

# STUDENT SERVICES PROGRAM REVIEW:

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ACADEMIC YEAR 2000-2001



Spring 2002

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## INTRODUCTION

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The many offices and programs within the Student Services area support and enhance the educational experience and academic achievement of Solano College students. This area is staffed with trained professionals who are dedicated to helping every student achieve his/her educational goal at Solano.

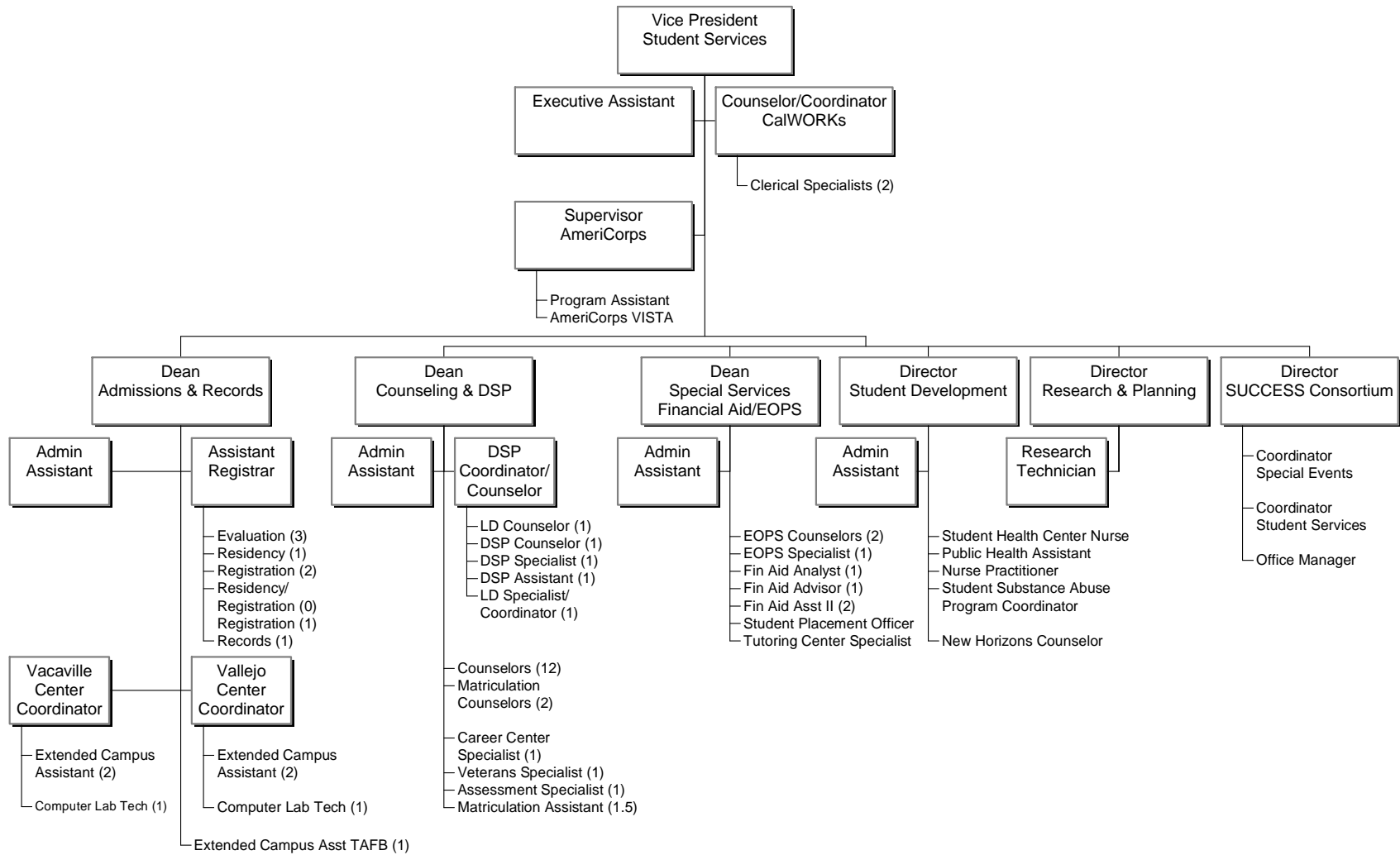
### **Selected Student Services Accomplishments for 2000-2001:**

