

Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

Solano College Mission Statement

Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to student learning and achievement and to helping our students achieve their educational, professional, and personal goals. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities.

Committee Name: Academic Program Review

Committee Roles and Responsibilities: The roles and responsibilities of the Academic Program Review Committee are to initiate and implement a standardized process to evaluate academic degree programs, to provide feedback on program review reports, to periodically review APR processes and make policy recommendations to the Academic Senate, and to serve as a resource for departments/programs under review.

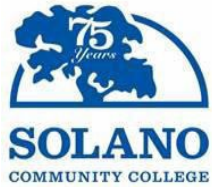
ACCJC Standard(s) Addressed:

- ☒ Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
- ☒ Standard II: Student Learning Programs and Support Services
- ☒ Standard III: Resources (Human, Physical, Technology, Financial)
- ☐ Standard IV: Leadership and Governance

Committee Members:

Coordinator: LaNae Jaimez
Counseling/Library: Nick Cittadino
Health Science: OPEN
Liberal Arts: Chris McBride
Math & Science: Dmitriy Zhiv

Career Technical Education: OPEN
Social & Behavioral Sciences & Business: Rachel Purdie
Ex Officio: Neil Glines (Dean of Liberal Arts),
Andrew Wesley (Assessment Coordinator)



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

August 2024

- Identify the initiatives/goals this committee will undertake.
- Committee chairs are responsible for completing reports after dialog with committee members. Assessment of committee progress is integral to SCC's continuous improvement process.

December 2024 / January 2025 (Mid-Year Self-Assessment)

- Identify the goals this committee has accomplished and whether they have been C (completed) or are IP (in progress).
- Identify additional initiatives if applicable.

April 2025 (Year-End Evaluation Report)

- Update/identify the goals this committee has accomplished and indicate if they have been C (completed) or are IP (in progress).
- If any goals were not accomplished, please state why, what the barrier(s) were along with any recommendations to overcome the barriers.
- Make recommendations for the upcoming academic year where appropriate, or referrals to other committees, as applicable.
- Committee chairs are responsible for completing reports after dialog with committee members. Assessment of committee progress is integral to SCC's continuous improvement process.



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

1. Revise 2-year Abridged Program Review Template

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
Review/revise template (Sept 2024)	C		C	
Present recommendations to Senate (Oct 2024)	C		C	
Create update template in eLumen (Nov 2024)	C		C	New template is being used for Math & Science CTE Programs 2-year reviews

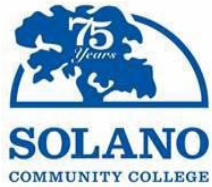


Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

2. Update Program Review Handbook

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
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Review and revise Handbook (October 2024)	IP		IP	Will use fall 2025 meetings to review/update the handbook
Present recommendations to the Senate (Jan 2024)	NP		NP	Plan to present in Fall 2025



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

3. Prep Math/Science CTE programs for abridged PR due March 2025

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Inform faculty and deans regarding requirements/deadline	IP		C	Deadline moved to fall 2025
Provide access to elumen/Word template	IP		C	Unable to attach goals for 6-year program review. eLumen templates and Word template complete and shared with programs

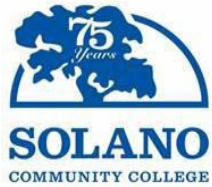


Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

4. Guide and support the completion of 6-year Program reviews for the School of Liberal Arts

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	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
Training sessions for new PR data dashboard	C	Two sessions scheduled for August	C	
Individual meetings	C	Three individual sessions in August	C	
Prompts regarding deadlines	IP		C	Liberal Arts Programs have received on-going prompts regarding deadlines. All program reviews have been scheduled with only two remaining.



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

5. Create Summaries and Reports for 3 years of program review in eLumen

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Applied Technology & Business	C		C	
Math & Science	C		C	
Health Sciences	C		C	
Liberal Arts	IP		C	A summary provided to VPAA. Copies of all completed program reviews were provided to School deans for use in budget planning.



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Committee Name: Assessment Committee

Committee Roles and Responsibilities: To provide institutional support and guidance on academic outcomes assessment including student learning outcomes (SLOs), program learning outcomes (PLOs), general education learning outcomes (GELOs), and institutional learning outcomes (ILOs). The committee helps shape institutional policy regarding assessment; supports faculty in the completion of timely, quality assessments; helps faculty create quality outcomes and tools for measuring them; disseminates information about outcomes assessment to support student success and the College's integrated planning process.

ACCJC Standard(s) Addressed:

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- ☐ Standard IV: Leadership and Governance

Committee Members:

Andrew Wesley: Chair
Kristina Ferrebee: M&S
LaNae Jaimez: SBS/Program Review Chair
Ashlie Lawson: Articulation Officer
Matthew Schweitzer: M&S (Fall 24)
Tony Zitko: Dean of External Programs

August 2024



Academic Senate Sub-Committees Goals and Self-Assessment for Academic Year 2024-2025

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December 2024 / January 2025 (Mid-Year Self-Assessment)

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1. Compliance

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
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Close to 100% compliance on end-of-term assessment submissions	IP	The actual percentage over the previous 5 years of assessment submissions is 41%. This does not reach the first mandate of reaching 100% compliance (whatever that actually means). The main	IP	Thanks to Deans getting on faculty to submit assessments, we had more submissions than in the past. We are still not at 100% of everyone doing assessments and that will still come down to actual consequences. I have asked the Union to intervene and we shall see what happens.



Academic Senate Sub-Committees Goals and Self-Assessment for Academic Year 2024-2025

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		challenge is actually getting faculty to submit assessments.		

2. Schedule

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
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Implementation of new assessment schedule	IP	The new schedule was passed (every semester moving forward). We are in the first semester of this new schedule. The challenge for this is the same as always...faculty by in.	C/IP	Faculty are aware that the new schedule exists, and they are starting to come around. We have just completed Fall 24 and I will be sending out the announcement for Spring 25.



Academic Senate Sub-Committees Goals and Self-Assessment for Academic Year 2024-2025

3. Communication

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
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Continuation of e-mail announcements.	IP	Beneficial to faculty	IP	Email notifications/announcements have been sent on an increasing basis. The problem is that many faculty are clearly not reading these emails, or thinking they do not pertain to them. We will do a better job with posters in Fall25 that will emphasize how important reading these emails are.
Faculty Survey (NEW)	IP	This is a new goal suggested by outside counsel.	IP	Due to working on other tasks, the committee tabled this till Fall 25.



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4. Handbook

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
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Handbook	IP/C	The handbook is complete and was approved by the committee. It now needs to be put forward to Senate for approval and then posted on the website.	C/IP	It had been completed but due to the ACCJC recommendations, we have had to re-edit some of the sections. It will finally be put forward the beginning of Fall 25 for Senate approval.

5. Training

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
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Continuation of Training	IP	We have completed many Flex sessions. This is an ongoing process and we will continue to offer Flex and one-on-one sessions.	C/IP	We held our March Flex and because it was "mandatory" we had a greater attendance than ever before. As more faculty are engaging with the process and eLumen in general, we are planning different types of training moving forward such as:



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				Objectives vs Outcomes Creating Better and More Apropos Assessments Creating better Outcomes Understanding SLOs in the Evolving CCN World.

6. eLumen improvents

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
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PLO mapping	IP	Most of the courses have been mapped. The trouble is keeping up with new courses as they get added to the catalog.	IP	This is an ongoing process. We are close to completing older maps, and as new programs and courses are created, faculty are mapping those as well.
General Clean up	N/A	N/A	IP	This is a new and ongoing goal. It was believed that older notifications could not be removed but that was incorrect. They can be removed one course at a time. Already, all the old inbox notifications for past self-reflections have been removed. Now all the old assessments have to be



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				removed as well. Additionally, any outdated templated in the library have been removed as well.

7. Outcomes Improvement

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
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GELO/ILO quantitative and qualitative assessments	IP	The committee has set out a tentative plan to address these outcomes. Due to the ongoing issues with SLO assessments, these have been pushed to the back of the queue.	IP	In the face of CALGETC and CCN, we will definitely have to set aside a lot of time to addressing these as there may be mandated changes.



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8. ACCJC Recommendation

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Resource Request Form (NEW)	IP	While we added a new question that deals with resource requests in the self- reflection, there was no way a dean would be able to see such a request as the eLumen report does not printout all the self-reflection narratives. Subsequently, to integrate this process, we have to create a form that faculty can fill out that will be sent to deans.	C/IP	The new form was completed and added to the self-reflection template as question 7. We had faculty “beta” test it and it seems to work. We will continue with Sprong 25, and in the Fall, we will meet with deans to talk about form modifications, and best due dates.



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

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Committee Name: Curriculum

Committee Roles and Responsibilities:

The Curriculum Committee is a subcommittee of the Academic Senate; its composition, responsibilities, and authority are based on Title 5 (§ 53200) "10+1" requirements. All Committee actions on courses, programs, and other curricular and instructional business are sent to the Solano Community College Governing Board for approval.

The functions of the Committee are:

- To evaluate the overall curriculum needs within the College.
- To participate, in cooperation with the departments, in the curriculum planning, development, and review of short-range and long-range curriculum.
- To develop and/or implement state mandated policies and regulations (ex: Title 5 and IGETC) applicable to the curriculum and instruction.
- To present recommendations, through the Academic Senate, to the Governing Board regarding additions, modifications, and deletions in the College curriculum.
- To approve prerequisites and place courses within disciplines.
- To develop degrees, certificate requirements, and general education requirements.



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

ACCJC Standard(s) Addressed:

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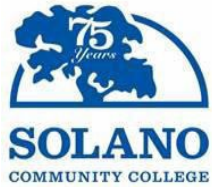
Committee Members: Jim DeKloe (currently serving as Interim Chair – Sarah Barsness is on sabbatical), Jose Cortes, Douglas Green, Alison Bolton, Saki Cabrera, Ginger Cain, Amy Dauffenbach, Erin Duane, Luis Angel-Campos, Ashlie Lawson, James Word, Teri Yumae, Guy Brookshire, Orion Lam, Kelvin Cheah, Maire Morinec, Freeman Lo, Andrew Wesley (Assessment)

August 2024

- Identified the initiatives/goals this committee will undertake.
- Set the goal of having committee chairs being responsible for completing reports after dialog with committee members.
Assessment of committee progress is integral to SCC's continuous improvement process.

