



# Academic Senate & Subcommittee

## Committee Goals and Self-Assessment for Academic Year 2022-2023

**Committee Name: Student Equity and Success Council**

### Committee Roles and Responsibilities:

- 1) To promote, plan, implement and assess the programs that advance teaching, student learning and institutional effectiveness to increase student success and completion while addressing identified equity gaps across the campus.
- 2) To assist with the development and implementation of plans, teaching strategies, and resources, where appropriate, including the Student Success and Equity Integrated Plan, to increase student retention, success, and persistence, including how to address identified equity gaps.

### 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:

**Michael E. Silva (Student Equity and Success Coordinator, co-chair),**

**Vacant** (Administration, co-chair),

**Vacant** (English Success Coordinator)

**Vacant** (Math Success Coordinator),

**Candace Roe (ASP),**

**Lauren Taylor-Hill & Gema Leon (ASTC),**

**Vacant** (Pathways),

Discontinued (FYE),

**Vacant** (Puente),

**Erika Black** (Counseling),

**Vacant** (TAP),

**Vacant** (Math/Science),

**Vacant** (Social and Behavioral Science),

**Atticus Frey** (Library),

**Vacant** (Health Sciences),



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- Vacant (CTE & DE),
- Vacant (Institutional Research),
- Vacant (Student Representative),
- Erik Visser (Athletics),
- Vacant (Financial Aide),
- Vacant (Admissions and Records),
- Priscilla Jones-Foster (CalWORKS),
- Shanan Danley (SOAR),
- Discontinued (Umoja),
- Brandon Carrera (Vallejo Center),
- Flor deMaria Cruz (Vacaville Center)

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.

#	Initiative / Goal	Description for this Initiative / Goal
1	Reestablish SESC	Michael Silva (Math/Science faculty) accepted the SESC Coordinator role on October 1, 2022. The SESC had not met for several months prior. An old email that contained emails from previous contacts was listed for SESC to reestablish the committee. This list has been updated as of the end of Fall 2023. One-on-one meetings with admin, faculty, and staff were held with the SESC Coordinator as well as additional SESC meetings to receive feedback on the future direction of SESC. Meetings transitioned from virtual to in-person. Meetings are scheduled to have weekly office hours or by appointment, weekly workgroup meetings, and monthly at-large SESC meetings.
2	Reestablish SESC Committee members	The updated list of committee members provided from 2020-2021 is reflected above as SESC prepares to move into 2023-2024. All names highlighted in green have confirmed continued commitment to SESC.



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		<p>Two departments/groups are no longer continued on the college site (Umoja and FYE). These will be deleted in future SESC updates but were included here for transparency and record-keeping purposes.</p> <p>There are other colleagues that would like to be in correspondence. SESC Coordinator welcomes feedback from Academic Senate on recommendations for Committee membership moving forward including additional departments and vacancies.</p>
3	Establish consistent meeting times.	<p>Virtual meetings have transitioned from virtual to in-person in compliance with Academic Senate and State policies. Currently, there are weekly one-hour office hour sessions on Wednesday's at 11 am or by appointment, weekly workgroup meetings on the second to fourth Friday of the month, and monthly at-large SESC meetings on Friday's, 2-3 pm, with a hybrid option. For consistency in scheduling and planning, this is the schedule moving into Fall 2023 unless there is another time more committee members are available are able to attend in-person.</p>
4	Identify, support, and assess support programs for students in DI populations	<p>This has been problematic for one primary reason. The SESC does not have a complete comprehensive list of existing student support programs or programs being pursued. This is important to strategize an effort to complete this goal. There is no centralized database or resource to find existing programs or accepted, pending, or rejected proposals. Proposals centered on equity that attempt to address inequities are not required to proceed through the SESC. The SESC has no input, influence on funding allocation, or project approval and denials as it has in the past.</p> <p>This does not, however, indicate that departments or administrators, faculty, or staff are not pursuing equitable efforts. To capture these ongoing efforts one suggestion for the Fall 2023 is for the SESC to host monthly scholarly discussions and highlight faculty, staff, and departments actively addressing inequities within their departments. Funding will be requested to support a stipend for these added presenter efforts if this is something favorable by the Academic Senate.</p> <p>In addition, currently, the VP of Student Services is not a co-chair of SESC as was in the past. Without direct administrative</p>