- Used technology to enhance student access to services.
- Continued to emphasize outreach and delivery of services into the community.
- Provided staff development opportunities to 86 staff members through monthly inservice workshops.
- Pursued external funding sources to maintain and enhance delivery of services.
- Continued on-going process of planning and evaluation of all Student Services operations.
- Participated in the development and implementation of enrollment management strategies.
- Collaborated in and facilitated the development of articulations with high schools via programs such as High School Liaisons, MIT, GEARUP, SUCCESS Consortium, AmeriCorps, and CalWORKs.
- Continued progress towards Partnership for Excellence (PFE) goals.
- Continued participation in and leadership of campus-wide committees and work groups.
- Coordinated activities with off-campus service providers both locally, regionally, and state-wide (e.g., Solano County Department of Health & Human Services, Solano County Children's Network Council, Solano County Community Action Committee, WIA Board, Region III Transfer & CalWORKs Committees).

### **Challenges for 2001-2002 and Beyond**

- To increase funding in support of technology.
- To consolidate facilities to enhance delivery of services to students.
- To provide for the ergonomic needs of all staff.
- To provide adequate facilities for staff through the replacement of Building 1100.
- To provide adequate facilities for students through remodel of the Student Center (Building 1400).

**SCC STUDENT SERVICES ORGANIZATIONAL CHART**



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**UNIT: OFFICE OF THE VICE PRESIDENT**

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**Mission:**

To provide overall leadership to and support for the College's Student Services programs, including: Admissions & Records; AmeriCorps, CalWORKs, Counseling & DSP, Financial Aid, EOPS/CARE, Tutoring and Job Placement, Research & Planning; and Student Development

Student Services' programs and services are designed to enhance student access to the college and to help students succeed academically and to achieve their educational goals. Student Services works in conjunction with the Office of Academic Affairs and the Solano Community College faculty to better serve students and the community.

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**Area/Program:**

**ACADEMIC PETITIONS**

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**Overview of Operations:**

Receiving, tracking and aiding in the processing of academic petitions.

**Overall Evaluation & Recommendations:**

Academic petitions are, for the most part, reviewed and processed in a timely manner. However, "Readmission after Disqualification" petitions are not always received in sufficient time to be reviewed and acted upon to allow readmitted students to enroll in accordance with their priority schedule. All academic petitions should be reviewed to determine if some petitions can be processed without waiting for review by the Vice President of Student Services.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** FACILITATE THE EVALUATION AND PROCESSING OF STUDENT ACADEMIC PETITIONS.

*Activities:*

Students submitted petitions for consideration of various requests, including academic renewal, change of grade, course repeatability, etc. The Office of the Vice President of Student Services, in conjunction with the Office of Admissions and Records, reviewed, evaluated, and processed all petitions based upon guidelines set forth by the District's policies and procedures.

*Results:*

| Petition Type                      | Fall 2000    | Spring 2001  | Total        |
|------------------------------------|--------------|--------------|--------------|
| Academic Renewal                   | 52           | 57           | 109          |
| Add Late                           | 747          | 667          | 1,414        |
| Change of Grade                    | 21           | 27           | 48           |
| Degree/Certificate Late            | 3            | 7            | 10           |
| Drop Late without W                | 65           | 68           | 133          |
| Drop Late with W                   | 178          | 161          | 339          |
| Readmission after Disqualification | 131          | 118          | 249          |
| Request for Refund Late            | 69           | 60           | 129          |
| Substitution/Waiver                | 102          | 134          | 236          |
| Excess Load                        | 13           | 20           | 33           |
| CR/NC or CR/NC Reversal            | 57           | 43           | 100          |
| Repeat with C/better               | 52           | 28           | 80           |
| <b>TOTAL Petitions</b>             | <b>1,490</b> | <b>1,390</b> | <b>2,880</b> |

*Status:*

Will be continued into the next year.

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**Area/Program:**

**STUDENT GRIEVANCES**

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**Overview of Operations:**

Students have the right to seek redress through grievance procedures when they believe that their individual rights or rights to due process have been denied.

**Overall Evaluation & Recommendations:**

Formal student grievances submitted to the Office of the Vice President of Student Services were down during the 2000-01 academic year. The College should continue to provide effective services for students who have grievances.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** ENSURE THAT ALL STUDENTS HAVE ACCESS TO INFORMATION CONCERNING THEIR ACADEMIC AND CIVIL RIGHTS, THE OPTIONS AVAILABLE TO THEM, AND THE PROCEDURES FOR FILING A COMPLAINT/GRIEVANCE.

