SHOW CAUSE REPORT

Submitted to the Accrediting Commission
For Community and Junior Colleges,
Western Association of Schools &
Colleges on March 31, 2009

Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534-3197

Solano College Accreditation Show Cause Report Approvals:
Executive Council   3-23-2009
Academic Senate   3-25-2009
Shared Governance Council   3-25-2009
Governing Board   3-30-2009

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I. CERTIFICATION OF THE ACCREDITATION SHOW CAUSE REPORT

Date: March 31, 2009

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

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

This Accreditation Show Cause Report is submitted for the purpose of assisting in the determination of accreditation status.

We certify that there was broad participation by representatives of the campus community and we believe the Show Cause Progress Report accurately reflects the nature and substance of the institution.

A. Marie Young	President, Governing Board
Dr. Robert Jensen	Interim Superintendent/President
Robin L. Steinback, Ph.D.	Vice President of Academic Affairs Accreditation Liaison Officer
Jeffery N. Lamb, Ph.D.	Academic Senate President
Lillian Nelson	President, Associated Students of Solano College
Thomas E. Grube	President, Solano College Faculty Association
Cynthia Simon	President, California School Employees Association
Jeffrey Lehfeldt	President, Operating Engineers, Local #39

II.   Statement On Report Preparation

This Show Cause Report is submitted in response to the requirement by the Accrediting Commission for Community Colleges of the Western Association of Schools and Colleges that the College takes immediate corrective action to come into compliance with the Commission's eligibility requirements, standards, and policies, and correct deficiencies noted in the Commission's February 3, 2009 action letter.

At its meeting on January 7-9, 2009, the Commission reviewed the College's Midterm and Special Reports (October 15, 2008) and the report of the evaluation team that visited the College on November 3, 2008. At the Commission's direction, the Special Report focused on four of the eight recommendations originally made by the visiting team on their comprehensive evaluation visit to Solano Community College on October 25-27, 2005. These four recommendations addressed needs of the college in the areas of institutional planning (General Recommendation 2), staffing and organizational stability (General Recommendation 6), fiscal integrity and stability (General Recommendation 7), and leadership (General Recommendation 8). In addition to four recommendations listed above, the Midterm Report addressed an additional four recommendations from the October 2005 report. These addressed needs in the areas of institutional effectiveness (General Recommendation 3), student learning outcomes (General Recommendation 4), and library resources (General Recommendation 5). The Commission acted to accept the Midterm Report, reject the Special Report, and placed the College on Show Cause, with the requirement that the College correct deficiencies in the areas of institutional dialogue (General Recommendation 1), institutional planning (General Recommendation 2), institutional effectiveness (General Recommendation 3), staffing and organizational stability (General Recommendation 6), fiscal integrity and stability (General Recommendation 7), and leadership (General Recommendation 8).

Prior to receiving the Commission's action letter, the College discussed strategies for future accreditation reports at its December 10, 2008, meeting of the Shared Governance Council (SGC), which had functioned as the Accreditation Steering Committee for the most recent College reports. [*Evidence 1.23b Minutes SGC December 10, 2008*]. After the College received notification on its Show Cause status, an Accreditation Advisory Group consisting of the Academic Senate President, the Vice President of Academic Affairs, the Interim Superintendent President, and the report writer met on February 9, 2009, to plan a timeline and organizational structure for preparing the report [*Evidence 0.01 February 10, 2009 $All e-mail from Interim Superintendent/President Waits*]. Mindful of the abbreviated timeline for report development, the group decided that the wiki format for gathering report data and commentary that had been used in the last reports would be the most expeditious way of facilitating dialogue while allowing sufficient time for preparation and review of drafts. The online modality of the wiki allows for broad-based participation because it is easily accessible from any location and can be accessed any time, thereby accommodating various schedules of busy faculty, staff, administrators, and students. The wiki is also conducive to collaboration in an evidence-based culture because every change made to a wiki is documented. A participant or viewer can, at any time, see an earlier version of any page and can read comments made during the creation of the document [*Evidence 1.20 Show Cause Report, page 1 (Wiki screenshot)*]

The Accreditation Advisory Group also determined that a Working Group, led by two co-chairs (an administrator and a faculty member) and comprised of representatives from faculty, staff and administrators, would gather the input and prepare preliminary responses to their assigned responses. These preliminary responses were submitted to the report writer on March 9, 2009. A complete first draft of the report was posted to the College intranet on March 16, 2009, and was reviewed as an information item at the Academic Senate meeting on March 16, 2009. There was a review and discussion of the draft in an informal meeting of Academic Senate and Shared Governance Council members, as well other interested members of the campus community, on Friday, March 20, 2009. Updated responses were submitted to the writer on Monday, March 23, and a complete final draft was sent on Wednesday, March 25, 2009, to constituent groups for review. Already familiar with the draft in its original form, the Academic Senate and Shared Governance reviewed changes and approved the document at a joint meeting on Wednesday, March 25, 2009. The Board approved the document in its final form at a special meeting on Monday, March 30, 2009.

III.   Response to Team Recommendations

General Recommendation 1: Improving Institutional Dialog

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 which 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, and IV)

The College recognizes its need to broaden the self-reflective dialogue about continuous improvement of student learning and institutional effectiveness among the constituent groups— The Board of Trustees, Faculty, Staff, Students, and Administration. Driven not only by the dire circumstances of the college's accreditation status, but also by the renewed desire to unite to improve the overall quality of the institution, there has been a significant increase in college-wide dialogue in the organized response to the Accreditation Commission of Community and Junior Colleges (ACCJC) recommendations. Additionally, the collective bargaining issues, though not all resolved, have been addressed to restore full constituent participation in campus committees. And finally, even as they have been correctly cited as distractions in recent reports from both the College and the Commission, Banner implementation and Measure G Bond construction projects have also required that the College engage in productive dialogue among all groups to solve the problems.

Accreditation
The College's organized response to the accreditation report and recommendations engaged various constituent groups in a discussion of strengths and weaknesses of the College and has resulted in planned and actual improvements in the College's approach to the accreditation process, including centralized data and report management through use of a wiki, and a viable model for a stable accreditation committee structure for future reports, as well as the self-study. The Academic Senate began early on to gear up for accreditation by meeting with the Ad Hoc Accreditation Committee, composed of the key players from the 2005 Accreditation Self-Study to analyze the strengths and weaknesses of the College's past approaches to the process. [*Evidence 1.01 Minutes Ad Hoc Accred Cmte 11-07-08* & *Evidence 1.02 Minutes Ad Hoc Accred Cmte 11-21-08*]. Later, knowing that the College would need to be further trained on standards the Ad Hoc Accreditation Advisory Group decided in December [*Evidence 1.03 Email Exchange RE Accred Training*] to bring Dr. Leslie Kawaguchi from the Academic Senate of California Community Colleges (ASCCC) to the campus to provide an overview of the accreditation process. During the Spring Flexible Calendar days in January there were several scheduled activities for all College groups to learn more about all aspects of accreditation, including standards and the implications of all levels of commission sanctions, and to discuss strategies for addressing and more effectively documenting responses to the ACCJC recommendations. To encourage the broadest possible participation of campus groups, the January 13th Joint Meeting with the Academic Senate and Educational Administrators was expanded to include the Executive Council and Shared Governance Council members and served as the forum to host Dr. Kawaguchi's presentation. [*Evidence 1.04 Presentation – Lesley Kawaguchi Accred Flex Cal 01-13-09*, *Evidence 1.05 Flex Cal Sign-in Sheet 01-13-09*]. Dr. Kawaguchi was also able to sit in with the regular Academic Senate meeting that day to answer follow-up questions. [*Evidence 1.06 Minutes Academic Senate 01-13-09*]. Later that week, Senate President Dr. Jeffrey Lamb held a Flex Cal workshop on accreditation to report out on the College's accreditation status and to gather information from the campus community regarding the process of writing of the report and gathering evidence. [*Evidence 1.07 Flex Cal Schedule Spring 2009*]. CSEA also met during Flexible Calendar days in January [*Evidence 1.08 Minutes CSEA 01-16-09*] to discuss the pending ACCJC Letter and Report and to arrange for membership participation in the development of the College's response to the report [*Evidence 1.09 CSEA Volunteer List*]. On that same Flexible Calendar day, Special Trustee Tom Henry addressed the college and answered questions about the standards, sanctions, solutions, and strategies the College might employ to address ACCJC recommendations and meet eligibility requirements [*Evidence 1.10 Notes of Tom Henry Q&A 01-14-09*]. In order to more fully prepare college leaders to coordinate the response to the accreditation report, the Senate President, the Student Learning Outcomes Assessment Coordinator, and the Vice President of Academic Affairs attended the ASCCC Accreditation Institute from January 23-25th, 2009 [*Evidence 1.11 ASCCC Accreditation Institute Program Webpage; Evidence 1.11a SCC Attendance at ASCCC Accred Inst Prog 01-23-09; Evidence 1.11b SCC Attendance at ASCCC Accred Inst Prog 01-23-09;* and *Evidence 1.11c SCC Attendance at ASCCC Accred Inst Prog 01-23-09*].

The Joint Faculty Association/Academic Senate meeting on February 10, 2009 [*Evidence 1.12 Minutes Joint Fac Assn & Aca Sen (Item IX) 02-10-09*] led to a campus forum on accreditation and institutional planning February 19 [*Evidence 1.13 Invite Campus Forum 02-19-09*]. The

CSEA newsletter [*Evidence 1.14 CSEA February 2009 Newsletter*], the Academic Senate President Blog [*Evidence 1.15 Aca Sen Pres Blog*] and the Superintendent/President internal communiqués [*Evidence 1.16 Info Emails from SCC Presidents*] were other mechanisms used to speak to and foster dialogue within and among constituent groups. Finally, on March 3, 2009 the Associated Students of Solano College (ASSC) sponsored an open forum to answer student questions about the status of the college relative to accreditation and its impact on students. Attendees also included faculty, staff, administrators, and members of the community. At this forum newly appointed Interim Superintendent/ President Dr. Robert Jensen and Vice President of Student Services Dr. Lisa Waits fielded questions from the audience [*Evidence 1.17 Email Invite Student Forum 03-03-09*].

The input gained from all of these informational meetings and trainings helped to shape the composition and structure of the Accreditation Working Groups, which were designed to allow for the broadest based input possible within the abbreviated timeline between the commission letter and the deadline for the report. A Working Group, comprised of two co-chairs (one administrator and the other a faculty member) and a "core group" of representatives from faculty, staff and administrators) was assigned to coordinate and review responses to each recommendation. The composition of the groups shows promise as a viable model for a stable accreditation response structure for future reports, but the entire accreditation response process will also be assessed to determine its success. After the Show Cause Report is completed, the Vice President of Academic Affairs and the Senate President will hold a follow-up meeting where Working Group participants will fill out an evaluation to provide feedback on the accreditation response [*Evidence 1.18 Accred Work Grps Matrix 2009*].

The Working Groups quickly met and established timelines, meeting schedules, and strategies for responding to their particular recommendations. Additionally, it was decided early on that a Wiki would be the best "open-source" vehicle through which the Accreditation Working Groups would invite contributions to and report out their progress on the accreditation report. The online modality of the Wiki allows for broad-based participation both because it is easily accessible and available around the clock. Additionally, it is a place where resources are made available so that anyone who is working on the report can access information about the standards, the College's most recent report, and the ACCJC visiting team reports. The campus community was encouraged to visit the Wiki so that not only could they read important accreditation documents and the daily updates from the Working Groups but they could also add their own evidence-based input to help create a Show Cause Report that reflects as many voices as possible [*Evidence 1.19 Wiki Participation Page Sample; Evidence 1.19a Wiki Users List*].   Of great benefit as well is that a Wiki is a place to store files/evidence in a single location so that when the groups needed to compile evidence for the report, everything was available on the Wiki.

In addition to being the portal to the Show Cause Report writing, the front page of the Wiki is also a place where the Accreditation Committee Chairs put up-to-date information for the campus community such as the master calendar of when and where the Working Groups were to meet, who were members of the Working Groups, and a quick tutorial on how to use the Wiki [*Evidence 1.20 Wiki Show Cause Report Page 1*].

