

RECOMMENDATION ACCJC (June, 2009) “Probation”	WORKING GROUP LEADERSHIP MEMBERSHIP	ACCREDITATION STANDARD	ELIGIBILITY REQUIREMENT
<p><b>1. IMPROVING INSTITUTIONAL DIALOGUE</b> – It is the responsibility of every constituent group at Solano College, including the Board of Trustees, to participate in productive dialogue, as defined by accreditation standards, that engages the entire college in identifying strengths and weaknesses of the college, and every constituent group must commit to action that improves educational quality and student learning. The college must proceed immediately to take this action and should not allow operational or collective bargaining issues to distract them from participating in planned opportunities for this dialogue, timely implementation of changes for improvement resulting from that dialogue, and assessment of the results of implemented changes. <i>(Standards I.B.1, II, and IV)</i></p>	<p>CO-CHAIRS: S/P (J. Laguerre) &amp; Academic Senate President (J. Lamb)</p> <p>Other Members: CTA President (T. Grube), CSEA President (C. Simon), Operating Engineers#39 President (R. Meyer), ASSC President (T. Norman), and Board President (A.M. Young)</p> <p>Amy Utt</p>	<p>IB1 – Improving Institutional Effectiveness</p> <p>II – Student Learning Programs and Services</p> <p>IV – Leadership and Governance</p>	
<p><b>2. IMPROVING INSTIUTIONAL PLANNING</b> –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, the plans actually get implemented. <i>(Standards I.A.4, I.B.3, Eligibility Requirement 19)</i></p>	<p>CO-CHAIRS: Director Research &amp; Planning (R. Simas), Dean of Math/Science (D. Redfield), SLO Coordinator (T. Schneider),</p> <p>Other Members: VPSS (L. Waits), VPAA (R. Steinback), Deans and Directors of Academic Affairs and Student Services, Representatives from Enrollment Management &amp; Student Retention Committee, BSI Committee, SLO Committee, Joshua Stein; Ruth Fuller; Laurie Gorman, Lillian Nelson</p>	<p>IA1, A4 – Mission</p> <p>IB3 – Improving Institutional Effectiveness</p>	<p><b>E.R. 19 - Institutional Planning and Evaluation:</b> The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.</p>
<p><b>3. IMPROVING INSTITUTIONAL EFFECTIVENESS</b> –In order to improve institutional effectiveness the College should establish and implement a clear, systematic, consistent, and ongoing method of measuring and evaluating its effectiveness in achieving stated strategic planning goals and student learning outcomes. <i>(Standards I.B.2, I.B.3, I.B.6, I.B.7, Eligibility Requirements 10 &amp; 19)</i></p>	<p>Sheryl Scott, Debbie Luttrell-Williams, Katie Caruso, Cheryl Williams, Judy Nashm Kathy Kearns, Kristine Woolrich, Sabrina Drake Laurie Cheatham, Maureen Mason-Muyco, Cynthia Simon, Mary Ellen Murphy, Jill Crompton, Doug Pierce, Judy Nash Max Hartman</p>	<p>IB2, B3, B6, B7 – Improving Institutional Effectiveness</p>	<p><b>ER 10 – Student Learning &amp; Achievement:</b> The institution defines and publishes for each program the program’s expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.</p>

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<p><b>6. STAFFING/ORGANIZATIONAL STABILITY</b> –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. <i>(Standards III.A, III.D.1, III.D.2, III.D.3)</i></p>	<p>CO-CHAIRS: Interim Director of Human Resources (T. Largent), &amp; Michael Wyly</p> <p>Sharron Murray, Cynthia Simon, Charles Spillner, Lillian Nelson</p>	<p>IIIA – Human Resources III D1, D2, D3 – Financial Resources</p>	<p><b>ER 5 – Administrative Capacity:</b> The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.</p>
<p><b>7. TIMELY REPORTING/FISCAL STABILITY</b> - 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. <i>(Standards III.D.1, III.D.2, III.D.3, Eligibility Requirement 17 &amp; 18)</i></p>	<p>CO-CHAIRS: VPT&amp;LR (J. Field), Interim Director Fiscal Services (S. Rinne), &amp; Dorothy Hawkes,</p> <p>Maria Panduro, Jay Robinson, Members of FaBPAC, Andrew Cornelius, Lillian Nelson,</p>	<p>III D1, D2, D3 – Financial Resources</p>	<p><b>E.R. 17, Financial Resources:</b> The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.</p> <p><b>E.R. 18, Financial Accountability:</b> The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency...who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide <i>Audits of Colleges and Universities</i>, published by the American Institute of Certified Public Accountants.</p>
<p><b>8. LEADERSHIP</b> –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. <i>(Standards IV.A.1, IV.A.3, IV.B.1.J, IV.B.2.a)</i></p>	<p>CHAIR: S/P (J. Laguerre)</p> <p>Academic Senate President (J. Lamb), CTA President (T. Grube), CSEA President (C. Simon), Operating Engineers #39 President (R. Meyer), ASSC President (T. Norman), and Board President (A.M. Young)</p> <p>Zafer Sun</p>	<p>IV A1, A3 – Decision-Making Roles &amp; Processes IV B1J, B2A – Board &amp; Administrative Organization</p>	