in the accreditation process. In this instance, the decision did not go through the shared governance or any other formalized planning process prior to taking effect due to the need to move the institution forward. However, discussions took place with librarians and other directly-affected faculty and staff after the decision had been made, which re-opened previous dialogue about hiring a library director and led to an agreement that this would be the best course of action for the long-term effectiveness of the library.

Finally, along with the opportunity to communicate directly via email, letter, or personal conversation, there is also a suggestion box in the hallway outside of the Superintendent/President's office to provide faculty, staff, and students a way to offer input anonymously.

Overall, S/P Laguerre's involvement throughout the College and his availability to and communication with its constituents fosters a truly positive environment that encourages and sustains open dialogue and communication.

### **Governing Board Dialogue**

Since the previous team's visit, Solano Community College's Board of Trustees has strengthened channels of communication among its members and between the Board and constituents of the College. First of all, the Board has changed the form and structure of its meetings, most notably adding Study Sessions to its schedule. The Board has held several of these sessions, allowing for in-depth presentations on important issues of the day and less formal, more engaging communication [1.11]. Not only have these events allowed the Board an opportunity to more fully understand issues of importance,



but they have opened up trusting dialogue and communication while building personal relationships. Of note as well are some of the Study Sessions in which the Board has invited faculty, staff and administrators to join them for dinner. These more informal sessions have allowed the Board to get to know constituent groups and vice versa, developing the Board's understanding of instruction, student services, and fiscal matters that inform their decisions to strengthen student success and academic achievement [1.12].

### **Online Communication and Dialogue**

In addition to these efforts, the College has increased and improved upon various online methods of communication. For example, the Solano Community College webpage has been going through a major upgrade/redesign in order to increase ease of use by all constituents and offer access to all college information. This work is led by the Dean of the Vacaville Center and the Director of Student Development as Co-Chairs of a Luminis Committee that includes faculty and staff in order to ensure that the process itself sustains college-wide dialogue [1.13a; 1.13b; 1.13c]. There has also been college-wide training in this new area of communication [1.14a; 1.14b]. An important element of this webpage redesign is the use of MyGroups, an area where all constituents can access information and join discussions regarding activities of various college groups and programs [1.15]. MyGroups will be a college-wide resource to facilitate communications between college departments, as well as provide a virtual community to support students. College-wide use of MyGroups is relatively new, but expanding; for example, there is a Campus Police group used to communicate renewal of employee parking permits, saving interoffice mail labor and printing of new applications from graphics. There are also a number of other groups set up, such as those for Flexible Calendar In-Service (FlexCal), Helpdesk, Marketing, and the Teaching and Learning Center (TLC), although these groups are relatively new and not yet in wide-spread use. The Academic Senate President Blog is another way that the college uses the internet to disseminate information [1.16a; 1.16b]. Finally, one of the most successful uses of online communication is the continuing use of a wiki to maintain transparency and allow college-wide participation in the creation of this and other accreditation reports [1.17; 1.18]. At any time, anyone can access the wiki to read what is being done regarding accreditation, and anyone from the college community who has requested access can contribute comments and ideas, and/or upload evidence.

### **Student Success**

Perhaps more important than Solano Community College's strong lines of communication, is its serious collaborative dialogue regarding "student performance and success." For example, in the area of English as a Second Language, a team consisting of faculty, the Vallejo Center Dean, and S/P Laguerre took part in discussions with County Adult Ed Programs for collaboration between existing community programs and the College's credit offerings. The goal of this dialogue was to use the Centers to meet the needs of their unique populations [1.18a; 1.18c]. An example of college-wide dialogue on student success is the bi-annual FlexCal activity involving outcomes assessment [1.19]. Every semester faculty members come together specifically to share assessment results and discuss ways to improve student achievement. These conversations lead to individual adjustments in teaching materials and/or techniques, and at a broader level lead to ideas for 3-year plan items and program reviews, and

sometimes operational or strategic proposals for change at the department, division, or college-wide level [1.20a; 1.20b; 1.20c; 1.20d].

### **Integrated Planning Process (IPP)**

As the previous visiting team commented, Solano Community College also remains committed to its “newly revived and developed planning processes,” which have increased productive dialogue across the college. Through Solano’s Integrated Planning Process (IPP), dialogue leads to connections between all areas of planning, implementation, and evaluation through 3-year plans (created through dialogue among faculty), operational proposals (created through dialogue among faculty and deans) and strategic proposals (created through dialogue among faculty, deans, and other administrators) that can move the college forward. These various plans and proposals then move on for dialogue in review groups, SGC, and FABPAC, which have directed and result-oriented dialogue focusing specifically on the connection between resources, planning, and student success. These groups then forward data-based recommendations to S/P Laguerre, who brings decisions before the Board of Trustees [1.21a; 1.21b; 1.21c].

It has taken college-wide dialogue in order to make the IPP work. Deans and other college leaders have helped faculty see the connections between SLOs and the components of the IPP so that the intended dialogue and transparency of decision-making can be achieved [1.22a; 1.22b; 1.22c]. In addition, the IPP is accessible through an interactive link on the Solano website that allows the process to be broken up into easily understandable sections for ease of use [1.23a; 1.23b]. Through these efforts, all college constituents are encouraged to use dialogue and data to drive decision making while producing and evaluating results. Further dialogue occurs as the Process Evaluation and Review Team (PERT) evaluates the effectiveness of the IPP itself, gathering and responding to feedback from review groups, faculty, staff, and administrators so that systems of planning and decision-making themselves can evolve and improve [1.24a; 1.24b; 1.24c; 1.24d]. All in all, the dialogue elicited through the IPP serves to sustain and improve college initiatives while strengthening the institution’s planning effectiveness to further student achievement.

### **Mission and Strategic Goals and Objectives**

Another very successful use of productive dialogue can be seen in the work Solano has accomplished regarding its Strategic Plan, including the recent revision of its Mission, Vision, Goals, and Objectives. The process of revision involved constituents and stakeholders from throughout the college and its community, ensuring that input regarding the college’s strengths and weaknesses was broad-based and transparent. The process began with a series of Strategic Plan Working Group forums, led by the Director of Research and Planning, the Academic Senate President, an Academic Senator, and a consultant. First, there were two days of internal discussions with students, staff, faculty, administration, and the Board of Trustees [1.25a; 1.25b]. These forums were followed by a meeting with community stakeholders (including educational partners, government representatives, business members, and non-profit group representatives), faculty, staff, students, and Board of Trustees members [1.26a; 1.26b]. Through these forums the college conducted highly focused discussions, completed a thorough SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, and produced a

new Mission, Vision, Goals, and Objectives [1.27a; 1.27b; 1.27c]. In the abstract, this dialogue and collaboration resulted in a focused view of the college's direction and how constituents and stakeholders can work together along that path; concretely it has produced Solano's new Strategic Plan [1.28a; 1.28b].

### **College Climate**

The most recent visiting team commented that "old tensions and distractions related to leadership have subsided." Evidence that this positive climate has been sustained can be found in several places. First, productive, efficient and effective negotiations on early retirement incentives for faculty, staff, and administrators allowed faculty to take advantage and retire over the summer [1.30; 1.29]. In addition, under the leadership of S/P Laguerre, the college community has embraced an environment in which all parties strive to resolve differences amicably. For example, Solano's former Interim Human Resources (HR) Director, current HR Director and Faculty Association (SCFA) worked collegially to resolve all grievances without arbitration [confidential information on request]. The Chair of the Grievance Committee worked well with the former Interim HR Director [1.30] and meets weekly with the current HR Director to continue to solve disputes amicably [1.31a; 1.31b]. Also of note is the significant reduction of legal fees resulting from this more harmonious relationship [1.32]. In addition, when Operating Engineers Local 39 (Local 39) expressed concerns about staffing at the Centers and shift differentials due to dynamic growth, these concerns were taken into consideration and easily resolved through meetings of the Superintendent/President, Interim HR Director, Vice President of Academic Affairs, and the Center Deans, among others, resulting in additional staffing at the Centers using Center Status money [1.33a; 1.33b; 1.33c; 1.33d]. Finally, although Solano Community College has recently undergone an administrative reorganization [1.??] and is experiencing economic hardship along with other community colleges, ongoing consultations and negotiations between CSEA and the new HR Director have been productive. This is evident in the increased number of members participating in the accreditation process [1.34], the creation of the new Student Services Generalist job description [1.35], and the adoption of the Winter Break calendar for the employees and District [1.36].

### **Conclusion**

The activities outlined here have all served to sustain a positive culture of participation and enhance collaboration, dialogue and transparency at Solano Community College. The college has demonstrated great progress since ACCJC's original recommendation, and in fact has set up higher expectations in maintaining excellence in dialogue and communication. All constituents have come together in the common goal of mitigating the "deficiencies cited in the recommendation" and continue to meet the requirements of Standards IB1, II, and IV for the benefit of the college.

## **Recommendation 2: Improving Institutional Planning**

**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. (I.A.4, I.B.3, ER 19)**

As noted by the previous visiting team, “the college has made significant progress in integrating institutional planning since the April 2009 report.” Since that visit, Solano Community College has continued to implement its Integrated Planning Process (IPP) and the ongoing cycle of evaluation, planning, budget, implementation, and evaluation as outlined in Standard I.B.3 and ER19. The College has sustained the ever-evolving nature of the process, continuously evaluating and revising it as necessary to ensure effectiveness in achieving the College’s Mission, Goals, and Objectives as outlined in Standard I.A.4.

### **Clarity and Understanding**

Solano Community College agreed with the previous Visiting Team’s observation that at the time it “must still achieve institution-wide understanding and acceptance of the various aspects of the planning process embodied in the IPP.” To this end, ongoing training has been a priority across the College. For example, emphasis has been put on the connections between areas of planning and evaluation such as SLOs, Program Review, Strategic Plan, etc. [2.01a; 2.01b; 2.01c CARE PROGRAM REVIEW 12 01 09 (2); 2.01d]. There has also been specific training at various meetings [2.02a; 2.02b; 2.02c; 2.02d; 2.02e]. In addition, there is now an online site dedicated to the IPP, essentially a virtual version of the hardcopy document, which can be reached through a link on the Solano.edu website [2.03a; 2.03b]. This site divides all planning information into manageable segments so that users can click on the applicable area and find explanations, directions, forms, etc., making the process accessible and focused. Two out of four planned YouTube instructional videos have been created, with the other two in development [2.04]. Built into the IPP is the Process Evaluation and Review Team (PERT), whose role is to evaluate the effectiveness of the IPP, which of course involves how well it is understood by members of the College. To this end, in addition to the above, PERT has distributed a very simple explanation to communicate the essence of the IPP [2.05a; 2.05b; 2.05c]. Finally, the PERT and Accreditation Self-Study teams are working with the Interim Director of Research and Planning to develop a faculty, staff, and administration survey assessing this understanding; this survey will be used in writing Solano’s Self-Study due August ’11 [2.06].

### **Implementation and Evaluation**

As suggested by the previous visiting team, Solano has sustained the “level of transparency and effectiveness sought by PERT, and along with it the full integration of planning with budget development,” including the incorporation of Program Review and Outcomes assessment. This full integration is clearly addressed in the IPP document [2.07a; 2.07b; 2.07c], and can be seen in 3-Year Plans, Program Reviews, and Strategic and Operational Proposals [2.08a; 2.08b; 2.08c; 2.08d]. Review Group notes and forms also demonstrate this integration [2.09a; 2.09b; 2.09c]. Also as the previous visiting team suggested, all administrators have been “instructed by the President to understand and

implement the IPP as designed". To achieve true integration, S/P Laguerre has emphasized the use of the IPP by the entire college, as well as connections among all areas of planning and evaluation [2.10a; 2.10b; 2.10c]. This has also been re-enforced through meetings of the Academic Affairs Leadership Team (AALT), Administrative Leadership Group (ALG), divisions, and other groups [2.11a; 2.11b; 2.11c; 2.11d; 2.11e; 2.11f; 2.11g]. Any areas of planning that fall outside of the IPP, for example those decisions made by the Superintendent/President and other administrators regarding issues within their purview such as those involving education code, policy, and personnel, follow courses of information flow through Shared Governance Council (SGC) and the Finance and Budget Planning Advisory Committee (FABPAC) [2.12a; 2.12b; 2.12c]. Finally, a tangential indicator of the effectiveness of Solano's IPP is that its mechanism has been adopted for internal deliberations by groups such as Basic Skills and Vocational and Technical Education (VTEA) [2.13a; 2.13b; 2.13c; 2.13d; 2.13e].