Clicking on any one of the "recommendation links" leads a campus community member to an introductory page:
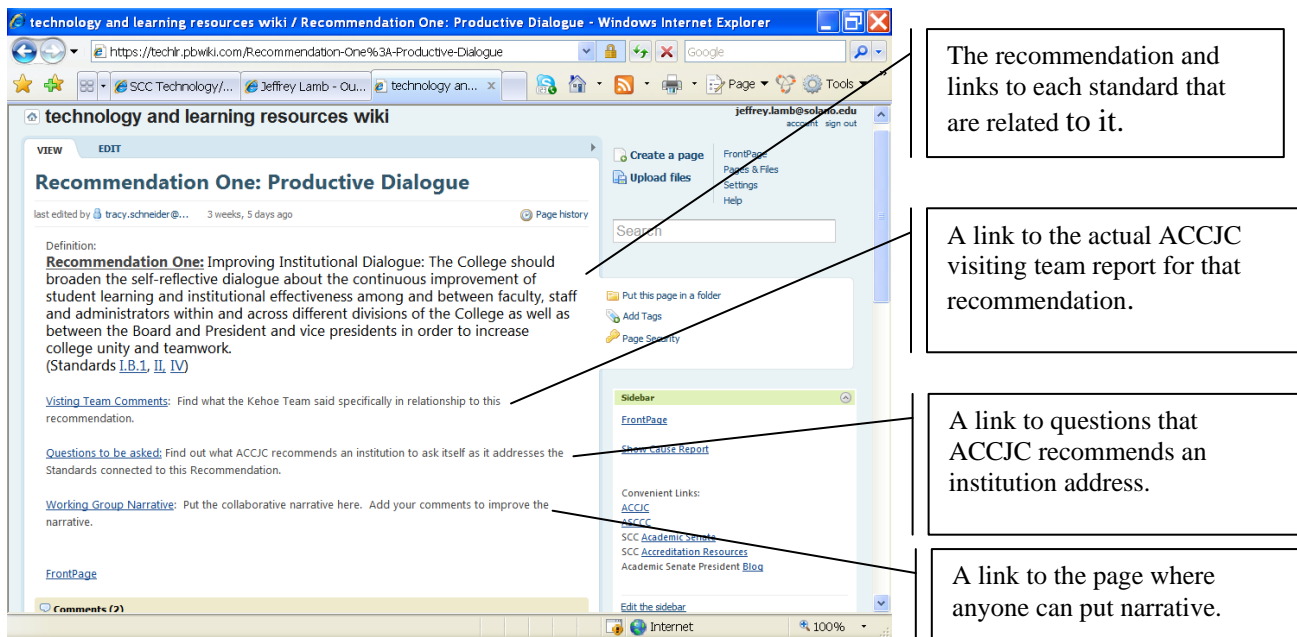
The recommendation and links to each standard that are related to it.

A link to the actual ACCJC visiting team report for that recommendation.

A link to questions that ACCJC recommends an institution address.

A link to the page where anyone can put narrative.

A closer look at any one of the links either provided information or a place to provide evidence-based input.

The Board of Trustees and the wider campus community were apprised of the College's progress in responding to the Visiting Team's recommendations through regular reports from the Superintendent/President [*Evidence 1.21 Info Emails from SCC Presidents*]. Beginning with the March 4, 2009 meeting, *Accreditation Progress Report*, has been added as a standing information item for all regular Board of Trustee Meetings. At the March 4, 2009 Board of Trustee meeting Vice President of Academic Affairs, Dr. Steinback, gave two informational PowerPoint presentations on accreditation and provided the Board with the opportunity to ask questions about the College's progress and Accreditation Standards [*Evidence 1.22 Accred Progress Report Presentation 03-04-09* & *Evidence 1.22a Accreditation and Trusteeship Presentation 03-04-09*]. This second presentation served as a follow-up to the Board's retreat with the President of ACCJC, Dr. Barbara Beno, on February 20, 2009. The board's role in accreditation, accreditation standards, and policy issues specific to Solano College were discussed. Also, Vice President of Academic Affairs, Robin Steinback and/or the Academic Senate President, Dr. Lamb have given regular updates to Shared Governance Council [*Evidence 1.23 Minutes SGC 10-22-08*; *Evidence 1.23a Minutes SGC 11-12-08*; *Evidence 1.23b Minutes SGC 12-10-08*; *Evidence 1.23c Minutes SGC 01-28-09*; *Evidence 1.23d Minutes SGC 03-04-09*]. Dr. Lamb has given regular reports on Accreditation to the Academic Senate and the Board of Trustees in his reports and through the Academic Senate Blog [*Evidence 1.15 Aca Sen Pres Blog*]. One outcome of the discussion of accreditation standards, especially with regard to Standard I on Mission and Effectiveness, was consensus among the membership of the Shared Governance Council that prior to review and possible revision of the Mission, Vision, and Goals statements, it would be prudent for the College to conduct a climate survey, community needs assessment, and perhaps a charrette inviting participation from the campus and external communities [*Evidence 1.24 Minutes SGC 03-11-09*].

In its November 3 report, the visiting team noted that morale at the College was "tenuous and apprehensive" and cited staff comments that they were "anxiously awaiting greater stability in order to proceed with institutional improvement." While admittedly, College morale has fluctuated over the past few years amid the frequent changes in leadership, the immediate project of restoring the College's accreditation has strengthened the college community's resolve to work collectively for improvement of institutional quality. The College recognizes that greater leadership stability would facilitate institutional improvement and has therefore taken steps to establish strong and stable leadership by recruiting a permanent Superintendent/President. More detailed discussion of this process appears in the responses to Commission recommendations 6 and 8 in this report.

Planning and Budget
One indication that the College is no longer "awaiting greater stability in order to proceed with institutional improvements" is its recent work on re-vitalizing and updating some of the College's past planning mechanisms rather than developing new ones. Beginning in early spring semester of 2009, the newly reconstituted Process Evaluation and Review Team (PERT) met several times with the goal of making the College's current planning process more efficient and accessible [*Evidence 1.25 Minutes PERT 02-6-09, Evidence 1.25a Minutes PERT 02-17-09, Evidence 1.25b Minutes PERT 02-18-09, and Evidence 1.25c SCC Integrated Planning Process 2009*]. As a result, the "Integrated Evaluation, Planning and Budgeting Process" originally developed in 2004, has been updated in order to mesh strategic and operational planning processes. (More specific information on this document and PERT can be found in Recommendation 2: Improved Institutional Planning). In order to react and adjust to any issues or problems that came up as the College put its Strategic Proposal Process to the test, PERT solicited input from Review Groups (such as Basic Skills Initiative Committee and the Enrollment Management and Student Retention Committee), Shared Governance Council, and the Financial and Budgeting Planning Council (FABPAC) on the Strategic Proposal Process. For instance, when it became apparent that the Shared Governance Council needed better guidelines on how to proceed and a rubric to evaluate and prioritize proposals, PERT developed those documents [*Evidence 1.26 Minutes SGC 10-08-08, Evidence, 1.26a Minutes SGC 10-22-08, Evidence 1.26b Minutes SGC 11-12-08, Evidence 1.26c Minutes SGC 01-28-09, Evidence 1.26d Minutes SGC 02-11-09, Evidence 1.26e Minutes SGC 02-11-09 Tally Sheet, & Evidence 1.26f Strategic Proposal Process & Ranking*]. To encourage broad-participation in evaluating the process, PERT presented the process to Shared Governance Council, FABPAC, the Academic Senate, and at an open campus forum. [*Evidence 1.27 Minutes SGC 02-11-09, Evidence 1.27a Minutes FABPAC 02-25-09, & Evidence 1.27b Minutes Aca Sen 02-23-09*]. The comments and insights gained by discussing the strengths and weaknesses of the College's planning, evaluation and budgeting processes greatly informed the final new "Integrated Planning Process."

To address the College's budget deficit, the College's Executive Council, in consultation with Special Trustee Tom Henry, developed a Budget Reduction Matrix outlining a broad range of possible cuts and their impact on college operations [*Evidence 1.28 Budget Reduction Matrix 2-11-09; Evidence 1.28a Minutes Gov Bd 02-11-09*]. The matrix was presented to the Board of Trustees, the Financial and Budgeting Planning Council (FABPAC) and the Shared Governance Council. Constituent groups, through their representation on Shared Governance Council and FABPAC, were then able to develop philosophy statements or position papers defining guiding principles for budget choices [*Evidence 1.29 CSEA Ranking of Proposed Budget Cuts 03-27-09; Evidence 1.29a Aca Sen Statement on Ranking Budget Cuts 02-25-09; Evidence 1.29b Faculty*

Assn Response to District's Budget Reduction Proposals 03-04-09]. FABPAC will discuss proposed cuts at its next scheduled meeting on April 1, 2009.

Student Learning
Several ongoing projects aimed at improving student success provide examples of productive dialogue within and among divisions and programs. The College has effectively used Student Learning Outcomes as a way to institutionalize dialogue between faculty members about student learning, best practices, and program improvement through scheduled activities related to the pilot assessment of course SLOs [*Evidence 1.30 Cross-Division Assessment Analysis Spring 09 Pg. 1; Evidence 1.30a Cross-Division Assessment Analysis Spring 09 Pg. 2; Evidence 1.30b SLO Cross-Division Report Spring 08; Evidence 1.30c Spring 2009 Narrative; Evidence 1.30d Fall 2008 Narrative* & *Evidence 1.30e SLO Assessment Cross Div Fall 2008*].

The English Department has been conducting effective dialogue and planning regarding its developmental Reading and Writing Labs and courses on an ongoing basis since 2006. This dialogue and planning has continued under the aegis of the reading and composition area of the Basic Skills Initiative (BSI) and has since developed into several separate Faculty Inquiry Groups (FIGS) wherein dialogue, research, planning, and evaluation occur on a weekly or biweekly basis. There is an inquiry group specifically devoted to each level of the English department's basic skills writing courses and addresses topics such as methods for determining initial placement, student success rates, outcomes assessment, skills alignment in sequential courses. Recent accomplishments include evaluation and revision of the uniform assessment for students in composition courses, changes in Writing Lab course materials to address student needs revealed in the composition assessment, as well as promoting student persistence in composition courses [*Evidence 1.31 Minutes FIG Meeting 02-09-09*]. For examples of work these and other BSI groups have accomplished, see the Basic Skills Blog at http://sccbasicskills.pbwiki.com [*Evidence 1.32 Basic Skills Wiki*].

Over the last four years faculty from the biology, chemistry, health occupations, and math departments have planned and worked to make changes in their pre-nursing curriculum, which affect more than 10% of the students at Solano College. The result includes two new courses, Math for Health Occupations (MATH 114) and Chemistry for the Health Sciences (CHEM 051), the modification of the prerequisites for Introductory Physiology (BIO 005), and discussions involving Anatomy (BIO 006). To formalize this process, on November 6, 2008 an initial meeting was held with math, chemistry, biology, and health occupations faculty to discuss topics that nursing and pre-nursing students need to master in order to be successful in their courses. The divisions anticipate scheduling regular meetings for faculty from different departments who teach courses taken by pre-nursing students to help plan and coordinate future efforts in this area [*Evidence 1.33 Nursing Curriculum*].

The College's UMOJA program (focused on retention of African American students), designed to promote student success in multiple programs and disciplines, is also a product of collaboration among divisions on campus. The UMOJA strategic proposal began in the Counseling division and gained campus-wide support through the analysis and discussion of the Student Equity Report (part of the Solano Student data from the Enrollment Management and Student Retention Committee). Analysis of data in the College's Student Equity Report revealed that Solano's African American males are not being recruited, nor retained at the same levels as other students. UMOJA is designed to serve as an academic, social, and cultural support system

to these students by creating an institutional connection, and an institutional "home" for them. The support covers instruction in basic skills and guidance in navigating academic culture. Additionally, the program focuses on cultural events and cultural understanding activities to build bridges for students to further develop new skills. The connection with faculty and staff are key supports for the students. The UMOJA program strategic proposal was recommended for funding in the 2009-2010 budget at the February 25, 2009 FABPAC meeting [*Evidence 1.34 UMOJA Strategic Proposal*].

The College's Learning Communities Program continues to expand, recently becoming more integrated into the institution with its own standing subcommittee of the Academic Senate, as of fall 2008 [*Evidence 1.35 Minutes Aca Sen for Learning Cmty 10-06-08* & *Evidence 1.35a Minutes Learning Cmtes 11-05-08*]. On April 2-4, 2009, the program will co-host with the Evergreen State College and the new California Learning Communities Consortium (CLCC) the 2nd Annual California Learning Communities Consortium (CLCC) Curriculum Workshop on Solano campus. This is a statewide, three-day, intensive workshop that revolves around developing Learning Communities curricula.

Organizing the workshop has been a collaborative effort at Solano Community College, involving SCC Foundation staff members who are handling the finances, receiving registration materials and paying the bills with monies generated through registration fees. The workshop's budget is completely self-sufficient and requires no money from the college. Administrators, who have provided valuable guidance and helped negotiate with a local hotel, which is the off-campus meeting site (similar to last year's workshop in San Diego, there are on-campus and off-campus events). Three faculty members are facilitating different breakout sessions at the workshop, and numerous faculty members are helping with the workshop's preparation. One of the college librarians made the workshop's website. In addition, the Solano College Bookstore helped acquire the workshop supplies each attendee will receive. The workshop is scheduled for April 2-4, 2009. As of March 22, 2009, there are 72 registered attendees from 16 different California community colleges [*Evidence 1.36 Learning Communities Workshop April 2-4, 2009; Evidence 1.36a CLCC Reg Form 2009; Evidence 1.36b CLCC Wkshop Contract with Hilton; & Evidence 1.36c CLCC Workshop Agenda 2009* http://www.solano.edu/learningcommunities/2009retreat.html]

The Learning Communities program continues to work closely with the Basic Skills program. One way that Solano Community College addresses the needs of basic skills students is with a Learning Communities model. For the past year, the College has linked several pre-college and college-level English courses with Counseling study skills courses. The rationale for a Learning Communities approach is two-fold: 1) Learning Communities foster the formative skills necessary to be a successful student and 2) they foster an atmosphere in which peer support exists inside and outside the classroom.

