College Governance Council
September 12, 2018
Minutes

Present

David Williams, Ph.D., Pam Muick, Kevin Anderson, J.D., Estefanny Saenz, Danielle Gonzalez, Robert Diamond, John Siefert, Michael Wyly, Sal Abbate, LaNae Jaimez, Ph.D., Erin Farmer, Damany Fisher, Ph.D., Irene Camins

Absent

Celia Esposito-Noy, Ed.D., Tonmar Johnson, Jeff Lehfeldt, Gregory Brown, Daniom Ghebremichael, Dwayne Hunt

Call to Order

The meeting was called to order at 3:03 p.m. by Dr. David Williams, Vice President of Academic Affairs.

Approval of Agenda

There was an addition to the agenda under Updates/Other: Student Health Fee.

It was moved by Michael Wyly and seconded by LaNae Jaimez to approve the agenda as amended.

The motion was approved unanimously.

Approval of Minutes

It was moved by Michael Wyly and seconded by John Siefert to approve the Minutes of August 22, 2018.

The motion was approved unanimously.

Public Comments

There were no public comments.

Sustainability Board Policy

Professor Pam Muick presented to the Council revised language for Item 6 of the proposed Sustainability Governing Board Policy that was first presented to the Council at their August 22, 2018 meeting:

Sustainability Board Policy Proposal:

> *Solano Community College District desires to be a leader in sustainable practices that balance the best interests of the environment, our community and fiscal responsibility.*
>
> *In particular, the District intends to minimize its ecological footprint through reduction of energy and water use and reduction of non-recyclable waste. At the same time, the District intends to link these goals with broader goals of student wellness, curriculum development and engagement with the local community.*
>
> *The District is committed to the following sustainability principles:*
>
> 1. *Conservation of natural resources and avoidance of negative long-term effects on the environment.*
>
> 2. *Environmental health of students (student wellness), staff and faculty.*
>
> 3. *Maximizing the environmental quality of our facilities through the use of renewable resources and increasing energy efficiency of all facilities and equipment.*
>
> 4. *Reducing waste, reusing and repurposing materials whenever possible, and recycling other materials in order to meet or exceed state mandated waste regulations.*
>
> 5. *Facilitating alternate forms of transportation, fuels and systems.*
>
> 6. ~~*Designing all major new building and renovation projects to meet the US Green Building Council LEED certification standards for energy and environmental design.*~~ **Meeting all state and federal rules and regulations related to environmental design, energy conservation, and hazardous waste handling and disposal.**

The revised language has been reviewed and approved by Lucky Lofton and Jeff Lehfeldt.

It was moved by LaNae Jaimez and seconded by Daniel Gonzalez to approve the proposed Sustainability Governing Board Policy, with the revision of Item #6.

The motion passed unanimously.

The policy will be forwarded to the Governing Board subcommittee for their review.

Math Multiple Measures/AB 705 Update

Dr. David Williams, Vice President of Academic Affairs, shared that the goal of AB 705 is to increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year, minimize the disproportionate impact on students created through inaccurate placement processes, and increase the number of students completing transfer-level English and mathematics/quantitative reasoning within three years. Legislation has come forward and is encouraged by the Chancellor's Office, that students should take and complete the math and English requirements during their first year.

SCC English acceleration structures are already in place, and faculty are currently working on structures for mathematics. It was noted that AB 705 outcomes are attached to Guided Pathways.

College Promise (AB 19)

Robert Diamond, Vice President of Finance and Administration, shared that the previous Board of Governors' (BOG) fee waiver has been replaced by the Promise Grant. For those students that are not eligible for the Promise Grant, the College Promise has been established through AB 19.

Through the College Promise program, students at SCC now have the opportunity to be reimbursed for all of their enrollment fees for their first year of college. The requirements for reimbursement (per semester) are:
- To be a first-time college students
- Be a full time student during the first year
- Complete and submit FAFSA or Dreamer application
- Computer and to enroll in program (on the back of handout that is being distributed around campus).
- Complete required units in each term with a "C" or better:
- 6 units in Summer before the academic year
- Complete 12 units in Fall Semester
- Complete 12 units in Spring semester.
- *If fewer units are completed, no reimbursement will be made.

Michael Wyly suggested that Deans identify classes that first-year students might take and then have faculty that teach those courses share College Promise information to students during a class session.

<u>**Academic Senate 2018-19 Goals**</u>

LaNae Jaimez, Academic Senate President shared with the following with the Council:

<u>Academic Senate Goals and Priorities for 2018-19</u>
Officers
- LaNae Jaimez - President
- Josh Scott - Vice President
- Erin Duane - Secretary/Treasurer, Librarian, At-Large representative

Senators
- Rebecca LaCount - Counseling
- Rusty Mayes - Applied Technology & Business
- LaVonne Slaton - Applied Technology & Business
- Anne Neffeneger - Health Science
- Terri Pearson-Bloom – Health Sciences
- Jose Cortez - Liberal Arts
- Janene Whitesell – Liberal Arts
- Margherita Molnar – Math & Science
- Randy Robertson – Math & Science
- Tony Ayala - Social and Behavioral Science
- Lauren Taylor-Hill – Social and Behavioral Science
- Scott Parrish - At-Large Representative
- Rachel Purdie - Adjunct Representative
- Andrew Wesley – Adjunct Representative

Ex-Officio
- Michael Wyly – Past President
- Amy Obegi - Assessment Chair
- Erica Beam - Distance Education Chair
- Ferdinanda Florence - Academic Program Review Chair
- Jim DeKloe - Curriculum Chair
- Michelle Smith - Professional Development/Flex Cal Chair

Roles and Responsibilities:
The Academic Senate is the voice of faculty on matters related to curriculum and instruction, working collaboratively with college administration, staff, and students to promote academic excellence relating to academic and professional matters as set forth in Title 5 Section 53200 (c) (1-11). Per CA Ed Code, Section 70902 and SCCD BP 2005.