December 2024 / January 2025 (Mid-Year Self-Assessment)

- Identified the goals this committee has accomplished and whether they have been C (completed) or are IP (in progress).
- Identified additional initiatives if applicable.



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

May 2025 (Year-End Evaluation Report)

- Updated/identified the goals this committee has accomplished and indicated if they have been C (completed) or are IP (in progress).
- If any goals were not accomplished, please state why, what the barrier(s) were along with any recommendations to overcome the barriers.
- Make recommendations for the upcoming academic year where appropriate, or referrals to other committees, as applicable.
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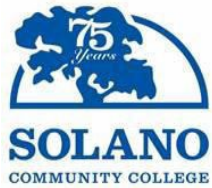
1. Equity and Anti-racism in Curriculum



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

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Encourage faculty to consider and incorporate issues of equity when developing curriculum	C/IP	Ongoing: this is discussed when curriculum is reviewed	C/IP	Recommendation: The faculty might benefit from a “refresher” session of this goal during Flex-Cal (below)
Create recommended process and examples of equity and anti-racism in course of record.	IP	Specific examples (especially in photography curriculum) indicate that this philosophy has been incorporated	C/IP	This remains an ongoing goal
Examine curriculum with an equity lens and offer suggestions to faculty for implementation.	IP	The committee has set the goal of applying this point of view to each piece of curriculum reviewed	C/IP	This has been discussed during curriculum meetings. Many members of the curriculum have completed the Teaching for Equity (T4E) program
Offer workshops and flex sessions to help faculty develop equitable curriculum.	IP		IP	This can be implemented next year

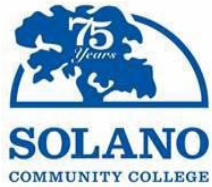


Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

2. Connecting Assessments, Program Review, and Curriculum Review

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Create flex sessions to help faculty understand how the	C	This is ongoing work – the committee had a session where this	C	A session was completed by this is ongoing work



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Year End Evaluation Report for Academic Year 2024-2025

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connections between these processes can strengthen curriculum.		was discussed		
Chair to attend Assessment and Program Review meetings when possible.	IP	This is ongoing discussion with the other committee chairs	IP	The committee as a whole held a session that discussed the relationship between curriculum and program review and assessment. The committee committed to a closer linkage between these elements of curriculum
Chair to review completed program reviews to inform curriculum review process.	IP	This is ongoing work – the committee had a session where this was explicitly discussed	IP	This is ongoing work – the committee had a session where this was explicitly discussed
Educate division reps on the connections between processes.	IP	This is ongoing work – the committee had a session where this was explicitly discussed	IP	This is ongoing work – the committee had a session where this was explicitly discussed

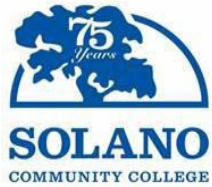


Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

3. Implementation of AB 928 and AB 1111

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Support faculty in implementing curriculum changes necessary for Cal-GETC	IP	This is ongoing	IP	The staff performed a major amount of work on this during this academic year; it became one of their primary duties and accomplishments. The committee should be brought up to date when it reconvenes in 2025-2026
Educate faculty on the details of Cal-GETC	IP	This is ongoing	IP	A Flex-Cal session should be held on this in 2025-2026
Support faculty in implementing changes necessary for Common Course Numbering.	C/IP	The first set of classes has been completed and implemented. The second set is in progress	C/IP	The first round of six courses has been accomplished. The committee and staff has been working on preparing for the second round. This will be a major goal next year
Keep faculty apprised of the upcoming phases of CCN and help them plan for implementation.	C	The education process has been implemented and is ongoing	C/IP	The faculty as a whole has been informed of these changes and the specific departments who will be involved in the next set of courses have been notified and prepared



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

4. Actively Support Faculty in Curriculum Processes

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Reach out to engage faculty and assist with curriculum review	C	Multiple emails have been sent. And multiple study sessions have been held by staff and by the articulation officer	C	The staff and committee has held multiple study sessions to assist with the curriculum review of the CTE programs and business. Many of these courses have had their curriculum updated
Reach out to faculty to suggest curriculum improvements that might benefit students	IP	This has mainly been done in the context of curriculum review; and in the flex-cal sessions outlined below	C	This has mainly been done in the context of curriculum review; and in the flex-cal sessions outlined below
Update curriculum handbook and create other resources to assist faculty with curriculum.	IP		C/IP	The update of the curriculum handbook is a continuing process
Offer workshops and flex sessions	C	Flex Cal sessions on employing regular and substantive interaction (RSI)	C	Completed Flex Cal sessions on employing regular and substantive interaction (RSI) in online courses;



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
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on topics related to the curriculum process.		in online courses; another on RSI and the Syllabus; another on Accessibility in PowerPoint Presentations; Student Learning Outcomes: Meeting Accreditation Requirements		another on RSI and the Syllabus; another on Accessibility in PowerPoint Presentations; Student Learning Outcomes: Meeting Accreditation Requirements

Self-Assessment Narrative:

- To what degree has the committee met its roles and responsibilities?

The committee functioned smoothly this year carrying out the routine tasks of accomplishing the goals created by periodic curriculum routine and in completing the one time tasks of Common Course Number and working toward the implementation of CalGETC. The committee held a discussion session where no routine business was discussed and where general philosophy and principles of curriculum development were discussed and considered. We recommend that a similar session be held next year.

- How can the committee improve its effectiveness in meeting these roles and responsibilities?



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

The committee suggested a few new procedures that would make the curriculum committee function even smoother next year. As one example, the committee suggested that each proponent of a new curriculum (course or program) should be required to prepare a one page summary for the committee that discusses the key issues of that curriculum proposal (why it is needed, how it has been informed by assessment, the impact on student success, and how it promotes diversity, equity, and inclusion).

- How effective was the committee in completing its initiatives?

The committee completed every initiative required effectively.

- How might the committee improve its effectiveness in regard to completing initiatives?

The committee ran smoothly throughout the year. This years committee recommends a training session at the beginning of next year to reorient the returning members and to orient new members.

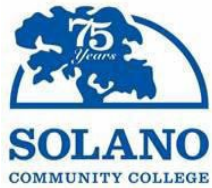
- How effective was the committee in impacting student success?

Maintaining a rigorous and current curriculum lies at the heart of student success, but since its effect is indirect, the effectiveness of this goal is difficult to assess. We can say that there were many initiatives, courses, and programs, approved this year that will give new opportunities for students to pursue their goals. The common course numbering system should aid students in taking classes at multiple colleges.

- How might the committee improve its effectiveness in regard to impacting student success?

The committee should continue to link curriculum development within a department to program review and assessment initiatives.

- What resources are needed to assist the committee in meeting its initiatives?



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

The committee MUST continue to have adequate support – an experienced curriculum specialist and academic senate administrative assistant. Curriculum specialist Lisa Abbott and Academic Senate Administrative Assistant Claire Glover did excellent work; they should be commended and are indispensable. This importance of adequate support cannot be overstated. The committee should continue to work closely with the Articulation Officer.

Recommendations

Provide recommendations for changing the description or composition of the committee to achieve its initiatives addressed for next year.

The Committee should continue its commitment to the philosophy that it has adopted in the last few years:

1. We recommend that the committee hold a training session for all members at the beginning of the academic year. At this time, new members can contribute and old members can recommit to the philosophy that drives the curriculum committee.
2. All courses and programs in the catalog should be courses and programs that are viable and currently being offered. Said another way, courses that are not being taught and have no prospect of being taught should be removed from the catalog. Programs that are no longer viable should be taken through the program revitalization/ deactivation process. (At the same time, there should be no passive program deactivation process where all of the course are removed and that leads to the program being deactivated – the deactivation of a program should be a deliberate and active process – but it should occur if the program is no longer being offered.)
3. The Committee should continue its commitment to not having “hidden prerequisites in a program”. Any course that is required for a program should be explicitly identified.
4. The Committee should continue to pay special attention to having clearly written Course and Program Catalog Descriptions and the Course Outline of Record: these represent the colleges outward face to the community and specifically to prospective and incoming students.



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

The committee composition will change some for the next academic year as some members finished their term, but an excellent core has committed to participate next year.

- What topics should be addressed by the committee next year?

I would like to recommend that the committee institute a comprehensive course review and gain C-ID approval for every course where a C-ID is available and gain AD-T status for every degree that has a TMC.

- Are there additional roles or responsibilities this committee should be addressing?

The committee just did not get to the issue of Dual Enrollment. The Academic Senate should engage with the curriculum committee to examine and resolve issues related with this effort.

- What issues, initiatives, or work has the committee identified that other committees, service areas, and/or disciplines or Schools should address next year?

Perhaps the committee should become more involved with the Student Equity Committee and other committees charged with assuring equity since Curriculum is an Equity issue.

The members of the Curriculum Committee should be commended for their hard work. The committee worked collegially and efficiently. In addition, special recognition should be given to curriculum specialist Lisa Abbott and Academic Senate Administrative Assistant Claire Gover whose work has been exemplary and who have made themselves indispensable.



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

Appendix

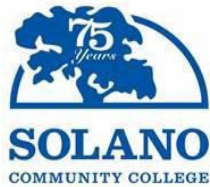
Meeting Summary for Curriculum / Tech Review

On March 18, 2025 the Curriculum Committee, together with the Committee's Technical Review Committee, met to discuss general topics of governance philosophy and to discuss several curriculum-related issues that had been building up over the last few years.

The Curriculum Committee discussed strategies to revitalize or eliminate outdated programs and ensure that course offerings align with current college and student needs. The committee discussed considering imposing the requirement of using program review data to provide context for curriculum changes and to assess program viability. The discussion also explored ways to address issues such as outdated courses, legislative changes affecting programs, and the ability to offer all courses within a reasonable timeframe; they considered implementing a policy to automatically review courses not taught in four years and ensuring regular updates to CTE programs to reflect current industry standards. The group also discussed the need for more information from industry advisory committees and research on course sequencing to make informed decisions, and the importance of faculty engagement in curriculum development as part of their rights and responsibilities.