Three of these English/Counseling combinations have been scheduled since the spring of 2008, but five are being offered in the fall 2009 semester. The number of these combinations is expected to increase as the Learning Communities curriculum becomes more diversified and specialized with emerging programs such as the UMOJA Scholars Program and a new Learning Communities for student-athletes (the first course is planned for the spring of 2010). All of these efforts will be part of a new, proposed Basic Skills initiative called *Pathways to Success*, which further coordinates the efforts of the Basic Skills program and the Learning Communities

program. A strategic proposal for the *Pathways to Success* initiative will be submitted in May 2009 for the 2010-2011 academic years [*Evidence 1.37 Learning Communities Schedule Spring 09* & *Evidence 1.37a BSI and LC Joint Efforts*].

Operational Problems and Bargaining Issues
The Visiting Team report accurately reflects that the stalled collective bargaining process with two of the employee collective bargaining groups impeded governance discussions. Indeed in spring 2008, bargaining units implemented a "work to rule" job action in response to unproductive negotiating sessions relating to salary and benefits. [*Evidence 1.38 Email from CTA Pres White Implementing Work-to-Rule 04-03-08*] This eventually led to two of the units declaring impasse in fall 2008 (Local 39 settled their labor contract by July, 2008) [*Evidence 1.39 Local 39 Contract 07-10 Part 1* and *Evidence 1.39a Local 39 Contract 07-10 Part 2*]. The Faculty Association received an initial offer from the Board to settle on September 5, 2008. A second offer was put on the table December 8, 2008. The Faculty immediately returned to Shared Governance and FABPAC and voted to lift the "work to rule" action before the spring semester began in January 2009 [*Evidence 1.40 Email from CTA Pres Grube Lifting Work-to-Rule 01-21-09*]. CSEA reached a tentative agreement with the District on December 18, 2008 and therefore suspended the "work to rule" action by the beginning of the spring semester. Renewed faculty/staff participation in important shared governance committees (like Shared Governance Council and FABPAC) [*Evidence 1.41 Minutes SGC 09-10-08* & *Evidence 1.41a Minutes FABPAC 12-03-08*] allowed the College to focus on productive dialogue for improvement of educational quality.

In addition to citing problems with morale as an obstacle to dialogue and progress, November 2008 Visiting Team noted that implementation of the Banner data management system and Measure G construction projects were distractions. The faculty and staff were over-burdened by the new data management system and the flex space moves that were required during building remodels were a concern. The move toward full implementation of Banner did cause several problems. In response, the College has developed a new implementation plan that is continually evaluated in the Banner "report card" [*Evidence 1.42 Banner Project Assessment*]. The College has contracted with consultants to work with the appropriate resource staff for each of the Banner modules to help fully implement them [*Evidence 1.43 Recommended Consulting Visits 02-09-09*]. The College is currently tracking due-dates for implementation [*Evidence 1.44 Banner Recovery Percent*; *Evidence 1.44a Banner Organization Chart 03-25-09* & *Evidence 1.44b Banner Recovery Plan 03-25-09*]. Additionally, the College has a robust on-going training program for faculty and staff on how to interface with this new data management system. [*Evidence 1.45 Faculty Banner Training*; *Evidence 1.45a MySolano Website Training Emails*; *Evidence 1.45b My Solano Website Faculty Users Instruction*; *Evidence 1.45c My Solano Website Training* & *Evidence 1.45d Status Codes with Descriptions*].

The College has taken steps to solve some of the problems with Measure G Bond construction projects. The College hired a Project Facilities consultant for Measure G, Mr. Stan Dobbs, who provided District oversight of Kitchell, the Measure G construction management firm [*Evidence 1.46 Minutes Gov Bd 07-16-08*].   In addition, the District has hired a permanent Facilities Director who began working on March 2, 2009 [*Evidence 1.47 Minutes Gov Bd Mtg 02-18-09* and *1.47a Consent Calendar Minutes Gov Bd Mtg 02-18-09*]. The disruptions resulting from construction projects, including moves between flex and permanent spaces, have become less frequent as a majority of the faculty and staffs have returned to permanent locations.

In order to assess the College's progress in both of these operational areas, the College's Shared Governance Council has committed to conducting a campus climate survey of students and all employees that would be a part of an information gathering effort to better inform us as we begin the review of our Strategic Plan [*Evidence 1.48 Minutes SGC 03-11-09*].

General 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. (Standards I.A.4, I.B.3, ER 19)

In its November 2008 report, the Visiting Team noted some improvements in institutional planning at the College, but went on to describe continuing problems, including: the need for clarity in, and institutional acceptance of, planning processes and the need to link planning to budgeting. The report also cites a lack of transparency in budgetary decision-making. In an effort to meet ACCJC standards for effective institutional planning, the College has worked to centralize and clarify its planning and decision-making processes by formally reconvening the Process Evaluation and Review Team (PERT). The PERT's mission is not only to simplify and clarify SCC's processes, but also to educate the college community about those processes so that transparent planning through SLO assessment and Program Review can take place and lead to data driven implementations that will continuously improve the college [*Evidence 2.01 Integrated Planning Flowchart 2009; Evidence 2.02 Characteristics of SCC Strategies and Timeline; Evidence 2.03 PERT Meeting 2-17-09; Evidence 2.04 SCC Integrated Planning Process Manual 2009*] as took place with the Humanities Division's 07-08 Program Review referenced by the visiting team [*Evidence 2.05 Humanities Program Review 2007-2008*].

The college's response to the visiting team's concern that they could find little evidence of implementation of plans, especially plans for "participative budget development and its linkage with planning" began with an internal review conducted by the accreditation response teams of all of the college's documentation to see what in fact has been previously documented. That internal investigation revealed numerous yet uncoordinated budget and planning linkages, and it also revealed a scattershot, sometimes opaque process. While there is some evidence of the linkage between planning and budget, it has not been fully transparent as is evidenced by the lack of a centralized archive, which the internal review has now helped to assemble [*Evidence 2.06 Evidence List for Summary of Planning and Budget Documents*].

Prior to Spring 2008, the college used Three-Year Plans from the divisions to create institutional priorities from Academic Affairs and Student Services. The priorities would then be ranked and moved through the Shared Governance process to FABPAC or budget recommendations to the Executive Council and the Superintendent/President [*Evidence 2.06 Evidence List for Summary of Planning and Budget Documents*]. In Spring 2008, SCC developed a new Strategic Planning Process and began its implementation. This new process begins at the divisional level, where strategic proposals are developed. These proposals then go to the appropriate review group; the Shared Governance Council and Financial and Budgeting Planning Council (FABPAC) where they are reviewed and ranked. FABPAC then provides budgeting recommendations to the Executive Council and the Superintendent/President; these latter two constituents identify

strategies to be implemented [*Evidence 2.01 Integrated Planning Flowchart 2009, Evidence 2.04 SCC Integrated Planning Process Manual 2009*]. This process has been utilized across campus in AY2008-2009 for the 2009-2010 planning cycle. The first Strategic Proposals have just gone through the entire process and been decided upon by Shared Governance and FABPAC [*Evidence 2.07 Shared Governance 2008-2009 Strategic Proposals Tally Sheet; Evidence 2.08 FABPAC Minutes 02-25-09*] and forwarded to Executive Council and the Superintendent/President [*Evidence 2.09 Strategic Planning for 2009*]. The 2010-2011 planning process begins in May 2009 with proposals going to the various vetting groups, starting the cycle anew.

A key element of this new, integrated planning process is the participation of the Financial and Budget Planning Advisory Council (FABPAC), which includes representation from all constituent groups in accordance with ACCJC standards. The 2008 Visiting Team was rightly concerned that, as the result of a lack of quorum, "the college does not have a mechanism in place nor a governance committee currently functioning to disseminate budget and financial data, to seek input from various constituent groups, and to provide transparency of the decision making process." Although FABPAC had consistently had quorums up until March 19, 2008, the committee did experience a lack of a quorum for the next five meetings (March 19, 2008 through September 3rd, 2008). However, this issue has been resolved as FABPAC has now been functioning with full constituent participation since December 2008 [*Evidence 2.10 FABPAC Summary Quorum Minutes*]. In addition, Shared Governance Council has consistently had quorums during the entire time in question [*Evidence 2.11 SGC Summary Quorum Minutes*]

To ensure timely implementation and review of the success of the planning processes, the College is updating the "Integrated Evaluation, Planning and Budgeting Process" (Integrated Plan). The PERT has begun to meet regularly to evaluate current needs and connect the Integrated Plan from 2004 to the current context, including SLOs, Core Competencies, and the Strategic Proposal Process. The goal is to create a fully integrated plan [*Evidence 2.01 Integrated Planning Flowchart 2009*] with a clear and concise manual [*Evidence 2.04 SCC Integrated Planning Process Manual 2009*] that is easy to understand and follow and which will be widely disseminated. In addition, this group is itself included in the Integrated Plan as an ongoing part of the process-review cycle [*Evidence 2.12 Latest Integrated Planning Flowchart*]. The team has updated the forms, processes, and timelines to incorporate student learning outcomes (SLOs) and service area outcomes (SAOs), the Core Competencies for SCC's general education program, the College's Strategic Goals and Objectives, and its latest Educational Master Plan [*Evidence 2.14 Blank Operational Proposal Form; Evidence 2.15 Program Review Template 2009*]. This new "Integrated Planning Process" encompasses program review, planning and budgeting for both operational and strategic level proposals, feedback, and overall evaluation of processes [*Evidence 2.16 Blank Strategic Plan Form – Evaluation*]. The specifics of processes and timelines developed in 2006 were put into practice for the AY2009-2010 planning/budgeting cycle. The current revisions to this model include rubrics to facilitate evaluation and prioritization, simplified flow charts and process diagrams, and step-by-step guidelines for the processes [*Evidence 2.01 Integrated Planning Flowchart 2009, Evidence 2.07 Shared Governance 2008-2009 Strategic Proposals Tally Sheet, Evidence 2.17 SCC Integrated Planning Process Manual 2009*]. The PERT is currently analyzing processes to identify linkages that need improvement in order to enhance transparency and ensure adequate dissemination of information [*Evidence 2.33 PERT Minutes; Evidence 2.04 SCC Integrated Planning Process Manual 2009; Evidence 2.06 Evidence List for Summary of Planning and Budget Documents; Evidence 2.12*

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Latest Integrated Planning Flowchart; Evidence 2.14 Blank Operational Strategy Form; Evidence 2.15 Program Review Template 2009; Evidence 2.18 SLO Pilot Assessment Process Flowchart]. The 2009/10 planning and budget cycle begins in May 2009 when Strategic Proposals will go to the various vetting groups.

In addition to implementing a process for the assessment of student learning outcomes to measure student achievement of educational goals, the College has also worked to integrate SLO assessment and evaluation into the planning process. In Spring 2007, Solano College adopted the "Cabrillo model" of SLO assessment [*Evidence 2.18 SLO Pilot Assessment Process Flowchart; Evidence 2.19 SCC SLO Assessment Method*], using it to complete pilot assessments beginning that semester [*Evidence 2.18 SLO Pilot Assessment Process Flowchart; Evidence 2.20 SLO Pilot Process Narrative; Evidence 2.21 Assessment Cycle Brochure*]. An initial Assessment Cycle to correspond with SCC's Program Review Cycle was then implemented [*Evidence 2.22 SLO Assessment Cycle*]. Solano faculty have completed three semesters and are finishing the fourth semester of a four-semester pilot assessment cycle [*Evidence 2.23 SLO Assessment*]. Effective Fall 2009, the College will begin full implementation of course SLO, program SLO, and core competency assessment, linked to the 4-year program review cycle. To this end, the college is currently working on program SLOs. Following the "Cabrillo model," the College had initially decided to use its Core Competencies as Program SLO's [*Evidence 2.24 SCC SLO Assessment Method*]. However, discussions between the Learning Outcomes Assessment Coordinator, the Institutional Researcher, and the Vice President of Academic Affairs led to the conclusion that using the Core Competencies as our Program SLOs would not contribute enough to evaluating and improving institutional effectiveness per accreditation standards. In addition, each division is working on a schedule for assessing all courses regularly [*Evidence 2.25 SLO Team Meeting Minutes 2-12-09; Evidence 2.25a Program SLOs and Course Assessment Schedules*]. To ensure integration of planning and assessment, all planning documents now include links to Solano's Core Competencies and references to SLOs ensuring that the SLO assessment process is now integrated into the college's evaluation cycle [*Evidence 2.26 Blank Strategy Form Core Four Link; Evidence 2.14 Blank Operational Strategy Form; Evidence 2.15 Program Review Template 2009*]. Based on the above evidence, in terms of Part III of the Institutional Effectiveness Rubric, the College self-assesses as situated between the Development and Proficiency stages, well ahead of schedule for Proficiency by 2012 [*Evidence 2.27 ACCJC Rubric for Institutional Effectiveness*].