*Activities:*

During Summer 2000, plexi-glass racks were placed in buildings across campus. These racks were then stocked with the "Student's Right to Know" Handbook, and brochures related to student grievance procedures, grade changes, student discipline, civil rights, and sexual harassment.

*Results:*

Student rights information that is up-to-date, visible and accessible to students all across campus.

*Status:*

Completed.

**GOAL #2:** RESOLVE STUDENT COMPLAINTS AND GRIEVANCES IN ACCORDANCE WITH APPLICABLE DISTRICT POLICIES AND PROCEDURES AND STATE AND FEDERAL LAWS.

*Activities:*

Students met with the Vice President of Student Services, and in many cases were able to resolve their problems after one or two meetings. However, if this process failed to bring about a satisfactory resolution, students had the right to move to the level of filing a formal complaint or grievance.

*Results:*

| Type of Complaint/<br>Grievance (2000-2001) | Total |
|---|-------|
| Informal Complaints                         | 21    |
| Formal Grievances Filed                     | 0     |

*Status:*

All complaints filed for 2000-01 were resolved on an informal basis. No formal grievances were filed.

**Area/Program:**

**STUDENT SUCCESS & RECOGNITION**

**Overview of Operations:**

Student success is one of the top priorities of Solano College. Students are recognized for their academic achievements, both at the local and national level.

**Overall Evaluation & Recommendations:**

The Vice President of Student Services' Office has increased the number of programs that recognize students' success and achievement. Students are recognized at the local, state, and national levels for academic achievement. The recommendation is to continue seeking opportunities for Solano College students to take advantage of the many programs that are available.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** RECOGNIZE SOLANO COMMUNITY COLLEGE STUDENTS FOR ACADEMIC EXCELLENCE.

*Activities:*

Each fall and spring semester, students who earned a semester GPA of at least 3.25 were placed on the Dean's List. Students who earned a semester GPA of at least 3.85 or better were placed on the President's List. During the academic year 2000-2001, a total of 557 students (432 on Dean's List and 125 on President's List) were identified in the fall and 557 (401 and 156, respectively) in the spring.

*Results:*

| List                        | Fall 2000 | Spring 2001 | Total |
|-----------------------------|-----------|-------------|-------|
| President's List*           | 149       | 156         | 305   |
| Dean's List*                | 408       | 401         | 809   |
| Graduation with Honors      | 22        | 41          | 63    |
| Graduation with High Honors | 15        | 27          | 42    |

\*This represents an unduplicated headcount within a semester, but not across semesters.

*Status:*

Successful. Will continue.



**GOAL #2:** RECOGNIZE AND PROMOTE SOLANO COMMUNITY COLLEGE STUDENTS ON THE NATIONAL LEVEL FOR THEIR EXCELLENCE IN ACADEMIC ACHIEVEMENT.

*Activities:*

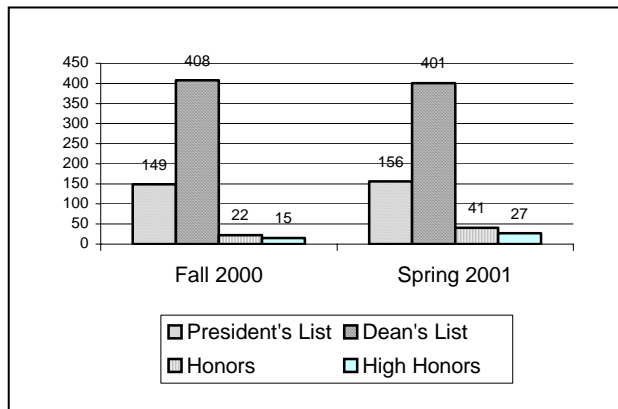
- Submitted Dean's and President's Lists for Fall 2000 semester to the National Dean's List.
- Nominated SCC students to be named in the 2001-2002 College Board Talent Roster of Outstanding Transfer Students from Community Colleges.

*Results:*

The names of 557 Solano College students from the Dean's and President's Lists for the Fall 2000 semester were forwarded for inclusion in the National Dean's List. Also, 170 Solano Community College students were recommended for inclusion in the 2001-2002 Talent Roster.

*Status:*

Completed April 2001.



**GOAL #3:** PROVIDE STUDENTS WITH INFORMATION RELATED TO NEW SCHOLARSHIP OPPORTUNITIES

*Activities:*

Notified SCC students about the USA Education Scholarship Program. This scholarship offers an annual award amount of \$1,500 to eligible applicants.