The IPP implementation has gone very well and is evolving while successfully accomplishing its intended outcomes. The initial cycle, conducted while the IPP was still in its beginning stages, produced one successfully implemented proposal for the UMOJA program [2.14]. The '09-'10 cycle produced another successfully funded proposal for a Teaching and Learning Center (TLC) redesign [2.15]. Through PERT, which established a formal membership and continued to meet regularly during Spring '10 [2.16a; 2.16b; 2.16c; 2.16d], the IPP has built-in evaluation components [2.17a; 2.17b; 2.17c; 2.17d], and one of the current goals of PERT is to complete a formal evaluation. Informal evaluation has taken place throughout the past year and a half as PERT discussed input from the field and made changes accordingly [2.18a; 2.18b; 2.18c; 2.18d]. In addition, review groups such as Enrollment Management have taken the process full circle by evaluating proposals that were previously approved and implemented [2.19]. As the college moves into the '10-'11 cycle, PERT will continue to evaluate and address what has occurred over the course of the year and a half of implementation, such as the need to broaden the scope, implement a clearer method of reporting out the status of individual proposals, establish a more effective method of encouraging additional proposals, and create wider awareness of deadlines [2.20]. PERT is currently brainstorming solutions to issues that have arisen, which it will then take to SGC for discussion and approval. Another goal of PERT is to write into the IPP processes by which "fast-track" or "off-line" planning can take place as needed while ensuring transparency and appropriate evaluation components. While at times the Superintendent/President and other administrators must understandably make unforeseen decisions outside the scope of the IPP when needed, PERT would like to describe these procedures in the IPP document to facilitate planning discussions and fulfill the institution's commitment to transparency. In addition, this Fall PERT will oversee the updating of all college-wide plans and the convening of proposal review groups.

Finally, while the previous Visiting Team expressed concern that "accomplishing an acceptable level of effectiveness any time soon may be inhibited by implementation of the proposed reorganization of senior management," the continuing evaluation of the IPP has been greatly enhanced by the addition of the Executive Vice President of Academic and Student Services. His new perspective has brought to light issues in need of attention, as well as possible solutions, that PERT has been too close to the process to see, some of which are mentioned above. In addition, he has ensured that he and other administrators understand the IPP and their role in its success [2.21]. In fact, the Enrollment Management review

group is currently reviewing seven proposals [2.22a; 2.22b; 2.22c; 2.22d; 2.22e; 2.22f; 2.22g; 2.22h; 2.22i]. This is a sure sign that Solano's process continues to function and evolve in a positive direction, and clear connections are being made among every level of planning and evaluation as the college works toward its newly revised Mission and achieving its newly redefined Strategic Goals and Objectives.

### **Strategic Goals and Objectives**

A very important element of Solano Community College's current planning process has been the recent revision of its Strategic Plan, as discussed in Recommendation One [2.23]. To ensure connections to the IPP, PERT was the initial review group for this process, bringing in other constituents from the college and the community through working forums [2.24a; 2.24b]. The various steps in the IPP now reflect these revised Goals and Objectives so that Solano's planning is focused and integrated at all levels, and PERT has discussed this integration [2.25a; 2.25b; 2.25c].

In addition, the newly revised Strategic Plan emphasizes the roles of data and assessment so that a comparison can be made between expected outcomes and actual results [2.26a; 2.26b; 2.26c; 2.26d]. In this way, Solano is not only planning and implementing effectively, but "closing the loop" through cycles of evaluation.

### **Conclusion**

The previous visiting team expressed concern that the IPP needed clarification and simplification before it could be fully implemented. Solano Community College has sustained its planning process, expanding its use by content-specific areas such as Basic Skills and VTEA, and all strategic and operational proposals that require funding and/or general support follow the Integrated Planning Process. One of the IPP's biggest strengths lies in the built-in review and revision through PERT oversight, ensuring that any needs for clarification, simplification, or revision are addressed as they arise. The PERT has addressed initial issues of clarity through training and simplified explanations, and the IPP will continue to evolve as it is used and evaluated for effectiveness, fulfilling this Recommendation and meeting Standards 1A4, 1B3, and ER19.

### **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. (I.B.2, I.B.3, I.B.6, I.B.7, ER 10, ER 19)**

The previous Visiting Team acknowledged that Solano Community College “has continued to make significant progress in generating and using data effectively and is well on the way to becoming a fully data-driven institution.” Since that visit, the College has met “Sustainable Continuous Quality Improvement” in Program Review and Planning as defined by the ACCJC Rubric for Institutional Effectiveness.

#### **Integrated Planning Process**

Solano Community College continues to fully implement and refine its Integrated Planning Process (IPP) through Process Evaluation and Review Team (PERT) oversight [3.01a; 3.01b; 3.01c] and training throughout the college [3.02a; 3.02b; 3.02c; 3.02d; 3.02e; 3.02f; 3.02g]. By design, Solano’s IPP will continue to evolve as the college moves through the ongoing cycle of assessment, planning, and implementation. Currently, PERT is discussing possible refinements and activities that will strengthen the IPP process. For example, at a recent joint meeting of Shared Governance Council (SGC) and the Finance and Budget Planning Advisory Committee (FABPAC) meeting, questions were raised regarding the feedback loop on previously submitted Strategic and Operational Proposals [3.03]. This has brought to PERT’s attention the fact that perhaps some members of the college still do not understand the year-long IPP cycle of submission, review, report-out, implementation, evaluation. PERT is therefore fulfilling its mission by considering how to clarify paths of tracking and follow-up [3.04]. In addition, PERT will continue to clarify the IPP, direct members of the college to the website and training videos, and present regular training to all shared governance groups, division faculty and staff, leadership groups, and potential proposal writers [3.05a; 3.05b; 3.05c; 3.05d; 3.05e; 3.05f].

As PERT chair, the new Executive Vice President of Academic and Student Affairs immediately familiarized himself with the IPP during the summer of 2010 and is currently working with PERT to refine the IPP [3.06]. The college has learned quite a bit as it completed one and a half cycles of integrated and effective data-driven planning, producing several strategic proposals, two of which have been funded, even with current financial hardships [3.07a; 3.07b]. PERT continues to use what it has learned to assess and make changes accordingly as the College sustains its planning processes [3.08a; 3.08b; 3.08c]. Current evidence that the IPP is working is that there are now at least seven strategic proposals under consideration [3.09a; 3.09b; 3.09c; 3.09d; 3.09e; 3.09f; 3.09g].

#### **Data-Driven Decision-Making**

The previous visiting team made note that there were “some gaps . . . in data-driven decision making in certain units of the institution.” Solano Community College acknowledges that the best decisions are made when all facts are known and data are gathered as support; in this vein, Solano has continued to make judicious use of its research office to gather data in decision-making. Solano’s most recent report to ACCJC included a long list of data that continue to be available through BANNER, such as Grade

Distribution, Workload, Enrollment Patterns, FTES, etc. The college also considers a variety of outside sources to access data, such as the Integrated Postsecondary Education Data System (IPEDS), Association of California Community College Administrators (ACCCA), Accountability Reporting for the Community Colleges (ARCC), and studies issued by publications such as the Chronicle of Higher Education (Almanac). In addition, the College makes decisions based on regulations, requirements, Education Code and policies.

For example, from data such as fill rates; cancelations; past enrollment trends; student assessment results; and student success, retention and persistence rates, administrators make decisions to offer more classes, offer fewer classes or keep course offerings the same [3.10a; 3.10b; 3.10c; 3.10d]. Student Services administrators also use SARS Track reports to make projections of when to offer appointments and workshops at all locations and to help determine scheduling of counselors. In addition, Admissions and Records (A&R) recently analyzed data to address the high number of Late Add Petitions, which led to an inefficient use of staffing resources, apportionment for students not actively enrolled at census, and a disservice to students. As a result of the analysis, Solano implemented a major campaign to dramatically reduce the number of Late Add Petitions by placing more emphasis on educating faculty, students and administrators of the need to abide by add/drop deadlines and repeatedly sending notifications to all via email, meetings, signage throughout college, faculty handbook and website [3.11a; 3.11b; 3.11c]. In addition, from daily reporting of outstanding emails to the general A&R email box, A&R administrators determine how to staff and what to emphasize within the office on a daily basis in hopes that timely responses will encourage students to rely more on technology for correspondence. In addition, the IPP process requires data and analysis at all stages [3.09e; 3.12a; 3.12b; 3.12c; 3.12d].

There are also many decisions made at wide-spread levels based on information, data or regulations. For instance, a lengthy process of data- and information-gathering went into the recently adopted retirement incentive. The college researched cost-benefit analyses regarding age, years of service, impact on services and instruction, etc. to share with the appropriate governance groups, such as SGC, FABPAC, Solano College Faculty Association (SCFA), California School Employees Association (CSEA) and Operating Engineers Local 39 (Local 39), and the public. Based on presentations by outside entities, the college set target numbers for each of its constituent groups in order to justify incentives. Timelines were set to ensure that target numbers were met in order to gain the maximum benefit for the district. Criteria were set on which the decision to offer or not offer the program was based. After careful analysis of the data and information gathered, the college made the decision to offer the incentives, ensuring a savings [3.13]. Another example of data-driven decision making is that to attract the best and most experienced individuals to the Finance and Administrative Services Office, the college considered the salary survey conducted by the Association of California Community College Administrators (ACCCA). Based on discussions of this survey, and a comparison of Solano's current salaries, the College determined the appropriate salary schedule to propose to the Board of Trustees [3.14a; 3.14b].



In addition, Solano's recent growth has provided opportunities to make decisions, governed by Board Policy 4800, that enhance the administrative capacity of the organization while at the same time allowing faculty and staff to elevate their skills to be better utilized by the organization. Similarly, as the college hires individuals for new positions, their skills are evaluated to determine whether they may be redeployed based on institutional needs. These changes are discussed at various levels depending on the case and its impact. For example, Superintendent/President Laguerre changed the responsibilities of the new position of Dean of Academic Success and Learning Resources based on the hired individual's experience. Because the change involved an adjustment in the lines of reporting for the library, after the change, S/P Laguerre discussed the issues with the librarians who agreed that the next best course of action for the long-term effectiveness of the library will be the hiring of a library director. Similarly, based on information regarding her expertise, the Dean of Mathematics and Science took over the Sustainability Initiative. These adjustments occur with due consideration to the data and information available.

Finally, Solano Community College continues to actively pursue data in order to strengthen the college and improve student success. For example, in order to improve the quality of services for students, the college has decided to have the Director of Research and Planning survey the student body to ascertain its satisfaction with the services offered at the college [3.15a; 3.15b]. This survey is scheduled to take place during October 2010. Similarly, in order to improve the college's Integrated Planning Process, PERT and Accreditation Self-Study teams are working with the Interim Director of Research and Planning to develop a faculty, staff, and administration survey assessing their understanding of it, as well as assessing other areas of interest for the Self-Study [3.16]. In addition, data is used to make decisions in Basic Skills, VTEA, and Faculty Inquiry Groups (FIGs) [3.17a; 3.17b; 3.17c; 3.17d; 3.17e; 3.17f]. Data is also gathered in order to evaluate Sabbatical Leaves [3.18].

### **Outcomes**

The previous visiting team acknowledged that Solano has made "progress on developing, implementing and assessing student learning outcomes." This progress continues, with focus on Program SLOs and Service Area Outcomes (SAOs) for the non-academic areas of the college. Currently, the College has GE and Institutional Outcomes, labeled Core Competencies [3.19]. Course SLOs have been written, coded to correspond the Core Competencies, and are on an active cycle of assessment [3.20]. Most academic divisions and Student Services areas have completed Program Outcomes, and these are reflected in Program Reviews [3.21a; 3.21b; 3.21c; 3.21d]. As the College transitions its curriculum to CurricuNet, SLOs are being attached to Course Outlines of Record, and Program SLOs will be coded there as well. Solano's Outcomes Assessment Coordinator (OAC) began the effort to address non-academic SAOs with an introductory presentation for Facilities staff in Spring 2010 and will continue working with them and other areas this semester to create Outcomes and Assessments [3.22]. Connections between Outcomes and Planning have also been emphasized to the Academic Leadership Group (ALG) and Academic Affairs Leadership Team (AALT) [3.23a; 3.23b]. The college's bi-annual Flexible Calendar In-Service (FlexCal) activities continue to include a session in which SLO assessment results are discussed, which then leads directly into the creation of 3-year plans and formal or informal program reviews, depending on the division's place in the cycle [3.24a; 3.24b; 3.24c; 3.24d]. Faculty and staff participation in these activities

is evidence that the previous visiting team's observation is still accurate: the College has "accepted student learning outcomes and learning assessments as a long-term, substantive change in the culture of their institution, and have learned the benefits of this kind of self-examination." To further improve this acceptance, Solano's Comprehensive Self-Study, due in August 2011, the College is in the process of creating a survey that will more specifically assess understanding of and commitment to Outcomes Assessment [3.25]. The College is well on its way to exceeding ACCJC's requirement to reach Proficiency on its Rubric for Evaluating Institutional Effectiveness by 2012.