Primarily rely upon
1. Curriculum including establishing prerequisites and places courses within 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

Mutually agree
    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 the academic senate

Goals

1. Develop process to standardize the reporting out of Senate actions/to increase feedback from constituents regarding matters before the Senate
2. Debrief regarding accreditation self-study process/ensure we continue to effectively store evidence.
3. Review and confirm or update appointments to college-wide committees/increase number of faculty who are participating.
4. Review and update the Peer Review Handbook including the addition of best practices. Review and update the Peer Review forms and timelines.
5. Develop recommendations for BP 4005 to co-align this policy with the Faculty Hiring Handbook.
6. Completion of an Adjunct Faculty Handbook and a plan for an Adjunct Faculty Mentor Program.
7. Social Justice and Equity Task force – to develop a plan/goals. Ideas include increase dialogue on campus, additional professional development opportunities, work with ASSC, collaborate with SCC Minority Coalition, and better serve our LGBTQ+ students and a social justice center.

Priorities

1. Continued support for Senate subcommittees and their work.
   a. Self-Assessment
   b. Newsletters
   c. Reports in Senate meetings/Budget reports if applicable

   (Senate subcommittees include Assessment, Academic Program Review, Curriculum, Distance Education, Professional Development/Flex Cal and Student Equity & Success.)
2. Provide support for Guided Pathways and FYE.
   a. monthly report at Senate meetings
3. Support Math and English faculty as they work to meet the requirement of AB705 and implement those changes.
4. Support programs to serve our incarcerated students (goals to be established).
5. Ensure that the Hiring Priorities process for AY 2018-19 is followed.

The Senate meets the 1st and 3rd Mondays of month from 3-5 p.m. in the Denis Honeychurch Boardroom. Meetings are open to the public. The Senate is working on Accreditation – staying on track and gathering data, making appointments to campus committees and making sure people are attending meetings. They are also reviewing the Peer Review handout.

Professor Kevin Anderson asked if faculty could receive the program and resolutions from the Statewide Academic Plenary sessions. LaNae Jaimez, Academic Senate President, will provide this information to faculty.

Vision for Success Goals

Dr. Damany Fisher, Interim Dean of Research and Planning, shared the Vision of Success Goals and 2016 metrics:

- Goal 1: Over five years, increase by 20% the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand jobs.
- Goal 2: Over five years, increase by 35% the number of CCC students transferring annually.
- Goal 3: Decrease the average number of units accumulated by CCC students earning associate's degrees.
- Goal 4: Increase the percentage of existing CTE students who report being employed in their field of study.
- Goal 5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal to cut achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.

The SCC goals will be coordinated with the College's Education Master Plan, which will be updated sometime this year.

Updates/Other

Robert Diamond, Vice President of Finance and Administration, shared revisions that are being proposed for Governing Board Procedures 5415, Student Health Fee.

There was discussion regarding a process that students exempted from the fee (students admitted as K-12 special part-time students) could use if they wished to pay for health services. Vice President Diamond will have a form created for this purpose.

The procedures will be forwarded to the Governing Board for review in October 2018.

Announcements

There were no announcements.

Adjournment

There being no further business, the meeting was adjourned at 4:02 p.m.

CGC Minutes 9 12 18: lg

SOLANO COMMUNITY COLLEGE DISTRICT

DRAFT

SUSTAINABILITY   *xxx*

POLICY:

Solano Community College District desires to be a leader in sustainable practices that balance the best interests of the environment, our community and fiscal responsibility.

In particular, the District intends to minimize its ecological footprint through reduction of energy and water use and reduction of non-recyclable waste. At the same time, the District intends to link these goals with broader goals of student wellness, curriculum development and engagement with the local community.

The District is committed to the following sustainability principles:

1. *Conservation of natural resources and avoidance of negative long-term effects on the environment.*

2. *Environmental health of students (student wellness), staff and faculty.*

3. *Maximizing the environmental quality of our facilities through the use of renewable resources and increasing energy efficiency of all facilities and equipment.*

4. *Reducing waste, reusing and repurposing materials whenever possible, and recycling other materials in order to meet or exceed state mandated waste regulations.*

5. *Facilitating alternate forms of transportation, fuels and systems.*

<u>NEW LANGUAGE FOR ITEM 6:</u>

6. **Meeting all state and federal rules and regulations related to environmental design, energy conservation and hazardous waste handling and disposal.**

REFERENCES/
AUTHORITY: *California Education Code, Article 1, Section 17070.96; Article 2, Section 17261, Article 2.5, Section 81623, Article 8, Section 32373*

ADOPTED: _____

Application for Solano Community College Fee Reimbursement Program

SOLANO
COMMUNITY COLLEGE

Requirements:

- ➤ Be a first time college student
- ➤ Be a full time student during your first year
- ➤ Complete and submit the Free FAFSA or Dreamer application
- ➤ Fill out this form to enroll in the program
- ➤ Complete the required units in each term with a grade of "C" or better
  - o 6 Units in Summer 2018, before the academic year
  - o Complete 12 units in Fall 2018
  - o Complete 12 units in Spring 2019
  - o If you complete fewer units, no reimbursement will be made
- ➤ **Turn this form into the Financial Aid Office in Building 400, Fairfield campus**

> You can be reimbursed for one, two, or all three academic terms in your first year!

Sign me up! I want to join this program and be reimbursed up to $1,380!

Name:_____   Student ID#_____

Email:_____   Phone #_____

I am a first time college student and will enroll full time in one or more academic terms/semesters in my first year (Summer 2018/Fall 2018/Spring 2019). I understand that if I complete the required number of units, (6 units in Summer 2018, and/or 12 units in Fall 2018 and/or Spring 2019), I will get a refund of my $46 per unit enrollment fees. If I do not complete 12 or more units in Fall 2018 or Spring 2019, or 6 units in Summer 2018, I will not get a refund for that term.