Perhaps the best example of data-driven implementation that links planning and budget are the cross-campus planning and budget decisions made by the Basic Skills Committee since its 2007 inception. The BSI committee's state-mandated Action Plans, Expenditure Plans, and Expenditure Reports have all been produced through dialogue between campus constituent groups, and the results of those data and budget-driven planning processes have been fully transparent, having been reported to the Academic Senate, the Governing Board, and the campus as a whole [*Evidence 2.28 BSI Plan and Reports on BSI Blog; Evidence 2.29 Basic Skills Cmte Minutes on Academic Senate Cmtes Internet Site; Evidence 2.30 Basic Skills Wiki*].
Another significant step toward transparency in budget processes was taken in October and November 2008, when, under the leadership of Interim Superintendent/President Lisa Waits, the College undertook an external finance and budget processes audit conducted by Education Management and Assistance Corporation (*EdMAC*) [*Evidence 2.31 EdMAC Report*]. In December 2008, the official *EdMAC Report* was released to the campus, and in January 2009, in response to State Chancellor Scott's address to the Governing Board, the Board appointed

Special Trustee Tom Henry to guide the College in creating and implementing a recovery plan [*Evidence 2.32 SCC Recovery MATRIX Update 2-5-09*]. The *EdMAC Report* was posted to the college internet site, and the campus has been kept up to date on the College's progress in completing tasks outlined on the "Corrective Action Matrix."

The 2008 Visiting Team also cited a "lack of planning for the necessary increase in staffing needed to operate the new centers." An internal review of documents conducted subsequent to the Team's report revealed evidence that planning for staffing the new centers has taken place but was not included in previous reports. This past planning does not truly meet the standard of integrated planning and implementation because there was no over-arching planning process; however, the College recognizes this and is committed to using this initial planning as a foundation for future integrated and evaluative staff plans at the Vallejo and Vacaville Centers. These future plans will primarily be the responsibility of the Deans, the Center Directors, and the Executive Council, with additional plans run through the College's Integrated Planning Process discussed above.

Evidence of past planning for staffing the centers surfaces as early as 2000 in the "SCC Off-Campus Business Plan 2000-2003" [*Evidence 2.36 Vallejo & Vacaville Centers – Center Business Plan [2000-2003]*]. Planning for staff in this document is rudimentary; however, it does stress the need for full-time staff and a strong curriculum for both centers. In 2006, the Division Deans, the VPAA, the VPSS, and the Center Directors met to discuss future plans for the Vallejo Center [*Evidence 2.37 Vallejo Center Dean's Meeting Focus Vallejo 10-27-06*]. The inclusion of both the Vallejo Center Director and the Vacaville Center Director in this session signifies the College's overall Center goal to model staffing at the future Vacaville Center on the Vallejo staffing plan.

General plans for both Centers have included technology support, custodial staff, and Library staff. In 2006 both Computer Lab Technician Positions were extended from part time to fulltime with upgraded classification so that the responsibilities could match the needs of the Centers [*Evidence 2.38 Vacaville Change in Assignment From Customer Support Technician to Technology Specialist; Evidence 2.39 Vacaville Reassignment of Reporting Relationship of Computer Lab technician – Network I Vacaville Center from Dean OAR to Director TSS; Evidence 2.40 Vallejo Computer Lab Technician – Network 1 to Technology Specialist and from 6 hours 12 months to 8 hours 12 months*]. In February 2008, the Safety Committee evaluated hygiene at the centers and recommended that fulltime custodial services [*Evidence 2.41 Vallejo & Vacaville Safety Committee Recommendation for Custodians*]. Both Centers have been staffed part-time by librarians since 2005 [*Evidence 2.42 Vallejo Center Library Webpage; Evidence 2.43 Vacaville Center Library Website*]. Additional planning has begun, including more hours and Interlibrary Loan services [*Evidence 2.44 Vallejo Center Student Services Staff Plan 2003*]. More specific planning was done for each center individually, detailed below.

As Vallejo was the first of the new center facilities to open, the college primarily focused on staff planning for this center. A comprehensive staffing plan was created in 2003 in the "Vallejo Center Student and Fiscal Services Support"—a one-, five-, and ten-year projection of what services, to what level, and at what location within the building would be provided to the Vallejo Center [*Evidence 2.45 Vallejo Center Student Services Staff Plan Update 2009*]. This plan was then updated in 2009 [*Evidence 2.44 Vallejo Center Student Services Staff Plan 2003*]. Although not submitted until 2008, "Substantive Change Report—Vallejo" [*Evidence 2.46 Vallejo*

Substantive Change Report] further details plans for staffing and curriculum at the new Vallejo Center. As shown in these plans, services delivered on a limited basis by staff at the new Vallejo Center during its first year included Admissions and Records, Bookstore Purchases, Financial Aid and EOPS, Assessment and Orientation, DSPS, Tutoring Services, Counseling, Library Services, Health Services, Custodial Services, Police Services, and Student Development. With the exception of Tutoring Services, all services have been available since the new Center's opening on September 27th, 2007. Financial Aid Advising, Health Services, DSP, Police Services, and Maintenance are provided on an as-needed basis [*Evidence 2.47 Vallejo Center Staff Current; Evidence 2.48 Vallejo Staff Website; Evidence 2.42 Vallejo Center Library Webpage*].

Curriculum planning for the Vallejo Center started in 2006. At two summer Deans' Retreats, involving the VPAA, Deans, and Center Directors, the Deans were commissioned to assign full-time faculty once the center opened [*Evidence 2.37 Vallejo Center Dean's Meeting Focus Vallejo 10-27-06*]. Subsequent evidence can be found in the Vallejo Center Projections [*Evidence 2.49 Vallejo Projections*] and the Vallejo Three Year Plan [*Evidence 2.50 Vallejo Three-Year Plan; Evidence 2.51 Vallejo Educational Programs New Vallejo Center 2007, Evidence 2.52 Final Draft spring 2007 Schedule Worksheet*]. Additionally, while establishing the science lab for biology and chemistry courses, the Dean of Math and Science made arrangements for a full time Science Lab Technician [*Evidence 2.53 Vallejo Science Accomplishments – Lab Tech*].

The new Vacaville Campus is expected to open in the fall of 2010. Initial planning for the expansion of current staffing and curriculum has begun [*Evidence 2.54 Staffing Plan for New Vacaville Center; Evidence 2.13 Vacaville Center Planning Narrative*]. A planning timeline was developed in 2009 [*Evidence 2.34 Vacaville Staffing Timeline*]. This timeline shows faculty and staff assignments planned for January 2010. Subsequent evidence of curriculum planning can be found in the Vacaville Three Year Plan [*Evidence 2.35 Vacaville Three-Year Plan*].

Future staffing plans for the new Vacaville Center are primarily the responsibility of the Deans, the Center Director, and the Executive Council. As needed, additional plans or updates will be developed through the College's Integrated Planning Process.

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

While previous confusion regarding the college's overall planning processes has meant that linkages between SLO assessment and planning have not been fully implemented or published, the College has moved to formalize connections and make them public. Strategic and Operational proposal, Three-Year Plan, and Program Review forms now include sections for indicating SLO links [*Evidence 3.01 3-year plan form; Evidence 3.02 Operational Proposal Form; Evidence 3.03 Strategy Development and Operation Form; Evidence 3.04 Program Review Template*]. The College is currently working on Program SLOs [*Evidence 3.05 SLO Team meeting minute;, Evidence 3.06 Program SLO's and Course Assessment Schedules*],

having completed more than 90% of course-level SLOs [*Evidence 3.07 Course SLOs by Division*], all Institutional Outcomes [*Evidence 3.08 SCC Core Competencies rev 2*], and three semesters of assessment and dialogue [*Evidence 3.09 SLO Assessment*]. These steps go toward improving institutional effectiveness as they "establish and [allow us to] implement a clear, systematic, consistent, and ongoing method of measuring and evaluating [the College's] effectiveness in achieving stated strategic planning goals and student learning outcomes." The College is now half way between "Development" and "Proficiency" on the "Institutional Effectiveness Rubric" [*Evidence 3.10 ACCJC Rubric for Evaluating Institutional Effectiveness*] Recommended changes from these evaluation processes have been included in Program Review and Three-Year Plan documents [*Evidence 3.11 Evidence List for Summary of Program Review Documents; Evidence 3.12 Evidence List for Summary of Planning and Budget Documents*]. In addition, in order to evaluate the College's initial implementation of SLO assessment dialogue, the SLO group surveyed participating faculty, who largely reported positive responses to the SLO process [*Evidence 3.13 Closing the Loop Survey Comments 2008S*].

In addition, the strategic and operational proposal process involves a thorough evaluation process [*Evidence 3.14 Activity Program Planning Form*]. The College has just completed its first cycle of strategic planning, following the process that begins at the divisional level, where strategic proposals are developed. These proposals then go to the appropriate review group, the Shared Governance Council, and Financial Budget and Planning Council (FABPAC), where they are reviewed and ranked. FABPAC then provides budgeting recommendations to the Executive Council and the Superintendent/President; these latter two constituents identify strategies to be implemented [*Evidence 3.15 Integrated Planning Flowchart 2009, Evidence 3.16 SCC Integrated Planning Process Manual 2009*]. The 2010-2011 planning process begins in May 2009 with proposals going to the various vetting groups, starting the cycle anew. As this was the College's first time through this process, from proposal to budget, the Process Evaluation and Review Team (PERT) received feedback as proposals moved through the process and are using these as it revises the planning documents and processes for the AY10-11 cycle Evidence [*Evidence 3.17 PERT Minute; Evidence 3.16 SCC Integrated Planning Process Manual 2009*].

The 2008 Visiting Team noted that it "found no evidence available of any results of program review prior to Spring semester 2008." An internal review conducted in preparation for the college's response to this recommendation has produced an archive that documents many iterations of program review and other planning processes prior to Spring 2008, with documentation that shows those reviews produced measured institutional changes. A typical Three-Year Plan documents on-going processes and their evaluations, such as purchases made after deliberations by the particular program, data reviews for program effectiveness, decisions about staffing or course offerings and developments based on prior semesters' data. A conventional Program Review examines data distributions to assess student success and course and program efficacy, examines goals and accomplishments based on that data, and sets forth new objectives and their metrics [*Evidence 3.11 Evidence List for Summary of Program Review Documents; Evidence 3.12 Evidence List for Summary of Planning and Budget Documents*]. The problem with the documentation in the College's last report seems to have been the result of confusion caused by disruptions in the previous program review cycle.

The College's internal review revealed that there were gaps in the Program Review Process caused by confusion during transitions in the planning process. Program Review was done consistently, beginning in AY1985-86 under the leadership of Superintendent/President Marge

Blaha. Until 2005-06, all of the academic divisions did Program Review every other year. [*Evidence 3.11 Evidence List for Summary of Program Review Documents*] The internal review has produced anecdotal evidence that this practice stopped in 2005-06 because of the increased workload associated with the BANNER implementation and the logistics of Measure G projects. On an evidentiary level, the practices appear to have broken down when the College began its transition to a new planning process in 2006-07. In Spring 2006, the College hired Dr. Andrea Serban as a consultant to help revise planning processes [*Evidence 3.18 Academic Senate Minutes 09-11-06*]. In 2006-07, the College developed a new planning process based on her direction [*Evidence 3.19 SCC Strategic Plan Power Point*]. In Fall of 2007, the Interim VPAA noted that the College was "in limbo" with its processes and proposed a new temporary process that would still use 3-Year Plans but move unfunded AY07-08 priorities into AY08-09 for funding, essentially allowing the College to plan once for two years of priorities. It was during this time that the initial strategic proposal process was developed, undergoing multiple revisions; the consistent intention was to bring the College into "an era of accountability." [*Evidence 3.20 Academic Senate Adopted Minutes 08-14-07*]. Once this transition period ended, in AY07-08, the College moved to a 4-year rolling cycle, which indicates the year in which each division is required to publish its program review [*Evidence 3.21 SLO Cycle with Program Review*]. The intent was that each division continue to conduct annual program review for planning and stock-taking purposes but that reviews would only be published in accordance with the 4-year cycle. The first post-AY05-06 publication cycle came due in Fall 2008; Humanities has completed its AY07-08, 4-year, published Program Review, and Counseling's Review is currently underway [*Evidence 3.22 Humanities Program Review 2007-08; Evidence 3.23 Counseling Emails*]. Health Occupations is due to publish in F09.