*Results:*

Students were notified by June 15, 2001, of award status. Thirty-two students requested applications for the scholarship.

*Status:*

A follow-up will be conducted after this time to determine the number of SCC students who have been awarded the scholarship.

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**Area/Program:**

**STUDENT DISCIPLINE**

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**Overview of Operations:**

Students are required to respect and obey the civil and criminal laws and are subject to punishment for violation of the law in the same manner as other persons. Additionally, students are required to obey the policies and the rules and regulations adopted by the Solano Community College District Governing Board, and are subject to discipline for violation of these policies and the rules and regulations of the District.

**Overall Evaluation & Recommendations:**

The College's Student Discipline Policy and Procedures have been reviewed and updated. Coordinated efforts involving faculty, division deans, Campus Police, and the Vice President of Student Services have enabled the College to provide prompt and fair student discipline.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** PROVIDE AND MAINTAIN AN ENVIRONMENT IN WHICH THERE IS FREEDOM TO LEARN.

*Activities:*

An orientation for new faculty was given each semester in order to familiarize them with the Student Code of Conduct, classroom interventions, ADA requirements, instructor expectations of students.

*Results:*

New faculty were given the necessary information that enabled them to provide a productive learning environment and instructions in dealing student discipline.

*Status:*

Completed.

**GOAL #2:** DEAL PROMPTLY AND EFFECTIVELY WITH STUDENTS WHO VIOLATE THE POLICIES OR THE RULES AND REGULATIONS OF THE DISTRICT.

*Activities:*

Students who violate the policies or the Rules and Regulations of the District or College are subject to the following disciplinary actions (listed in order of severity):

- Verbal Warning
- Official Warning (written)
- Official Reprimand (written)
- Social Probation
- Suspension by Teacher
- Emergency/Summary Suspension
- Disciplinary Suspension
- Disciplinary Probation
- Restitution (after suspension)
- Expulsion

*Results:*

There were a total of 21 disciplinary actions that took place during 2000-2001. Of these, seven were handled on an informal basis (verbal warning). The remainder were handled on a formal basis, with seven emergency/summary suspensions (suspended from all classes for one or more semesters). Of the seven emergency suspensions that took place, two students were granted restitution and were allowed to return to all classes for the remainder of the semester.

| Type of Discipline                | Total     |
|-----------------------------------|-----------|
| Informal Meetings/Verbal Warning  | 7         |
| Official/Written Warning          | 1         |
| Official/Written Reprimand        | 2         |
| Restitution                       | 2         |
| Suspension by Teacher             | 2         |
| Emergency/Summary Suspension      | 7         |
| Expulsion                         | 0         |
| <b>TOTAL Disciplinary Actions</b> | <b>21</b> |
| Restitution after Suspension      | 2         |

*Status:*

Completed. Will be continued into the next year.

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**Area/Program:**

**STAFF DEVELOPMENT**

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**Overview of Operations:**

Student Services managers provide monthly inservice training sessions for all Student Services staff throughout the fall and spring semesters. Also, bi-weekly meetings of Student Services managers allows coordination of all matriculation components — especially admissions, orientation, assessment, counseling, and follow-up.

**Overall Evaluation & Recommendations:**

The training has proven to be most effective in improving staff knowledge and skills in crucial operational areas. The recommendation is to continue providing this very valuable program.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** IMPROVE DELIVERY OF SERVICES

*Activities:*

- Provided training opportunities to all 86 members of the Student Services staff and also student workers to ensure consistent delivery of information and services.
- Staff attended regional and statewide training and workshops to remain current or learn about best-practices and compliance issues.

*Results:*

A total of eight inservice training sessions were held during the Fall 2000 and Spring 2001 semesters. Topics for the monthly, one and one-half hour sessions included:

- Overview of unit operational and three-year plans
- SCC student growth and enrollment trends
- Teambuilding exercises
- Coping with workplace violence
- Coping with robbery and hostage situations
- Overview of web services that will be implemented for the Fall 2001 semester, including the online application process and the California Virtual Campus (CVC).

- Update on matriculation regulations, policies, and procedures.

*Status:*

Completed. Will be continue into the next year.

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## UNIT: AMERICORPS PROGRAM

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### **Mission:**

As part of the federally-funded America Reads — Child Literacy initiative, Solano's AmeriCorps Program supports and prepares students for successful education and career experiences through community-service learning.