Signed:_____   Date:_____

> ➤ **After you complete the required number of units, turn in a reimbursement request form to the Cashier Office in Building 400**

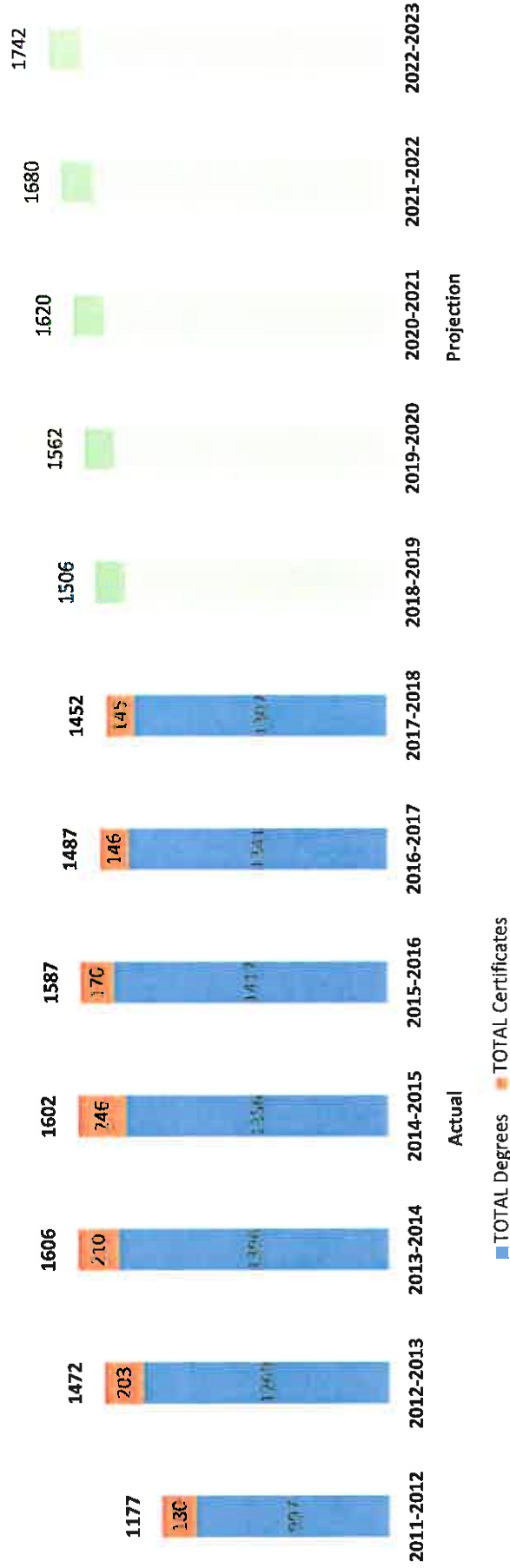| For College Use Only:		
FAFSA or CADAA completed?	Yes	No
Date Received: _____		

Visions for Success Goal at a Glance

Solano Community College

Goal 1: Over five years, increase by at least 20% the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
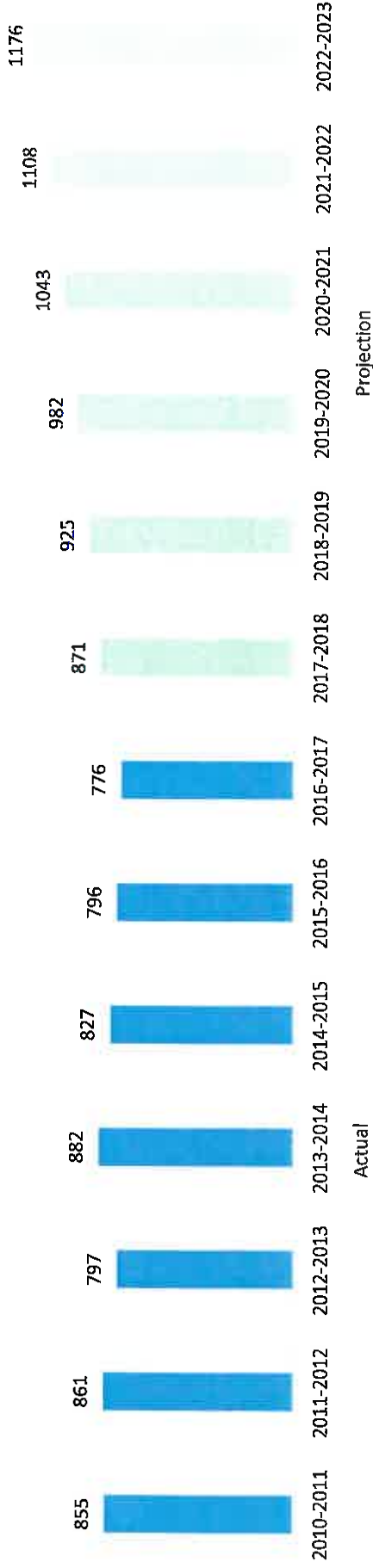
Degrees and Certificates Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TOTAL	1177	1472	1606	1602	1587	1487	1452	1506	1562	1620	1680	1742
TOTAL Certificates	130	203	210	246	170	146	145					

Actual · Projection

■ TOTAL Degrees ■ TOTAL Certificates

Source: DataMart, Program Award Summary. Note: counts exclude low-unit certificates

09/11/2018

Research and Planning

Goal 2: Over five years, increase by 35% the number of CCC students transferring annually.

UC, CSU, ISP, OOS Transfers by Academic Year

Year	Value	Type
2010-2011	855	Actual
2011-2012	861	Actual
2012-2013	797	Actual
2013-2014	882	Actual
2014-2015	827	Actual
2015-2016	796	Actual
2016-2017	776	Actual
2017-2018	871	Projection
2018-2019	925	Projection
2019-2020	982	Projection
2020-2021	1043	Projection
2021-2022	1108	Projection
2022-2023	1176	Projection

ISP = In-State Private, OOS= Out-of-State.