Although since AY 2005-2006 the divisions have only been required to publish their program review on a quadrennial basis, the Office of Research and Planning has continued to distribute worksheets for program review and 3-year plans every fall. While each division has an archive of these worksheets, what the various divisions have done with those worksheets has not been transparently documented. To correct this, the Institutional Researcher has created an "Annual Program Review Form" so that reviews can be standardized and documented consistently [*Evidence 3.24 Program Review Template Annual*]. Despite the difficulties detailed above, the one group that has completed its formal program review during this cycle, Humanities, did link SLOs, planning, and budget. Humanities relied on SLO assessment data and Basic Skills assessments to produce its plans for new objectives and budgetary needs [*Evidence 3.22 Humanities Program Review 2007-08*]. As the formal connections have only been made recently, not all divisions have implemented these changes, though Health Occupations is currently undergoing their yearly review because of external accreditation requirements [*Evidence 3.11 Evidence List for Summary of Program Review Documents*]. The Office of Research and Planning has formulated an annual program review form that will aid divisions in evaluating their programs during the years between formal, published reviews [*Evidence 3.24 Program Review Template Annual*]. This form requires specification of the metrics used to assess effectiveness in accordance with Commission Standards for program review.

Recommendation 6: Staffing and Organizational Stability

The College should continue to focus on prior accreditation evaluation reports and implement the recommendations. Stability in personnel, particularly in leadership positions, fiscal services and human resources will help the College to meet the requirements of Standard III and assure institutional integrity. (Standards III.A, III.D.1, III.D.2, III.D.3)

The Board of Trustees

In its November 2008 report, the Visiting Team cites involvement of individual Board members in "the day-to-day operations of the College" as the "most prominent factor" contributing to the institution's "diminished organizational stability." In response, the Board of Trustees has taken significant steps to correct their leadership deficiencies and create a professional environment that fosters stability in staffing and administration.

There has been a notable improvement in the tenor of Board meetings, with members having ceased to engage in argumentative and/or abusive treatment of fellow trustees. The Board is also working to arrest their tendency to micro-manage the College. Trustee involvement in the everyday operations of the college created confusion, as members gave conflicting directions, which made administrators wary and hesitant to make decisions that might elicit members' scorn and ridicule at meetings.

The improvement in Board demeanor and conduct is the result of training and ongoing self-evaluation, as well as board members' recognition of the need to respond to significant challenges facing the College. At the direction of the Governing Board, Tom Henry of Education Management and Assistance Corporation (*EdMAC*) conducted an institutional administrative review and fiscal health analysis delivered to the Board on December 17, 2008 [*Evidence 6.01 EdMAC Report, Evidence 6.02 Governing Board Minutes 12-17-08 Institutional Audit*]. *EdMAC* cited substantive fiscal and structural deficits at Solano Community College. On January 5, 2009, Chancellor of the California Community Colleges, Dr. Jack Scott, addressed the Board and strongly advised the appointment of a special trustee as part of a comprehensive response to the serious institutional concerns addressed in the *EdMAC Report* [*Evidence 6.03 Governing Board Minutes, Special Meeting 01-05-09 Chancellor Dr. Scott*]. In response, the Board appointed Tom Henry as Special Trustee on January 15, 2009 [*Evidence 6.04 Governing Board Minutes, Special Meeting 01-15-09 Approval Special Trustee*] to guide the Board of Trustees and the College to recovery via Special Trustee Henry's recovery matrix [*Evidence 6.05 SCCD Corrective Action Recovery Matrix*].

As part of their work in the College recovery, the Trustees realized they needed to remedy problems with their leadership repeatedly cited in past accreditation reports. They began by reinforcing their commitment to their own Code of Ethics, Standards and Practices most recently revised on June 6, 2007 [*Evidence 6.06 Governing Board Minutes 06-06-07, Revise Policy 1020, Code of Ethics/Standards & Practices*]. As part of that endeavor, the Board participated in a retreat on January 10, 2009 facilitated by Dr. Pamela Fisher of the Association of Community College Trustees (ACCT), which emphasized effective trusteeship. At this retreat, Trustees reviewed and discussed a self-evaluation in which they candidly rated themselves as "below average" for the final quarter of 2008 [*Evidence 6.07 Governing Board Minutes, Special Meeting Retreat 01-10-09 Performed Self Evaluation Evidence 6.09 Governing Board Minutes 01-21-09*].

With the guidance of Dr. Fisher, the Board drafted a Code of Conduct and adopted as a resolution at its meeting on February 4, 2009 to commit public ally to specific practical guidelines essential for effective trusteeship [*Evidence 6.08 Governing Board Minutes, Special Meeting Retreat 02-04-09*].

These guidelines and the counsel of Special Trustee Tom Henry, who attends every Board meeting, have helped the members to keep their resolve to behave in a manner appropriate to their roles as Trustees. Having developed performance criteria in their code of conduct, the Board has and will continue to conduct regular assessments through a quarterly administered self-evaluation and follow-up analysis.

In addition to training in ethical and effective trusteeship, the Board also underwent training to familiarize them with the Accrediting Commission of California Junior Colleges (ACCJC) standards for Board educational policy-making. The training, conducted by Dr. Barbara Beno, President of ACCJC, provided an introduction to accreditation and the ACCJC, the respective roles of trustees and the superintendent/president in assuring educational effectiveness [*Evidence 6.12 Governing Board Minutes 02-20-09, Retreat Training by Barbara Beno for Governing Board*].

Superintendent/President
The Governing Board and the College recognize the need to hire a strong, qualified permanent superintendent/president in order to enhance and maintain organizational stability and to improve institutional effectiveness. It is clear that one reason for the recent high turnover in the superintendent/president position was the Board's failure to follow its own hiring policy [*Evidence 6.11 Board Policy 1075 Delegation of Authority to Superintendent/President*]. One superintendent/president was appointed by the Board, contravening the hiring process that had resulted in the selection of three finalists deemed qualified by the search committee. And the most recent interim, prior to the hiring of Dr. Jensen, was appointed in a closely divided vote [*Evidence 6.24 Board Meeting Minutes 12-06-06 appointing G. Fisher/SP; Evidence 6.27 Board Meeting Minutes 09-09-08 Vote to appoint Lisa Waits Interim S/P*] This practice of appointing superintendents from within has resulted in numerous shifts within the senior executive staff, which in turn, has resulted in the excessive use of interims to fill the gaps, all of which significantly weakens staffing stability. Therefore, the College is aggressively involved in a hiring process to recruit and secure a permanent superintendent/president, which began in late October 2008 with the intent to hire by mid-April 2009. On October 22, 2008, to initiate a comprehensive search process, the Board of Trustees consulted with and contracted the services of Dr. Pamela Fisher of ACCT [*Evidence 6.13 Governing Board Minutes, Special Board Meeting 10-22-08 2008/09 S/P Training - Pamila Fisher, ACCT*]. On October 23, 2008, the Board participated in an Orientation and Training with Dr. Fisher [*Evidence 6.14 Revised Schedule for Solano College President Search Fall 2008-Spring 2009*]. The position announcement [*Evidence 6.15 Superintendent/President job announcement*] for the position was finalized by early November [*Evidence 6.16 Letter from the Board to the College confirming the initiation of the S/P search-SCC President Search progress Report*]at which time the position was advertised in appropriate publications [*Evidence 6.17 S/P Search Advertising List*] and presented at the California Community College Registry Job Fairs [*Evidence 6.18 Fast Facts for 2009 Registry Job Fairs*] as a part of a comprehensive active recruitment plan by the College to solicit quality applicants from outside the institution. The College's interview team comprised of administrators, faculty, support staff, students and the community has completed interviews,

selected finalists, and scheduled an open forum where candidates can address faculty, staff, and the community. Finalist interviews with the Board of Trustees is scheduled for April 1, 2009 with the goal of appointing a new superintendent/president by mid-April 2009 to begin at the end of Interim Superintendent/President Jensen's appointment, June 30, 2009 [*Evidence 6.04 Minutes Board of Trustees, Special Meeting 01-15-09; Evidence 6.19 SCC Presidential Search Documents and Information <http://www.solano.edu/president/Board/PresidentSearch.html>*].

The tenure of current Interim/Superintendent Dr. Robert Jensen will establish and maintain a bridge of stability to ease the next transition in leadership. One of the first recommendations Special Trustee Tom Henry had for the Board was to hire an experienced recovery specialist as interim superintendent/president to create an environment of fiscal and organizational stability. Mr. Henry communicated that this position would be temporary due to the "very difficult and serious decisions" which while necessary to the long-term organizational stability of the College would undermine seriously a longer tenure. [*Evidence 6.04 Governing Board Minutes, Special Meeting 01-15-09*] At a special meeting on February 11, 2009, the Board of Trustees appointed Dr. Robert Jensen as Interim Superintendent/President effective March 2, 2009 until June 30, 2009 [*Evidence 6.10 Minutes Board of Trustees 02-11-09 Unanimous decision to hire Dr. Jensen as S/P*].

Business Affairs Staff and Budget
As the Board and the College recognize that the stability of the College is in jeopardy due, in large part, to fiscal mismanagement, the College is therefore committed to taking all appropriate steps to restore and maintain fiscal stability and thereby improve institutional effectiveness. Along with the appointment of Tom Henry as Special Trustee and [*Evidence 6.04 Governing Board Minutes, Special Meeting 01-15-09*] the appointment of Dr. Jensen as Interim Superintendent/President [*Evidence 6.10 Governing Board Minutes 02-11-09 Unanimous decision to hire Dr. Jensen as S/P*] the College is following the recovery matrix [*Evidence 6.01 EdMAC Report*] developed from the EdMAC Report [*Evidence 6.05 SCCD Corrective Action Recovery Matrix*].

In addition, the College is engaged in a series of audits to determine and/or confirm the fiscal status of the College. As per the EdMAC matrix and Special Trustee Henry's recommendation, the Board of Trustees contracted with Reagan Romali of Leadership Solutions from February 19, 2009 - June 30, 2009 to oversee the review of the 2007-08 budget, to create multiple budgetary analyses, and to create a multi-year budget projection to create and maintain viable fiscal stability in the near and long-term [*Evidence 6.22 Governing Board Minutes, 02-18-09 hiring of Reagan Romali, Consultant Fiscal Services; and David Froehlich, Director of Facilities*]. To address fiscal problems as they are affected by staffing gaps, the College has filled essential positions for the short term and is engaging in an overall staffing analysis, position overhaul to achieve viable long-term organizational stability, and continued institutional effectiveness.

To maintain organizational stability in fiscal services, the Director of Human Resources requested [*Evidence 6.20 Letter from Dr. Richard Christensen to Vice Chancellor Steve Bruckman, 01-06-09*] and secured [*Evidence 6.21 Letter from Vice Chancellor Steve Bruckman to Dr. Richard Christensen, 01-28-09*] a waiver from Steve Bruckman, Executive Vice Chancellor for Operations and General Counsel of the California Community College's Chancellor's Office to extend the appointment of the current interim Director of Fiscal Services for one year under the provisions of Title 5, Sections 53021(b)(1) and 53001(b). Currently, the

College is analyzing and revising the job description for the position of Vice President of Business Services recently vacated when the former Vice President, whose contract expires June 30, 2009, was put on administrative leave [*Evidence 6.09 Governing Board Minutes 01-21-09 Unanimous decision not to renew contract VP-ABS*]. The College's current fiscal situation will require expertise not stipulated in the original job description and some of the College's current problems might have been avoided if the job description had been updated sooner. As part of the transitional bridge between the current leadership and the new permanent Superintendent/President, the Vice President of Business Services will be hired under the leadership of the new Superintendent/President [*Evidence 6.23 Draft of Revised Job Description, Vice President Administrative and Business Services*].

Stability and Reorganization
Budget shortfalls, current and anticipated, necessitate that the College regularly assess its fiscal priorities in order to determine staffing choices. As part of its fiscal recovery process, the College is currently reviewing its staffing structure, especially at the Dean level to improve efficiency and ensure the economic viability of the institution. Currently, the position of Dean of Admissions is vacant, and organizational stability has been maintained via the Assistant Registrar and support staff [*Evicence 6.29 Governing Board Meeting 07-11-08 Consent Calendar, Barbara Fountain Dean of Admin & Records (backfill)*]. Also, the pending retirement of the Dean of Special Services will create an additional vacancy in Student Services, which will be evaluated to determine College staffing needs. Guided by Special Trustee Tom Henry and Dr. Jensen and through the participatory decision-making of Shared Governance, the College will develop and refine hiring priorities based on the results of this analysis to better serve student learning. [*Evidence 6.25 Board Meeting 02-11-09 Budget Reduction Impacts Draft*].

The College has made some progress in the hiring and retention of qualified senior administrators to support student learning programs and services, including the Vice President of Student Services, Vice President of Academic Affairs, Vice President of Technology and Learning Resources, and the Director of Human Resources. Currently, each of these administrative positions is filled by permanent employees. Further, the College continues to maintain leadership and extended service to the College in all but two dean positions currently vacated. This stability contributes directly to the capacity of the College to support its current and future senior administration and speaks well to the institution's effectiveness and its compliance with commission guidelines for administrative capacity.