### **Strategic Planning Goals**

ACCJC's original recommendation called for "effectiveness in achieving stated strategic planning goals." As part of its planning process, Solano has just completed a thorough and participatory revision of its Strategic Goals and Objectives. As part of this comprehensive strategic planning process, constituents and stakeholders from throughout the college and its surrounding community gave input regarding Solano's strengths and weaknesses through a series of Strategic Plan Working Group forums, led by the Director of Research and Planning, the Academic Senate President, an Academic Senator, and a consultant [3.27a; 3.27b; 3.27c]. Through these forums the college conducted an analysis of strengths, weaknesses, opportunities, and threats (SWOT) and obtained a focused view of Solano College's direction and determined how the college can best work with constituents and stakeholders. The process identified and clarified four Strategic Goals: Foster Excellence in Learning; Maximize Student Access & Success; Strengthen Community Connections; and Optimize Resources [3.28a; 3.28b].

The College is committed to gathering data from the assessment of measurable outcomes in order to achieve its new Strategic Goals and Objectives. To this end, deans and directors assess their efforts at addressing the Strategic Goals and Objectives on a regular basis [3.29]. Specific measures and targets were developed, assessed, and documented for each of the 2006-10 Strategic Goals and Objectives. Data for each of the four years were provided for most measures, which allowed for longitudinal assessment, and the outcomes of tasks that were completed to support the 2006-10 Strategic Goals and Objectives were recently documented [3.26a; 3.26b]. Deans and directors are currently bringing their groups together to work on outcomes and measurements for the current planning spreadsheet in order to focus on a comparison between expected and actual outcomes [3.30a; 3.30b].

### **Program Review**

As mentioned briefly above, all Academic Divisions and Student Services Areas continue to produce 3-year plans [3.24c; 3.31a; 3.31b; 3.31c], strategic and operational proposals [3.32a; 3.32b; 3.32c; 3.32d; 3.32e; 3.32f], and formal and informal program reviews [3.33a; 3.33b; 3.33c; 3.33d; 3.33e; 3.33f; 3.33g]. These documents are completed based on data gathered in various reports, including SLO assessment [3.34a; 3.34b; 3.34c; 3.34d]. To ensure sustained use of data, presentations have been made to both the Administrative Leadership Group (ALG) and the Academic Affairs Leadership Team (AALT) regarding processes and responsibilities [3.35a; 3.35]. The number and quality of Solano College program reviews demonstrate faculty and staff commitment to making data driven decisions, effectively assessing programs, contributing to institutional effectiveness, and seeking ways to improve student success and achievement.

**Conclusion**

Solano Community College is an institution that focuses on assessment, analysis, action, and re-assessment in planning and decision-making. At this time, the college has exceeded the expectations of this Recommendation by not only “establish[ing] and implement[ing] a clear, systematic, consistent, and ongoing method of measuring and evaluating its effectiveness in achieving stated strategic planning goals and student learning outcomes,” but sustaining and enhancing the processes by which the college plans and evaluates.

### **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. (III.A, III.D.1-3, ER 5)

Solano Community College has made excellent progress in areas of staffing and organizational stability by increasing its administrative capacity and ensuring that the College employs qualified personnel and oversight of financial resources as outlined in Standards III.A and D and ER 5.

#### **Morale**

As acknowledged by the previous visiting team's report, Solano Community College's relatively new superintendent/president, Dr. Jowel Laguerre, "has engendered . . . good morale among the staff." S/P Laguerre has sustained this positive trend through his encouragement and practice of open and frequent dialogue in order to solicit input and ensure transparency. For example, he holds regular meetings with faculty, staff and student leadership, as well as with the presidents of the faculty and classified unions and the Academic Senate [6.01a; 6.01b]. He also communicates regularly with the college via S/P Direct, an electronic newsletter, which includes college updates and activities as well as recognitions of staff, faculty, and student contributions [6.02a; 6.02b; 6.02c; 6.02d; 6.02e]. S/P Laguerre also sends a regular S/P Gram to the Board of Trustees [6.03a; 6.03b; 6.03c] and makes regular Flexible Calendar In-Service (FlexCal) presentations, updating the college on issues of importance as well as presenting awards and recognizing contributions [6.04a; 6.04b; 6.04c]. In addition, S/P Laguerre encourages a close college community by promoting informal gatherings, such as faculty, administration, and staff dinners with the Board of Trustees [6.05a; 6.05b] as well as dinner parties at his own home [6.06a; 6.06b; 6.06c]. Finally, S/P Laguerre has made every effort to connect Solano Community College with its community at large through inclusive outreach activities, such as his participation in numerous service groups, public speaking engagements, and encouragement of community participation in college focus groups and the Strategic Planning Project [6.07a; 6.07b; 6.07c; 6.07d; 6.07e; 6.07f]. He has also established strong ties to the community through meetings with local Chambers of Commerce (Fairfield, Vacaville, Suisun, Vallejo, Dixon, and Winters), elected area officials, and other community leaders [6.08a; 6.08b; 6.08c; 6.08d; 6.08e]. These communications and activities encourage community constituent participation in college affairs and ensure that community members feel a part of the college community, creating a strong and stable partnership in a highly collaborative environment.

The ACCJC has also recognized that "the open communicative style of the new president has helped staff to feel empowered as partners in the decision-making processes of the college." Many of the items from above reflect the college's desire and capacity for empowerment. Additionally, open forums to meet and discuss the issues of the day have also been significant. For example, there have been forums and Board meetings at the Vacaville and Vallejo Centers, which has expanded the college community and ensured that all areas of the college service area and all faculty and staff are included in dialogue [6.09a; 6.09b; 6.09c; 6.09d]. In order to facilitate access to candidates and allow for input from faculty

and staff regarding hiring, there have also been second interview candidate forums [6.10 HR+20100601EMAIL], reorganization forums [6.11], and budget update forums [6.12a; 6.12b]. In addition, internal Faculty Coordinator positions now follow external hiring practices [6.13]. All non-confidential personnel matters are discussed with the corresponding unions and hiring decisions are shared with constituency group representatives. All of these efforts encourage input and promote awareness and mutual respect throughout the college community, engendering confidence in Solano's administration and processes and leading to a positive and collegial atmosphere that furthers institutional integrity.

### **Administrative Capacity and Stability**

The previous visiting team expressed concern regarding "the impact of the proposed administrative reorganization" and encouraged the Solano to "keep stable administrative capacity as a goal for the reorganization." In order to successfully accomplish this goal and strengthen administrative capacity, the college has realigned reporting structures, duties, and areas of responsibility, in some instances creating new positions. The most notable change is that the college now has an Executive Vice President of Academic and Student Affairs (EVPASA), replacing a Vice President of Academic Affairs and a Vice President of Student Services, who both had numerous, far-reaching responsibilities. The EVPASA position now has oversight of mid-level positions to whom primary responsibilities for curriculum, scheduling, student discipline, accreditation, enrollment management, and Academic Council have been appropriately delegated. The various responsibilities, although remaining under the direction of the EVPASA, are now the primary responsibilities of many distinct individuals [6.14]. The direct impacts of this reorganization has been to increase administrative stability, clarify administrative structure, create opportunities and improved capacity for immediate administrative professional development, and enhanced general administrative capacity by decentralizing responsibility and expertise among all administrators to further succession planning efforts and ensure stability in administrative personnel, particularly in Academic Affairs and Student Services leadership positions. In addition, many of the new administrative hires live in the College's service area. The college community is optimistic that this will lead to a stable administrative leadership group [6.15a; 6.15b]. In sum the college's concerted efforts to stabilize its leadership will help the college to meet the requirements of Standard III and assure institutional integrity.

In relation to the previous visiting team's expressed concern over vacancies in administration, during the team's visit the college promptly hired a new Vice President of Business and Administrative Services and a Director of Fiscal Services. After a short time, appropriate due diligence, and recognition of the need for a new and more efficient college direction and considering the best interest of the college, the Board of Trustees accepted the timely resignation of the two administrators. The college's efficient decision making and resiliency allowed it to quickly identify highly specialized and skilled replacements. This prompt and decisive action allowed the college to evaluate its current status, plan for future permanent replacements, and set larger strategic goals [6.16a; 6.16b; 6.16c; 6.16d]. During the tenure of these interim hires, the college effectively addressed budgetary concerns, generated a tentative budget, revamped the budget structure, appropriately designated expenditures to available resources, and

provided accurate, transparent, and complete information to the college community. During this time, the college has also set appropriate budget targets resulting in a 7% reserve [6.17].

Additionally, Solano College's Board of Trustees recently extended Superintendent/President Laguerre's contract for two more years, ensuring the stability of leadership in the college [6.18]. Current college leaders have also been judicious in the employ and use of consultants to strengthen the capacity of the college's personnel. For example, under their leadership, SunGuard Banner consultants have provided virtual support for key college classified staff, programmers and Banner technicians as well as training and troubleshooting [6.19].

### **Conclusion**

The reorganization and the resulting "new" eyes on Solano Community College's practices and procedures have led to the renovations and positive changes mentioned above. These changes have been transparent and will lead the college toward achieving its Mission.

### **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.2a)

As the most recent visiting team noted, Superintendent/President Laguerre has continued to "establish a productive and trusting relationship with the Board of Trustees." The relationships that S/P Laguerre has fostered with the Board as a whole and with individual members have continued to evolve in a positive manner, allowing changes in Board activities that focus on institutional effectiveness and an overall positive environment at the college.

#### **Collegiality**

Many activities have enhanced relationships within the Board of Trustees and between the Board and members of the college and community. For example, the trustees and the Superintendent/President hold monthly study sessions aimed at extensive and free-flowing conversations around issues of interest such as accreditation, budget, green technology, and Measure G. As a change from the structured environment of formal Board meetings, these sessions, which often include members of the community, faculty, and staff, foster open dialogue and a naturally evolving collegiality [8.01a; 8.01b]. In this vein, the Superintendent/President also holds social and professional dinners at his home, through which he has fostered personal relationships in order to enhance collegiality in more professional settings [8.02a; 8.02b; 8.02c]. Overall, S/P Laguerre has sustained his successful and productive interactions with the Board.

S/P Laguerre and Board members have also worked together for outreach by participating in different professional and community-based activities. For example, trustees have been invited to participate in discussions with local government leaders as they speak about developing partnerships with the college, and to participate in community events such as a visit to the state capitol for Advocate's Day and a visit with Senator Feinstein March 16, 2010 [8.03a; 8.03b; 8.03c]. These activities have fostered positive relationships between the Board and the community at large and are encouraged by S/P Laguerre in his statement at the bottom of each "SP Gram" since 3-7-10: "If you want information about any of the activities and if you want to be involved, please let me know."

Finally, Solano has experienced continued success with the Board of Trustees' Code of Conduct, and at the June 22, 2010 Board of Trustees retreat the Board re-affirmed the code without changes [8.04a; 8.04b]. Board minutes support the assertion that Board members have improved in their respectful treatment of those who present to the Board, and Board members are cordial amongst themselves in public sessions, even if there is a dissenting opinion. In open and closed sessions, the Board has been able to "agree to disagree" in a professional manner. This collegiality has led to subcommittee meetings

that are positive and productive. For example, the Board participated in a Vallejo Expansion Sub-Committee that toured a possible site for expansion of the Vallejo Center, eventually authorizing a bid on the property. The Auditor Selection Sub-Committee hired an auditor and continues to meet regularly to monitor progress, and an Accreditation Sub-Committee follows progress on the College's various accreditation reports and activities. Finally, a Policy Sub-Committee re-worked the Board's Policy 1000 series, and a Self-Evaluation Sub-Committee offers quarterly reports [8.05a; 8.05b; 8.05c; 8.05d].