Sources: http://asd.calstate.edu/ccct/2017-2018/SummaryYear.asp and https://www.universityofcalifornia.edu/infocenter/admissions-source-school and DataMart

Research and Planning

09/11/2018

Goal 3: Decrease the average number of units accumulated by CCC Students earning associate's degrees.

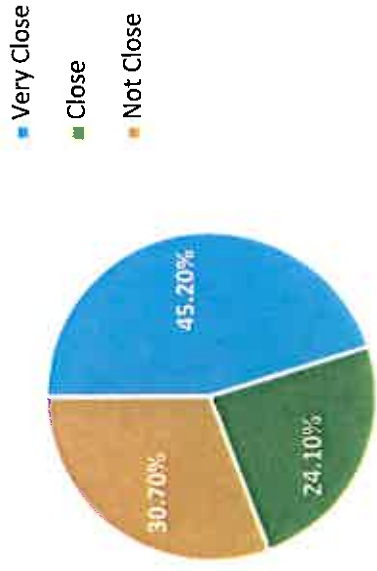## Average Number of Units Accumulated by Solano Students Earning an Associate's Degree

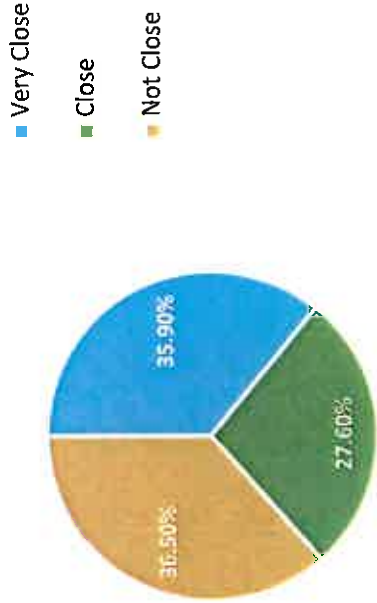|		
91.91	93.93	88.61
Fall 2017	Spring 2018	Summer 2018

Source: Banner Data

Research and Planning

09/11/2018

Goal 4: Increase the percentage of existing CTE students who report being employed in their field of study.

CTEOS survey question: How many students secured a job that is closely related to their program of study?
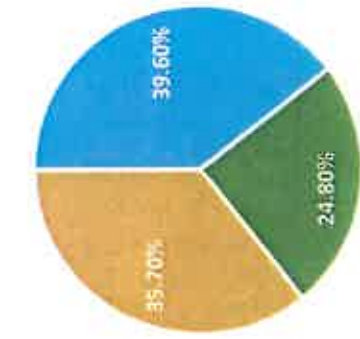
2016 Survey, Solano

- Very Close
- Close
- Not Close

2017 Survey, Solano

- Very Close
- Close
- Not Close

2016 Survey, Statewide

- Very Close
- Close
- Not Close

2017 Survey, Statewide

- Very Close
- Close
- Not Close

Sources: 2016 and 2017 CTEOS Survey

Research and Planning

09/11/2018

Goal 5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal to cut achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.

The following data represents the 2015-16 performance of identified groups

**Metrics Shown**: Completion of Degree or Certificate and Transfer

Complete Degree or Certificate:

Metric	Numerator Description	Denominator Description	Numerator	Denominator	Comparison Group Percent
Completion Degree or Certificate	The number of students who earned a degree or certificate within six years.	The # of first-time students who enrolled in the 2010-2011 with the goal of obtaining a certificate or degree	352	1,564	22.50%

2016 Metrics

Charts below shows the equity gaps by selected Metric, Population and/or Group. Data is presented to show the 2015-2016 performance of identified equity groups. The upper chart shows both the actuals for the group (colored circle) the actual for the comparison group (grey line). The equity gap size is presented on the lower chart. The charts are sorted on gap size.

Completion Degree or Certificate - Ethnicity
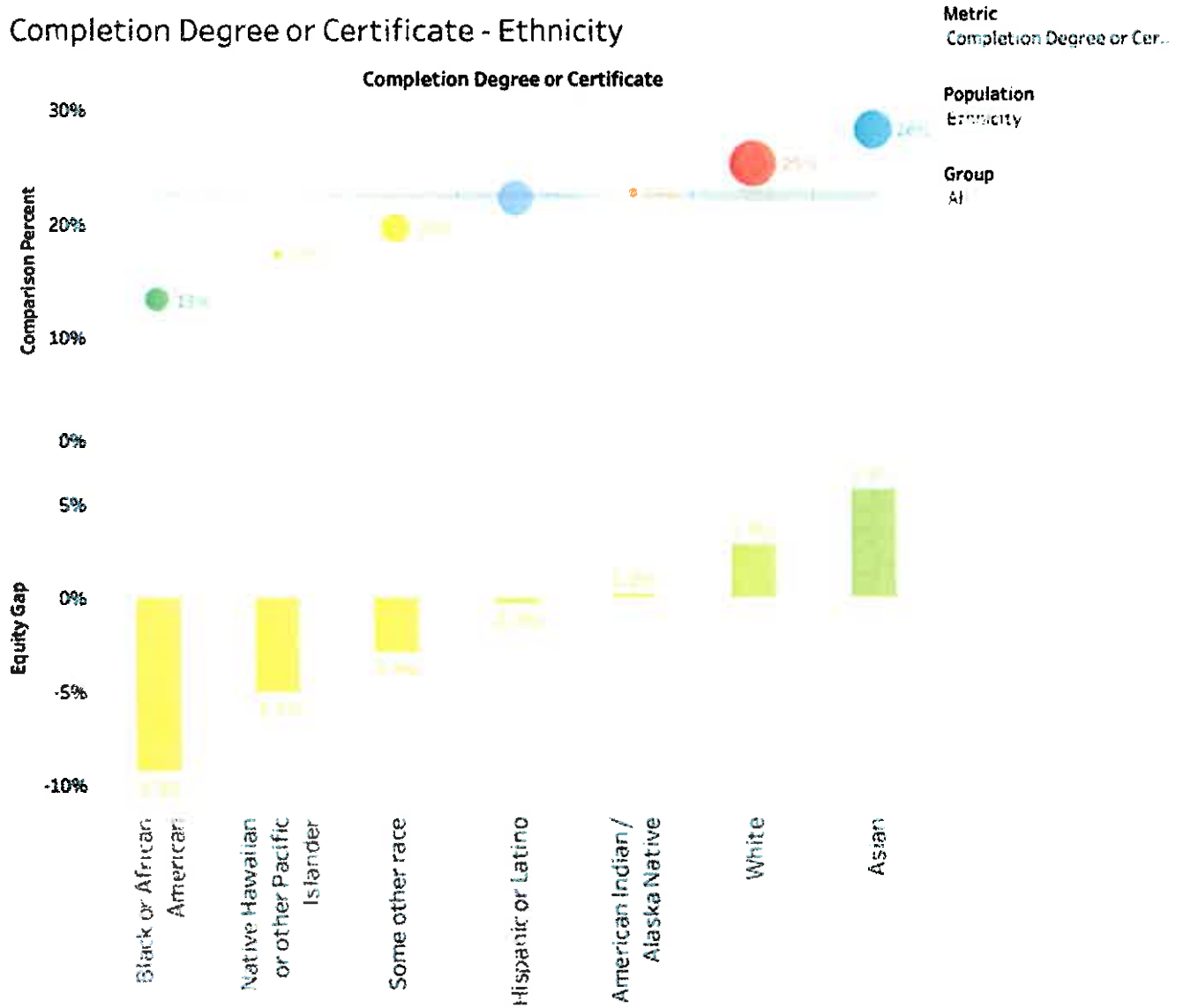
Metric
Completion Degree or Cer...