Bond Oversight and Staffing
The College has strengthened oversight and fiscal accountability in its handling of Measure G funds and projects by hiring a consultant, Teresa Ryland of TRR School Business Consulting, to review all expenditures, reconcile accounts, and identify remaining dollars available for completion of projects. Once the remaining amount is determined, the College administration will present a revised list of project priorities to the Board. Ms. Ryland's contract was approved at the February 18, 2009 Governing Board Meeting and will continue to June 30, 2009. In addition, at this same meeting, the College also contracted the services of Reagan Romali of Leadership Solutions through June 30, 2009 who, as a part of her auditing duties, shall "support and assist current Fiscal Services [*Evidence 6.22 Governing Board Minutes 02-18-09 hiring of Reagan Romali, Fiscal Services*] involving Categorical, Bond measure, and General Fund accounts." Moreover, at this same meeting, the College confirmed the March 2, 2009, start date of the new Director of Facilities [*Evidence 6.30 Director of Facilities Job description*] in part "to

help complete our Measure G projects" [*Evidence 6.22 Governing Board Minutes 02-18-09 hiring of David Froehlich*]. Lastly, with an eye on stability and continuity, the former interim Director of Facilities has been retained from March 2 - 13, 2009 to act as a resource for the incoming, Director [*Evidence 6.31 Email from Director of Human Resources to Interim Superintendent/President and Special Trustee, RE: Stan Dobbs*]. These steps are meant to provide much needed fiscal and project oversight in the near-term while creating a climate of stability for the long-term health of the College.

Banner, Human Resources, and Fiscal Services
The remediation of problems caused by the transfer from the Legacy system to the Banner data management system is a top priority for the College. The College recognizes that the uneven transition has created confusion for Human Resources and Fiscal Services as well as those campus support staff who interact directly with either department. The ability to generate timely reports and track amounts and expenditures is essential to an institution's fiscal and operational health. Therefore, the College has taken several steps to address this confusion to improve effectiveness of Human Resources and Fiscal Services.

The College began by conducting an assessment (the "Banner Report Card") that revealed that a lack of training provided by the senior administration of the College was at least in part responsible for the difficulties experienced by staff directly engaged with the new platform [*Evidence 6.32 Banner Project Assessment*]. To maintain the qualifications of its employees, the College arranged for increased trainings to provide staff with the necessary support to implement the new software effectively and efficiently. For example, a comprehensive training for Human Resources and Fiscal--including position control--occurred over a three-day period from December 9 -11, 2008 [*Evidence 6.32a Agenda for SunGard Session for Joint HR/Fiscal Training*]. Further, as a part of the move to administer on-going training and support for the College, a training session on scheduling and schedule input was held on January 30, 2009. This training covered the process of inputting workload into the Banner system, a process that directly affects Fiscal Services [*Evidence 6.33 HR Banner Training through June 2009*]. Lastly, there have been many trainings and reports in regards to Banner and its effective implementation [*Evidence 6.34 TR Solano HR Virtual Session Report 02-23-09*]. The Banner Report Card assessments will be conducted on a regular basis and the benchmark results will be reported to the Board every sixty days, with the goal of meeting a December 2009 deadline for complete implementation.

In addition, the College recognizes that communication between the various groups and departments who use Banner is a necessity if the College is to function efficiently. To achieve and/or maintain sound channels of communication, several committees and/or groups meet regularly to discuss Banner, including its use and implementation, with the purpose of increasing effectiveness and efficiency campus-wide. One such committee is the Student Core Group, a committee that has met weekly since February 4, 2009 to look specifically at the student side of the Banner experience, including how it affects Fiscal Services. This committee is comprised of representatives of management and administrative support in Admissions, Research and Planning, Academic Affairs, Counseling and DSP, and EOPS to create a forum for constructive dialogue, input, and effect in regards to the student experience and its implications for the rest of the College in regards to Banner, including Fiscal. [*Evidence 6.35 Student Core Team, Agenda and Notes 02-04-09; Evidence 6.36 Student Core Team, Agenda and Notes 02-11-09; Evidence*

6.37 Student Core Team Agenda and Notes 02-18-09; Evidence 6.38 Student Core Team, Agenda and Notes 02-25-09].

Another venue for the discussion and implementation of solutions in Banner as they relate to Fiscal Services and Human Resources are the monthly administrative assistant meetings as these meetings have included an on-going Banner discussion for the past two years [*Evidence 6.39 Division Admin Assistants III Meetings 2008-2009 Flyer; Evidence 6.26 Admin Asst Agenda 01-28-09*].

Lastly, in an effort to follow up on the November 2008 Visiting Team observations, interactions between Human Resources and Fiscal Services staffs have been adversarial, the Working Group for this Recommendation could not find any confirmation from the staff in either department. Rather staff contend that the statements cited in the November 2008 Visiting Team report does not reflect their own current estimation of their working relationships [*Evidence 6.28 03-06-09 Statement from HR and Fiscal, RE: Banner implementation and collegiality*].

Conclusion
The Board of Trustees and the College recognize that its organizational and staffing inconsistencies have likely contributed to a culture of contention for real and perceived reasons. The recent efforts on the part of the Board of Trustees to renew their commitment to empowering the Superintendent/President the authority to run the college while maintaining their own Code of Conduct is to create an environment that invites problem-solving and stability over conflict. Further, growing fiscal, staff and organizational stability and accountability should contribute to transparency, increase communication, and lessen conflict. The College recognizes and plans for the long-term viability of the College by planning for the near and long-term stability of senior administration, including the appointment of a new superintendent/president and senior administration to address directly Recommendation Eight as well as its impact on Recommendation Six.

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

Reports
The College has taken several steps to correct problems with the production of timely and accurate financial and apportionment reports. The College solicited a bid from a private consultant for services to install the Operational Data Store (ODS) and to provide training for its maintenance and use. Several existing reports in use by Kern Community College District are being shared with the College. On February 14, 2009, the Operational Data Store (ODS) from SunGard (Banner) was installed in the College's test database environment. ODS is one of the key components of the College's reporting strategy under Banner. The test installation is

populated with working reports with test data and not current data. Once the appropriate staff can verify the technical environment (Banner CALB 7.6) as well as the quality of the reports, IT will move ODS into the Production environment [*Evidence 7.01 pdf of email- ODS in test.pdf*].

On February 23, 2009, two Financial Activity Reports were installed and tested in the DEVL (development) database. These reports provide General Ledger detail for Revenue and Expenditures by FUND and by FUND and ORGANIZATION.   On March 2, 2009 they were installed into PROD (production) database [*Evidence 7.02 pdf files of SQL Code for Reports-Report of OPAL Ledger Detail- Rev and Exp by Fund (FWRGLDT).pdf and 7.03 SQL Code for Reports-Report of OPAL Ledger Detail- Rev and Exp by Fund Org (FWROPDT).pdf*].

These reports provide both a level of detail and a format that is already familiar to budget managers who used the Legacy system prior to Banner. A new report (FZOPDT50), designed to help calculate the College's compliance with the "fifty-percent rule", is also in development and is due to be completed shortly.

Business processes associated with the filing of the College's Management Information System (MIS) reports have also been re-worked. The IT programmer primarily responsible for MIS reporting has gained valuable experience with the new features in Banner that enable CALB schools (California Community Colleges working with the California-specific Banner Solutions Center version of the software) to generate the data. Status reports are regularly generated and distributed at Executive Council meetings to keep the senior administration up to date. The latest version, 7.6 has been put into a testing area and it contains several important upgrades to the reporting engines used by Banner. Though it was late, summer MIS reporting has been completed. The College kept the Chancellor's Office informed of its progress. Progress is being made on Fall MIS reporting. Initial data entry problems and the lack of a thorough understanding of the relationships between various Banner input forms and MIS reporting are being corrected. The Student Core Group that represents the Student Services and Academic Affairs components of the College's Banner implementation work has taken steps to be trained in Banner MIS reporting and can now run reports themselves to verify data. Individuals within the Student Core Group have taken on responsibility for MIS data in their areas. [*Evidence 7.04 Trip Report 2009-0129 MIS Reporting.pdf; 7.05 MIS Status 022509.pdf; 7.06 Student Core Group Minutes 02-18-2009; 7.07 Student Core Group Minutes 02-04-2009; 7.08 Student Core Group Minutes 02-11-2009; 7.09 Student Core Group Minutes 02-25-2009; and 7.10 Student Core Group Data Elements Progress.pdf*].

Dottie Marron, a trainer/consultant from SunGard, visited the campus January 27-29, 2009 to train the staff on how MIS works in Banner as well as to help implement the reporting. Her trip report includes the details of that visit and the accomplishments achieved. Staff learned a great deal about how their areas of data interact with MIS reporting fields and assignments have been made within Student Services and Academic Affairs to pair specific staff members with specific MIS data responsibilities. [*Evidence 7.04 Trip Report 2009-0129 MIS Reporting, pdf*].

In addition to noting the College's late submission of Management Information System (MIS) report to the California State Chancellor's Office, the Visiting Team expressed concern that, according to staff, the California annual financial report, CCFS-311, submitted to the State Chancellor's Office the last week in October differed from the report approved by the Board on October 15. Upon re-examining the two versions, it has been confirmed that the CCFS-311

presented to the Governing Board in mid-October was identical to the CCFS-311 submitted to the Chancellor's Office and certified by the College. [*Evidence 7.11 October 15, 2008 Governing Board Agenda; 7.12 CCFS-311 given under separate cover; and 7.13 a copy of the CCFS-311* available at the System Office website at: *http://www.cccco.edu/Portals/4/CFFP/Fiscal/ccfs311_pdf_files/0708/Solano.pdf*].

Strata Information Group (SIG) consultant Denise Powers has worked with Academic Affairs and Student Services to produce an apportionment reporting and projection tool. This work was started before the ability to produce the CCFS-320 report was a part of the CALB version of Banner that the College runs. Her program produces the data required to complete the 320 report as well as having parameters that allow for the production of more specific data that can assist in enrollment management efforts [*Evidence 7.39 Denise Powers email about the 320 report program.pdf*].

In response to a 2007 external audit which found the College to be out of compliance with State calculation requirements for the GANN Limit, the College has changed its practices so that the GANN Limit calculation is now submitted with the annual financial statements for 2008 and reflects the information as of P-2 as required by the instructions from the State. Prior year GANN Limit calculations were submitted using the P-Annual information, which was not the correct information required for this calculation. This change will ensure that all future calculations of the Gann Limit are in compliance [*Evidence 7.14 2008 GANN Limit state form and 7.15 P2 CCFS-320 report*].

To further facilitate timely and accurate reporting, the Superintendent/President's office supplied a template from the Student Services master calendar of due dates for College reports, as well as all of the external reports due to other agencies. This master calendar, which identifies the month the report is due, responsible area, department and position, critical events, due dates, required signatures and committee and/or board approvals, will be regularly reviewed by the Executive Council and the progress of upcoming reports will be discussed [*Evidence 7.16 Student Services Master Calendar of SCC reports.xls*].

The College's increased ability to produce accurate and timely financial and apportionment data is resulting in better dialogue campus-wide and more informed decision making. At the March 18, 2009 Governing Board meeting, the interim Director of Fiscal Services made a budget presentation containing the same financial data from Banner that the interim Superintendent/ President presented to the Shared Governance Council and the Financial and Budget Planning Advisory Council (FABPAC). The new enrollment projection tool also provides the ability for the College to more accurately manage enrollment with timely and accurate data. This data will be disseminated widely as it is used by the Vice Presidents, the Deans and their respective divisions, and Fiscal Services.

Using these enhanced capabilities, the College's financial planning can be better integrated with and can better support all institutional planning through data-driven decision-making. Immediate access to all of these new reporting capabilities lessens the exposure of the institution to unforeseen financial crisis.

Banner, Finance, and Human Resources/Payroll

In order to better complete the integration of Banner into the everyday processes of the College, SunGard consultants have been retained for training and help with the College's continuing implementation. Working with SunGard, the interim Director of Fiscal Services, and the then-interim Vice President for Student Services created a matrix representing a detailed plan across all areas of Finance. The matrix identifies areas of fiscal work (General Ledger, Accounts Payable, Purchasing, and Accounts Receivable), areas of specific concern (Security, Cashiering Sessions, 1099's, Vendor Setup, etc.), dates for consultation visits and the responsible persons in Fiscal Services. The matrix of recommended SunGard consulting visits was expanded to cover Human Resources and Payroll with input from the appropriate management in each area. The College is developing a schedule of visits for both training and implementation, and covering such topics as business process analysis, retroactive pay processing, leave processing and calendar/fiscal year end processing, and position control [*Evidence 7.17 Recommended HR Payroll Finance Consulting 02-09-09.pdf*].