### **Delegation of Responsibilities**

The Board of Trustees has continued to demonstrate that its members are confident in S/P Laguerre's ability to manage the "daily operation" of the college, have "delegated management and operational responsibilities to the president," and "work well together." The most recent visiting team observed that micromanagement was still an issue on some level, so the Board has consulted specific Board Policies, such as 1020, 1070, 1071, and 1075 to address and alleviate this concern [8.06a; 8.06b; 8.6c; 8.6d]. Furthermore, in cooperation with the Board, the Faculty Association President has expressed willingness to counsel faculty members if their interactions with the Board or individual Board members might potentially invite actions that could be construed as micromanagement [8.07]. As an example of reformed behavior, one of the Board members had previously been writing questions and comments on agenda items prior to Board meetings and requesting that these be shared with each Board member and responded to immediately. As a solution, Dr. Laguerre established a finite timeline on questions, face to face communication, and agenda reviews, and Board members now see documents behind agenda items in a timely manner so they can do "due diligence" to budget items rather than making last-minute adjustments. At a Board retreat it was decided that Trustee Young will be point-person for budgetary concerns, which are addressed the Monday before the general assembly of the Board. Her concerns are then brought forward in closed session. Similarly, S/P Laguerre meets informally and reviews agendas with individual Board members or in small groups, allowing him policy-ensured control of the substance of Board agendas while being respectful of the Board's wishes and concerns. [8.08a; 8.08b]

Furthermore, the Board has demonstrated faith and trust in the Superintendent/President by regularly supporting his actions. For example, the Board supported S/P Laguerre's administrative reorganization [8.09], as well as his proposals regarding Board meetings, such as agenda format, meeting times and locations, action/information items, and changes to the Board meeting structure [8.10a; 8.10b; 8.09; 8.10d]. The Board's trust in S/P Laguerre has also allowed him to successfully lead the college to Center status for Vallejo. Due to the strong relationship between S/P Laguerre and the Board, the recent resignation and replacement of the Vice President of Business and Administrative Services and the Director of Fiscal Services were recommended by the Superintendent/President and quickly approved by the board [8.11]. These actions, among others, demonstrate quick, smooth, non-confrontational decisions and, in contrast with past actions, trust rather than contentious dialogue.

### **Professional Development and Training**

To continue its positive growth, the Board has defined "ongoing training activities for new and incumbent trustees." First of all, the college has procured literature for Board members to learn more



about effective trusteeship; the small library provides access to books and other materials as they become available [8.12]. The President of the Board has also attended workshops for Board chairs, and other trustees have attended workshops and conferences aiming at trustee development [8.13a; 8.13b]. Additionally, the Superintendent/President writes a weekly update to keep the trustees informed of developments at the college and its community [8.14a; 8.14b; 8.14c; 8.14d]. These updates serve as an instrument for trustee development by keeping them informed of important issues and activities they might attend. The Board has also participated in retreats facilitated by ACCT consultant Dr. Pam Fischer, with topics including ACCJC updates, self-evaluation, re-affirmation of the Code of Conduct, and 2010-2011 Goals. At the most recent retreat, Dr. Fischer praised the Board for its progress [8.15a; 8.04a; 8.15b].

In addition, the Board of Trustees has participated in Quarterly Self-Evaluations that have been compared to previous evaluations to analyze where improvement has been made or needs to be made. [8.16a; 8.16b].

Finally, Special Trustee Tom Henry has been available to train new and incumbent trustees through ongoing communication with individual Board members and by attending Board meetings, Study Sessions, Retreats and other scheduled Board functions. To ensure the continuation of this training and to further the Board's commitment to addressing ACCJC's Standard IV, the Board extended its contract with Mr. Henry to June 2011. This action demonstrates the Board's commitment and willingness to work collaboratively with the State Chancellor's Office to focus on the institution's major issues relative to leadership and embrace the authority of the Superintendent/President in administering the day-to-day operation of the college.

### **Conclusion**

The Special Trustee has regular and ongoing communication with the Board President, attends regular and special Board meetings, Board Retreats and other pertinent Board functions. As such, the Special Trustee is in a unique position to assess how well the Board is adhering to Standard IV and specifically empowering the Superintendent/President to administer Board policy and run the day-to-day operations of the college. Mr. Henry has indicated that the recent Board Retreat on June 22, 2010 and facilitated by ACCT's Dr. Pam Fischer, referenced above, provided clear evidence that the Board is attentive and receptive to effective and efficient trusteeship. The Special Trustee also commented on the fact that the Board completed its self-evaluation, re-affirmed its Code of Conduct, and established its 2010-2011 Goals as further evidence of the Board's commitment and understanding of its role as policy developer and the Superintendent/President's role as chief operation officer. The Special Trustee has further stated that the recent behavior of the Board members relative to the discussion of the Superintendent/President's evaluation, contract extension and fiscal office reorganization demonstrates a mature Board with a solid understanding of its role and responsibilities. The Board discussions on these items were thorough, professional and within their role. Any isolated comments that may vary from this protocol are quickly addressed and managed by the Board President.

Solano Community College's Board of Trustees is effective and productive. Interactions within the Board, between Board members and the Superintendent/President, and between Board members and other constituents of the college demonstrate a Board that not only understands its adopted Code of Conduct, but adheres to its guiding tenets.

## ADDENDUM TO ADDRESS COMMISSION QUESTIONS ON 2009 AUDIT

The 2009 Solano Community College District Audit noted the below issues regarding Accreditation Standard II.D and IV, specifically “the ‘significant deficiency’ in student financial aid, ‘state compliance’ with apportionment and student enrollment, and the status of ‘significant deficiencies for internal controls’ sited in previous year’s [sic] reports.” While the official recommendation regarding finance was removed from sanction, a follow up letter from the Commission required the following update to show progress in addressing the June 30, 2009 Perry-Smith audit.

### 1. FEDERAL COMPLIANCE—STUDENT FINANCIAL AID

#### Condition

One student’s total financial awards exceeded her financial aid need. The excess was a result of the student receiving more Federal Work Study aid than she was granted. The District was required to pay back the excess amount of \$2,092 to the Student Financial Aid Program.

Another student received more Federal Work Study aid than she was granted. The excess in Federal Work Study aid did not result in total aid exceeding financial aid, but was not in compliance with the grant amount awarded. The District was required to pay back the excess of \$4,088 to the Federal Work Study Program.

#### **Excess of Need—Update**

Theresa Rachal ID#000248040—The institution was not required to pay \$2,092 from the Federal Work Study account. This student had demonstrated the need for a computer, which falls under educational necessity (supplies). Therefore, her budget was increased by \$2000 to cover the need for the computer. The balance of \$92 falls under the \$300 tolerance level. Is there paperwork for computer request and approval?

Carla Haney ID#000156130—The institution was not required to pay \$4,088 from the Federal Work Study account. The student had sufficient need to cover the previous excess amount of \$4,088. Student work study earnings for the 2008-09 year were \$6,088, which has been entered and accounted for. The student still had a remaining need amount.

#### Evidence?

#### Condition

The District did not perform a formal reconciliation between its financial aid data and the Common Origination Disbursement Report. Periodically the Financial Aid Analyst compared the COD report to the district’s financial aid data for reasonableness, but there was no evidence of the reconciliation or review. Additionally, per discussion with management, the reconciliation

between the District's financial general ledger and the COD system was not being performed and recently resulted in the district repayment of approximately \$149,000 to the Department of Education.

**Direct Loan Reconciliation—Update**

At the time of this citing, the FSA software was not installed to be able to perform the reconciliation of the Direct Loans. This work was completed in September 2009, and accounts are now fully reconciled. Evidence? District staff has been very diligent with the reconciliation process and continues to work with the software to ensure that the work is completed in a timely manner.

District staff is confirming repayment or other resolution with the Department of Education.

Condition

The District's financial aid system did not trace applicants' criminal background. The Pell and Direct financial aid disqualify applicants if they are incarcerated in a Federal or State penal institution. Since the District did not track criminal background of students, the auditor could not determine if any applicants should be disqualified from Pell or Direct loan aid due to incarceration. The District was required to assess the student population for the 2008/09 fiscal year to determine the percentage of the student population that was incarcerated.

**Incarceration-Update**

Solano College accepts a student's written self-certification that he or she is no longer incarcerated. Unless the District has conflicting information, the student is eligible for Title IV aid. Solano College's Interim Dean of Enrollment Management/Director of Financial Aid verified that Solano was using the accepted and appropriate institutional protocol through direct communication with DOE staff. The DOE response and excerpts from the Federal Financial Aid Regulations manual are attached. Where are the attachments?

Please note that the Department of Education (DOE) attempted to establish a prisoner match to determine whether a Title IV applicant is incarcerated, but encountered problems that made such a match impractical. The Department subsequently dropped those plans.

Condition

Students had the ability to continue enrollment even though student aid funds may have been owed back to the district. Students should not be able to continue enrollment without paying

the funds owed. The District must perform a 100% file review and calculation for all students who dropped or withdrew from the District during 08/09 to determine the amount of Title IV funds that must be returned to the government.

**Financial Aid Repayments--Update**

The issue with the Return to Title Four (R2T4) was resolved. The District completed all of the calculations for 2008-09 and reported them to the Department of Education (DOE). The R2T4 process has been automated through the Banner System for 2009 -2010 and students cannot enroll if funds are due for any reason. The R2T4 calculations are processed on a regular basis by the Financial Aid Systems Analyst. This issue has been fully addressed. Do we have that report?

## 2. STATE COMPLIANCE—GENERAL APPORTIONMENT AND STUDENT ENROLLMENT

### Condition

The Second Period Apportionment Report was prepared incorrectly. The District report of attendance was not consistent with the "Apportionment Summary CCFS 320: Summer 2008" report, which summarizes the attendance. The error resulted in an understatement of nonresident contact hours in Part IV and VI of the apportionment report. The fiscal impact is an understatement of 1.71 nonresident FTES.

Additionally, the District erroneously subtracted 25.49 FTES that had been borrowed from 2007/2008 Revised Annual Apportionment Report from Spring 2009 resident weekly contact hours. The 25.49 FTES was correctly subtracted from Summer 2008 resident daily contact hours on the Second Period Apportionment Report. This is an error because the 25.49 FTES was subtracted twice. The error resulted in an understatement of resident contact hours in Part II of the apportionment report. The fiscal impact is an understatement of 25.49 resident FTES.

### **General Apportionment—Update**

The understatement of non-resident contact hours, for which the District does not receive apportionment, and the inadvertent subtraction of FTES were clerical errors made as a result of trying to complete the 320 at a time in which the College was producing the necessary Banner report audit tools at the same time as producing the report. These errors were corrected at the P3 filing. Report for evidence The District 320 reports are now filed using Banner 7.6 which is the version that produces detail and summary California Apportionment reports. Current Banner reports are significantly improved, and the administrator in charge of completing this report has created a "check-off sheet" that is completed prior to reporting the actual 320 numbers. The report is verified by Admissions & Records staff members then reviewed for submission by the College executive leadership, which includes the Director of Fiscal Services, Director of Admissions & Records, Executive Vice President of Academic and Student Affairs and the Superintendent/President. Could use checkoff sheet as evidence

### Condition

The District's course tabulations for all courses did not include all required information for each course section in one document. The following items were not properly included: 1) Student Name 2) Student Identification code 3) Residency Category 4) Actual Student Hours of Attendance. There is no fiscal impact for this finding.

### **Course Tabulations—Update**

The Director of Admissions and Records, in conjunction with the IT department, has finalized the report requirements stated above. This new report, the SZR320S, includes all the information that had been missing as described in the audit finding. Do we have?

The census date for the JOUR 60 class was 9/10/08, and for the BIO 99 class 9/12/08, both in week 4. These were 17 week courses, starting on 8/18/08, and as such the census should have been taken in week 3. There is no fiscal impact for this finding.

In addition, two students selected for drop testing were improperly counted for FTES. One student dropped the course on 1/26/2009, and the other student dropped the course on 1/29/2009. Both of these drop dates were before the census date of 2/9/2009 and therefore should have been recorded in Banner as drops, not withdrawals.

Finally, one student selected for drop testing was improperly counted for FTES. The student dropped the course on 3/22/2009, which was before the census date of 3/27/2009, and therefore should have been recorded as a drop in Banner, not a withdrawal. The fiscal impact for this finding is an overstatement of 0.67 FTES.

#### **Students Actively Enrolled and Drop Testing—Update**

These errors occurred as a result of an incorrect initial Banner set up routine. The Director of Admissions & Records, with the support of an expert Banner consultant, reviewed the set-ups and fixed the dates that had already been set. The corrections were identified and made in a timely manner so that the District was able to ensure the error was corrected on the Annual CCFS 320 enrollment report filed on July 15. Do we have this report? The proper steps are documented in the Director of Admissions & Records Term Set-Up file so that this mistake will not occur again. Can we include evidence of this file? In addition, the administrator in charge of completing this report has created a “check-off sheet” (referred to above) that is completed prior to reporting the actual 320 numbers and verified by Admissions & Records staff members. The report is then reviewed for submission by the College executive leadership, including the Director of Fiscal Services, Director of Admissions & Records, Executive Vice President of Academic and Student Affairs, and the Superintendent/President. Checkoff sheet

### **3. SIGNIFICANT DEFICIENCIES – INTERNAL CONTROLS**

## Condition

The District did not have controls in place to ensure the proper preparation and review of bank reconciliations for the District bank accounts on a monthly basis in a timely manner. The District did not have appropriate communication or controls in place between the Bookstore and Fiscal Services and segregation of duties in place to reconcile the activity that is posted into the general ledger. The District did not have appropriate controls in place to ensure a review of documentation is indicated by a signature once the review is complete. As all reconciliations were completed prior to closing the District records, there had been no fiscal impact; however, the potential existed for an error to occur and remain undetected.

