

Academic Senate Meeting Schedule

Meeting Room: Denis Honeychurch Board Room (Room 626) & Zoom (889 8621 4078)

3:00 - 5:00 pm

2025 - 2026 Academic Year



Aug-25

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Sep-25

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Oct-25

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Nov-25

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Dec-25

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Jan-26

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Feb-26

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Mar-26

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Apr-26

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May-26

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24	25	26	27	28	29	30
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Fall 2025 Semester (August 11 - December 12)

Aug 7: Professional Development Day

Aug 8: Professional Development Day (Required)

Sep 1: Labor Day

Oct 7: Professional Development Day

Nov 11: Veteran's Day

Nov 27-28: Thanksgiving Day Break

Dec 6-12: Finals Week

Spring 2026 Semester (January 12 - May 21)

Jan 8: Professional Development Day

Jan 9: Professional Development Day (Required)

Jan 19: Martin Luther King, Jr. Day

Feb 13: Lincoln Day

Feb 16: Washington Day

Mar 11-12: Professional Development Days

Mar 30 - Apr 5: Spring Break

May 15-21: Finals Week

May 21: Commencement

May 25: Memorial Day

	Academic Senate Meeting
	Finals Week
	No Classes
	Holidays (Campus Closed)
	Professional Development Day

*Meeting room and time are subject to change. See agenda.

An abstract graphic on the left side of the slide, featuring a dense cluster of small, semi-transparent dots in various colors (red, pink, purple, blue, green, and teal) connected by thin, light-colored lines, creating a network-like or molecular structure.

Academic Program Review

UPDATE SPRING 2025



Program Review Schedule (eLumen)

AY 2021 – 22	Health Sciences
AY 2022 – 23	Mathematics & Science
AY 2023 – 24	Career Technical Education
AY 2024 – 25	Liberal Arts
AY 2025 – 26	Social & Behavioral Sciences
AY 2026 – 27	Open



Streamlining Program Review

- Deans attend academic program review committee meetings (appointed to the APRC as an ex-officio)
- Program Review Faculty lead attends program review meetings
- Feedback is provided and changes are often made during the meeting
- Once recommended/accepted changes are made the program review is approved by the committee to move forward for review by VPAA
- Review by VPAA
- Program Reviews are published and posted on SCC website



Future Improvements

- Make a schedule to get all completed program reviews reviewed, published, and posted on the SCC website by end of next academic year
- Create a brief (2 – 3 questions/goals update) annual program review
- Integration of program review data into budget planning/integrated planning
- Continuous review and update of the PR process



Needs

- Health Science Representative
- Career Technical Education Representative

Meetings are generally the 2nd and 4th Thursdays from 3:30 – 5:00 PM

Thank you to the APR committee members!



School Reps:

Career Technical Education
Open

Health Sciences
Open

Mathematics & Sciences
Dmitriy Zhiv

Library/Counseling
Nick Cittadino

Liberal Arts
Chris McBride

Social & Behavioral Sciences
Rachel Purdie

Ex-officio: Andrew Wesley, Assessment Coordinator and Neil Glines, Dean of Liberal Arts

Questions



Dual Enrollment Taskforce

Recommendations made at March 12, 2025 meeting

Participating Members: Tony Zitko, Jose Cortes, Rachel Purdie, Chip Reeves, Scott Parish, Josh Scott, Kristieen Rodriguez

Recommendations:

- A. What should be the focus of dual enrollment (certain population/group on which to focus, disciplines to prioritize for dual enrollment)?
 - 1. Outreach—expose schools to SCC so they know we are here
 - 2. Athletics—pitch dual enrollment to athletes considering SCC
 - 3. What type should we pursue most actively?
 - 1. Special admit
 - 1. Let's schedule certain classes that target special admit students (e.g. 3:30pm) and advertise for high schools
 - 2. CCAP Agreements (college AND careers)
 - 1. Focus on GE and CTE
 - 2. Focus on other schools that have already reached out, especially in Vallejo
 - 1. Criteria: target programs that are a good fit wherever they may be.
 - 2. Pursue relationship with Vallejo, but not exclusively.
 - 3. Focus on Vallejo. Advocate for an Early College experience in Vallejo. We would need to confront issues with space for high school students (4 classes, including labs, classrooms for teachers)
 - 4. Focus on CTE
 - 1. Advanced manufacturing, robotics, engineering, and so on. We have had recent classes in AJ and Financial Literacy.
- B. What are the concerns being raised by faculty?
 - 1. Don't want to supplant high school teachers
 - 2. Hiring. In many cases, we don't have faculty to teach these courses—we need to hire teachers for this work
 - 3. We are concerned that the campus is not prepared to absorb these students and we don't want to change the college culture. We will continue to work on strategies to address this.
 - 4. A high percentage of in-person students are special admits
 - 5. Classroom dynamics
 - 6. Unsupervised inappropriate campus behavior (cafeteria, library, near science buildings)
- A. How to deal with concerns regarding dual enrolled students on our campus.
 - 1. Let's focus on strengths as well—these are some of our most engaged students, most committed to the in-person experience
 - 2. Creating a mix of adult and high school students is good for everyone
 - 3. We need to create another taskforce / initiative to take on in-person dynamics