Curriculum Committee would like to implement (or ask the faculty member proposing to change curriculum) the preparation of a one-page summary for each course/program review, including key information like last offering date, reasons for changes, and curriculum review details.

- Curriculum Committee to consider implementing time limits for agenda items to ensure balanced discussion across all proposals.
- Curriculum Committee members to be more proactive and critical in reviewing proposals, asking for justification and evidence of program viability.
- Curriculum Committee to develop a process for reviewing and potentially archiving courses that haven't been offered in 4+ years.
- Curriculum Committee to request course sequencing reports from Research and Planning to inform discussions on program viability.
- Curriculum Committee to emphasize the importance of faculty completing curriculum review on time and reporting progress to the Academic Senate.



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

- Curriculum Committee to explore ways to better integrate program review information into the curriculum review process.
- Curriculum Committee to develop guidelines for determining when a new certificate program is sufficiently distinct from existing ones to warrant approval.
- Curriculum Committee to consider how to evaluate the relevance and viability of non-CTE programs that don't have industry advisory committees or clear labor market data.

Summary of Additional Discussion

Revitalizing Outdated Programs and Course Offerings

The Curriculum Committee discussed strategies to revitalize or eliminate outdated programs and to ensure that course offerings align with current needs. The discussion suggested greater use of program review data to provide context for curriculum changes and to assess program viability; program review should drive curriculum review which should drive curriculum changes. The committee explored ways to address issues such as outdated courses, legislative changes affecting programs, and the ability to offer all courses contained in the class catalog within a reasonable timeframe. They also discussed the need for more information from industry advisory committees and research on course sequencing to make informed decisions. The committee considered implementing a policy to actively review courses not taught in four years and to ensure regular updates to CTE programs to reflect current industry standards.

Proactive Course Management and Faculty Awareness

The committee discussed the need for the institution to become proactive in managing courses. They suggested that the institution should help faculty identify outdated or unused courses and offer alternatives. Everyone emphasized the importance of being helpful and not punitive in this process. They also mentioned the need for faculty to be aware of the institution's program review process and the potential for courses to be archived or deleted. The team agreed on the need for better communication between the institution's committees and the schools.

Streamlining Curriculum Review Process

The team discussed the challenges of curriculum review in the digital age, noting that the transition from paper to digital has led to a loss of accountability and preparation. She suggested that a one-page summary of each proposal could help streamline the review process and ensure that all relevant information is



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

presented. They also emphasized the importance of having the program's spokesperson present during the review to address any questions or concerns. The team agreed to consider implementing these changes in their curriculum review process.

Clarity on Program Discontinuation and Introduction

The committee discussed the need for clarity regarding the discontinuation of outdated programs and the introduction of new ones. They highlighted the uncertainty surrounding the replacement of existing programs and the potential for multiple programs to run simultaneously. They also discussed the need for a clear policy regarding the role of the curriculum committee in approving new programs. They suggested involving the Industry Advisory Committee to provide their opinion on the viability of new programs. The committee also discussed the potential for a standalone certificate that could be taken alongside a degree, offering a different career path.

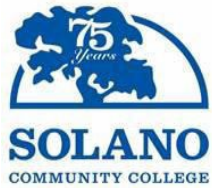
Advisory Committees for Non-CTE Programs

The committee discussed the importance of advisory committees for non-CTE programs, emphasizing the need for relevant and transferable skills. She highlighted the value of exploratory courses and lifelong learning opportunities, which have been impacted by legislative changes. The committee discussed the need for tracking enrollment and the potential for offering niche classes. The conversation ended with a reflection on the college's mission statement and its alignment with current practices.

Improving Curriculum Committee Decision-Making Process

The Curriculum Committee discussed ways to improve their decision-making process and have more critical conversations about course proposals. The committee suggested the committee needs to be more comfortable with uncomfortable discussions and scrutinize courses more thoroughly, rather than automatically approving them. The group explored ideas like setting time limits for discussions, being more prepared before meetings, and critically examining each course's purpose and viability. They also touched on the challenge of balancing thorough review with the need to get through a large number of proposals efficiently.

Curriculum Review and Program Updates



Academic Senate Sub-Committees

Year End Evaluation Report for Academic Year 2024-2025

The group discussed updating existing courses and the process of curriculum review. Alison suggests adding an update link within courses to show changes and make them more attractive or transferable. Ashlie pointed out that the "Reason for Proposal" field could be used for this purpose. The conversation then shifted to what constitutes a new program or certificate. Committee members agreed that a single class difference may not be enough to justify a new certificate, but exceptions can be made if there's a significant impact on career outcomes. The group emphasized the importance of clear narratives and catalog descriptions to explain the value and outcomes of different certificates or programs. Catalog descriptions represent the “face” of the course to the public.

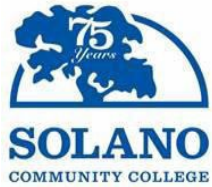
Culture Change and Proposal Critique

The committee discussed the need for a culture change in the team, emphasizing the importance of being more critical of proposals and proactively reviewing potential orphan programs and courses. They also highlighted the need for a one-pager for each proposal, containing essential information such as the reason for the change, when the class was last offered, and its relevance to the curriculum. The committee also raised concerns about the justification of non-CTE programs, emphasizing the need for well-written and thought-out courses. They used the example of art courses, which often have high enrollments, to illustrate her point.

Curriculum Review Challenges and Faculty Engagement

The committee discussed challenges with curriculum review and course offerings. They emphasized the importance of faculty engagement in curriculum development as part of their rights and responsibilities. Concerns were raised about offering courses that can't be filled or completed, potentially leaving students stranded. The group explored ways to improve the process, including better communication about deadlines, more collaborative review sessions, and considering reductions in class caps when appropriate. They stressed the need to balance student needs with practical constraints while maintaining a student-centered approach.

Interim Chair Jim DeKloe



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

Solano College Mission Statement

Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to student learning and achievement and to helping our students achieve their educational, professional, and personal goals. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities.

Committee Name:

Committee Roles and Responsibilities:

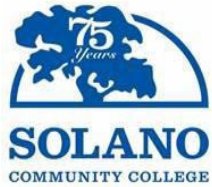
ACCJC Standard(s) Addressed:

- ☒ Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
- ☒ Standard II: Student Learning Programs and Support Services
- ☐ Standard III: Resources (Human, Physical, Technology, Financial)
- ☐ Standard IV: Leadership and Governance

Committee Members:

Laura Maghoney, Chair

Kiran Kaur, Science Faculty



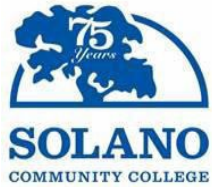
Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

Genele Rhoads, Mathematics Faculty
Robin Sytsma, Nutrition Faculty
Elizabeth Freed, Nursing Faculty
Sarah Nordin, Criminal Justice Faculty
Kathleen Callison, CIS Faculty
Lani Bastidas, Spanish Faculty
Lorna Marlow-Muñoz, French Faculty
Michelle Arce, History Faculty
Kerri Ryer, Political Science Faculty
Erin Duane, Learning Resources Faculty
Jenny Gonzalez, Counseling Faculty
Tony Zitko, Dean
John D. Perez, Director Online Education
Debbie Graham, ERA
Vacant, ITS

August 2024

- Identify the initiatives/goals this committee will undertake.
- Committee chairs are responsible for completing reports after dialog with committee members. Assessment of committee progress is integral to SCC's continuous improvement process.



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

December 2024 / January 2025 (Mid-Year Self-Assessment)

- Identify the goals this committee has accomplished and whether they have been C (completed) or are IP (in progress).
- Identify additional initiatives if applicable.

April 2025 (Year-End Evaluation Report)

- Update/identify the goals this committee has accomplished and indicate if they have been C (completed) or are IP (in progress).
- If any goals were not accomplished, please state why, what the barrier(s) were along with any recommendations to overcome the barriers.
- Make recommendations for the upcoming academic year where appropriate, or referrals to other committees, as applicable.
- Committee chairs are responsible for completing reports after dialog with committee members. Assessment of committee progress is integral to SCC's continuous improvement process.

1. Faculty Support and Training (Standard I and III)



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

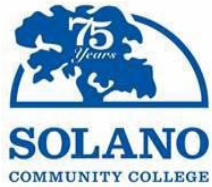
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Finalize a DE handbook	IP	Draft has been completed. Waiting for feedback from the union – so far it has been a few months.	C	Finalized the handbook based on union feedback. It will be on the May 12 agenda for a vote. Handbook should be updated annually to reflect any changes to policies or procedures especially since some of these still refer to regular effective contact instead of regular substantive interaction.
Provide support and resources for faculty for accessible courses	IP	Provided a flex session on accessibility.	C/IP	Several flex sessions have been provided on accessibility and support has been provided to instructors. However, more robust support and training should be provided over time.
Offering flex sessions, focusing on RSI	IP	Several flex sessions focused on various ways to meet RSI requirements.	C	Six flex sessions were offered during the school year, focusing on incorporating RSI in online classes.
Supporting faculty in meeting currency hours for online	IP	Faculty require 6 currency hours. We have offered 8 hours of training toward	C	Provided 11 hours of training that counted towards the DE currency hours over the course of the academic year.



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

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		meeting the currency requirement. Another 3 hours will be offered in March.		
Support ongoing training for online certification for new faculty	C	Canvas Basics and Accessibility training were offered in Fall 2024. Five faculty completed the training.	C	Necessary courses for online certification were offered in the fall and we invited faculty to complete the certification process by submitting a shell for review in the spring. Challenge: Many faculty who sign up for the training do not complete it. Of the faculty who completed the training, only one submitted a shell for review to complete the certification process.