Population
Ethnicity

Group
All

**Completion Degree or Certificate**

2016 Metrics

Charts below shows the equity gaps by selected Metric, Population and/or Group. Data is presented to show the 2015-2016 performance of identified equity groups. The upper chart shows both the actuals for the group (colored circle) the actual for the comparison group (grey line). The equity gap size is presented on the lower chart. The charts are sorted on gap size.

Completion Degree or Certificate - Gender

Metric
Completion Degree or Cer...

Population
Gender

Group
All

Completion Degree or Certificate

Charts below shows the equity gaps by selected Metric, Population and/or Group. Data is presented to show the 2015-2016 performance of identified equity groups. The upper chart shows both the actuals for the group (colored circle) the actual for the comparison group (grey line). The equity gap size is presented on the lower chart. The charts are sorted on gap size.

Completion Degree or Certificate - Special Population

Metric
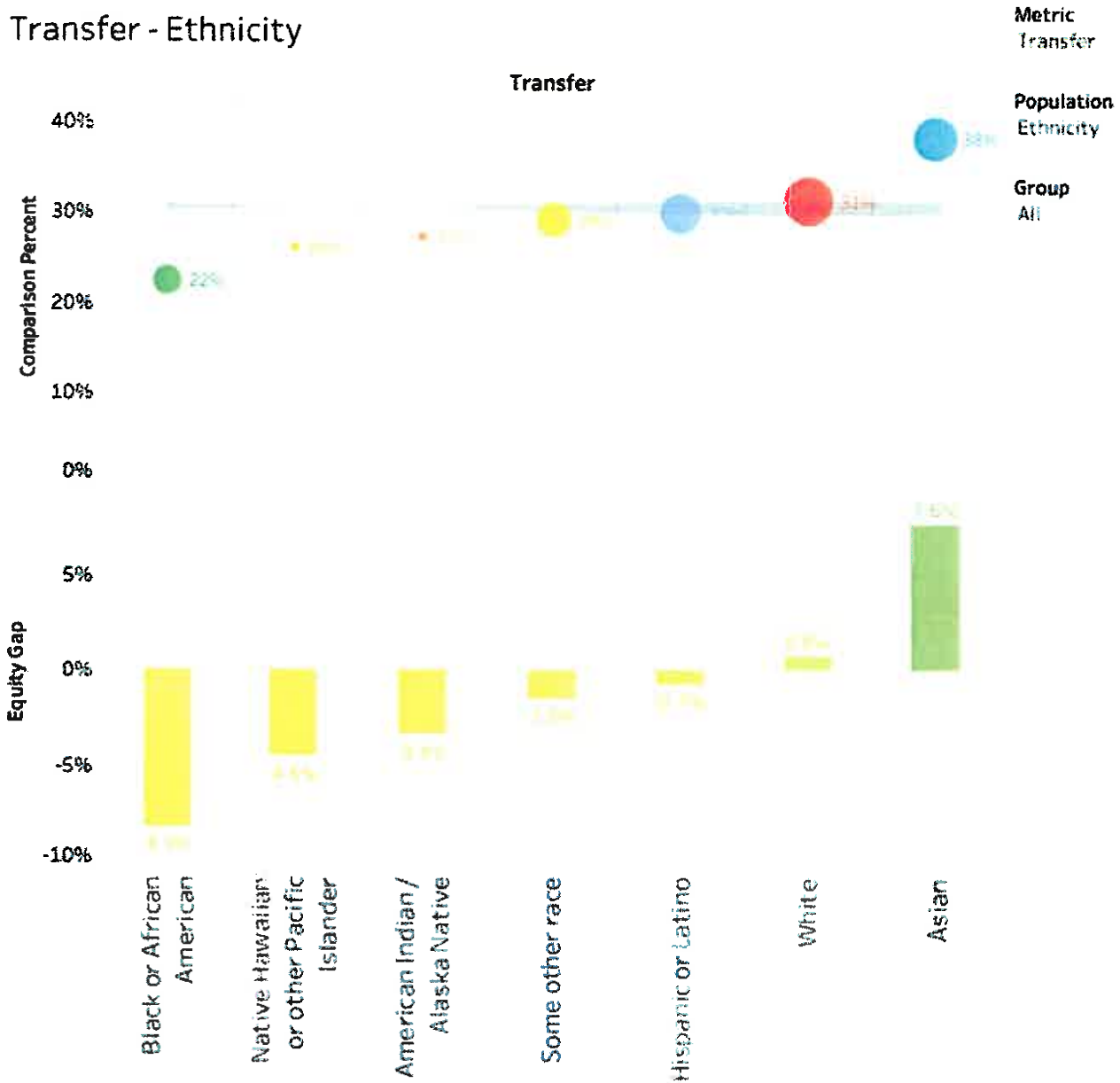Completion Degree or Cer...