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### **Area/Program:**

#### **PROJECT LEADERS**

(Leaders in Early Achievement through Dedication, High Expectations and Responsible Service)

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### **Overview of Operations:**

As one of only sixteen California community colleges to receive an AmeriCorps grant, Solano's Program is designed to promote preschool/elementary literacy, family literacy, and community service and to provide training for future educators. AmeriCorps students are placed in preschool and elementary classrooms to assist children in the development of their literacy skills.

Project LEADERS is a part of a collaboration of California Community Colleges participating in the Early Childhood Literacy Project, which focuses on meeting the America Reads challenge of assisting with the development of literacy skills for children from infants up to 3<sup>rd</sup> grade. Solano Community College AmeriCorps Program has been a member of the collaboration since 1998.

This Program also engages in recruiting community volunteers to participate in various community service projects in addition to addressing reading skills for children of the Solano Community. In an effort to develop this component of the program, a student club was developed entitled Students Making A Difference (SMAD). SMAD encompasses people of all ages in the community both on and off campus who are dedicated to community service. In addition to the SMAD on campus, there are extensions of SMAD located at two local high schools, one elementary school, and one middle school.

### **Overall Evaluation & Recommendations:**

The AmeriCorps Program staff works diligently to meet all program goals. AmeriCorps is a categorically funded program. The current staffing pattern is inadequate to meet program and workload demands. Additional staffing is recommended.

Existing workspace is inadequate for current operation. Expanded and upgraded facilities should be provided.

The AmeriCorps staff recommends continued course development in areas of service-learning in order for SCC AmeriCorps students to receive credit for service work at their school sites, which will move this program into more of an FTES-generating program.

It is recommended that SCC AmeriCorps continue to strengthen its partnerships and collaborative projects with school sites and teachers in order to assure AmeriCorps members receive a positive service-learning experience.

### **Goals & Accomplishments for 2000-2001:**

**GOAL #1:** PROVIDE OPPORTUNITIES FOR SOLANO COLLEGE STUDENTS TO PARTICIPATE IN SERVICE LEARNING ACTIVITIES RELATED TO EARLY CHILDHOOD LITERACY.

#### *Activities:*

Thirty-seven Project LEADERS AmeriCorps members delivered an early literacy development program for preschool/kindergarten through 3<sup>rd</sup> grade pupils. AmeriCorps members served either 450 hours (10-12 hours per week) or 900 hours (15-20 hours per week) over the course of one year. Members successfully completing their commitment received either a \$1,182 or \$2,363 educational scholarship.

#### *Results:*

AmeriCorps members were recruited, trained, and placed at school sites and worked with three to nine children on a one-on-one basis and in small groups. Each child had a Literacy Development Goal Plan. It is expected that 75% of children tutored will complete 80% of their literacy goals and 40% of AmeriCorps Members will be TANF (CalWORKs) students.

#### *Status:*

Ongoing. Since 1998, the Project LEADERS Early Literacy Program has generated approximately \$147,000 worth of scholarships earned by its AmeriCorps members.

**GOAL #2:** PROVIDE ADEQUATE TRAINING TO SCC AMERICORPS MEMBERS BEFORE AND DURING THEIR SERVICE COMMITMENT.

*Activities:*

AmeriCorps members completed 90 to 180 hours of tutor training including two or three days of pre-service training and other literacy and life-skill related workshops.

*Results:*

All Project LEADERS AmeriCorps members participated in a two or three-day pre-service training session, and attended a weekly meeting for team building and other training needs. CPR certification and training on literacy related topics were provided for AmeriCorps members.

Members are prepared for service when reporting to their sites, and members have time to reflect and learn about their service during the weekly meetings.

group service projects in addition to three mandatory service days. Children's books were collected through donations and periodic book drives.

*Results:*

Project LEADERS program is well known and in high demand throughout Solano County. Approximately 56,000 hours of service were provided by AmeriCorps Members to schools and community agencies in the last three years (a total of 30,600 for 1998 and 1999 plus 25,200 in 2000-01). Over 600 children's books were collected and have been donated back to the community.

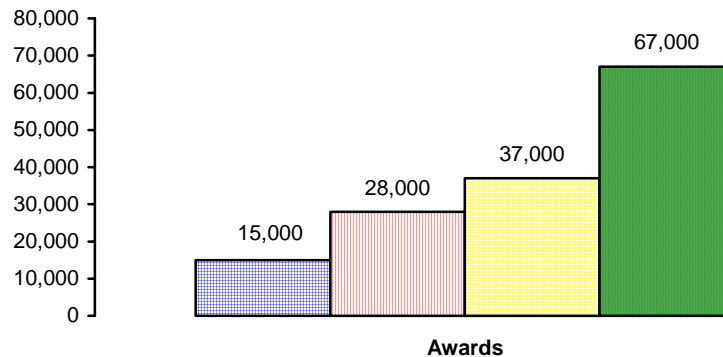
*Status:*

Completed. This project will be continued.