4. Share stats/info with colleagues
 5. Faculty should opt in to specific sections targeting students
 6. Faculty need training—mandated reporters, strategies for working with minors, etc.
 7. All faculty hired will be qualified to be adjunct faculty on our campus.
 8. We will need to collaborate with division deans, PDFC, and the Center for Educational Excellence to create training and ongoing support
 9. Find teachers who are enthusiastic, who are willing to pursue extra training. Support them and set them up as mentors.
 10. Try to focus on college instructors to teach these courses—this will create more opportunity
 11. Mandated reporter training
 12. Showcase the work we are doing (FLEX panel?)
- B. We also recommend the creation of a supervisor/director FT position. This would create more opportunity for outreach, organization, relationship building. Current administrators don't have the time/space for this.

Excerpt from DRAFT minutes of October 21, 2024 Senate meeting

12.1 [Dual Enrollment](#) Follow-up Josh Scott

The intention of this discussion was to follow up on the dual enrollment options that were presented in August. There are 3 options for dual enrollment:

1. High school students are on the Solano campus taking both high school classes as well as college classes, i.e. ECHS
2. Special Admit students that are enrolled in a regular high school, but choose to take some college classes.
3. Agreements with local high schools where college professors teach courses on the high school campus.

Vision 2030 states a goal that all high school students should graduate with 12 units of college credit by 12th grade. This is an ambitious and controversial goal. Senators were asked to discuss the following questions within their schools before attending the meeting today:

1. What should be the focus of dual enrollment (certain population/group on which to focus, disciplines to prioritize for dual enrollment)?
2. What are the concerns?
3. How can the Senate or larger college support dual enrollment?

The Senate was also asked to consider the next steps. Should a taskforce be created? How does the college want to proceed with this topic of dual enrollment? How should Professional Development be handled?

The following is a summary of the group discussions:

- The question came up about the goal and purpose for addressing dual enrollment when we already have a significant number of dual enrollment students. The students who are already taking advantage of dual enrollment opportunities are not the target population which is being addressed by Vision 2030. The target population includes students who may not consider themselves to be on the college track, first generation students, etc. The senate would like to determine which population of students should be the focus for dual enrollment recruitment and how that process should begin, and which model would work best.
- We can't lose sight of the fact that this is a college campus, not a high school campus. There are some high school students on the Solano campus who have not demonstrated the maturity to be here. How do we target the students who want to be here, not only because their parents want them to be here?
- Some Solano College students do not like high school students on campus because it feels like an extension of high school. We must remember to serve our adult college students.
- Currently, high school students learn about dual enrollment options through their counselors, but it is not always the norm.
- Some students might prefer classes on the high school campus so that they are around students their own age. Being a high school student on a college campus could be an isolating experience.
- Many younger students (mostly high school students) don't know how to take notes, pay attention, read a syllabus, etc. Could we consider a mandatory class to teach these basic skills required to be a college student? This could be controversial because it isolates and targets high school students, especially if it is not required by entry-level college students. However, a class like this could be done at the high school level. It may be better to offer something in the format of an orientation for anyone taking a college class. There could also be opportunities to collaborate with the local high schools before these students attend classes at Solano.
- If college classes could be taught at the local high schools, it might create an interest for these students to pursue college classes after high school. Another option could be to have high school 9th and 10th graders take college courses on the high school campus while giving 11th and 12th graders the option to take courses on the college campus.
- One concern is that parents of dual enrollment students may want to get involved in communications with professors, but this also occurs with regular college students.
- In CTE, especially Autotech, students are held to a higher standard when they attend courses on the college campus vs. at the high school.
- On the Vacaville campus, professors volunteer to teach high schoolers on Flex days. This is a form of outreach to create a connection between the high schools and Solano College. Most schools have been very receptive to this relationship.
- There are unique situations that must be considered. For example, Economics is a required course for high school. If a student takes the college-level Economics course but does not pass, they cannot graduate from high school.

Next Steps: A taskforce will be created to look closely at the focus of dual enrollment, professional development, and more. Volunteers include Kristieen Rodriguez, Chip Reeves, Scott Parrish, Rachel Purdie