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

2. High-Quality Academic Integrity (Standards I, II, III)

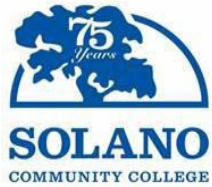
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RSI Support and Implementation <i>Transition from REC</i>	IP	Various flex sessions have been offered as well as individual discussions with faculty at their request.	IP	RSI training sessions have been offered at every flex session over the year. However, this is an ongoing process as we ensure that RSI is reflected at every level and determining the process for ensuring RSI in every distance education course



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

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				for the long run.
Increase the number of POCR certified courses	IP	In the fall we didn't have any courses go through the POCR process as we finalized the POCR certification process. In the spring we plan to try to certify up to 6 courses.	IP	We started the POCR process in Spring 25, but decided not to proceed due to funding issues and the need to concentrate on RSI for accreditation.
Recruit faculty to become POCR certified	--		--	With the need to concentrate all resources on RSI, we did not do any recruiting for more POCR certified faculty.
SCC is a POCR teaching college	IP	SCC is ready to be a teaching college, but the challenge has been getting IT to support it.	IP	Due to the IT changes required to become a teaching college, Solano is not a teaching college as this project did not rate high enough on rubric for tech needs.

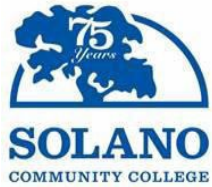


Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

3. Long-term Distance Education Support (Standard III and IV)

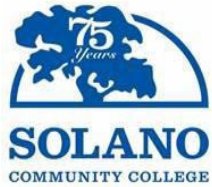
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Hire accessibility specialist	IP	Filling out request for this position with CSEA	IP	We have not been approved to hire an accessibility specialist.
Fill ERA technologist position	C	Debbie Graham was hired as the ERA for the rest of this school year.	C/IP	The ERA technologist position has been filled until the end of the Fall 2025. So, it will be necessary to fill this position by Spring 2026.
Accessibility application (one)	IP	We discussed this at our first DE meeting this spring and plan to continue the discussion throughout the semester.	IP	With feedback from a variety of faculty and the DE committee members, we will not be purchasing Panorama so it will be uninstalled. We will be using UDOIT and Pope Technology as the accessibility checkers.
Document and Caption compliance	C		IP	To meet accreditation requirements and address concerns regarding RSI, we continue to work on passing policies for RSI and collecting evidence of RSI in courses. Challenges: Establishing an MOU for a required RSI



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

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				training course to ensure that all faculty complete the training and provide evidence of RSI.



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

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Committee Name: PDFC

Committee Roles and Responsibilities:

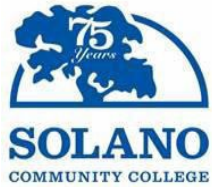
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- ___ Standard II: Student Learning Programs and Support Services
- ___ Standard III: Resources (Human, Physical, Technology, Financial)
- ___ Standard IV: Leadership and Governance

Committee Members:

Nazia Mostafa

Tony Zitko



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

Maureen Powers

Andrew Welsey

Haley Howells

Freeman Lo

Curley Wikkeling-Miller

August 2024

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Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

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1. Improving Equity

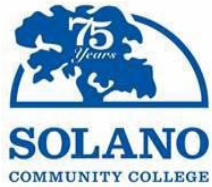
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Recruiting committee members to match bylaws for Academic Senate by October 2024.	C	CSEA Rep – Haley Howells Faculty Rep – Freeman Lo	IP	Accomplishment: Recruited two PDFC members Recommendation: Continue to recruit more faculty and staff members.
Promote and bring awareness to specific groups such as staff about available PD funding by May 2025.	IP		IP	Accomplishment – Flex Cal program promotes professional development for staff, faculty, and administrators.



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

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Ensure Flex Cal sessions are inclusive across the greater campus community by reviewing the flex offering proposals a month prior to each flex	C	Flex Cal sessions presented a wide variety of topics including Distance Education, Fiscal, Student Services, Accessibility, and Wellness.	C	Flex Cal sessions planned in August are on a wide variety of topics including Wellness, Grading, Student Services, Technology, Distance Education, and Student Success.
The committee will create an equity checklist using a list of SCC stakeholders by December 2024	C		C	Recommendation: Link equity check list with the Request to Present form.
Conduct all employee survey about professional development one week post flex	IP	Survey link invalid	C	Recommendation: Have a few different faculty/staff members check the validity of the link prior to sending out to the campus community.



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

2. Improving the SCC User experience of VRC

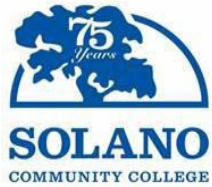
GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
Explore and identify the video accessibility and functionality in VRC by May 2025	IP	Challenge: Identifying what tools, features, or settings are available (e.g., captions, transcripts, screen reader compatibility, playback controls, etc.). Then assess how well these features function in real use and suggest improvements where necessary.	IP	Challenge: Exploring and evaluating the video accessibility and functionality features of the Vision Resource Center.
Establish a collaboration with HR to integrate Keenan training videos by May 2025	IP	Challenge: Establish a seamless collaboration with the HR department to successfully integrate Keenan training videos into the VRC.	IP	Challenge: Establish a seamless collaboration with the HR department to successfully integrate Keenan training videos into the VRC.
Improve visibility of the External	IP	Accomplishment:	IP	Accomplishment



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
Training form by creating video and/or FAQs by December 2024		External Training form is included in the reminder emails sent out to faculty		External Training form is included in the reminder emails sent out to faculty

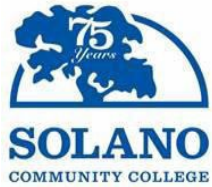


Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

3. [High-Level Initiative #3]

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations



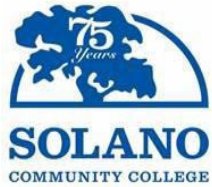
Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

4. [High-Level Initiative #4]

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations

5. [High-Level Initiative #5]



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations

Solano College Strategic Plan 2025-2028 DRAFT ONLY

MISSION

Solano Community College District's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Solano Community College transforms students' lives with transfer courses, career and technical education, and basic skills preparation leading to certificate programs, associate's degrees, bachelor's degrees, and lifelong learning opportunities.

VISION

Solano Community College will be a recognized leader in educational excellence — transforming students' lives.

CORE VALUES

- Inclusive Activism: unwavering support for historically underserved populations with a focus on ending long-standing systemic gaps in outcomes
- Integrity: firm adherence to a code of ethical values in thought and behavior
- Critical Thinking: use of intellectually disciplined, logically sound processes involving data-informed decision making
- Mutual Respect: valuing the intrinsic worth of each person in an atmosphere of collegiality
- Collaboration: working together across areas of responsibility or interest to achieve common goals and objectives
- Innovation: search for, use of, and continuous improvement of effective processes or procedures
- Accountability: individual and collective responsibility for achieving the highest level of excellence in pursuit of a common mission and vision
- Student Well-Being: addressing the impact on students of any and all actions or inactions before and above any other consideration.

DEIA AS A CENTRAL FEATURE

Solano Community College commits to actions advocating for and in defense of diversity, equity, inclusion, and accessibility. These actions reflect a framework of commitment to student success across all populations with recognition of populations historically underserved in the community college system and in our local service area. To that end, we align with the definitions of equity attainment outlined in Vision 2030. We use the shorthand "with equity" for any student-facing outcome to describe the following goal:

By the end of the 2028 Academic Year, student populations identified as impacted in our most recent Student Equity Plan will have attained outcomes at levels at least equivalent to the overall college performance for the given metric in the baseline year (2023-2024).

NOTE ON METRICS AND BASELINE YEAR

This plan uses as a baseline year the last full year prior to plan adoption, in this case the 2023-2024 academic year. As a baseline year, this represents a ceiling on the period of time for measuring metrics, the point where data collection stops. However, for many of these metrics there will necessarily be some lag time in their collection and measurement, particularly for variables that are collected as partnerships with organizations external to the college.

GOAL 1: EQUITY IN SUCCESS

- Outcome 1: By the end of the 2028 academic year, SCC will have increased with equity the number of students who have completed at least one of a certificate, associate degree, or baccalaureate degree by 15% over the baseline year, from **1132** to **1302**.
 - Activity 1: Pilot proactive notification of certificate awarding
 - Activity 2: Continue development of newly approved/expanded CTE programs
- Outcome 2: By the end of the 2028 Academic Year, SCC will have increased with equity the number of students who have transferred to an accredited four-year institution by 15% over the baseline year, from **758** to **872**
 - Activity 1: Expand campus tour opportunities and other transfer center activities
 - Activity 2: Build out and promote Dual Admission pathways with CSUs and UCs
- Outcome 3: By the end of the 2028 Academic Year, SCC will have increased with equity the number of students who earn a living wage by 5% over the baseline year, from **1386** to **1455**.
 - Activity 1: Increase number of industry participants at job fairs and other programming
 - Activity 2: Develop additional career center opportunities around soft job skills

GOAL 2: EQUITY IN ACCESS

- By the end of the 2028 academic year, SCC will have increased with equity the enrollment of underserved students by 12% over the baseline year. We acknowledge and align with the three underserved populations identified by the Chancellor's Office (veterans, foster youth, and economically disadvantaged students), and add as local definition the following populations: Black and African American students, Latinx/e students, and Native American students.
 - Activity 1: Continue outreach programming and collaboration building with K-12 districts
 - Activity 2: Build out noncredit entry points to engage nontraditional students

GOAL 3: EQUITY IN SUPPORT

- Outcome 5: By the end of the 2028 Academic Year, SCC will have increased with equity the number of students receiving at least one of Pell or CCPG awards by 5% over the baseline year from **2687 and 5742**, respectively, to **2822 and 6030**. The college will strive for attainment of this metric across both awards simultaneously.
 - Activity 1: Utilize CRM for targeted marketing campaign around FAFSA submission
 - Activity 2: Further promote financial aid programming in service area high schools
- Outcome 6: By the end of the 2028 Academic Year, SCC will have reduced with equity the average number of units in excess of 60 units to complete a student's first ADT by 10%

compared to the baseline year, from **12.7** to **11.4**, and will strive for attainment of this goal across all Associate Degrees