Population
Special Population
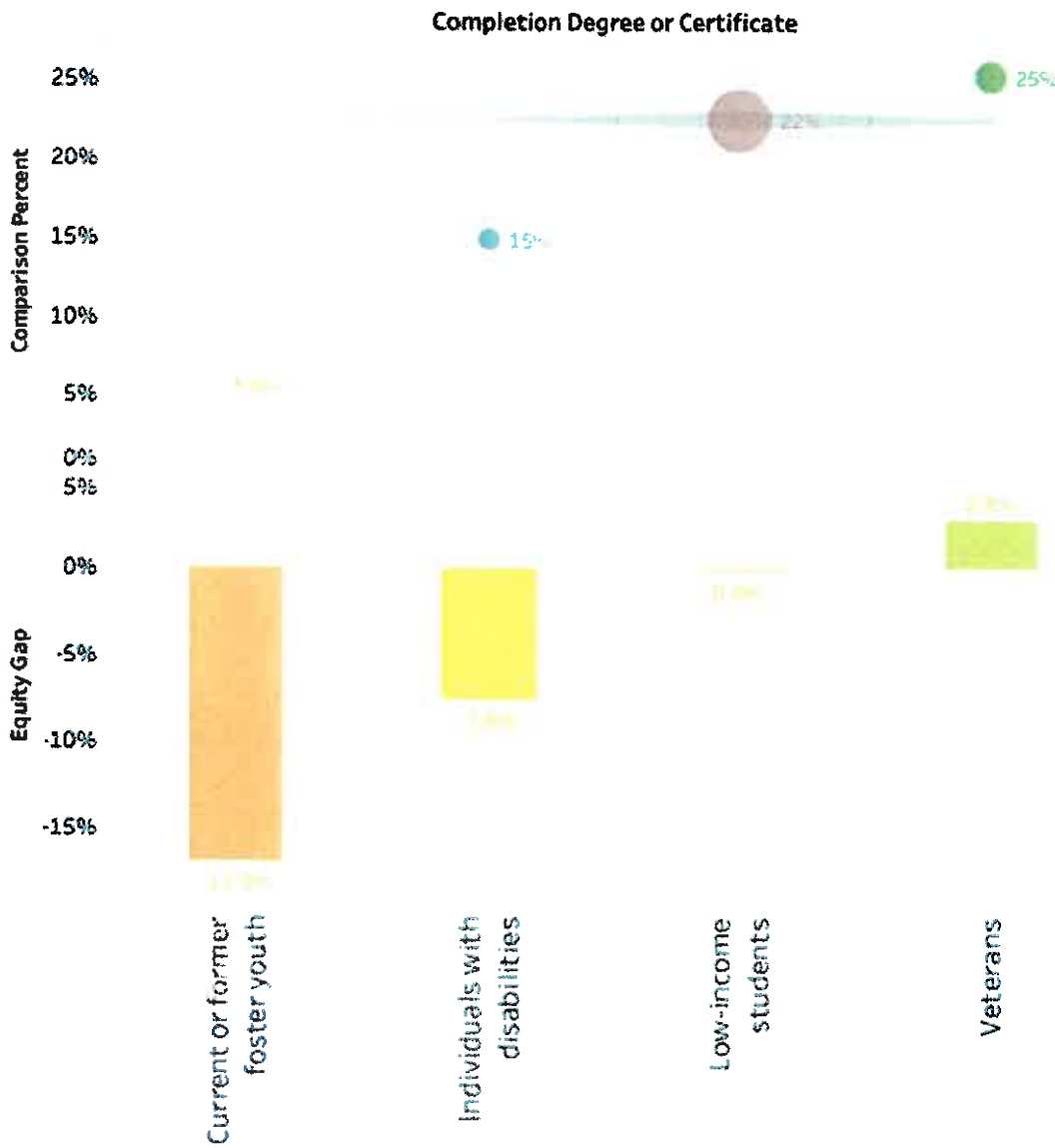
Group
All

Transfer:

Metric	Numerator Description	Denominator Description	Numerator	Denominator	Comparison Group Percent
Transfer	The number of students who actually transfer after one or more (up to six) years.	The # of students who complete a minimum 6 units and have attempted a transfer level course in mathematics or English.	479	1,564	30.60%