### *Bank Reconciliations*

The District was unable to provide reconciliations for Cash in County Treasury or other operating accounts during the review of internal controls. Cash reconciliations were not completed in a timely manner. For example, the operating account for the Bookstore had not been reconciled since December 2008, and the operating accounts for the Associated Student Clubs and the Children's Center had not been reconciled since February 2009.

#### **Bank Reconciliations—Update**

Fiscal Services has developed a schedule to facilitate the completion of the bank reconciliations in a timely manner [attached item 1]. The schedule requires the accounts to be balanced and signed off by the Director of Fiscal Services within 60 days of the close of each month's books. The County Treasury cash reconciliations are dependent on the timeliness of the County Office of Education reconciliations with the County Treasurer. These reports are usually received within 30 days of the end of the month. Once received, the staff has 30 days to complete the reconciliation to the County Office of Education records. Other accounts are dependent on the statements received from the bank; however, the District is working to get the files electronically. Although cash was being monitored for the Bookstore, the reconciliations were delayed in the 2008-09 fiscal year due to some conversion challenges, but they were completed subsequent to year's end.

For the first half of 2009-10, bank accounts were reconciled by staff and reviewed by the Interim Director of Fiscal Services, according to the new schedule. However, once the Director position was filled with a permanent replacement employee in January, and due to changes in job duties and extensive training required on the Banner finance system, bank reconciliations review ceased. When the permanent replacement employee resigned, the new Interim Director reinstated timely reconciliations, will continue to maintain timelines, and is prepared to have all reconciliations reviewed by the outside auditors during the their annual audit.

### *Cash Receipts – Bookstore*



Segregation of duties for cash receipts at the Bookstore was inadequate. The head cashier created the cash count sheets and the Daily Sales Recap, and then input the total sales for the day into a spreadsheet. Fiscal Services used this information to post activity to the general ledger.

Cash at the Bookstore was not counted in dual custody, and cash deposits were not reviewed prior to being collected by Brinks. There was no indication of review by the Fiscal Services department of the Daily Sales Recap prior to the posting of journal entries.

**Cash Receipts—Bookstore—Update**

The closing supervisor now uses a cash-counting scale with a printer that prints out the counts by denomination, and also records the supervisor's system ID number and the register number. The closing cashier verifies the cash counts and signs the daily cash receipts log. The deposit slip is made by the Book Store clerk and placed in the Brinks bag for pick up. The amount is verified by Fiscal Services when the deposit is made by Brinks at the bank.

The attached documentation [item 2] indicates the bookstore supervisor's system ID and register number, and the closing cashier's signature on the cash receipts log. Fiscal Services also initials the count sheet indicating agreement with the deposit in the general ledger.

*Cash Disbursements – Bookstore*

There was no indication of review for vendor payments related to bookstore transactions. The Vendor Payment Sheet used to indicate proper management authorization, support for receipt of goods, and review of the appropriateness of budget codes and mathematical accuracy was not being signed, and there was no formal indication of review of purchase orders for bookstore inventory, indicating approval prior to being submitted to the vendor to place an order.

**Cash Disbursements—Bookstore—Update**

A goldenrod Vendor Payment Sheet is produced for all Bookstore check runs [attached items 3]. The Accounting Technician II in Fiscal Services signs the Vendor Payment Sheet, along with the Bookstore Manager, and either the Director of Fiscal Services or Accountant electronically authorizes the processing of the payments. Bookstore purchase orders are most often submitted electronically, frequently by the buyer. The Bookstore Manager initials the Vendor Payment Sheets and has access at any time to any or all purchase orders created online. Due to the immediate nature of certain book orders, the Bookstore Manager's approval is not always before the fact. The District will move to a process whereby the Bookstore Manager also initials approval of the purchase orders created, after the fact, on a sequential listing of purchase orders generated.

*Cash Receipts – Children's Center*

There was no indication of review of the Deposit Summary sheet and Deposit Receipt issued by the Fiscal Services Office to the Children's Center. Cash received at the Fiscal Services Office was not counted in dual custody.

**Cash Receipts—Children's Center—Update**

The Director and Assistant Director count the deposit together and record their initials and the date of the dual count on the deposit slip to verify the accuracy of the amount sent to Fiscal Services for deposit [items 4].

## Index of Evidence by Recommendation

### Statement of Report Preparation

0.01 ACCREDITATION+SPECIAL+REPORT+WORK+GROUPS+OCT+2009

0.02a *techlr.pbworks.com*

0.02b technology and learning resources wiki – FrontPage

### General Recommendation 1: Improving Institutional Dialogue

1.01 SP\_Calendar\_of\_Attendance\_March\_2010

1.02a Dr.\_Laguerre\_Special\_Dinner\_Invitation\_to\_Honor\_Dr.\_Jensen\_6\_11\_09\_Memo[1]

1.02b SP Dinner 10.09.10

1.02c SP Dinner 10.25.09

1.02d SP\_-\_Soccer\_&\_Volleyball\_Team\_dinner\_\_20100116

1.02e SP\_-Tenure\_Party\_20091025

1.03a SPGRAM\_20100502\_EMAIL

1.03b SP GRAM 0092709

1.03c Special\_SPDirect\_20100910

1.03d SPDirect\_20100524

1.04 SGC 20100210MINS

1.05a HR 20100601EMAIL.docx

1.05b HR 20100602EMAIL.docx

1.06 SP\_Direct\_Sept23\_Volume\_2\_Issue\_4[1]

1.07a College Budget Forum with Students 9.3.09

1.07b Budget and Fiscal Update

1.07c Solano\_CCD\_Tentative\_Budget\_6-20-10-College\_Budget\_Forum\_6-21-10

1.08 Q&A\_Forum\_with\_the\_President

1.09 SGC+20100224MIN

1.11 Board Study Session Mins\_20100203

1.12 Board Study Session Mins\_20100331

1.13a solano.edu\_screenshot

1.13b *www.solano.edu*

1.13c Luminis20100507AGND

1.14a MySolano Workshop Invite

1.14b TLC Spring 2010

1.15 Luminis\_Platform\_MyGroups

1.16a AS 20100711BLOG

1.16b *www.sccsenate.blogspot.com/*

1.17 *techlr.pbworks.com*

1.18 technology\_and\_learning\_resources\_wiki\_\_FrontPage

1.18a Schedule\_Fall\_2010  
 1.18b AS\_follow-up\_invite\_9\_17\_10  
 1.18c 4\_30\_10\_adult\_school\_meeting\_minutes  
 1.19 Fall\_Flex\_Program\_20100727  
 1.20a Humanities Division Three Year Plans\_2009 to 2012  
 1.20b Photography\_2010\_program\_review[1]  
 1.20c agenda\_1-14-10; 1.20d SCC\_Strategy\_Proposal-Women's\_Sport\_4-09  
 1.21a EM+20100305MIN  
 1.21b AS+20091102MIN  
 1.21c SGC+20100224MIN  
 1.22a SP\_Direct\_Sept1\_Volume\_2\_Issue\_2[1]  
 1.22b FAABS\_20100812\_AGND  
 1.22c AR\_Staff\_Meeting\_Minutes\_8\_7\_09  
 1.23a [http://www.solano.edu/institutional\\_research/ipp/index.html](http://www.solano.edu/institutional_research/ipp/index.html)  
 1.23b IPP screenshot  
 1.24a pert\_evaluationofcompplanning  
 1.24b Questions for IPP review  
 1.24c pert\_datacollection\_selfreview  
 1.24d pert\_IPPpreviewrating  
 1.25a Strategic Planning Dec 3-4 transcription  
 1.25b Strategic Plng Mtg transcription 20091211  
 1.26a LIST Final 12-11-09 Strat Plng Mtg (2)  
 1.26b Invitees to Strategic Planning WorkshopsC  
 1.27a Dec 3 Meeting Narrative  
 1.27b SWOT Analysis Template #1  
 1.27c SWOT Analysis Template #2  
 1.28a Brochure\_on\_SCC\_Mission\_20100318  
 1.28b Mission\_Vision\_Values\_Goals\_FINAL\_20100217  
 1.29 Board MINUTES 04.21.10.FINAL  
 1.30 Board MINUTES 6.16.10 FINAL  
 1.31a Grievances email  
 1.32 Zampi\_Legal\_Fees\_Charged\_2008-09\_and\_2009-10\_for\_ACCJC  
 1.33a Accreditation,\_Centers\_Personnel\_Planning,\_5-13-10  
 1.33b Accreditation,\_Centers\_Personnel\_Planning,\_8-25-10  
 1.33c Accreditation,\_Centers\_Personnel\_Planning,\_9-2-10  
 1.33d Custodial\_Changes  
 1.34 2010-11\_Admin\_Org\_Chart\_9-17-10  
 1.34 technology and learning resources wiki - Accreditation Assignment Self-Study 2010-2011  
 1.35 Student\_Services\_Generalist  
 1.36 Winter\_Break\_Schedule

## Recommendation 2: Improving Institutional Planning

- 2.01a 081210 PE Div Meeting Min
- 2.01b Calworks Program Review Institutional Support Services Final
- 2.01c CARE PROGRAM REVIEW 12 01 09 (2)
- 2.01d Counseling minutes 09-22-10[1]
- 2.02a Enrollment Management Committee Meeting May 6 2010
- 2.02b EdAdmin-AS Jt Mtg Minutes 11.16.09—IPP
- 2.02c AS Minutes - Jt Mtg 1 19 10 (2)—PERT and IPP
- 2.02d FAABS\_20100812\_AGND
- 2.02e Mini\_retreat\_agenda\_082710-2
- 2.03a [http://www.solano.edu/institutional\\_research/ipp/index.html](http://www.solano.edu/institutional_research/ipp/index.html)
- 2.03b IPP screenshot
- 2.04 IPP\_Instructional\_YouTube\_Videos
- 2.05a Special\_SPDirect\_20100910
- 2.05b SP\_Direct\_Sept1\_Volume\_2\_Issue\_2[1]
- 2.05c SP\_Direct\_Sept23\_Volume\_2\_Issue\_4[1]
- 2.06 DRAFT Employee\_Survey\_questions\_092010[1]
- 2.07a Relationship of Planning Components
- 2.07b 10-11IPP FaBPAC Calendar
- 2.07c Integrated\_Planning\_Process\_Calendars
- 2.08a SPCC\_Form\_1\_rev\_3 yr
- 2.08b ProgRev\_Template\_Rev\_2009
- 2.08c SCC\_Strategy\_Proposal-Women's\_Sport\_4-09
- 2.08d Strategic\_Proposal\_2011\_12\_Title\_IX\_Compliance\_\_3-10
- 2.09a SGC questions
- 2.09b operationalproposal\_evaluation
- 2.09c strategyproposal\_evaluation
- 2.10a Laguerre State-of-College 2010-01-15—str pl
- 2.10b SP Flex Address Spring 2010 Final
- 2.10c Memo\_on\_IPP\_for\_directors\_and\_above
- 2.11a AALT Meeting Notes 20100811 (2)
- 2.11b AR\_Staff\_Meeting\_Minutes\_8\_7\_09
- 2.11c Enrollment\_Management\_Committee\_Meeting\_May\_6\_2010
- 2.11d SSM\_meeting\_4\_28\_10
- 2.11e ALG\_Meeting\_Notes\_8\_6\_10
- 2.11f 082610 PE Div Agenda
- 2.11g flex\_cal\_minutes\_8.12.10\_fall
- 2.12a FABPAC\_and\_SGC\_Joint\_Min\_061610
- 2.12b FABP(AC\_and\_SGC\_Joint\_Min\_072810
- 2.12c FABPAC\_and\_SGC\_Joint\_Min\_081810\_(2)
- 2.13a Meeting\_Minutes\_5-13-10