**GOAL #4:** PROMOTE VOLUNTEERISM FOR PEOPLE OF ALL AGES TO PARTICIPATE IN VARIOUS COMMUNITY SERVICE PROJECTS AND EVENTS.

*Activities:*

**AmeriCorps Scholarships Earned by SCC Project LEADERS  
(in Dollars For 97-98 through 00-01)**



**(Total Project LEADERS AmeriCorps Scholarships since 1998, \$147,000)**

*Status:*

Completed. Will continue program and will explore the development of Service-Learning courses to replace the weekly meeting in order for AmeriCorps students to receive academic credit for their hours of service and training.

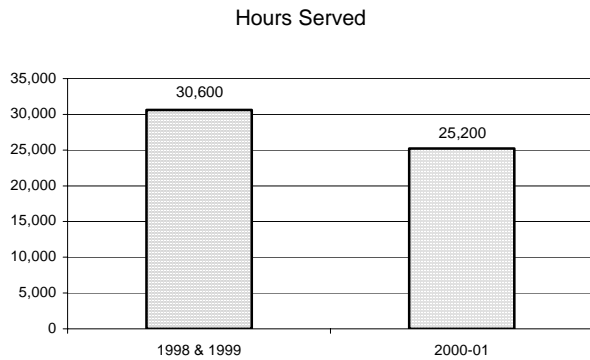
Collaborated with various community agencies and organizations for AmeriCorps Members to volunteer at community events. Developed Students Making A Difference (SMAD) club on campus for people of all ages to participate in service project implementation and development.

*Results:*

**GOAL #3:** PARTICIPATE IN THE DEVELOPMENT AND IMPLEMENTATION OF SHORT-TERM SERVICE PROJECTS TO MEET LOCAL COMMUNITY NEEDS.

*Activities:*

Project LEADERS AmeriCorps members participated in three a minimum of three short-term



Twenty-five volunteer club members contributed 165 hours of service to the community. The AmeriCorps program and volunteer club members collaborated a wide variety of community agencies and events such as:

- Families for Literacy Storytime, Solano County Libraries
- A Woman’s Health Summit Conference, Vacaville
- Growing Healthy Children in the 21<sup>st</sup> Century Conference, SCC
- Crescent Elementary School 5<sup>th</sup> Grade Science Camp, Suisun City
- Martin Luther King Jr. Day Celebration, Continentals of Omegas Boys & Girls Club, Vallejo
- Adopt-A-School Projects, Northbay Hospital Fairfield & Vacaville
- Blue Rock Springs Park Beautification, Vallejo
- Kaiser Hospital Chemical Dependency Program Childcare, Vallejo
- Vallejo Community Outreach Fair
- Day of the Child, Suisun City
- Xiana Fairchild Search, Vallejo
- National Youth Service Day, Laguna de Santa Rosa Fence Removal Project, Sonoma
- Vacaville Kid Fest
- National Make A Difference Day
- AmeriCorps Member Swearing Ceremony & Recognition Programs, Suisun City

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**Area/Program:**

**COOLSCHOOL AFTER-SCHOOL PROGRAM**

(Comprehensive Opportunities for Outstanding Learning Under Safe Conditions Offering Outlets/Activities Kids Like!)

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**Overview of Operations:**

To advance the academic progress of middle school students who have not mastered skills appropriate to their grade level; help provide safe, educational and enriching after school activities; and to support students and their families by working with local non-profit organizations. COOLSCHOOL After School Program operates at Franklin Middle School, Solano Middle School and Mare Island Technology Academy Charter Middle School. The COOLSCHOOL partners consist of Solano Community College AmeriCorps Program, Sonoma State University Service Learning Dept., MIT and Vallejo Unified School District.

This program is categorically funded on a subcontract basis through multiple grant-based funding sources consisting of the 21<sup>st</sup> Century Community Learning Centers Federal Funding, California State After-School Funding, and Sonoma State University AmeriCorps Program Funding.