- Activity 1: Increase number of students with comprehensive education plans
- Activity 2: Further incorporate Guided Pathways practices into initial course selection

GOAL 4: EQUITY IN COMMUNITY EDUCATION PARTNERSHIPS

- Outcome 7: By the end of the 2028 Academic Year, SCC will have increased with equity the number of K-12 special admit students enrolled by 20% over the baseline year, from **2419** to **2903**, and will strive for establishing agreements on dual enrollment options with every K-12 district in the service area.
 - Activity 1: Develop additional CCAP agreements based on college and K-12 district needs
 - Activity 2: Develop noncredit pathways as alternative dual enrollment options
- Outcome 8: By the end of the 2028 Academic Year, SCC will have increased the number of industry professionals on its CTE advisory committees by 50%.
 - Activity 1: Develop standardized “toolkit” for advisory committee growth/engagement
 - Activity 2: Engage with service area minority chambers of commerce

GOAL 5: EQUITY IN RESOURCE ALLOCATION

- Outcome 9: By the end of the 2028 Academic Year, SCC will have demonstrated at least two years of modeling multiple resource allocation processes that explicitly incorporate integrated planning frameworks
 - Activity 1: incorporate resource allocation requests with budget enhancement forms
 - Activity 2: develop participatory planning-based “out of cycle” expenditure process
- Outcome 10: By the end of the 2028 Academic Year, SCC will have demonstrated yearly commitment to excellence in fiscal responsibility through both internal best practices and external evaluations.
 - Activity 1: Strive for clean audits across college functional areas
 - Activity 2: Further streamline requisition and disbursement practices

GOAL 6: EQUITY IN EMPLOYEE RECRUITMENT, RETENTION, AND DEVELOPMENT

- Outcome 11: By the end of the 2028 Academic Year, SCC will have increased applications to each employee group by 10% from at least one population that was underrepresented relative to the service area as of the baseline year outlined by the college’s EEO plan, and the college will strive to meet this metric in employment as well.
 - Activity 1: Target additional avenues for marketing employment opportunities
 - Activity 2: Complete first round of EEO expansion and pilot Equity Officer training
- Outcome 12: By the end of the 2028 Academic Year, 50% of all permanent classified SCC employees will annually engage in at least one professional development opportunity related to Diversity, Equity, Inclusion, and Accessibility.
 - Activity 1: Continue training opportunities with campus DEIA resources (T4E, CEE, etc.)
 - Activity 2: Promote Vision Resource Center trainings / external partnerships
- Outcome 13: By the end of the 2028 Academic Year, the number of permanent full-time positions paying below single-person living wage for Solano County will have been reduced by 50% compared to the baseline year.
 - Activity 1: Ensure timely salary schedule reviews and union contract negotiations

- Activity 2: Increase enrollment in relevant constituency professional growth programs

GOAL 7: EQUITY IN PLANNING ALIGNMENT

- Outcome 14: By the end of the 2028 Academic Year, SCC will ensure that every internal institutional plan and external planning initiative renewed during at least the last half of this plan's duration will have followed a standardized process for aligning with Strategic Plan goals
 - Activity 1: Ensure upcoming Student Equity plan is aligned with vision and targets
 - Activity 2: Incorporate strategic plan into unit plans (technology, facility, etc.)
- Outcome 15: By the end of the 2028 Academic Year, SCC will have increased with equity the count of employees and students who have served on at least one governance body by 25%
 - Activity 1: Develop additional mission-aligned participatory governance bodies
 - Activity 2: Work with constituency leadership to develop promotional campaigns

STRATEGIC PLAN REFRESH AND RENEWAL PROCESS

As with any planning process, the execution of this strategic plan must balance the competing aims of continuous improvement with long-term stability to ensure a meaningful review after the conclusion of the plan.

- In May of the first year of the plan, College Governance Council, or whichever participatory governance body they may designate, shall receive a report concerning all updated metrics available as well as the status of the activities outlined in the plan and any recommendations for adjustments or inclusions to the activities outlined in the plan. They may determine which adjustments, if any, shall take effect in the Fall for the second year of the plan.
- In May of the second year of the plan, College Governance Council, or whichever participatory governance body they may designate, shall receive a report similar to the first year. Once more they may accept modifications to the activities of the plan to take effect for the third year. At the same time, they shall also propose adjustments to the values and goals which shall be taken into consideration by a Strategic Plan Renewal Taskforce that will be formed by action of College Governance Council in the Fall of the third and final year of the plan.
- In Fall of the third and final year of the plan, the Strategic Plan Renewal Taskforce will consider the recommendations of College Governance Council alongside other internal and external developments and create a draft for a refreshed strategic plan that shall be reviewed and approved by participatory governance in the Spring.

Solano Community College Participatory Governance Handbook

Introduction

This handbook outlines the participatory governance structure at Solano Community College while ensuring compliance with BP/AP 2005 as well as all accreditation standards and state legal and regulatory requirements. This document is intended to be a living document, with a built-in review process and provisions for emergency adjustments. Nonetheless, there may yet be situations that fall outside the scope of this handbook. Such cases should be resolved with best alignment to the mission, vision, and values of the college and the articulated goals of the Board of Trustees.

Board of Trustees as Sole Decision-Makers

The use of the phrase “participatory governance” acknowledges that per state regulations and outlined in BP/AP 2005, the Board of Trustees holds final decision-making authority for the district, which are primarily delegated to the Superintendent-President per BP 1075. In the use of their authority, the Board acknowledges the importance of broad participation and recognizes the specifically established rights and responsibilities of various constituency groups. In all cases, the Board acts in such a manner as to ensure the operational, fiscal, and legal stability of the district.

Recognized Constituency Groups at Solano Community College

The following groups are recognized by the Board of Trustees as the designated representatives of their respective constituency groups in all matters related to participatory governance. Reorganization of such groups at the request of their membership (such as the voluntary creation of a Classified Senate), providing such changes adhere to regulatory standards, shall trigger an immediate change to this section. The Board invites a member of each constituency group to attend its regular meetings and offer an update on their work.

Solano Community College Academic Senate Governing Council

The Academic Senate Governing Council (informally the “Academic Senate”) is the voice of the faculty on matters related to curriculum and instruction. The Senate works collaboratively with college administration, staff, and students to promote academic excellence. The Academic Senate shall be the only organization empowered to speak for the faculty on matters that are not contractual in nature. The functions of the Academic Senate are to act as a representative of the faculty with respect to Academic and Professional Matters to include the following Title 5 established items (informally known as the “10+1”):

1. Curriculum, including establishing prerequisites and placing courses with disciplines

2. Degree and certificate requirements
3. Grading policies,
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the Governing Board and Academic Senate

Per BP 2005, the Governing Board shall rely primarily on the Academic Senate for items 1, 2, 3, 5, 7, 8, and 9 of the above. For items 4, 6, and 10, the Governing Board and Academic Senate will mutually agree. Where the Board relies primarily on the Academic Senate, only compelling legal and fiscal reasons shall result in the recommendation of the Senate not being accepted, and the Board shall direct the Superintendent/President (or designee) to share these reasons in writing. Where the Governing Board and Academic Senate will seek mutual agreement, the Board shall rely on the joint recommendations of Senate representatives alongside other constituency representatives from the chief participatory governance council (currently **“College Governance Council”**). Where agreement is not reached, the Board shall act with compelling organizational, legal, or fiscal reasons, and shall similarly share these reasons in writing.

In the execution of its “10+1” duties, the Senate may choose to seek mutual agreement with the exclusive bargaining representative of the faculty, currently identified as the “Association”. A list of such items, as well as the makeup of organization and operations, shall be found in the Academic Senate’s regularly maintained and publicly available Constitution and By-Laws.

Associated Students of Solano Community College (ASSC)

The purpose of the ASSC is to provide effective representation of the students of Solano Community College and to influence decisions within the college on behalf of student interests and needs. The functions of the ASSC are to serve as a representative of the student body with respect to student affairs, to include the following Title 5 established items (informally known as the “9+1”):

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs which should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the district to adopt
10. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students

The ASSC shall primarily advocate in these matters through their representatives on various college councils and committees. Details concerning appointment to these bodies, as well as organizational structure, may be found in the regularly updated and publicly available Constitution and By-laws. In areas where there is overlap between the “9+1” items and those items of the “10+1” where the Board relies primarily on the Academic Senate, the ASSC shall have the authority to request a written or oral update of the Academic Senate’s proposed action and be granted the opportunity to provide feedback prior to adoption. If the

Senate acts in opposition to said feedback, they shall provide the Board their rationale in writing at the meeting where the action is considered.

Nothing in this section shall be construed to limit the rights and responsibilities of the Student Trustee on the Governing Board as outlined in BP 1007. The ASSC may choose to identify a role for the Student Trustee as determined in its Constitution or By-Laws.

California School Employees Association (CSEA), Chapter #211

As the exclusive bargaining representative for employees covered under CSEA guidelines, per California Title 5, 51023.5, Chapter #211 of the CSEA (informally known as “CSEA”) is authorized to serve as the advocate for its membership in matters of participatory governance. The function of CSEA is to ensure that in all areas where actions of the Governing Board may have a significant effect on staff, every reasonable consideration of the staff is considered. This advocacy is primarily realized through the appointment of representatives to various committees and councils.

Nothing in this section shall be construed to limit the rights and responsibilities of the CSEA as the exclusive bargaining representative for working conditions of its members at the college. The Constitution and By-Laws of CSEA shall provide for processes to distinguish work done on behalf of participatory governance and work done in consideration of working conditions.

International Union of Operating Engineers, Stationary Local 39 AFL-CIO (Local 39)

As the exclusive bargaining representative for employees covered under Local 39 guidelines, per California Title 5, 51023.5, Local 39 is authorized to serve as the advocate for its membership in matters of participatory governance. The function of Local 39 is to ensure that in all areas where actions of the Governing Board may have a significant effect on staff, every reasonable consideration of the staff is considered. This advocacy is primarily realized through the appointment of representatives to various committees and councils.