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		<p>support, it makes it difficult to have efficient and effective action-driven discussions. For example, the SEA 2.0 plan has been adopted by the Academic Senate and Board of Trustees at the end of November 2023. It was suggested the SESC could support SEA 2.0 plan objectives. However, the SEA 2.0 plan is not managed by the SESC and does not have any evaluation authority to evaluate SEA proposals, SEA-driven initiatives, or recommendations of funding allocations as has been in the past with SESC. The SESC coordinator does attend weekly meetings to discuss SEA workgroup updates and has personally offered to assist where workgroup leaders would like. The SEA Coordinator is not appointed as a SEA workgroup leader.</p> <p>SESC coordinator continues to encourage and communicate opportunities for faculty and staff to promote their involvement in proposed SEA 2.0 workgroups that included presentations from VP Student Services who oversees SEA 2.0 plan. Unfortunately, feedback from faculty is that they want to help support, not lead, these efforts due to limited capacity and lack of confidence in tangible outcomes.</p> <p>If the Academic Senate directs the SESC to support the SEA 2.0 plan, one suggestion is to support the VP of Student Services to be a Co-Chair, and SESC monthly meetings could incorporate an evaluation of SEA 2.0 proposals requesting funds. An alternative solution is that the SESC could receive and celebrate past and ongoing efforts where SEA funds have been allocated or other student equity efforts.</p> <p>Another option is the SESC in itself can take on specific projects at the direction of the Academic Senate. Some of these may align with supporting the SEA plan. One suggestion for such a project is to have a focused effort on improving the Vallejo Campus. This, too, would need direct administrative representation to ensure time spent is valued and contributing towards a positive outcome. A committed budget should be cited to help frame the scope of these efforts that reflect the vision of the college and our ability to support our community.</p>
5	Work to create more opportunities for Solano College community building (esp. between faculty/students/staff/admin)	The ability of the SESC to propose new interventions is encouraging in theory by has met various challenges. In addition to the comments specified in #4, faculty have expressed the will and desire for positive change, but lack the



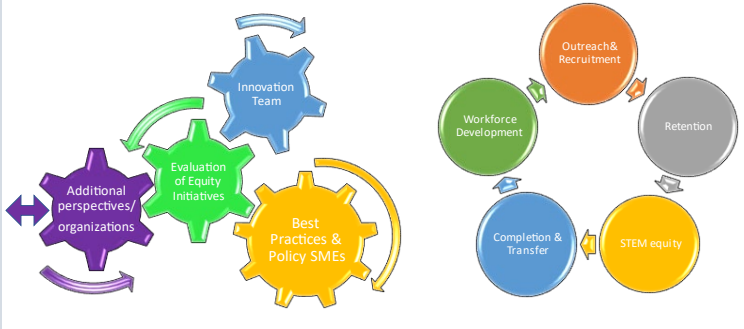
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		<p>capacity to achieve efforts that may be effective. There is mistrust on commitment and follow-through continuously expressed within our education institution, making it difficult for anyone to make a renewed commitment.</p> <p>One solution to this challenge is to request financial support to host two separate team-building activities during our August 2023 Professional Development days in collaboration with an outside consulting experienced in team-building activities (A1 Ventures). These sessions would be centered on hands-on, interactive activities and discussions that strategize a path towards having committed effective workgroups moving into 2023-2024 and beyond. These would include root cause analysis tools to improve existing and proposed efforts to address student equity.</p> <p>Throughout the year, the SESC would like to host monthly scholarly discussions on best practices that address student success. The SESC would like to suggest offering a stipend to researchers and presenters. These would include students once the SESC is more organized and has an established direction.</p>
6	SESC Framework	<p>Based on initial discussions and expectations from attending SESC committee members' feedback, it was suggested to have five different workgroups of Subject Matter Experts (SME's) focused on the following categories: 1. Outreach &amp; Recruitment 2. Retention 3. STEM equity 4. Completion &amp; Transfer and 5. Workforce Development. Each workgroup would present one month on Best Practices for their focused area.</p> <p>Another SESC effort would be to evaluate equity initiatives, but this is challenging as mentioned in previous goals of assessment.</p> <p>Another effort would be to create an Innovation Team that would be centered on working with all stakeholders to identify the root cause of a problematic area and work together to provide solutions.</p>

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		<p>Working SESC Organizational Framework. Student-Centered &amp; Action-Oriented</p> 
7	Reevaluate SESC Vision and Mission	SESC Coordinator will request Academic Senate to schedule a workshop to discuss the future direction of SESC on 5/8/23



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## Committee Goals and Self-Assessment for Academic Year 2022-2023

### Year End Committee Evaluation Report for Academic Year: April 2021

#### Part 1 Accomplished and In Progress Initiatives:

Update the initiatives this Committee has accomplished in the corresponding academic year. For Status, please indicate **C** (completed) or **IP** (in progress). Make recommendations for the upcoming academic year where appropriate, or referrals to other committees, as applicable.

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#	Initiative Undertaken, Achieved or In Progress	Status C or IP	Accomplishments/challenges/recommendations for this initiative
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



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### Part 2 Unaccomplished Initiatives:

Identify the initiatives this Committee has undertaken in the Fall 2020 semester that were not accomplished, please state why, what the barrier(s) were along with any recommendations to overcome the barriers.

See details in the chart above

#	Unaccomplished Initiative /Goal	Why/what were the barriers?	Recommendations
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			





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## Committee Goals and Self-Assessment for Academic Year 2022-2023

### Part 3: Complete Self-Assessment Narrative:

#### Self-Assessment

- To what degree has the committee met its roles and responsibilities?
- How can the committee improve its effectiveness in meeting these roles and responsibilities?
- How effective was the committee in completing its initiatives?
- How might the committee improve its effectiveness in regard to completing initiatives?
- How effective was the committee in impacting student success?
- How might the committee improve its effectiveness in regard to impacting student success?
- What resources are needed to assist the committee in meeting its initiatives?

#### Recommendations

- Provide recommendations for changing the description or composition of the committee to achieve its initiatives addressed for next year.
- What topics should be addressed by the committee next year?
- Are there additional roles or responsibilities this committee should be addressing?
- What issues, initiatives, or work has the committee identified that other committees, service areas, and/or disciplines or Schools should address next year?