**Overall Evaluation & Recommendations:**

The operation of COOLSCHOOL demands a huge collaborative effort to maintain. Although it has been a challenge to keep the sites properly staffed to run the after school effort, all sites have been able to keep their doors open and provide a safe, after school environment where academics and recreational activities take place.

All partners in the collaboration should discuss sustainability of the after school effort and other alternatives to meet this community need.

**Goals & Accomplishments for 2000-2001**

**GOAL #1:** COLLABORATE WITH THE VALLEJO CITY UNIFIED SCHOOL DISTRICT, SONOMA STATE UNIVERSITY, AND MARE ISLAND TECHNOLOGY (MIT) ACADEMY TO PROVIDE AFTER-SCHOOL PROGRAMS AT MIT, FRANKLIN, AND SOLANO MIDDLE SCHOOLS IN VALLEJO.

*Activities:*

An after-school project using one-on-one or group instruction in reading and math, as well as enrichment activities, was implemented to achieve a positive development in skills, an improvement in attendance, and the reduction in discipline referrals, as documented/measured by SAT 9 and school records.

*Results:*

Actual SAT 9 comparison data is not available at this time for all of the sites; however, based on Teacher Surveys, Student Surveys and reflective information from AmeriCorps members and staff, significant gains were made by this after-school effort.

*Status:*

Completed and ongoing.

**GOAL #2:** INCREASE VOLUNTEERS INVOLVED IN THE THREE MIDDLE SCHOOLS THAT PARTICIPATE IN THE COOLSCHOOL AFTER-SCHOOL PROGRAM.

*Activities:*

Developed and implemented an after-school volunteer initiative to increase the number of volunteers involved with the project, as measured by project logs. All sites had volunteer hours and donation logs that were utilized to record the number of volunteers, the hours contributed and the type of donations received by the program.

*Results:*

All sites met goals for volunteerism. Volunteers were recruited from multiple generations (teens through seniors) and from outside the community. Some sites made significant increases in the number of parents involved in after-school activities as well.

*Status:*

Completed.

**GOAL #3:** PROVIDE ORIENTATION, COLLEGE COURSES, AND OTHER TRAINING ACTIVITIES FOR AMERICORPS MEMBERS IN ORDER TO EQUIP THEM WITH THE SKILLS NECESSARY TO BE SUCCESSFUL IN THEIR ASSIGNMENTS.

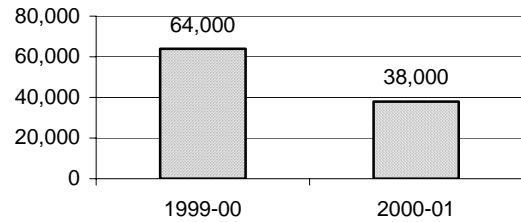
*Activities:*

All COOLSCHOOL AmeriCorps members completed a two-day pre-service training and a monthly member-development training activity.

*Results:*

Over the past two years, COOLSCHOOL member provided approximately 38,000 hours of service to the school sites. Since 1999-00, AmeriCorps has generated approximately \$102,000 worth of educational scholarships earned by COOLSCHOOL AmeriCorps members.

Dollar Amount of AmeriCorps Scholarships Awarded



*Status:*

Completed.

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## UNIT: CALWORKS PROGRAM

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### **Mission:**

In support of the federal Welfare-to-Work initiative, Solano's state-funded California Work Opportunity and Responsibility to Kids (CalWORKs) Program seeks to provide CalWORKs students with services and support that promote self-sufficiency through education and work-experience.

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### **Area/Program:**

#### **COORDINATION**

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### **Overview of Operations:**

The CalWORKs Program is committed to promoting self-sufficiency through education and work experience. Students are either self-initiated or referred by the Solano County Department of Health and Social Services or other County agencies. Students are provided ongoing services, including academic and personal counseling, child care, transportation, college orientation, and assistance with County procedures. The Program is staff by a full-time Coordinator/Counselor and a full-time Clerical Specialist.

### **Overall Evaluation & Recommendations:**

The CalWORKs Program continues to provide worthwhile services to SCC CalWORKs student in an open, caring, and committed atmosphere.

County referrals to Solano's Program will increase when the College is able to provide open-entry/exit, short-term certificate programs on demand. The College's tracking and monitoring efforts should be improved to provide easier retrieval and more detailed and up-to-date data. Finally, the CalWORKs staff recommends that the District move quickly to provide a facility that is adequate to meet program needs.