Charts below shows the equity gaps by selected Metric, Population and/or Group. Data is presented to show the 2015-2016 performance of identified equity groups. The upper chart shows both the actuals for the group (colored circle) the actual for the comparison group (grey line). The equity gap size is presented on the lower chart. The charts are sorted on gap size
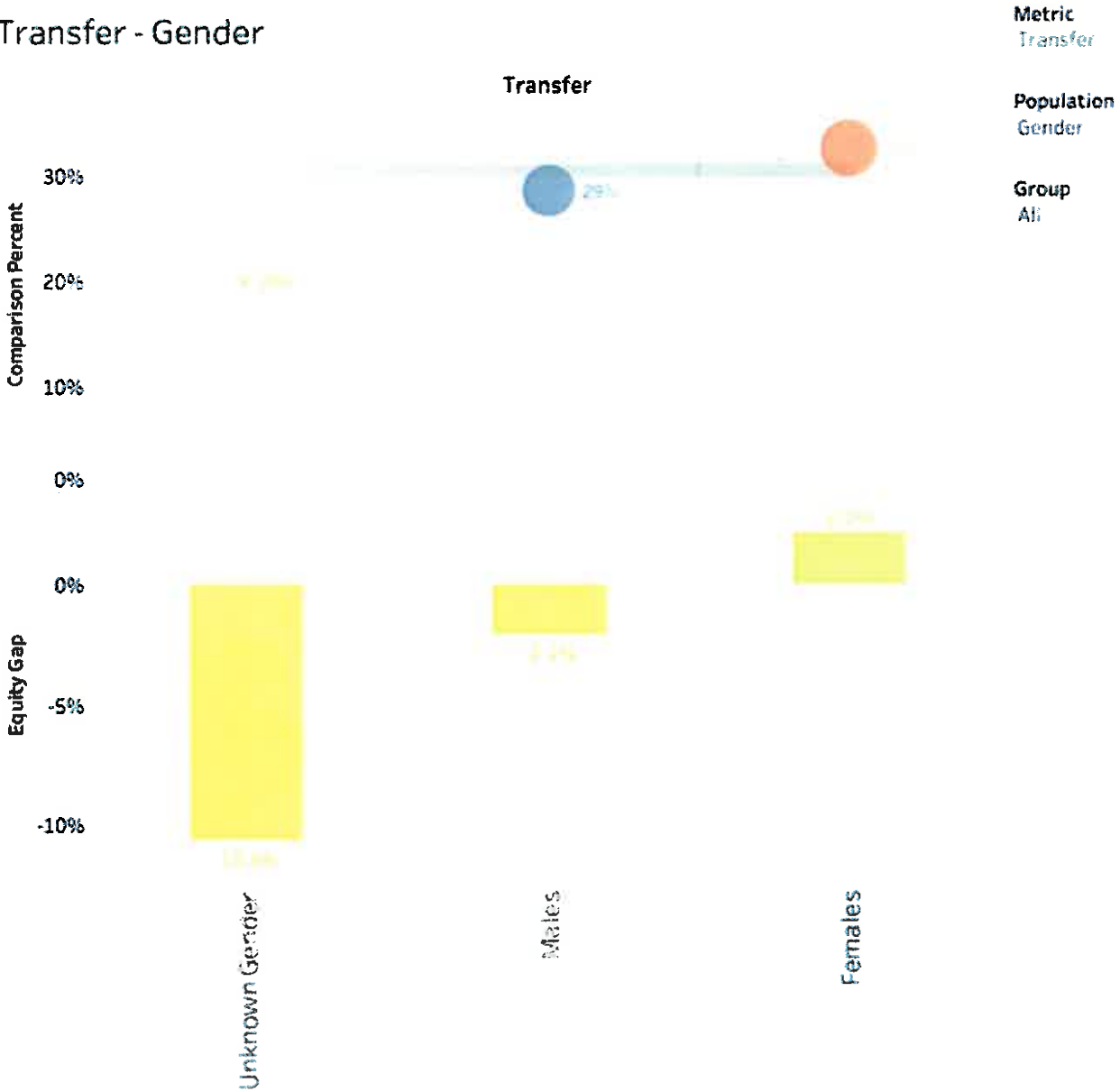
Transfer - Ethnicity

Metric
Transfer

Population
Ethnicity

Group
All

2016 Metrics

Transfer - Gender

Metric
Transfer

Population
Gender

Group
All

Charts below shows the equity gaps by selected Metric, Population and/or Group. Data is presented to show the 2015-2016 performance of identified equity groups. The upper chart shows both the actuals for the group (colored circle) the actual for the comparison group (grey line). The equity gap size is presented on the lower chart. The charts are sorted on gap size.
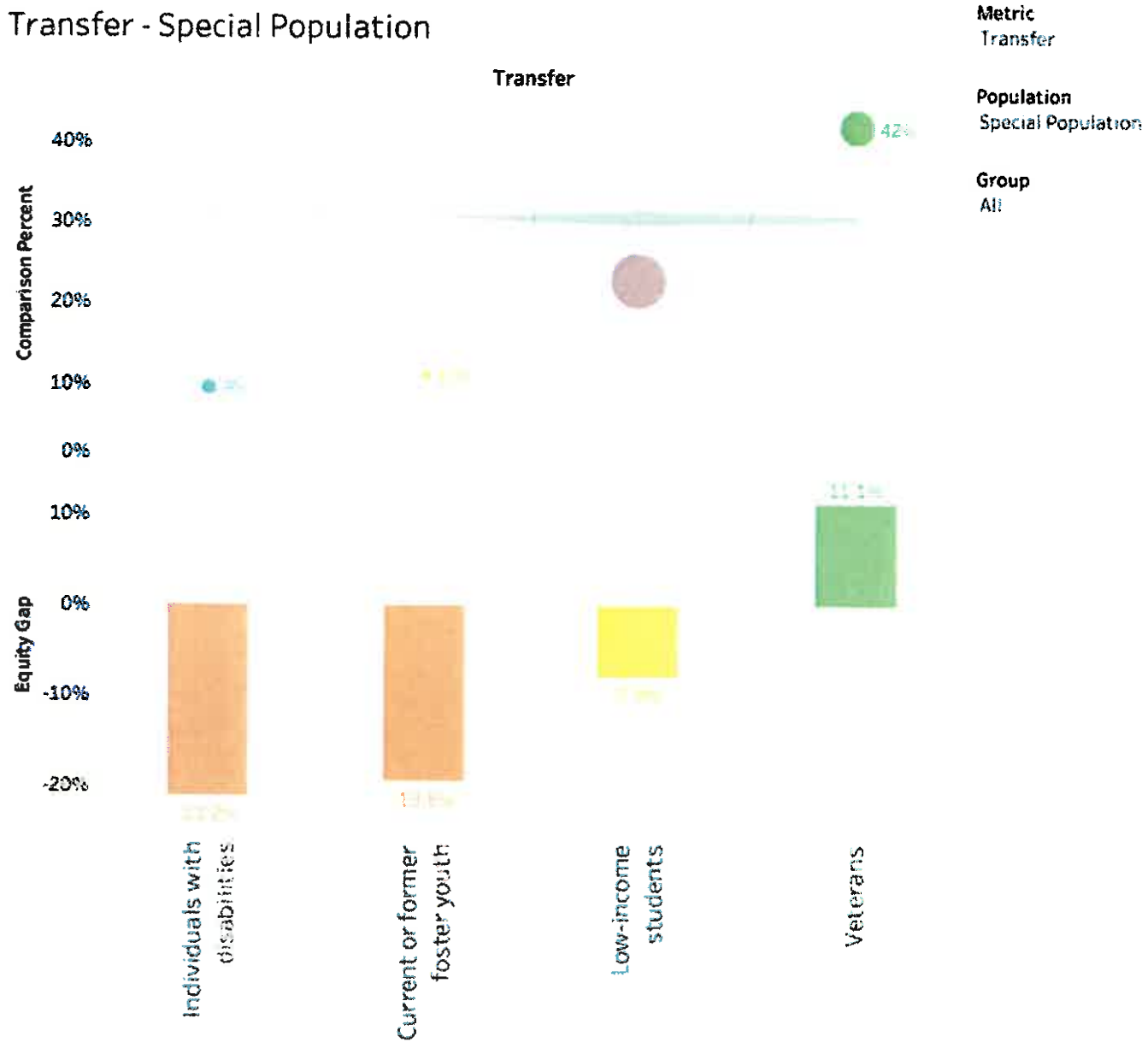
Transfer - Special Population