Nothing in this section shall be construed to limit the rights and responsibilities of Local 39 as the exclusive bargaining representative for working conditions of its members at the college. The Constitution and By-Laws of Local 39 shall provide for processes to distinguish work done on behalf of participatory governance and work done in consideration of working conditions.

Administrative Leadership Group (ALG)

As the representative group for all managing, supervising, and confidential employees, per California Title 5, 51023.5, the ALG is authorized to serve as the advocate for its membership in matters of participatory governance. The function of ALG to ensure that in all areas where actions of the Governing Board may have a significant effect on staff, every reasonable consideration of the staff is considered. The Superintendent/President (or designees) shall assist in this advocacy through appointment of ALG representatives to various committees and councils. The Human Resources department, or other designated office, shall provide for regularly updated and publicly available policies, procedures, and processes to further clarify the mechanisms of ALG contribution to participatory governance.

Ethnic Minority Coalition

The purpose of this organization is to provide a forum for discussing common concerns of Solano Community College groups of color and to take a representative course of action. Solano Community College Ethnic Minority Coalition (informally known as “Minority Coalition”) welcomes all who are interested in participating in the organization by contributing their thoughts, ideas, and willingness to stand up and address issues regarding Equity (or lack of), Diversity and Inclusion as it relates to the success of our students, faculty, and administration of color. By its very nature, Minority Coalition draws members from various other constituencies across campus with the recognition that per BP 2005, they may be called upon to primarily

represent the interests of the Minority Coalition through appointment to councils or committees. The regularly updated and publicly available Constitution and By-Laws shall provide greater detail on the appointment process of Minority Coalition and its interactions with other constituency groups.

Additional Considerations for CCA/CTA/NEA

The district recognizes the Solano Community College chapter of the CCA/CTA/NEA (informally known as the “Association”) as the exclusive bargaining representative for the faculty of the district. Per Title 5, 53200 et al., while the Association is not responsible for the discharging of “10+1” duties, they may seek mutual agreement with the Academic Senate on any topics where they shall be collegially consulted by the Senate prior to approved actions.

Per Title 5, 53203, nothing in this section or preceding sections may prevent the Association from requesting membership on committees and councils.

Appointment Rights of Constituency Groups

Title 5 and Ed Code grant the right of appointment to committees and councils to the Academic Senate, the ASSC, CSEA, and Local 39, as well as the Association for any seats which have been determined by mutual agreement. The Governing Board additionally extends this right to the Ethnic Minority Coalition. This right is not held by members of the ALG who are appointed to their positions by the Superintendent/President (or designee). Each organization shall maintain in their publicly available Constitution or By-Laws procedures for the appointment of members to committees and councils that adhere to accreditation standards and state regulations. The Superintendent/President of the district (or designee) may at their discretion request consultation with the leadership of a given constituency group prior to the finalization of appointment of its members. Appointments shall be rejected only under compelling reasons where the district would be put at legal risk by the appointment, and a legally permissible review of these reasons must be first disclosed to the leadership during pre-appointment consultation and publicly shared should the appointment nonetheless be upheld by the constituency group.

Classifications of Participatory Governance Bodies

While individual governance bodies may take any name desired by the majority of members, each body shall fall into one of the following classifications:

- Councils represent the principal recommending bodies of the participatory governance framework for the college. While specific charges and authority shall differ across councils, all councils adhere to the following guidelines:
 - The primary responsibilities of council representatives are deliberation and exchange of information on behalf of their constituency groups. While they are always invited to share information and perspectives developed through work performed in their regular positions, no appointed representative shall be required to act in that capacity at council meetings.
 - Recommendations by a council on a given action must be considered by any other participatory governance body that later considers the action. At the same time, a negative recommendation shall not prohibit the action from being considered by another governance body at the request of the chair. The Superintendent/President shall provide to the Governing Board their reasons for presenting before the Board any item that has received a negative recommendation resulting from a vote by a council.
 - Each council may choose to designate subcommittees consisting of its own membership or additional members, but only the full council shall possess recommending authority.

- No new council may be formed without the approval of each constituency group and the Superintendent/President.
- Committees represent the principal advising bodies of the participatory governance framework for the college. While specific charges and authority shall differ across committees, all committees adhere to the following guidelines:
 - The primary responsibilities of committee representatives are discussion and implementation of projects that will advance the mission and charge of the committee. While representatives are always invited to share information and perspectives developed through dialog and experience with their respective constituency groups, they are urged to share information and perspectives developed through work in their regular positions.
 - Councils shall always accept to their agenda updates from a committee relevant to the mission and charge of the council. Councils are further encouraged to maintain standing agenda items for such updates where appropriate.
 - Each committee may choose to designate subcommittees consisting of its own membership or additional members, but only the full committee may approve an update to be delivered to a council or other committee.
 - A new committee may be formed with the approval of College Governance Council, at least two constituency groups, and the Superintendent/President.

At various times additional organized groups of representatives may be necessary to advance the work of participatory governance, frequently in novel or unanticipated conditions and often under such names as “taskforces”, “tiger teams”, “workgroups”, etc. The defining feature of such bodies is that their formation and scheduled dissolution is in service of a specific deliverable within a specific time interval. They shall extend an invitation for at least one member from each constituency group, provide updates upon request to whichever Council most closely aligns with their charge, and at their conclusion deliver a summary of their work to College Governance Council.

Nothing in this section shall be construed to limit the work of such committees and subcommittees as the constituency bodies may designate within their membership to assist with their work. In particular, the Academic Senate relies strongly on its committees for much of the initial work in preparing recommendations in the implementation of “10+1” duties. The constituency bodies are responsible for the membership and maintenance of such committees and for ensuring these groups adhere to accreditation standards and state regulations. A full list of constituency-specific committees may be found within the Constitution or By-Laws of the given constituency group.

Council and Committee Membership

Classification of Members

Councils and committees shall be composed of the following types of members:

- Representatives: permanent appointed voting members of a council or committee
- Ex-officio members: permanent non-appointed members of a council or committee serving by virtue of the office that they hold. These members may be voting or nonvoting members.
- Resource members: permanent non-appointed nonvoting members of a council or committee serving by virtue of their expertise with the presumption that said contributions are critical to the work performed by the council or committee in a majority of meetings.
- Invited guests: By majority vote of a council or committee or at the request of the chair, an employee of the college shall be invited to provide a presentation on a given topic with the expectation of a good faith effort by the individual to attend, send a designee, or submit a written report.

Nothing in this section shall be construed to prevent additional non-invited guests from observing the public meetings of participatory governance bodies. Each council and committee may, at their discretion, introduce avenues by which these guests may contribute to the meeting.

Individual Responsibilities

- Chairs: While the council or committee charge for each body shall be permitted to provide additional responsibilities for the chair, the following list represents general responsibilities and best practices in the participatory governance framework:
 - Creation of meeting agendas through a process that ensures voting members may propose items for upcoming meeting and nonvoting members may offer feedback on the direction
 - Management of regular and special meetings, with attention to duration, content, documentation, follow-up, and any organizational change proposals that may be necessary.
- Voting members: While constituency group Constitutions and By-laws shall be the final authority for the responsibilities and expectations of voting members, the following list of generally accepted best practices is provided as a resource:
 - Consistent attendance and participation at regular and special meetings following a substantive review of any material distributed in advance of the meeting
 - Sufficiently detailed reports widely available to their respective constituency groups that sufficiently summarizes the council or committee's work and analyzes the expected impact on the constituency group.
 - Presentations at council or committee meetings of comments, questions, or proposals that originated from members of their constituency body
- Resources members and nonvoting *ex officio* members: while the council or committee charge for each body shall be permitted to provide additional responsibilities for the nonvoting members, the following list represents general responsibilities and best practices in the participatory governance framework:
 - Consistent attendance and participation at regular and special meetings following a substantive review of any material distributed in advance of the meeting
 - Preparation of unsolicited but potentially necessary material as determined by prior review of the meeting agenda
 - Balance of the competing interests of providing an immediately providing a minimally sufficient answer compared to presenting a detailed answer at a future meeting.

General provisions for filling seats on Councils and Committees

Where membership on a council or committee requires a prescribed number of appointed representatives from different constituencies, the respective constituency bodies shall make these appointments in consultation with the college president. This consultation shall be assumed to be waived unless the president requests it in writing in a timely manner before or immediately after the nomination or selection of candidates. The respective constitution and by-laws of the constituency groups shall determine the appointment process and term length of the appointment.

College Governance Council, as the highest recommending body in the participatory governance structure, shall always maintain membership specifically prescribed in this handbook. Composition of the voting members of College Governance Council shall not be changed without unanimous support from all constituency body leaders and the Superintendent/President. At present, the composition of College Governance Council is as follows:

- Two representatives from the faculty. By mutual agreement, one from the Senate and one from the Association.
- Two representatives from classified professionals, one from CSEA and one from Local 39.

- Two representatives from the Ethnic Minority Coalition.
- Two representatives from ASSC.
- Two representatives from ALG.

All other councils and committees shall be tasked with maintaining a composition of voting members that balances the determined needs of the committee with a commitment to constituency representation as expressed through a request for at least one representative from each constituency. Council and committee chairs may provide nonbinding recommendations that constituency bodies consider specific positions or areas of expertise in making their appointments. Rosters shall be available to the constituency bodies by May 1st of each academic year to allow for sufficient time in selecting candidates. Final approval of initial or revised membership shall be determined in College Governance Council with at least a two-thirds vote.

Special Considerations for Hiring Committees

While hiring committees are neither permanent nor temporary parts of the participatory governance framework, they are explicitly identified as one example of appointment privileges in Ed Code and Title V regulations. As such, the district shall maintain a regularly updated and publicly available hiring handbook that outlines the process for introducing appointed members in alignment with the processes outlined in this handbook.