The November 2008 Visiting Team had noted the lack of a position control system as putting the College at risk of under-budgeting salary and benefit expenses. Position Control in Banner was not originally implemented during the initial go-live period. SunGard has been retained to provide training and implementation assistance, especially in the areas of Finance and HR/Payroll. On December 9, 2008 through December 11, 2008, SunGard visited the College to conduct training in several areas related to the interaction between Finance and HR/Payroll. Position Control was one of those topics and was covered across two days of the training, which provided an overview as well as implementation details (forms, tables, etc.) of the system. Implementation will continue with the SunGard consulting visits planned and referenced above. It is expected that the College will continue to use "position tracking" techniques for developing the 2009-2010 budget, and that Position Control will be implemented by December 2009 [*Evidence 7.18 SunGard agenda with Position Control 2008.1211 Summers Sanders.pdf* and *7.19 SunGard trip report with Position Control 2008.1211 Summers Sanders.pdf*].

The Visiting Team expressed concern that the College had not run a backup system during the initial implementation of Banner. The College had not communicated very well that it had, in fact, conducted extensive parallel testing prior to the go-live implementation dates for the various systems within Banner. Finance went live January 1, 2008; Student on March 5, 2008 for summer registration and the 2008-2009 financial aid year; and HR/Payroll effective July 31, 2008 with the start of the 2008-2009 fiscal year. Strata Information Group (SIG) HR consultant Melinda Wibby-Bryan's trip report, which covers May 2008 through July 2008 and includes both HR and Payroll information, shows the depth and degree of this parallel testing. Her email of June 27, 2008 also shows the detail in which HR/Payroll information is being checked and verified against the Legacy system. SIG finance consultant Tina Burlew's trip report from September 27, 2008 is also indicative of the testing done prior to the Finance go-live date of January 1, 2008. Necessary corrections to the new Banner Chart of Accounts are discussed as well as the testing of requisitions and check runs. Another example is the Accounts Receivable test plan which was also developed in great detail. While it was not practical for the College to run two separate systems in production mode simultaneously, there was extensive pre-go live testing done to make sure that the system worked properly and that data was as correct as possible [*Evidence 7.20 April-July 2008 HR Payroll Consulting Trip Report.pdf; 7.21 Bryan email June 27 2008.pdf; 7.22 Burlew_Solano Trip Report 2007-27-09.pdf; and 7.23 ACCOUNTS RECEIVABLE TEST PLAN.pdf*].

Some payroll errors that resulted from the conversion to Banner have been verified to be small rounding errors. One employee's check was off by $.01 per month due to the rounding difference in the calculation for longevity. SCFA President Tom Grube and Operating Engineers Local #39 President Jeff Lehfeldt both concur that the differences in employee pay were the result of Banner's more precise rounding [*Evidence 7.24 jpeg of email from HR to employee - longevity memo.jpg*].

The College is taking steps to finish the implementation of core Banner modules such as Finance and HR/Payroll. This includes technical implementation as well as business process analysis, and in some instances, re-engineering. Don Mourton, who recently served as interim Vice President of Student Services, is now working as Project Manager with the functional user groups to make sure they get the training they need as well as finish the core implementation process. The College's HR/Payroll staff met with SunGard consultant Julie Monfette on March 17-19, 2009. They discussed significant business process changes that will ease the work in their offices as well as make better use of the capabilities of Banner. This will be documented in her forthcoming trip report. All of this work is expected to increase the College's ability to provide appropriate financial information throughout the institution.

Budget and Long-term Debt Obligations
On January 21, 2009, Total Compensation Systems, the company contracted for the retiree health benefits actuarial study, presented its actuarial report to the Board. On March 18, 2009 a budget revision was presented to the Board which included the current year, 2008/09, contribution. With this, the District has planned, budgeted, and provided for the transfer of funds into the irrevocable trust to pay for future benefits in accordance with GASB 45. It is the District's intent that all future budgets will include the required amount to meet the needs of the long term obligation [*Evidence 7.25 January 21, 2009 Governing Board Agenda; 7.26 March 18, 2009 Governing Board Agenda; and 7.27 Budget Revision*].

In order to address the need to plan for all long term financial obligations, the District has retained Reagan Romali as a consultant to assist in preparing multi-year projections. She worked with the District on March 6-8, 2009 and March 13-15, 2009.

In January 2008, the Vice President for Administrative and Business Services did a multiyear budget projection. This will become a common approach for how the College plans, views, and presents its budget [*Evidence 7.28 Multiyear fiscal projection presentation.pdf*].

On December 17, 2008 the Board adopted the 2008-2009 fiscal year budget. Prior to this adoption, the District was operating on a Tentative Budget. The late adoption of the District budget was communicated in a phone call to Vice Chancellor Fred Harris by then interim Superintendent/President Dr. Lisa Waits. The First Quarter CCFS-311Q report was presented to the Board on December 17, 2008, and reflected the adopted budget as the Projected Actuals as of June 30, 2009. The Second Quarter CCFS-311Q report was presented to the board on February 4, 2009 and certified by the District on February 12, 2009. This report was certified and submitted prior to the state deadline of February 15, 2009 [*Evidence 7.29 First Quarter CCFS-311Q; 7.30 Second Quarter CCFS-311Q; and 7.31 February 4, 2009 Governing Board Agenda and Minutes*].

To assist the Board in making accurate decisions on budget items, the District has created a budget revision spreadsheet, which will be presented to the Board monthly, beginning on March 18, 2009. This document is also being distributed to the FABPAC and Shared Governance Council members. In addition, the District also shared a "variance and expenditure to date report" for the Unrestricted General Fund via email with all College employees. The variance report was presented to the FABPAC members on February 18, 2009, and will be updated and presented quarterly. This document will assist these members when making recommendations to the Superintendent/President for budget items. All of these documents are also presented to the Executive Council for review, prior to being distributed to members of the Community [*Evidence 7.32 Feb 18, 2009 FABPAC minutes; 7.33 Burn rate and variance report.pdf; and 7.34 Budget Revision presentation*].

The College has also taken steps to improve its procedures for handling cash, reconciling bank accounts, and issuing student loan checks. Cash handling procedures are being evaluated and reworked across the College. A preliminary report on cash handling practices was submitted to the College on July 21, 2008. The report, completed by Erin Means-Reynoso, has recently been circulated among the Vice Presidents, Deans, and other budget managers in an effort to stimulate conversation about improving our practices. There are some questions as to whether the report is in its final state and those are being directed to the consultant who wrote it. In the interim, cash handling practices are being reviewed and improved along the lines delineated in the preliminary report. Once a finalized version of the report is available, procedures for handling cash will be disseminated to all appropriate locations and groups on campus and training sessions will be held, as necessary. The Cosmetology department is one area that handles cash and has made improvements. They have published procedures for their students who serve at the desk and reception areas as well as procedures for using the cash register. The Student Government group (ASSC) has also arranged to attend cash handling training to be given on May 19 by the Fiscal Crisis Management and Assistance Team (FCMAT) [*Evidence 7.35 Cash Handling Report cover letter and 7.36 ASB FCMAT Training.pdf*].

To address the backlog of bank reconciliations and in order to ensure future timeliness of reconciliations, the Accounting Assistant II - General position, which has the responsibility for reconciling bank accounts, was filled by Bernardita Dagcuta on August 11, 2008 [*Evidence 7.37 Listing of most current reconciliations and 7.38 Bernardita Welcome email.pdf*].

At the time of the Team Visit, the College had been in arrears in providing students with approved financial aid checks. While Fall 2008 student financial aid awards were made available to students the first week of classes, loan checks were delayed and the reasons have since been remedied. With the disarray in the banking community at that time, the College chose to participate in the Direct Loan program in order to protect student borrowers, eliminate the banks in the middle, and select an option that could be integrated into Banner. This decision was made quickly and it took longer than expected to implement. Those problems have since been resolved and loan checks will no longer be issued late.

Recommendation 8: Leadership

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

Since the last ACCJC visit in November 2008, the College has moved quickly and decisively to address its leadership issues, much of the action having been prompted by Chancellor Jack Scott's visit on January 5, 2009 when he addressed the Governing Board on the findings of the EdMAC report on the College's fiscal health. However, the process began as early as October when then Interim Superintendent/President Dr. Waits, sought the assistance of Tom Henry, CEO EdMAC , a consultant recommended by the Chancellor's office, to determine the College's fiscal health [*Evidence 8.01Email RE EdMAC Assistance*]. On October 22, 2008, the SCC Governing Board approved the hiring of Mr. Henry [*Evidence 8.02 Governing Board Minutes 10/22/08*] who on December 17, 2008 gave his report to the Governing Board [*Evidence 8.03 Governing Board Minutes 12/17/08 and 8.04 EdMAC Report 12/17/08*]. In recognition of the severity of the report's findings and the need for immediate action, on December 18, 2008, the Executive Council met to address the "EdMAC report". As a result of the Executive Council meeting the following actions have been taken:

- State reports listed in appendix A of the "EdMAC" report were completed and filed. Additionally, the Governing Board was given a status update on February 4, 2009 on each of the State reports listed [*Evidence 8.05 Appendix A State Reports and 8.05a Email to Governing Board Members 02/04/09*].
- A draft of cash handling procedures was distributed to the Deans for review and comment for policy and procedure development. The author of the report was contacted and the college is in process of completing the report for presentation to the Governing Board before the end of the academic year [*Evidence 8.06 Minutes EC 01/15/09 and Minutes EC 01/22/09*].
- A bond accountant was hired on February 18, 2009 to reconcile bond accounts, make recommendation for arbitrage study and conduct analysis of bond expenditures [*Evidence 8.22f Governing Board Minutes 02/18/09*].

The "EdMAC" findings also prompted Chancellor Jack Scott to address the Governing Board on January 5, 2008, when he strongly urged the Governing Board to consider taking on a Special Trustee to provide fiscal and administrative leadership. The Governing Board, concerned for the welfare of the institution and fully aware of its history of not functioning as a cohesive board, drafted and unanimously approved a resolution to hire a Special Trustee who they trusted would lead them and the College off of ACCJC sanctions and toward recovery [*Evidence 8.08 Governing Board Minutes 01/05/09 and 8.09 Governing Board Resolution #0809-19 of Governing Board Minutes 01/07/09*].

After passing the resolution to hire a Special Trustee, the Governing Board directed S/P Waits to seek the services of Mr. Tom Henry to serve in that role [*Evidence 8.10 Governing Board Minutes 01/07/09*]. Negotiations moved quickly and Mr. Henry had the opportunity to speak before the campus community during our January 13, 2009 Flexible Calendar Day and made

himself available to answer questions on many occasions [*Evidence 8.12 Flex Cal Schedule 01/13/09* and *Evidence 8.13 Notes of Tom Henry Q&A 01/14/09*].   To accommodate all of the questioners the union leadership even turned over their planned meeting time that evening to provide additional opportunity for continued dialogue. On January 15, 2009 the Governing Board hired Mr. Henry as Special Trustee [*Evidence 8.11 Governing Board Minutes 01/15/09*]. Mr. Henry has done much to help the Governing Board and the College to stabilize its financial well-being, understand its financial outlook, and to assist the Governing Board to understand its fiduciary responsibilities.

As a means of reaching recovery from ACCJC sanctions, one of the more controversial, yet in retrospect prudent, recommendations Mr. Henry had for the Governing Board was to bring in an Interim Superintendent/President with breadth and depth of experience. The Governing Board interviewed and then hired Dr. Robert Jensen in early February and his first day at work was March 1, 2009 [*Evidence 8.14 Governing Board Minutes 02/04/09* and *Evidence 8.15 Governing Board Minutes 02/11/09*]. As Interim Superintendent/President he has been an experienced resource to take care of the day-to-day operations of the College. His primary responsibilities relate to strategic planning, observations regarding enrollment management, possible organizational re-alignments, and an overall assessment of the strengths and weakness of the operations of the College plus its leadership team. As expressed by Academic Senate President, Dr. Lamb, during the March 18, 2009 Board of Trustees meeting, Dr. Jensen has proven to be an extremely positive influence on the College and its overall stability [*Evidence 8.16 Governing Board Minutes 03/18/09*]. The hiring of Dr. Jensen also allowed Dr. Waits to return to her former role as Vice President of Student Services at SCC, replacing an interim and returning stability to that area, while still affording her a strong role in the recovery process.

At the same time, the hiring process to recruit and secure a new superintendent/president is well underway with the plan to select the next Superintendent/President by mid-April, 2009. Given that conflicts within the Governing Board, as well as a history of micromanagement and failure to reinforce the authority of the Superintendent/President could likely impede efforts to recruit capable candidates, the Governing Board is heeding the advice of Dr. Pamela Fisher, a search consultant with ACCT contracted to coordinate a nation-wide search. A search committee composed of students, staff, faculty, administrators, and members of the community, concluded interviews with semi-finalists on March 17, 2009. The finalists have been invited to campus for community forums on March 31 and interview with the Board of Trustees on April 1, 2009. According to the established timeline, the Governing Board could make a final decision by mid-April and the successful candidate in place by July 1, 2009.