Metric
Transfer

Population
Special Population

Group
All

Transfer

Source: Summer 2017 Student Equity and 3SP Data, Scorecard.

Goal 6: Over five years, reduce regional achievement gaps across all of the measures through faster improvements among colleges located in regions with the lowest educational attainment of adults...closing regional achievement gaps within 10 years.

Further research required on existing regional achievement gaps.

STUDENT HEALTH FEE   **5415**

Solano Community College will endeavor to strengthen the educational process by facilitating the physical, emotional, and social well-being of students through health services that are accessible and of high quality. These services are part of the ~~college's~~ **College's** overall student services and help to protect both the students' and the state's investment in higher education.

Since the California Community College system does not have sufficient funds to provide adequate student health services, the ~~burden~~ **cost** of supporting a student health center will be shared by all Solano Community College students through a general fee known as the **Student Health Fee**.

All students enrolling in one or more credit classes, except those that qualify for **an exemption** ~~a fee waiver~~, are required to pay a **Student Health Fee** ~~Services fee~~.

<u>Separate Funds and Accounting Procedures.</u> Student health fees will be collected along with other fees at the time of registration. These fees shall be deposited in the Student Health Fee Account in the Restricted General Fund of the ~~district~~ **District**. All monies in this fund will be expended only to provide health services as specified in regulations adopted by the Board of Governors.

<u>Proper Use of Funds.</u> The programs and services for which the ~~student health fee~~ **Student Health Fee** funds are expended must be sufficiently broad to meet health care needs of the general student body. Programs and services directed at meeting the health care needs of a select few to the exclusion of the general student body shall not be supported through ~~student health fees~~ **Student Health Fees**. The district will use the shared governance process to obtain input on the operation of the program.

All charges to the ~~student health fee~~ **Student Health Fee** fund must directly benefit the student health service program. Where the expense is not exclusively for the student health program, only the prorated portion applicable to the student health service program may be charged against this fund.

Allowable expenditures include health supervision and services, including direct or indirect medical and hospitalization services, or the operation of a student health center or centers, or both.

Unallowable charges to the ~~student health fee~~ **Student Health Fee** fund are as follows:

(1) Salaries of personnel not directly involved in the delivery of student health services;
(2) Administrative salaries (assistant dean level or its equivalent and above);
(3) **Athletic health expenses that are not available to all students, including**
   - Athletic trainers' salaries

- Athletic insurance for the intercollegiate athletic team
- Medical supplies for athletes
- Physical examination for intercollegiate athletics
- Ambulance services and salaries for health professionals for athletic events

STUDENT HEALTH FEE   **5415**

- Any deductible expenses for accident claims filed for athletic team members.

No student shall be denied a service supported by student health fees on account of participation in athletic programs.

Exemptions

Exemptions to payment of the mandatory health fee fund will be entered in the student fee collection system. The following students are exempt from paying the required fee:

(1) Students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization. Education Code 76355(c)(1)

(2) Students who are attending a community college under an approved apprenticeship training program. Education Code 76355(c)(2)

(3) Incarcerated students

(4) Students admitted as K-12 special part-time students

Students exempted from the health fee are not eligible to receive services of the Health Center unless they opt to pay the fee

~~(3) Students who receive Board of Governors Enrollment Fee Waivers (BOGW), including students who~~

~~(a) demonstrate financial need in accordance with the methodology set forth in federal law or regulation for determining the expected family contribution of students seeking financial aid, and~~

~~(b) students who demonstrate eligibility according to income standards established by the Board of Governors of the California Community Colleges and contained in Section 58620 of Title 5 of the California Code of Regulations.~~

~~Notwithstanding the provision stated above in (c), the California Education Code Section 76355 was amended to delete the low-income student exemption, the District has not exercised the option of withdrawing this exemption.~~

Fee Charges and Increases

~~Education Code Section 76355 provides the governing board of Solano Community College District the option of increasing the student health services fee by the same percentage as the increase in the Implicit Price Deflator for State and Local Government Purchase of Goods and Services. Whenever that calculation produces an increase of one dollar above the existing fee, the fee may be increased by $1.00.~~ **The California Community Colleges Chancellor's Office (CCCCO) publishes the maximum student health fee permissible under Education Code Section 76355, as adjusted for inflation. The Board may adopt any fee deemed appropriate to support the Health Center, in compliance with Education Code Section 76355 and guidance from the (CCCCO).**

~~The Student Health Fee currently charges $13.00 per semester for Fall and Spring and $5.00 for the summer session. Pursuant to California Education Code Section 76355, the District is presently allowed to charge a maximum of $13.00 per semester and $10.00 for the summer session.~~

Governing Board Review: September 19, 2018