Procedures for Meetings

General Meeting Processes

- Under definitions outlined under California Government Code 54950 et seq., councils and committees are not mandatory Brown Act bodies as the constituency bodies and any of their standing committees are. Nonetheless, all participatory governance bodies are urged to follow Brown Act transparency standards as closely as is feasible.
- Quorum for the purpose of addressing action items on councils and committees shall be no less than “50% + 1” of all voting members. Councils and committees may establish more strict quorums, up to and including requirements that constituency body thresholds be met, with the requirement that their quorum rules must be publicly available.
- Councils and committees shall honor the process for member replacement and proxy voting established in the Constitution and By-laws of the respective constituency bodies, regardless of whether different processes exist among the different groups.
- When an appointed voting member misses three consecutive meetings without notifying the chair in advance, the chair shall make a written request to the appropriate constituency group (or the Superintendent/President for ALG voting members) that they consider a replacement member. While the constituency groups hold the sole right of dismissal and appointment, that seat shall no longer be counted when deciding quorum until there is a replacement or the member returns and attends two consecutive meetings.
- Robert’s Rules of Order shall be used as the standard for resolving procedural issues that may be introduced during meetings. Councils and committees are encouraged to adhere as closely to them in routine meetings as determined feasible by the voting members.
- At the beginning of each academic year, councils and committees shall determine, by action of the appointed voting members, their guidelines for voting powers of the chair and ex-officio members.
- Special meetings separate from any necessary rescheduling of a regular meeting shall be called only when work is mandatory to meet an inflexible deadline. No action may be taken at a special meeting without at least one member from each constituency present unless a failure to act places the district in clear legal or fiscal jeopardy. In such cases, all future reports concerning that action shall acknowledge the constituencies missing when the decision was made.

- When the Governing Board receives a recommendation from College Governance Council, the board report shall include the voting record of each council or committee that issued a recommendation. Where the recommendation was negative, the board report shall include a response by the Superintendent/President (or designee) to the issues raised in the meeting that resulted in such a recommendation.

Board Policy and Administrative Procedure Approval Process

Per BP/AP 1000, the district maintains a regular review schedule for all board policies and administrative procedures. The Board directly considers and adopts additions or changes to Board Policies, almost exclusively upon recommendation from the participatory governance framework. The Board directs the Superintendent to establish Administrative Procedures upon recommendation from the participatory governance framework. Although emergency adjustments to policies and procedures are inevitable, this section focuses on the steps for routine maintenance of policies and procedures:

1. Policies and procedure shall be regularly updated on two different tracks. First, per BP 1000, every year at least one BP/AP series is scheduled for a full review and refresh. Additionally, approximately twice a year the Community College League of California (informally the "League") publishes recommendations for changes to policies and/or procedures based on recently implemented or upcoming legislation. These changes shall be addressed as soon as possible, regardless of where the overall series is in the cycle.
 - a. This addendum serves as notice that currently the numbering system of the district's policies and procedures does not align with the numbering system used by the League and a sizable and diverse number of other districts in the system. The district is urged to adopt the standardized numbering system as soon as feasible and strike this addendum from future updates to the handbook.
2. Each policy or procedure shall be assigned a "caretaker" by the Vice President who oversees the area encompassed by the BP/AP series. Where no single Vice President oversees a given series, the President shall designate the individual. This caretaker is responsible for the initial substantive review of the given policy and/or procedure, including any review of recommended changes or additions by the League. The caretaker will serve as a temporary resource at all participatory governance meetings where the policy or procedure are considered. They shall also be responsible for providing a draft that is free of typographical, spelling, or grammatical errors.
3. The chair of College Governance Council shall designate, in consultation with the caretaker, the path through the participatory governance framework that the given policy or procedure will take. Where possible, ideally at least two distinct groups will review the draft prior to consideration or review by the Governing Board.
4. After a successful motion to approve a board policy or administrative procedure, the initial council or committee must consider all proposed changes, additions, or deletions and may propose edits as friendly amendments *strictly* for matters of clarity and tone. New substantive edits may also be proposed, but shall require tabling the motion until the caretaker has been given sufficient time to evaluate whether such edits align with existing policies, procedures, and regulations. In situations where an initial body could not be found, a first reading at College Governance Council shall replace this step.
5. Upon approval of the initial participatory governance group or upon first reading by College Governance Council, the President's Council on Diversity, Equity, and Inclusion shall be offered an opportunity to review the policy or procedure strictly from a lens of the district's commitment to DEIAB principles. Any recommendations arising from this review must be given every reasonable consideration by all future participatory governance bodies that consider the policy or procedure.
6. Following this optional review, College Council shall consider the policy or procedure for recommendation. Friendly amendments to the draft shall be considered only in cases of

typographical, spelling, or grammatical errors. Proposed substantive edits shall be follow the guidelines established in Step 4.

- a. Policies and procedures shall follow a different process if they are wholly connected to “10+1” areas where the Governing Board has determined to rely primarily on the Academic Senate. The Academic Senate shall serve as the initial participatory governance group, and for all future groups, up to and including College Governance Council, changes adopted by these councils and committees shall be subject to approval by the Academic Senate.
7. For Board Policies, the Board shall follow their BP 1000 established two-reading process for approval, with consideration of any negative recommendations where appropriate as outlined in the “General Meetings Processes” of this handbook

Regular Evaluation of Councils and Committees

Prior to the conclusion of the spring semester of a given academic year, each council and committee shall evaluate their accomplishments, challenges, and future goals. The district shall take every effort to ensure a regularly updated and publicly available standardized evaluation form is available to these bodies. While each council and committee may determine their own method for writing the evaluation, the whole body must approve the final draft.

While the constituency bodies shall have access to all created forms and are invited to participate in this process, their evaluation procedures shall be determined by the respective Constitution and By-Laws in adherence to accreditation standards and state regulations.

Hourly Employee Release Time

The participatory governance process outlined in this handbook shall be fully compliant with the various collective bargaining agreements between the district and the two classified employee unions, specifically concerning clauses permitting hourly employees release time to participate as appointed representatives on councils and committees. Where such a clause does not exist, the district is to bring a proposal for such a clause as an interest to the earliest feasible negotiation discussion. In the case of hourly employees in ALG, Human Resources shall ensure that policies and procedures governing these matters adequately address the possibility of release time.

Procedure for Addressing Potential Handbook Violations

Any perceived violation of the participatory governance process outlined in this handbook may either be addressed directly between the affected parties or brought to the attention of one of the constituency body presidents. In the latter case, it shall be that individual’s responsibility to address the council/committee chair or administrator most connected to the complaint. Similar to statewide approaches to public transparency regulations, all efforts shall be made to allow for timely correction if the issue is deemed valid.

If the relief provided at the first level is deemed insufficient, a constituency body president or the senate president shall have the option to present the concern to the Board of Trustees at their next regular meeting with a proposed correction for the Board to consider. As the final decision-making authority of the district, their judgment in such cases is final.

Participatory Governance Process Updates

At least once every other academic year, this handbook shall be reviewed with an opportunity to provide revisions where needed. During the term in which the review takes place, all councils and committees shall be required to gather feedback from their members during at least one regular meeting for potential changes. An invitation to provide feedback through a survey instrument shall also be extended to the campus community. When all responses have been gathered, a task force composed of the college president and one representative from every constituency group shall deliberate and compose a list of recommendations for College Council to consider. These recommendations will become enacted in the following academic year upon a positive recommendation by a majority of College Council representatives and subsequent approval from the Board of Trustees.

Should compelling organizational, legal, or fiscal reasons arise, the Superintendent/President may present to College Governance Council their intention to submit to the Board of Trustees an emergency change to the participatory handbook. College Governance Council shall hold a vote on the proposed change. Following this vote, the board report for this proposed change shall include the following items: the rationale by the Superintendent/President for the change including the reasons for its urgency, the voting tally of the College Governance Council item, and where applicable any opinions submitted in writing by appointed voting representatives who voted against the emergency change. After consideration of this material, the Board of Trustees shall make their decision and, pending approval, the revision shall be immediately enacted.



Student Equity & Achievement Plan 3.0

Academic Senate Meeting

May 12th 2025

SEA 2.0 – Summary and Achievements

PHASE I - Year 1

- Introduce Summer Bridge Program
- Basic Needs Director; Expand Food Pantry
- Black Falcon Success Program Pilot
- Outreach Specialist Hire
- Re-Launch MESA
- Black Recognition Ceremony

PHASE II - Year 2

- Black Student Cultural Center
- CRM Implementation
- EOPS/CARE/NextUP to Financial Aid
- Expand Tutoring Services to Centers
- Pride Center Opens
- Basic Needs: housing, clothes closet
- Re-entry Student Wellness Support
- Bldg 400 Refresh - Design Phase

PHASE 3 - Year 3

- Campus Shuttle Pilot
- Black Falcon Success Expansion
- Teaching4Equity Support
- HBCU Campus Tours
- Outreach Rebrand
- Strategic Enrollment Mgt Committee
- Re-branding Orientation
- Academic Probation Language
- Bldg 400 Refresh - Order/Delivery

SEA 3.0 SCC Disproportionate Impact Groups

Baseline Year

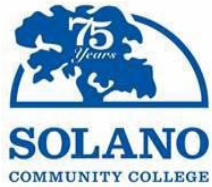
Student Population* for Metric Workflow	Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Completion	Transfer	DI Count
First Generation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4
Male	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4
Black or African American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
Econ Disadvantaged Male	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
Hispanic or Latino/a/x/e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2
LGBTQIA2S+	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Hispanic Male	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Econ Disadvantaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Foster Youth	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
White	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
White Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Total Count For Each Metric	1	6	7	6	4	

SEA Plan Focus Group Proposal

- Originated in RPIE Office, tentatively approved by SEA workgroup
- Three focus groups: Latino/a/x/e, Black/African-American, LGBTQ+
 - Carries continuity from previous equity plan centered on Black students and centers our work in applying for state-granted BSI designation
 - Acknowledges our recent designation as an HSI and our contractual work with Dr. Marcela Cuellar to operate in that role from a position of “servingness”
- Why LGBTQ+ ?
 - There are three categories “above” it: FirstGen, Male (overall), Economically Disadvantaged Males
 - Correlation between existence of male DI and Black/Hispanic DI is anecdotally and preliminarily empirically strong
 - Correlation between FirstGen and Black/Hispanic DI has not been tested at this college, but statewide is VERY strong
 - LGBTQ+ needs in the literature are qualitatively distinct and often speak to intentional targeting from groups proposing covert (or overt) discrimination.