2.13b BSMeeting\_Agenda\_5.4.09  
2.13c Strat\_Prop\_PATHWAYS\_2-24-10\_SGC  
2.13d 2010-2011\_BSI\_Strategic\_Proposal\_Form\_Peer\_Mentoring  
2.13e 2010-2011\_BSI\_Strategic\_Proposal\_Form\_Level\_Meetings  
2.14 Umoja\_BSI\_Strategy\_Proposal\_v1  
2.15 ProfDev\_v9- SP Eval Form  
2.16a board min 5 19 10 FINAL—PERT  
2.16b PERT\_Accomplishments\_and\_Recommendations\_FALL\_2009  
2.16c PERT membership  
2.16d IPP\_2009-10\_summary\_091310-2  
2.17a pert\_evaluationofcompplanning  
2.17b Questions for IPP review  
2.17c pert\_datacollection\_selfreview  
2.17d pert\_IPPpreviewrating  
2.18a PERT\_Accomplishments\_and\_Recommendations\_FALL\_2009  
2.18b MIN\_PERT\_20100507[1]  
2.18c MIN\_PERT\_20091016[1]  
2.18d Minutes\_3-24-10\_SGC  
2.19 Enrollment\_Management\_Minutes\_9\_3\_09  
2.20 Email IPP 20100830  
2.21 AALT Meeting Notes 20100811 (2)  
2.22a Enrollment\_Management\_Minutes\_5\_22\_09  
2.22b EMG\_agenda\_9\_17\_10\_(2)  
2.22c 2011-12\_FYSI\_Strategy\_Proposal\_(r.1-091010)  
2.22d Strategic\_Proposal\_2001\_12TransferArticInitiative2010\_Revised  
2.22e Strategic\_Proposal\_2011\_12\_Increase\_Grounds\_Custodial\_\_3-10  
2.22f Strategic\_Proposal\_2011\_12\_10\_to\_12\_month\_proposal\_\_3-10  
2.22g Strategic\_Proposal\_2011\_12\_budget\_backfill\_\_3-10  
2.22h Strategic\_Proposal\_2011\_12\_Increase\_Budgets\_\_3-10  
2.22i Strategic\_Proposal\_2011\_12\_Mandatory\_Orientation  
2.23 Mission\_Vision\_Values\_Goals\_FINAL\_20100217  
2.24a Strategic Plng Mtg transcription 20091211  
2.24b LIST Final 12-11-09 Strat Plng Mtg (2)  
2.25a Brochure\_on\_SCC\_Mission\_20100318;  
2.25b Three-Year\_Plan\_3\_-\_Strategic\_Goals\_and\_Objectives;  
2.25c MIN\_PERT\_20100205  
2.26a 2010-13\_Strategic\_Goal\_and\_Objectives\_Table\_27AUG10;  
2.26b Measurable\_objectives\_083010;  
2.26c 2006-10\_Strategic\_Goal\_and\_Objectives\_Table\_26AUG2010;  
2.26d Goals,\_objectives,\_measures,\_targets\_2006-10\_091510

### General Recommendation 3: Improving Institutional Effectiveness

- 3.01a PERT\_Accomplishments\_and\_Recommendations\_FALL\_2009
- 3.01b IPP\_2009-10\_summary\_091310-2
- 3.01c MIN\_PERT\_20100507[1]
- 3.02a Enrollment\_Management\_Committee\_Meeting\_May\_6\_2010
- 3.02b EdAdmin-AS Jt Mtg Minutes 11.16.09—IPP
- 3.02c 081709 Div Meeting Min B Myers
- 3.02d AS Adopted Minutes - 3 15 10 (2)—PERT
- 3.02e 08 31 09 notes Cheryl Scott
- 3.02f PERT\_Meeting\_Notes\_20090424
- 3.02g 09-22-10 counseling minutes
- 3.03 FABPAC\_and\_SGC\_Joint\_Min\_081810
- 3.04 PERT\_agenda\_092410
- 3.05a SP\_Direct\_Sept1\_Volume\_2\_Issue\_2[1]
- 3.05b SP\_Direct\_Sept23\_Volume\_2\_Issue\_4[1]
- 3.05c [http://www.solano.edu/institutional\\_research/ipp/index.html](http://www.solano.edu/institutional_research/ipp/index.html)
- 3.05d Integrated Planning Process
- 3.05e IPP\_Instructional\_YouTube\_Videos
- 3.05f Special\_SPDirect\_20100910
- 3.06 Email IPP 20100830
- 3.07a ProfDev\_v9- SP Eval Form
- 3.07b Umoja\_BSI\_Strategy\_Proposal\_v1\_(2)
- 3.08a PERT\_Accomplishments\_and\_Recommendations\_FALL\_20
- 3.08b Questions for IPP review; pert\_datacollection\_selfreview
- 3.08c pert\_datacollection\_selfreview
- 3.09a 2011-12\_FYSI\_Strategy\_Proposal\_(r.1-091010)
- 3.09b Strategic\_Proposal\_2001\_12TransferArticInitiative2010\_Revised
- 3.09c Strategic\_Proposal\_2011\_12\_Increase\_Grounds\_Custodial\_\_3-10
- 3.09d Strategic\_Proposal\_2011\_12\_10\_to\_12\_month\_proposal\_\_3-10
- 3.09e Strategic\_Proposal\_2011\_12\_budget\_backfill\_\_3-10
- 3.09f Strategic\_Proposal\_2011\_12\_Increase\_Budgets\_\_3-10
- 3.09g Strategic\_Proposal\_2011\_12\_Mandatory\_Orientation
- 3.10a Schedule\_Development\_8-4-10
- 3.10b Scheduling\_Process\_PPT\_8-10
- 3.10c 910\_College\_Wide\_Totals
- 3.10d 0910\_DIVPE-WELLNESS\_15
- 3.11a Late\_Add\_Petitions\_email
- 3.11b Late\_Add\_Petitions\_Process
- 3.11c Ed\_Admin-AS\_Joint\_Mtg\_Agenda\_1.19.10
- 3.12a Humanities Division Three Year Plans\_2009 to 2012
- 3.12b ProgramReview TransferCenter2009

3.12c pert\_datacollection\_selfreview  
3.12d Goals,\_objectives,\_measures,\_targets\_2006-10\_091510  
3.13 FABPAC\_Min\_012010  
3.14a Board\_Meeting\_9.1.10\_vote  
3.14b Board\_Agenda\_9\_1\_10\_FINAL  
3.15a DRAFT SOS\_extra\_survey\_questions\_092010[1]  
3.15b DRAFT StudentOpinion2Year  
3.16 DRAFT Employee\_Survey\_questions\_092010[1]  
3.17a 348e\_proposal\_for\_increasing\_sections  
3.17b Math\_Videos\_Link  
3.17c ENGLISH\_370\_INQUIRY\_GROUP\_curriculum\_change\_proposal[1]  
3.17d ENGLISH\_355\_FIG\_Minutes\_March\_10]  
3.17e Meeting\_Minutes\_12-10-09  
3.17f Meeting\_Minutes\_5-13-10  
3.18 Sabbatical\_Leave\_Evaluation\_of\_Applicants.Reports(1)  
3.19 SCC\_Core\_Compencies\_rev2  
3.20 Division\_Worksheets  
3.21a PR\_Coun&SpecSrvs  
3.21b PR\_Library  
3.21c PR\_Art  
3.21d DSP Program Review Analysis revised (2)  
3.22 Service Area Outcomes (SAOs)  
3.23a AALT Meeting Notes 20100811 (2)  
3.23b ALG\_Meeting\_Notes\_8\_6\_10  
3.24a Fall\_Flex\_Program\_20100727  
3.24b August\_12,\_2010\_Health\_Occupations\_Division\_Meeting[1]  
3.24c Humanities\_Division\_Three\_Year\_Plans\_2009\_to\_2012  
3.24d DSP Program Review Analysis revised (2)  
3.25 DRAFT Employee\_Survey\_questions\_092010[1]  
3.26a Goals,\_objectives,\_measures,\_targets\_2006-10\_091510  
3.26b 2006-10\_Strategic\_Goal\_and\_Objectives\_Table\_26AUG2010  
3.27a LIST Final 12-11-09 Strat Plng Mtg (2)  
3.27b Invitees to Strategic Planning WorkshopsC  
3.27c A New Strategic Plan  
3.28a Brochure\_on\_SCC\_Mission\_20100318  
3.28b Mission\_Vision\_Values\_Goals\_FINAL\_20100217  
3.29 2006-10\_Strategic\_Goal\_and\_Objectives\_Table\_26AUG2010  
3.30a 2010-13\_Strategic\_Goal\_and\_Objectives\_Table\_27AUG10  
3.30b Measurable\_objectives\_083010  
3.31a Stu Dev 3-year Plan 2010-2013  
3.31b 3Yr-Plan\_ART\_Spr2010  
3.31c 3Yr-Plan\_Math-Sci\_Spr2010



3.32a EM+20100305MIN  
 3.32b SCC\_Strategy\_Proposal-Women's\_Sport\_4-09  
 3.32c Strat Prop PATHWAYS 2-24-10 SGC  
 3.32d ProfDev\_v9- SP Eval Form  
 3.32e Strategic\_Proposal\_2011\_12\_Increase\_Grounds\_Custodial\_\_3-10  
 3.32f Enrollment\_Management\_Minutes\_5\_22\_09[1]  
 3.33a Counseling PROGRAM REVIEW-TEACHING Jan072010  
 3.33b DSP Program Review Analysis revised (2)  
 3.33c PR\_Art  
 3.33d PR\_Library  
 3.33e Nsg\_Curriculum\_Committee\_Meeting\_April\_14\_2010\_\_minutes  
 3.33f ProgramReview TransferCenter2009  
 3.33g PUENTE\_ProgramReview Institutional Support Services 2009  
 3.34a Fall\_10\_Enrollment\_8-30\_1st\_census(1)  
 3.34b Banner\_09-10\_budget\_677300(1)  
 3.34c 0910\_DIVHUM\_16  
 3.34d 910\_College\_Wide\_Totals  
 3.35a AALT Meeting Notes 20100811 (2)  
 3.35b ALG\_Meeting\_Notes\_8\_6\_10

**Recommendation 6: Staffing and Organizational Stability**

6.01a 08\_31\_09\_notes\_Cheryl\_Scott  
 6.01b 08\_31\_09\_agenda\_Cheryl\_Scott\_2  
 6.02a NWSL SPres20100122.pdf  
 6.02b NWSL SPres20091124.pdf  
 6.02c Dr. Laguerre's S\_P Direct! September 25, 2009  
 6.02d Dr. Laguerre's S\_P Direct!  
 6.02e NWSL SPres20100219.pdf  
 6.03a SPGRAM\_20100808  
 6.03b SPGRAM\_20100627  
 6.03c SPGRAM\_20100801  
 6.04a Laguerre State-of-College 2010-01-15  
 6.04b Laguerre\_Presentation\_at\_100\_Days\_Event  
 6.04c Welcome\_Back\_Presentations\_August\_2010  
 6.05a AGNA BOT20100331.pdf  
 6.05b AGNA BOT20100405.pdf  
 6.06a Dr.\_Laguerre\_Special\_Dinner\_Invitation\_to\_Honor\_Dr.\_Jensen\_6\_11\_09\_Memo[1]  
 6.06b SP Dinner 10.25.09  
 6.06c SP Dinner 10.09.10  
 6.07a Thank you letter for external partner  
 6.07b LIST Final 12-11-09 Strat Plng Mtg (2)

6.07c Focus Meeting Groups  
 6.07d Focus on Transition Meeting June 2009  
 6.07e A\_Focus\_on\_Transition\_Agenda\_6\_24\_09  
 6.07f Focus VIP lists  
 6.08a Chamber Installation Luncheon 6.10.10  
 6.08b Chamber Mixer 7.28.10  
 6.08c Chancellor's Circle Luncheon 6.28.10  
 6.08d SCBCC Mixer flyer 9.10.10  
 6.08e SP Calendar of Attendance March 2010  
 6.09a College\_Budget\_Forums-Brainstorm\_Ideas  
 6.09b Campus\_Budget\_Forums\_August\_2009  
 6.09c AGNA BOT20100317  
 6.09d AGNA BOT20100519  
 6.10 HR+20100601EMAIL  
 6.11 SPGram 10\_04\_09  
 6.12a College Budget Forum with Students 9.3.09  
 6.12b Solano\_CCD\_Tentative\_Budget\_6-20-10-College\_Budget\_Forum\_6-21-10  
 6.13 Union\_Contract\_Article\_27.6  
 6.14 2010-11\_Admin\_Org\_Chart\_9-17-10  
 6.15a Vaca\_man\_takes\_on\_administration\_position\_at\_SCC  
 6.15b SCC consolidates, fills roster of administrators  
 6.16a Minutes\_7-28-10\_JT\_SGC-FABPAC\_Mtg;  
 6.16b Board\_Minutes\_08-18-10.FINAL;  
 6.16c VP\_\_Finance\_\_Admin\_8-18-10;  
 6.16d Dir\_of\_Fiscal\_Svcs\_8-18-10;  
 6.17 Solano\_CCD\_Tentative\_Budget\_6-20-10-College\_Budget\_Forum\_6-21-10  
 6.18 Board\_Minutes\_9.1.10\_Item\_12a\_Contract  
 6.19 Board\_MINUTES\_Special\_Meeting.03.31.10.FINAL

**General Recommendation 8: Leadership**

8.01a Board Study Session Mins\_20100331  
 8.01b Board Study Session Mins\_20100203  
 8.02a Dr.\_Laguerre\_Special\_Dinner\_Invitation\_to\_Honor\_Dr.\_Jensen\_6\_11\_09\_Memo[1]  
 8.02b SP Dinner 10.09.10  
 8.02c Board Study Session MINUTES.08.04.10.FINAL  
 8.03a March 2 Advocacy Day  
 8.03b Board MINUTES.03.17.10.FINAL  
 8.03c SPGRAM 20100307  
 8.04a BOARD RETREAT MINUTES 06 22 10 FINAL  
 8.04b code\_of\_conduct  
 8.05a SCC\_Board\_Leadership\_working\_21Jul10

8.05b Board MINUTES.03.17.10.FINAL--policy subcommittee  
8.05c Board MINUTES 07-21-10.FINAL--how do we rate summary  
8.05d Board Minutes 02 17 10 FINAL--How do we rate board  
8.06a BP1020  
8.06b BP1070combo  
8.6c BP1071  
8.6d BP1075  
8.07 BOARD RETREAT MINUTES 06 22 10 FINAL  
8.08a Meeting\_w-VJO\_Trustees  
8.08b Mini Retreat Email 8.25.10  
8.09 Board MINUTES.12.02.09.FINAL  
8.10a Board MINUTES 12.16.09.FINAL  
8.10b Board Minutes 11 18 09 FINAL  
8.10c BP1037  
8.11 06.22.10\_Agenda\_Attachments  
8.12 Book List for Check Out 20100615  
8.13a 2010 Trustees Conference  
8.13b Board\_Minutes\_02\_17\_10\_FINAL  
8.14a SPGRAM 20100307  
8.14b PGRAM 20100627  
8.14c SPGRAM 20100801  
8.14d SPGRAM 20100808  
8.15a BD MINUTES Special Meeting 04.01.09.FINAL  
8.15b Letter of Evidence from Dr. Fisher 9 10  
8.16a Board Self Assessment Report June 2010  
8.16b SCC\_Board\_Leadership\_working\_21Jul10

**Addendum to Address Commission Questions on 2009 Audit**

How do I number these?

SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM

TO: **Members of the Governing Board**  
SUBJECT: **FACILITY AGREEMENT WITH SOLANO AQUATIC SEA OTTERS (SASO)**  
**REQUESTED ACTION: INFORMATION/ACTION**

**SUMMARY:**

The Governing Board approved revised fees for Community Services contracts on May 29, 2010.

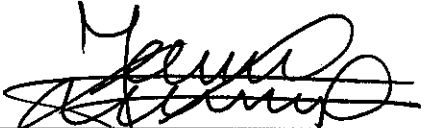
Based on an ongoing relationship for over 20 years with SASO, the District has been asked to establish fees for SASO in order for the organization to continue its mission of serving the community at large.

Facility costs for winter and summer use are as follows:

1. Solano Aquatic Sea Otters (SASO) will supply officials (6-10) for all SCC home swim meets.
2. Facility costs will be:
  - Winter use: 8 lanes or less = \$24 per hour
  - 9-12 lanes = \$26 per hour
  - All lanes = \$28 per hour
  - Summer use: 8 lanes or less = \$22 per hour
  - 9-12 lanes = \$24 per hour
  - All lanes = \$27 per hour

Approval is requested at this time to establish a different fee schedule for SASO.

*Government Code: Board Policy 1110 Estimated Fiscal Impact: \$ N/A*  
*Civic Center Act—EC Section 38130 et seq.*

|   |   |
|---|---|
| <p><b>SUPERINTENDENT'S RECOMMENDATION:</b><br/>Robert Myers, Dean<br/>Physical Education/Wellness/Athletics Division</p> <hr/> <p><b>PRESENTER'S NAME</b></p> <p>4000 Suisun Valley Road<br/>Fairfield, CA 94534</p> <hr/> <p><b>ADDRESS</b></p> <p>707 864-7126</p> <hr/> <p><b>TELEPHONE NUMBER</b></p> <p>Academic and Student Affairs</p> <hr/> <p><b>ORGANIZATION</b></p> <p>September 29, 2010</p> <hr/> <p><b>DATE SUBMITTED TO SUPERINTENDENT-PRESIDENT</b></p> | <p><input type="checkbox"/> APPROVAL      <input type="checkbox"/> DISAPPROVAL<br/><input checked="" type="checkbox"/> NOT REQUIRED    <input type="checkbox"/> TABLE</p> <hr/> <p style="text-align: center;"><br/><b>JOWEL C. LAGUERRE, Ph.D.</b><br/>Superintendent-President</p> <hr/> <p style="text-align: center;">September 29, 2010<br/><b>DATE APPROVED BY SUPERINTENDENT-PRESIDENT</b></p> |
|---|---|

SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM

**TO:** Members of the Governing Board

**SUBJECT:** AGREEMENT FOR PROFESSIONAL SERVICES  
BETWEEN SOLANO COMMUNITY COLLEGE DISTRICT  
AND TRUDY LARGENT AND ASSOCIATES

**REQUESTED ACTION:** INFORMATION/ACTION

**SUMMARY:**

The District is proposing to enter into an agreement with Trudy Largent and Associates to conduct a review of the District Police Department's use of force policy in general, and the use of firearm policy in particular; and to prepare a written report and make recommendations. Dr. Largent will begin working October 7, 2010; provide the written report to the District no later than February 1, 2011, at the rate of \$100 per hour, not to exceed a total cost of \$3,000.

Dr. Largent will utilize her background and experience as a former community college police chief, and investigative, analytical and writing skills as an attorney-at-law, in performing the services described, making recommendations regarding best practices, policies, and training. Dr. Largent will not provide any legal advice or counsel to any individual or entity in connection with such activities.

*Government Code: Board Policy 3230 and 3810 Estimated Fiscal Impact: \$100 per hour  
Not to exceed \$3,000 - General Fund*

**SUPERINTENDENT'S RECOMMENDATION:**  APPROVAL  DISAPPROVAL  
 NOT REQUIRED  TABLE

Karen H. Ulrich  
Director, Human Resources

**PRESENTER'S NAME**

4000 Suisun Valley Road  
Fairfield, CA 94534-3197

**ADDRESS**

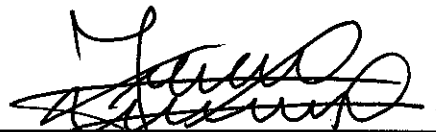
(707) 864-7122

**TELEPHONE NUMBER**

Administration  
**ORGANIZATION**

September 29, 2010

**DATE SUBMITTED TO  
SUPERINTENDENT-PRESIDENT**



JOWEL C. LAGUERRE, Ph.D.  
Superintendent-President

September 29, 2010

**DATE APPROVED BY  
SUPERINTENDENT-PRESIDENT**

## **AGREEMENT FOR PROFESSIONAL SERVICES**

The Solano Community College District (hereinafter referred to as "DISTRICT") and Trudy Largent and Associates (hereinafter referred to as "CONSULTANT") in consideration of the mutual promises made herein, agree as follows:

### **Scope of Services**

1. The DISTRICT hereby retains the services of CONSULTANT to conduct a review of the DISTRICT Police Department use of force policy in general, and the use of firearm policy in particular, prepare a written report and recommendations.
2. CONSULTANT will utilize her background and experience as a former community college police chief, and investigative, analytical and writing skills as an attorney-at-law in performing the services described and making recommendations regarding best practices, policies and training, but will not provide any legal advice or counsel to any individual or entity in connection with such services. CONSULTANT shall utilize her training and professional skills to determine the method, details, and means of performing the services.

### **Term**

3. The term of the Agreement hereunder shall commence beginning upon the execution of this agreement.

### **Reporting**

4. CONSULTANT shall report to the College President

### **Compensation**

5. The DISTRICT shall compensate CONSULTANT at an hourly rate of \$100, not to exceed a total cost of \$3,000 (Three Thousand Dollars). Said rate includes all of the following expenses connected to the services provided by the CONSULTANT: mileage, supplies, clerical, telephone calls, computer time and usage.

### **Payment**

6. CONSULTANT shall be paid the fees described in paragraph 5 above. Payment will not incur and become due until after February 1, 2011, and upon submission of invoice.

### **Performance**

7. During the term of this agreement, CONSULTANT shall perform the duties, responsibilities and tasks under this agreement as assigned by the DISTRICT in a competent, professional and prompt manner. DISTRICT shall cooperate in providing information necessary for CONSULTANT to conduct review.

### **Termination**

8. The DISTRICT or CONSULTANT may terminate this agreement and the employment hereunder at any time upon ten (10) days written notice to the other. In the event of termination under this contract, DISTRICT obligations to CONSULTANT shall cease except for any uncompensated services.

### **Notice**

9. Any notice to be given hereunder by either party to the other shall be in writing and may be transmitted by personal delivery or by mail, registered or certified, postage prepaid with return receipt requested. Mailed notices shall be addressed to the DISTRICT and to CONSULTANT at 100 Hawthorn Drive, #214, Fairfield, CA 94533. Each party may change that address by written notice in accordance with this section. Notices delivered personally shall be deemed communicated as of two (2) days following the date of mailing.

### **Non-Employee Status**

10. CONSULTANT is an independent contractor and not an employee of the DISTRICT. . Further, CONSULTANT shall retain the obligation to pay income and self-employment taxes on compensation received from DISTRICT.

### **Entire Agreement**

11. This agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the employment of CONSULTANT by the DISTRICT and contains all of the covenants and conditions between the parties with respect to that employment in any manner whatsoever. Any modification of this contract will be effective only if it is in writing and signed by the parties.

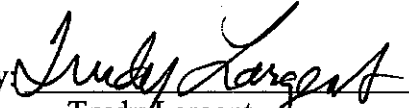
**Law Governing Agreement**

12. This contract shall be governed by and construed in accordance with the laws of the State of California.

Jowel Laguerre, President  
Solano Community College District

Trudy Largent, Esq.  
Trudy Largent and Associates

By: \_\_\_\_\_  
Jowel Laguerre

By:  \_\_\_\_\_  
Trudy Largent

Date: \_\_\_\_\_

Date 9/13/10



**SOLANO COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD AGENDA ITEM**

**TO: Members of the Governing Board**

**SUBJECT: PROPOSED REVISIONS AND NEW BOARD POLICIES,  
SERIES 1000**

**REQUESTED ACTION: INFORMATION**

**SUMMARY:**

The Governing Board established broad institutional policies and appropriately delegates responsibility to implement these policies. At this time, the Board District Policies and procedures Subcommittee presents for information the following proposed new and revised Governing Board Policies, Series 1000:

- NEW Policy No. TBD – Auditor
- NEW Policy No. TBD – Legal Counsel
- NEW Policy No. TBD – Selection of the Superintendent-President
- REVISED Policy No. 1016 – Duties and Responsibilities of the Board
- REVISED Policy No. 1045 – Minutes of Meetings
- REVISED Policy No. 1060 – Flying the Flag at Half Staff
- NO CHANGE Policy No. 1043 – Speakers (Review Only)
- NO CHANGE Policy No. 1075 – Delegation of Authority to Superintendent-President (Review Only)

Subsequent Board Policies may be submitted for information and review at a future meeting.

The foregoing proposed revisions and new Board Policies will move to the Superintendent-President's Cabinet and then Shared Governance Council for review.