Recently the Governing Board has participated in a series of self-evaluative efforts. Most notable is the "How Do We Rate Checklist" that they administer quarterly. The results from the survey were presented at Governing Board meetings on the following dates: July 17, 2008, September 17, 2008, January 21, 2009 and then again on April 1, 2009 [*Evidence 8.17 Checklist 07/17/08*, *Evidence 8.18 Checklist 09/17/08*, *Evidence 8.19 Checklist 01/21/09*, *Evidence 8.20 Checklist 04/01/09*]. The April 1 presentation was accompanied by an analytical presentation of the trend in percentage of "yes" answers to questions by Interim Superintendent/President Dr. Jensen [*Evidence 8.21 Presentation to Governing Board 04/01/09*]. These finding are significant because they demonstrate how the Governing Board has moved from denial to acceptance to action. While it is true that today the Governing Board is being "mentored" by Special Trustee Mr. Tom Henry, their behavior has changed considerably. With the exception of one instance,

the Governing Board has voted unanimously and the distracting banter between Governing Board members is almost non-existent [*Evidence 8.22a – 8.23 Governing Board Minutes from late January to date*].

On January 10, 2009, during a board retreat facilitated by Dr. Fisher, the Governing Board developed a Code of Conduct, [*Evidence 8.23a Governing Board Code of Conduct*] in an effort to better understand their roles as trustees. This code was approved by the Governing Board on January 15, 2009 [*Evidence 8.22b Governing Board Minutes from 01/15/09*] and is now posted in the boardroom. As a result of self-reflection, the Governing Board has proven itself to be more unanimous on major issues, has publicly acknowledged its share of the responsibility for accreditation sanctions, has provided positive collegial feedback, and has refrained from personal attacks [*Evidence 8.22a – 8.23 Governing Board Minutes since January 2009*].

Initially in response to the Governing Board's Code of Conduct, Shared Governance Council (SGC) planned on formulating its own Code of Conduct to guide faculty, staff and administrator's interactions with the Governing Board [*Evidence 8.24 Shared Governance Council Minutes March 4,2009*]. The Academic Senate President, Dr. Lamb, made an all college request to create an ad hoc committee to draft an employee code of conduct [*Evidence 8.25 Academic Senate President e-mail from February 12, 2009 and 8.25a Code of Conduct draft #1*]. Using this first draft as a guide, SGC continued its dialogue on this subject. Because there seemed to be consensus about having a code, but not on the specific language of code, Interim Superintendent/President Dr. Jensen, asked that the Dean of Counseling and DSPS, Erin Vines, the CSEA President, Cynthia Simon, and the Academic Senate President, Jeff Lamb meet to further refine the code [*Evidence 8.25b Code of Conduct draft#2*]. This group did make changes to the original document and while there is a draft SGC Code of Conduct, actual approval may be difficult. Many of the SGC constituent groups feel that they already have some sort of binding language that guides their behavior when dealing with the Governing Board. For example, Local 39 has a "mutual respect" clause in its contract [*Evidence 8.26 and 8.26a Local 39 Contract*] and CSEA has a Code of Ethics [*Evidence 8.26b CSEA Code of Ethics, Contract 04-07, Article 20.3*]. The Academic Senate has crafted a Resolution to address faculty conduct when addressing the Governing Board [*Evidence 8.27 Academic Senate Resolution 09-02*]. While the outcome was not what SGC had originally envisioned, the end result is an affirmation or reaffirmation of all constituent groups' commitment to support the Governing Board in its efforts to refrain from micromanaging and to address the Governing Board with civility and respect.

Further evidence of the Governing Board's willingness to change was its December 2008 request for a visit from ACCJC President Barbara Beno. She lead an open-door workshop ("Accreditation and Trusteeship: What Every Board Should Know") on February 20, 2009 focusing on the CEO's and the Governing Board's role in accreditation. She also met with the campus community in an open forum to answer questions on a variety of topics regarding accreditation and the status of the college. This helped the Governing Board and the college to better understand their roles in institutional effectiveness, student learning, self evaluation and living the standards of accreditation [*Evidence 8.28 Dr. Barbara Beno's power point and Evidence 8.22g Governing Board Special Meeting Minutes from 02/20/09 as well as Evidence 8.22i Governing Board Minutes from 03/04/09*]. There was a follow-up session to this workshop during the March 4, 2009 Governing Board meeting. The Vice President of Academic Affairs, Dr. Steinback, and Senate President, Dr. Jeff Lamb, gave an update on the progress and process

of writing the College response to the "Show Cause" report. This was followed by a review/ question-answer session on accreditation standards by the Vice President of Academic Affairs and the Interim Superintendent/ President, Dr. Jensen, focusing specifically on the Governing Board's role on each of the standards.

Within the context of decision-making roles and processes, the College has taken steps to encourage staff, faculty, and administrators, no matter their official titles, to take initiative to improve practices, programs, and services they are involved in through the Strategic Proposal Process (that will soon be folded in with the Operational Proposal Process and will be called the Integrated Planning Process, which is described in detail in Recommendation Two: Improving Institutional Planning.) The College is hopeful that this new planning, evaluation and budgeting process will provide for even greater stability, productive dialogue and integrity in the College's planning processes. Even though a full cycle of Strategic Proposals has not yet been completed, in March, the ranked list of proposals was discussed by FABPAC and forwarded to the Superintendent/President. They promise to provide the opportunity for the planning, evaluation and funding, when appropriate, of campus-wide initiatives [*Evidence 8.29a Strategic Proposal Form; 8.29 FABPAC minutes from 02/25/09*]. While there is room for improvement, the College has made steps toward creating a governance structure that is more than just a place to "report" issues. The Shared Governance Council (SGC) has representatives from all constituent groups and is a place where productive dialogue occurs. As mentioned above, after a discussion of a Code of Conduct, the SGC, based on input from constituent groups, will instead move forward with constituent based commitments to Governing Board interactions. SGC also regularly considers proposals for Board Policy Updates. A recent proposal to ban all animals from campus led to a prolonged campus-wide and eventually local community discussion on the Animals on Campus Policy. After much debate a sub-committee of SGC brought forth a revised policy that reflected the diverse viewpoints of our constituent groups [*Evidence 8.30 Board Policy on Animals on Campus, 8.30a,b,c SGC subcommittee Minutes on Board Policy 1080*]. Additionally, while FABPAC has traditionally been the place where constituent groups are "reported" to, education in ACCJC standards, changes in leadership, and the need for transparency, have converged to create a new more collaborative climate. When presented with possible budget reductions, each of the shared governance groups, knowing their roles and responsibilities, went back to their constituents and came back to FABPAC with guidelines for the Superintendent/President when considering cuts [*Evidence 8.31 CSEA Ranking of Proposed Budget Cuts 03-27-09, Evidence 8.31a Aca Sen Statement on Ranking Budget Cuts 02-25-09, Evidence 8.31b Faculty Assn Response to District's Budget Reduction Proposals 03-04-09*].

In addition to Shared Governance Council and Financial Budgeting and Planning Committee that are established governance committees that allow for administrators, faculty, staff and students to work together for the good of the institution. The Enrollment Management and Student Retention Committee, lead by the Vice President of Student Services, is a committee that has all four constituent groups in attendance, meets regularly, and uses retention/persistence and demographic data to make decisions. It was this committee that served as one of the first Review Groups for our first wave of Strategic Proposals [*Evidence 8.32 and 8.32a Enrollment Management and Student Retention Committee Minutes from 09/05/08 and 10/03/08*]. While at Shared Governance Council there is a regular place on the agenda for constituent groups to report its most recent activities [*Evidence 8.33 SGC Minutes 10/08/08*] it is true, as well, that the College could do more to improve cross-constituent dialogue in order to improve effective communication so that the College know essential information about institutional efforts to

achieve goals and improve learning.   Currently, as a means of reporting back and gathering input on key issues and decisions on campus, staff, faculty and students regularly include committee reports as a standing agenda item [*Evidence 8.34 Academic Senate Minutes 12/01/08, Evidence 8.35 CSEA Minutes 03/21/07; Evidence 8.36 ASCC Minutes 09/23/08*]. These are moments when the College gathers valuable input in order to make decisions within our governance structure that ultimately lead to improved student learning.

The College recognizes that there is work to be done to improve dialogue, planning, and evaluation in order to reach the goal of making the College a place where innovation and student learning and assessment of learning outcomes, institutional effectiveness, and integrity are the norm. Steps to improve in this area can be seen as The Process Evaluation and Review Team (PERT) updates the Integrate Planning Process. Institutional leadership recognizes that part of the problems stem from unclear planning, budgeting and evaluations processes. Under the leadership of Interim Superintendent/President Dr. Robert Jensen, the PERT is also discussing a Six-Year Planning and Review Cycle and a climate survey to assess the College's strengths, weaknesses, and culture [*Evidence 8.37 SGC Minutes 03/04/09*].

Index of Evidence by Recommendation

Statement of Report Preparation

Recommendation 1

Recommendation 2

	technician – Network I Vacaville Center from Dean OAR to Director TSS
2.40	Vallejo Computer Lab Technician – Network 1 to Technology Specialist and from 6 hours 12 months to 8 hours 12 months
2.41	Vallejo & Vacaville Safety Committee Recommendation for Custodians
2.42	Vallejo Center Library Webpage
2.43	Vacaville Center Library Website
2.44	Vallejo Center Student Services Staff Plan 2003
2.45	Vallejo Center Student Services Staff Plan Update 2009
2.46	Vallejo Substantive Change Report
2.47	Vallejo Center Staff Current
2.48	Vallejo Staff Website
2.49	Vallejo Projections
2.50	Vallejo Three-Year Plan
2.51	Vallejo Educational Programs New Vallejo Center 2007
2.52	Final Draft spring 2007 Schedule Worksheet
2.53	Vallejo Science Accomplishments – Lab Tech
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Recommendation 3

3.01	3-year plan form
3.02	Operational Proposal Form
3.03	Strategy Development and Operation Form
3.04	Program Review Template
3.05	SLO Team meeting minutes
3.06	Program SLO's and Course Assessment Schedules
3.07	Course SLOs by Division
3.08	SCC Core Competencies rev 2
3.09	SLO Assessment
3.10	ACCJC Rubric for Evaluating Institutional Effectiveness
3.11	Evidence List for Summary of Program Review Documents
3.12	Evidence List for Summary of Planning and Budget Documents
3.13	Closing the Loop Survey Comments 2008S
3.14	Activity Program Planning Form
3.15	Integrated Planning Flowchart 2009
3.16	SCC Integrated Planning Process Manual 2009
3.17	PERT Minutes
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3.22	Humanities Program Review 2007-08
3.23	Counseling Emails
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Recommendation 6

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6.02   Governing Board Minutes, 12-17-08 Institutional Audit
6.03   Governing Board Minutes Special Meeting, 01-05-09 Chancellor Dr. Scott
6.04   Governing Board Minutes Special Meeting, 01-15-09 Approval Special
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6.05   SCCD Corrective Action Recovery Matrix
6.06   Governing Board Minutes, 06-06-07, Revise Policy 1020, Code of
        Ethics/Standards & Practices
6.07   Governing Board Minutes Special Meeting Retreat, 01-10-09 Performed Self
        Evaluation
6.08   Governing Board Minutes, Special Meeting, Retreat 02-04-09
6.09   Governing Board Minutes, 01-21-09 Unanimous decision not to renew
        contract VP-ABS
6.10   Governing Board Minutes,02-11-09 Unanimous decision to hire Dr. Jensen as
        S/P
6.11   Board Policy 1075 Delegation of Authority to Superintendent/President
6.12   Governing Board Minutes 02-20-09, Retreat Training by Barbara Beno for
        Governing Board
6.13   Governing Board Minutes Special Board Meeting, 10-22-08 2008/09 S/P
        Training Pamila Fisher, ACCT
6.14   Revised Schedule for Solano College President Search Fall 2008-Spring 2009
        Orientation and Training, Pamila Fisher, ACCT
6.15   Superintendent/President job announcement
6.16   Letter from Board to College confirming the initiation of the S/P search-SCC
        President Search Progress Report
6.17   S/P Search Advertising List
6.18   Fast Facts for 2009 Registry Job Fair
6.19   SCC Presidential Search Documents and Information
        http://www.solano.edu/president/Board/PresidentSearch.html
6.20   Letter from Dr. Richard Christensen to Vice Chancellor Steve Bruckman, 01-
        06-09
6.21   Letter from Vice Chancellor Steve Bruckman to Dr. Richard Christensen, 01-
        28-09
6.22   Governing Board Minutes, 02-20-09 hiring of Reagan Romali, Consultant
        Fiscal Services; and David Froehlich, Director of Facilities
6.23   Draft of Revised Job Description, Vice President Administration and Business
        Services
6.24   Governing Board Meeting Minutes, 12/06/06 appointing G. Fisher S/P
6.25   Governing Board Meeting Minutes, 02-11-09 Budget Reduction Impacts Draft
6.26   Admin Asst Agenda 01-28-09
6.27   Governing Board Minutes 09-09-08 appointing Dr. Waits S/P
6.28   03-06-09 Statement from HR and Fiscal, RE Banner implementation and
        collegiality
6.29   Governing Board Meeting 07-11-08 Consent Calendar, Barbara Fountain Dean
        of Admin & Records (backfill)
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Recommendation 7

Recommendation 8