SEA 3.0 Plan: Next Steps and (Tentative) “Roadshow”

- June/July: Write (rough) draft, review where possible with on-campus constituencies
- August/September: Review draft, gathering and implementing feedback from Senate, ASSC, and other constituencies. Includes campus-wide survey.
- October/November: Approve draft, allowing for Senate sign-off and readings/approvals at College Governance and Board of Trustees
- ***Final signed plan due end of November***



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

Solano College Mission Statement

Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to student learning and achievement and to helping our students achieve their educational, professional, and personal goals. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities.

Committee Name: Student Equity and Success Committee

Committee Roles and Responsibilities: The Student Equity and Success Council (SESC) will provide institutional direction on student success and equity issues on campus. The council will strive to be a representative voice for the campus community and will put the interests and well-being of students first.

ACCJC Standard(s) Addressed:

- ___ Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
- ___ Standard II: Student Learning Programs and Support Services
- ___ Standard III: Resources (Human, Physical, Technology, Financial)
- ___ Standard IV: Leadership and Governance



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

Committee Members: As of 2024-Sep-10: Commodore St. Germain, Amanda Morrison, Atticus Frey, Danielle Crain, Neil Glines, Darah Macaraeg, Maria Isip-Bautista, Shanan Danley, Ashlie Lawson

August 2024

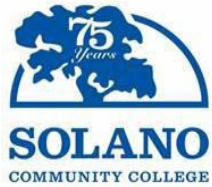
- Identify the initiatives/goals this committee will undertake.
- Committee chairs are responsible for completing reports after dialog with committee members. Assessment of committee progress is integral to SCC's continuous improvement process.

December 2024 / January 2025 (Mid-Year Self-Assessment)

- Identify the goals this committee has accomplished and whether they have been C (completed) or are IP (in progress).
- Identify additional initiatives if applicable.

April 2025 (Year-End Evaluation Report)

- Update/identify the goals this committee has accomplished and indicate if they have been C (completed) or are IP (in progress).
- If any goals were not accomplished, please state why, what the barrier(s) were along with any recommendations to overcome the barriers.
- Make recommendations for the upcoming academic year where appropriate, or referrals to other committees, as applicable.
- Committee chairs are responsible for completing reports after dialog with committee members. Assessment of committee progress is integral to SCC's continuous improvement process.

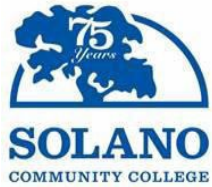


Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

1. Increase student success

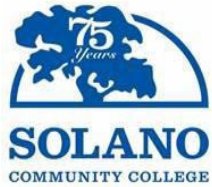
GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
Provide instructors of student success data.	IP	<ul style="list-style-type: none"> • Challenges: it is financially and logistically challenging to provide instructors their own data on a dashboard without them being able to see other instructors data. Instructors can request data and deans are provided with that data. The "best" thing would be to have all instructor data published publicly. 	IP	<ul style="list-style-type: none"> • R&P is working on a data tool that will allow all instructors to access their success data that is password protected for each faculty member. They are testing this with my data and this will be available by Fall 2025.
Create way to measure instructor effectiveness	C	<ul style="list-style-type: none"> • Created a process with R&P to measure student success in a class and in a subsequent class 		



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
Provide support in classes that are highly impacting SCC students.			C	<ul style="list-style-type: none"> • Created CHEM501, a non-credit 6 week course to help chemistry students pass. Chemistry ends up being a gateway class for health sciences, nursing, and STEM.
Create and implement student drop survey.	IP	<ul style="list-style-type: none"> • Developed questions with Nathan Rexford, LaNae Jaimez, Ruth Fuller, Melissa Reeve, SESC and discussed with SCFA. • Need to find a way to implement with R&P and IT 	IP	<ul style="list-style-type: none"> • This is in the solutions.solano.edu queue and I am working with VP Cornelison and Claudia Tenty to bring this to fruition. This will require follow up and check-ins throughout the summer that I will continue.

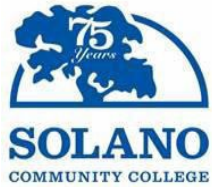


Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

2. Create statements the reflect our values on equity, racism, and slavery.

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
Write an anti-racism statement.	C	<ul style="list-style-type: none"> • Written and approved! 		
Write a slavery acknowledgement statement.	C	<ul style="list-style-type: none"> • Written and approved! 		



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

3. Support and create awareness around our student services programs

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
Showcase student services at convocation and/or FLEX sessions.	C	<ul style="list-style-type: none"> • Completed: FLEX Session: Speed Dating with Student Services 		
Evaluate staffing of all student services at SCC.	IP	<ul style="list-style-type: none"> • This sort of got shot down because it was outside of our purview and part of a larger picture that includes staff and faculty prioritization 	C	<ul style="list-style-type: none"> • This has been discontinued because it was decided it is not in the purview of SESC and should be under Student Services
Discuss the return of Umoja			IP	<ul style="list-style-type: none"> • SESC is interested in bringing back Umoja especially since the cancellation of IMANI. Heather Watson-Perez said she will follow up on this and get the status of this since the last time this was brought up we were told that bringing back Umoja is



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
				"part of a larger campus conversation"

4. Contribute to the SEA Plan and

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
Attend and participate in workgroup meetings for SEA Plan	IP	<ul style="list-style-type: none"> • Meetings moved to Thursdays when Commodore teaches but Heather Watson-Perez (Dean of Student Equity and 	IP	<ul style="list-style-type: none"> • No changes

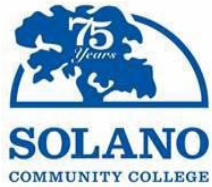


Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
		Success) (co-chair of SESC) can make it		
Attend and participate in workgroup meetings for Guided Pathways			IP	<ul style="list-style-type: none"> • Guided Pathways have restarted and we are participating in the discussions

5. MID-YEAR ADDITION: Election Stress Support



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
Election Stress Support Circles	C	<ul style="list-style-type: none"> • This was a good program where people could come talk about and get support about the upcoming elections and afterwards, the results of those elections 		
Safe and Secure Campus	C/IP	<ul style="list-style-type: none"> • Meeting with Dr. Butler and the academic senate was good. Dr. Butler really took this to another level and got policies and procedures written and approved by the board. As situations change, we will address those as they come up. 	C	<ul style="list-style-type: none"> • This is “completed” but as nationwide things change, campus policies may change.

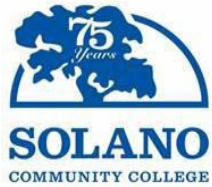
6. MID-YEAR ADDITION: Student Materials Cost Reduction



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
Student Materials Cost Reduction Taskforce	IP	<ul style="list-style-type: none"> • Recently formed task force to address this issue 	IP	<ul style="list-style-type: none"> • This is still continuing.
Book Swap with ASSC	IP	<ul style="list-style-type: none"> • Meeting with ASSC to discuss what this looks like 	C	<ul style="list-style-type: none"> • It was determined that this would most likely fall on Student Development and students in ASSC didn't have much interest in this



Academic Senate Sub-Committees

Goals and Self-Assessment for Academic Year 2024-2025

7. MID-YEAR ADDITION: Compensation Parity for Committee Work

GOALS <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Relevant • Time-Bound 	MID-YEAR SELF-ASSESSMENT		YEAR-END EVALUATION REPORT	
	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges 	Status (C) Completed (IP) In-Progress	<ul style="list-style-type: none"> • Accomplishments • Challenges • Recommendations
Get students paid to be on committees	C	<ul style="list-style-type: none"> • Worked with Student Dev (Denise) to get students paid to be on SESC and other committees 		
Get adjunct faculty paid to be on committees	IP	<ul style="list-style-type: none"> • Talked to SCFA and they will bring this up during the next round of negotiations. 	IP	<ul style="list-style-type: none"> • SCFA has not had the next round of negotiations yet

2025-26 Budget Manager Information and Request Form - General Unrestricted Fund (1100) Only

Please complete the following questions and request for the 2025-26 General Unrestricted Fund

* Required

* This form will record your name, please fill your name.

1. Please provide the name of your department. *

2. Please provide the Org code of your department *

3. Please describe the process you use to seeking your department's input on the budget process *

4. Please provide information regarding any DEIA initiatives included in your budget. *

5. If your budget request has an increase of more than 2% from the 2024-25 budget, please provide the explanation as to the reason for the increase. (Put N/A if no increase were more than 2%) *

6. Please provide a breakdown of the temps/students workers you may need in 2025-26 (put N/A if you answered you don't expect to use any temps/student workers) *

7. Please provide information included in your budget request as it pertains to Program Reviews, Administrative Reviews, or SLOs. *

8. If the overall general budget cannot accommodate your entire budget request, are there areas it can be reduced or paid under another fund? If so, please list the pool budget and amount below, along with a general description. *

The following questions are to establish the pool budgets for the general fund.

9. Please provide your budget request for the 1000 series (instructional salaries). This is for additional instructional needs outside of regular and adjunct employees that you may need in your Org code *

10. Please provide your budget request for the 2000 series (classified salaries). This is for temp/student worker needs, as well as overtime for regular employees, that you may need in your Org code *

11. Please provide your budget request for the 3000 series (benefits salaries). This is for the 1000s and 2000s requests listed above. Please plan on 24% of the 1000s and 10% of the 2000s listed above. *

12. Please provide your budget request for the 4000 series (supplies). *

13. Please provide your budget request for the 5000 series (services). *

14. Please provide your budget request for the 6000 series (equipment over \$5000). *

15. If your budget includes any equipment requests (6000s), please provide a listing of the equipment and estimated cost. (put N/A if no equipment is being requested). Please include any anticipated ongoing costs. *

16. Please provide your budget request for the 7000 series (student aid). *

17. Please attach any Program Reviews, Administrative Reviews, SLOs, and Faculty/Staff Requests you have *

Upload file

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