*Government Code: Board Policy: 1016; 1045; 1060 Estimated Fiscal Impact: \$ N/A  
1043; 1075*

**SUPERINTENDENT'S RECOMMENDATION:**

APPROVAL       DISAPPROVAL  
 NOT REQUIRED       TABLE

Jowel C. Laguerre, Ph.D.  
Superintendent-President

**PRESENTER'S NAME**

4000 Suisun Valley Road  
Fairfield, CA 94534

**ADDRESS**

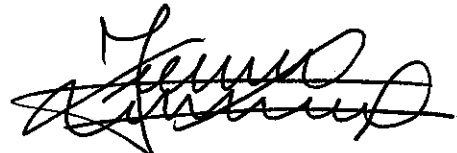
707 864-7112

**TELEPHONE NUMBER**

Administration  
**ORGANIZATION**

September 29, 2010

**DATE SUBMITTED TO  
SUPERINTENDENT-PRESIDENT**



**JOWEL C. LAGUERRE, Ph.D.**  
Superintendent-President

September 29, 2010

**DATE APPROVED BY  
SUPERINTENDENT-PRESIDENT**

**SOLANO COMMUNITY COLLEGE DISTRICT**

**Governing Board Policies  
Series 1000**

**AUDITOR – POLICY NO. TBD**

*The Board of Trustees shall appoint an auditor or auditing firm to serve as College auditor and to advise the Board. Such auditors shall conduct the annual audit of all College accounts in accordance with procedures prescribed in the Student Attendance Accounting Manual adopted by the Board of Governors of the California Community Colleges. The auditor shall be available for consultation with the Board or the College administration as needed. The auditor shall be employed after approval by the Board upon the recommendation of the Audit Subcommittee of the Board. The payment of fees for auditing services will be determined by the Board upon appointment.*

**REFERENCES/**

**AUTHORITIES:**

**Education Code Section 70902**

**Adopted: October \_\_\_ 2010**

**SOLANO COMMUNITY COLLEGE DISTRICT**

**Governing Board Policies  
Series 1000**

**Legal Counsel – Policy No. TBD**

*The Board of Trustees shall appoint an attorney or attorneys as needed to serve as Legal Counsel and to advise the Board. Such attorneys shall attend regular and special meetings of the Board when requested and be available for consultation as needed. The Legal Counsel shall be employed after approval by the Board upon the recommendation of the Legal Counsel Subcommittee of the Board. The payment for services for Legal Counsel will be determined by the Board upon appointment.*

REFERENCES/  
AUTHORITIES:

Education Code Section 70902

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Adopted: October \_\_\_\_\_, 2010

## SOLANO COMMUNITY COLLEGE DISTRICT POLICY

### Governing Board Policies Series 1000

#### Selection of the Superintendent-President

Policy No. TBD

*In the case of a vacancy for the superintendent-president of the college, the Board of Trustees shall establish a search process to fill the vacancy that is fair, open and complies with relevant regulations. The process which is the sole responsibility of the Board, shall comply with procedures approved by the Board.*

*The initial contract of the superintendent-president will be negotiated to the mutual agreement of the superintendent-president and the Board, for a term not to exceed four years.*

*The contract will be reviewed annually through an evaluation process of the superintendent-president as established and approved by Board Policy and Board Procedure. The contract will be renewed by mutual agreement of the Board and the superintendent-president.*

**Legal Authority:** California Education Code Section 72000, ACCJC Standard IV.B.1,IV.B.1.j; Title 5 Section 53000 et seq.

**Approved: October \_\_\_\_, 2010**

# **SOLANO COMMUNITY COLLEGE DISTRICT**

## **BOARD PROCEDURES No. XXXX**

### **For Policy No. XXXX**

#### **Selection Process of the Superintendent-president**

1. The Board of Trustees shall select the Superintendent-president.
2. The Board President, in consultation with the Board of Trustees, shall appoint an ad-hoc committee of Board members for the purpose of coordinating the logistics and procedures of the search.
3. If necessary, the Board of Trustees may appoint an Interim Superintendent-president during the search for a permanent college president.
4. All discussions and actions of the Board of Trustees regarding the process to be used in selecting the Superintendent-president shall occur in an open meeting of the Board.
5. The Board of Trustees will seek input from the campus community and the general community regarding desirable characteristics to seek in a Superintendent-president.
6. The Board of Trustees will approve the job description for the Superintendent-president and any promotional materials announcing the availability of the position.
7. The Board of Trustees may engage the service of a consultant to assist with the selection process.
8. The Board of Trustees will use a screening committee to assist in evaluating the pool of candidates. The Board of Trustees will determine the number and composition of the committee, the process to be used by the committee, as well as how many candidates the committee will forward to the Board.
9. The Board of Trustees may choose to interview any candidate in the applicant pool.
10. The Board of Trustees, and/or designee, will conduct the background check on the final Candidate(s), including onsite visits.
11. The Board of Trustees will discuss the final candidate(s) in closed session under Section 54957 of the Brown Act (*Public Employee Appointment: College President*).
12. The Board of Trustees will vote on the appointment of the Superintendent-president in an open meeting of the Board.

#### **Procedures for Policy No. XXXX**

# **SOLANO COMMUNITY COLLEGE DISTRICT**

## **BOARD PROCEDURES No. XXXX**

### **For Policy No. XXXX**

#### **Composition of Screening Committee Procedure No. XXXX**

Board Area 1 Community Representative  
Board Area 2 Community Representative  
Board Area 3 Community Representative  
Board Area 4 Community Representative  
Academic Senate Representative  
Academic Senate Representative  
Classified Senate Representative  
Classified Senate Representative  
Management Association Representative  
Executive Committee Representative  
Associated Students' Representative  
Search Consultant: Non- Voting Facilitator  
Director, Human Resources: Non-Voting Member

The Board of Trustees will select the Chair of the Screening Committee.

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**CAMPUS REPRESENTATIVES: 7 Members**  
**COMMUNITY REPRESENTATIVES: 4 Members**  
**NON-VOTING FACILITATOR: 1**  
**NON-VOTING EEO REPRESENTATIVE: 1**

**Procedures for Policy No. XXXX**

# SOLANO COMMUNITY COLLEGE DISTRICT

## Governing Board Policies Series 1000

### DUTIES AND RESPONSIBILITIES OF THE BOARD 1016

#### POLICY:

The Governing Board governs on behalf of the citizens of the Solano Community College District in accordance with the authority granted and duties defined in California Education Code Section 70902

*The duties and responsibilities of the Board of Trustees will be as follows:*

- *To hire, evaluate and dismiss the superintendent-president of the District.*
- *To determine the broad general policies, which will govern the operation of the District.*
- *To adopt policies and procedures for the shared governance of the District and to review them periodically.*
- *To approve the annual budget.*
- *To approve the expenditure of all funds.*
- *To appoint or dismiss employees upon the recommendation of the superintendent-president of the District.*
- *To fix the rate of compensation for all employees, and to review all salary schedules annually.*
- *To rule upon recommendations of the superintendent-president on site utilization and physical plant development.*
  - *To rule upon recommendations of the superintendent-president on matters of capital outlay with references to buildings, major improvements and equipment.*
  - *To rule upon recommendations of the superintendent-president on matters of repairs and maintenance of the buildings, grounds and equipment.*
  - *To require and consider reports from reports from the superintendent-president of the District concerning the program and conditions of the college.*
  - *To consider and pass upon the curricular offerings of the college upon the recommendations of the Academic Senate/superintendent-president of the District.*
  - *To consider and pass upon the annual calendar.*
  - *To consider and pass upon the recommendations of the superintendent-president of the District in all matters of policy pertaining to the welfare of the college.*
  - *To provide for the establishment of the necessary procedures to secure proper accounting of receipts and disbursements of all funds under the jurisdiction and control of the District.*
  - *To provide for the annual audit of all funds of the District.*
  - *To establish advisory committees as needed or required, and to approve the memberships of such committees.*
  - *To serve as the final appeal board for students, employees, and citizens of the District.*

The Board is committed to fulfilling its responsibilities to:

Represent the public interest;

Establish policies that define the institutional mission and set prudent, ethical and legal standards for

college operations;

~~Hire and evaluate the Superintendent-President;~~

Delegate power and authority to the Superintendent-President to effectively lead the District:

Assure fiscal health and stability;

Monitor institutional performance and educational quality;

Advocate for and protect the District.

REFERENCES/

AUTHORITY:

Accreditation Standard IVB.1.d

~~GF:pe;jm~~

BP1016

ADOPTED: July 7, 1982

REVISED: March 18, 1987; May 19, 1999; June 6, 2007

**Revised: October \_\_, 2010**



# Solano Community College District Policies

## Governing Board Policies Series 1000

### Minutes of Meetings 1045

#### Policy:

~~The Superintendent/President shall cause minutes to be taken of all meetings of the Board. The minutes shall record all actions taken by the Board. The minutes shall be public records and shall be available to the public. If requested, the minutes shall be made available in appropriate alternative formats so as to be accessible to persons with a disabilities.~~

~~Solano Community College District Governing Board meeting minutes shall include, but not be limited to, the following:~~

- ~~• a summary of agenda items that presents the basic essence of each presentation;~~
- ~~• the identity of all persons speaking before the Governing Board;~~
- ~~• all requests made by the Governing Board for follow up at future Board meetings;~~
- ~~• a summary of all Board action(s) taken at the meeting.~~

1. **The approved minutes of the meetings of the Board of Trustees shall constitute public records and shall be available to the public. In accordance with *Robert's Rules of Order Newly Revised*, the minutes mainly record actions by the Board.**

The Solano Community College District Governing Board meeting minutes shall include, but not be limited to, the following:

- **Date, Place, Time, and type of meeting**
- **Members present and absent listed by name, including time of arrival and departure**
- **Date and place of next meeting**
- **Time of adjournment**
- **Approval, or amendment and approval, of minutes of the preceding meeting**
- All requests made by the Governing Board for follow-up at future Board meetings
- **A synopsis of the Board's deliberations and action, including the names of the members who make and those who second the motion, the vote on a motion, and a roll call record of the vote on a motion if not unanimous, and if desired by the Board**

- The name, affiliation and topic addressed by a member of the public making remarks to the Board during a Public Comment segment of the agenda.

2. Agendas, minutes and other related documents from board meetings will be stored on a public page of the College's website at [www.solano.edu](http://www.solano.edu) .

**REFERENCES/**

**AUTHORITY:**

**California Education Code Section 72121(a)**

**California Government Code Section 54957.5**

**ADOPTED: July 7, 1982**

**REVISED: May 19, 1999; June 6, 2007, October \_\_\_\_, 2010**

REVISED

# SOLANO COMMUNITY COLLEGE DISTRICT

Governing Board Policies  
Series 1000

## FLYING THE FLAG AT HALF STAFF 1060

### POLICY:

The United States Flag and the State of California Flag will be flown at half staff in accordance with federal and state regulations.

*The Superintendent-President is authorized to encourage all members of the academic community to show respect and honor the flags of the United States of America and the State of California. He or she shall comply with orders to fly the flag at half staff when called upon to do so by the President of the United States, The Governor of the State of California, or the Board of Trustees. The Superintendent-President, Governing Board President and Vice-President may approve a request to fly the flag at half staff when they deem it appropriate.*

*By Resolution of the Board of Trustees, the flags of the United States, and the State of California can be flown at half staff upon the death of public officials at all levels of government. When death of the public official to be so honored is verified, flags shall be flown at half staff immediately. The flags shall remain at half staff during each day they are normally flown until lowered at the end of the day on which the funeral is solemnized.*

*Finally, the honor and reverence accorded this solemn act should not be diminished by the display of the flag at half staff on occasions of local tragedy wherein a County flag flown at half staff would be more appropriate.*

### REFERENCES/ AUTHORITY:

United States Code (USC) Title 36, Chapter 10

The Flag Code Title 4, USC, Chapter 1

Solano Community College District Governing Board

GF:pe:jm  
BP1060

ADOPTED: May 19, 1999

REVISED: June 6, 2007

**Revised: October \_\_, 2010**

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**SOLANO COMMUNITY COLLEGE DISTRICT**

**SPEAKERS**

1043

**POLICY:**

Except as extended by the Board President or action of the Board, individuals shall be limited to three (3) minutes on any one (1) topic or item. Oral presentations relating to a matter on the agenda, including those on the Consent Agenda, shall be heard before a vote is called on the item.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comment.

Those wishing to speak to the Board are subject to the following:

- The President of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive.
- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to policies of this Board implementing that section.
- They shall complete a Public Comment Card to address the Board at the beginning of the meeting at which they wish to speak.
- The request shall include the person's name and name of the organization or group represented, if any, and a statement noting the agenda item or topic to be addressed.
- No member of the public may speak without being recognized by the President of the Board.

**SOLANO COMMUNITY COLLEGE DISTRICT**

**SPEAKERS**

**1043**

- Each speaker will be allowed a maximum of three (3) minutes per topic. The Board President can establish a reasonable maximum time allotment for public speakers on one (1) subject regardless of the number of speakers at any one (1) Board meeting.
- Each speaker coming before the Board is limited to one presentation per specific agenda item before the Board, and to one presentation per meeting on non-agenda matters.

**REFERENCES/**

**AUTHORITY:** California Government Code Sections 54950, et seq.

GF:pc:jm California Education Code Section 72121.5

BP1043

**ADOPTED:** June 6, 2007

**SOLANO COMMUNITY COLLEGE DISTRICT**

**DELEGATION OF AUTHORITY TO SUPERINTENDENT/PRESIDENT**

1075

**POLICY:** The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board including the administration of Solano College, Travis University Center, Vacaville Center, and the Vallejo Center, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret Board policy. In situations where there is no Board policy direction, the Superintendent/ President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the Superintendent/President.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Board as a whole. Individual trustee requests for information shall be met if, in the opinion of the Superintendent/President, they are not unduly burdensome or disruptive to District operations. Information provided to any trustee shall be available to all trustees.

The Superintendent/President shall act as the professional advisor to the Board in policy formation.

**SOLANO COMMUNITY COLLEGE DISTRICT**

**DELEGATION OF AUTHORITY TO SUPERINTENDENT/PRESIDENT**

**1075**

**REFERENCES/**

**AUTHORITY:** California Education Code Sections 70902(d), 72400

GF:pc:jm Accreditation Standard IV.B.1.j; IV.B.2

BP1075

**ADOPTED:** June 6, 2007