### **Goals and Accomplishments for 2000 – 2001**

**GOAL #1:** PROVIDE QUALITY SERVICES TO CALWORKS PARTICIPANTS.

#### *Activities:*

- Provided personal, academic, and career counseling to CalWORKs students.
- Developed one-year and two-year IEPs (Individual Education Plans).
- Served as a liaison between Solano County agencies, the College, and CalWORKs students.
- Completed County Self-Initiated Participant (SIP)/Assessment documentation.

#### *Results:*

Served 286 prospective and 194 continuing CalWORKs students through drop-in and appointments.

#### *Status:*

Ongoing.

**GOAL #2:** DEVELOP PROGRAMS TO ENSURE RETENTION AMONG CALWORKS STUDENTS.

#### *Activity:*

- Planned a three-week intersession designed for CalWORKs students.
- Communicated with CalWORKs students through mass mailings, newsletters, and telephone calls.
- Coordinated academic/social events throughout the year for CalWORKs participants.
- Provided continuous contact with County personnel regarding retention of CalWORKs students.

#### *Results:*

The CalWORKs newsletter and mailings kept students informed of scheduled activities, services, and processes. Telephone calls were made and letters sent on an ongoing basis to ensure retention. Developed an informal "CalWORKs grapevine" to assist with retention.

Approximately 20 students attended a three-week summer intersession that included presentations on "Success Strategies," "How to Study," "Money Matters," "Job Etiquette" and "College Survival Tips." Of these 20 students, 14 enrolled at SCC in the fall.

CalWORKs staff communicated with County personnel on a regular basis to ensure student retention in the program.

#### *Status:*

Ongoing.



**GOAL #3:** RECRUIT PROSPECTIVE STUDENTS FOR CALWORKS PROGRAM FROM LOCAL HIGH SCHOOLS (TEEN PARENT PROGRAMS), COUNTY OFFICES AND COMMUNITY.

*Activity:*

- Visited local high schools to provide information about the CalWORKs Program, Solano Community College courses, childcare, financial aid, and work-study.
- Attended several meetings with County, churches, and various community organizations to recruit prospective CalWORKs students and promote the SCC CalWORKs Program.

*Results:*

Visited seven high schools throughout the County, including Sem Yeto, Hogan High, Vallejo High, and Maine Prairie. The community at large was better informed about the services and opportunities available to potential CalWORKs students through the SCC CalWORKs Program.

*Status:*

Completed. Will expand next year.

**GOAL #4:** COLLABORATE WITH SCC DEPARTMENTS TO ENHANCE SERVICE TO CALWORKS STUDENTS.

*Activity:*

Regularly scheduled meetings of the Welfare-to-Work Committee on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesday of each month with Vice President of Student Services, CalWORKs, EOPS, AmeriCorps, New Horizons, Job Placement/Work-Study and Workforce Investment Act staff.

*Results:*

Met twice per month with the Welfare-to-Work Committee to disseminate information, coordinate activities, and share program services to ensure success for CalWORKs students.

*Status:*

Will continue.

**GOAL #5:** DEVELOP AND STRENGTHEN COLLABORATION WITH COUNTY CALWORKS PARTNERS TO ENSURE A COOPERATIVE APPROACH IN WORKING WITH CALWORKS STUDENTS.

*Activities:*

- Networked with County partners through regular meetings and communication with the following agencies —
  - Solano County Workforce Development

- Solano County Welfare Reform
- Solano County CalWORKs
- Northern California Regional CalWORKs Coordinators

- Established a liaison and coordination with CalWORKs partners.

*Results:*

Beginning January 2001, Solano's CalWORKs Program has been hosting the quarterly meeting of CalWORKs partners from throughout the County. This collaboration has improved the services provided to CalWORKs recipients.

*Status:*

Ongoing.

**GOAL #6:** IMPROVE ACCESS TO THE COLLEGE FOR CALWORKS STUDENTS.

*Activity:*

- Began development of a CalWORKs informational brochure to inform the community of the services available at SCC for CalWORKs recipients.

*Results:*

Information about Solano's CalWORKs Program was gathered and formatted as a brochure to provide potential CalWORKs students with up-to-date descriptions.

*Status:*

Revision is still in-progress. Completed brochure will be available in Spring 2002.

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**Area/Program:**

**WORK-STUDY**

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**Overview of Operations:**

The CalWORKs work-study component is coordinated through the SCC Job Placement Office. The Office's primary function is to place students at either on-campus or off-campus job sites where they can have opportunities for work-related experiences that will help them transition from welfare to work.

**Overall Evaluation & Recommendations:**

This work-study program continues to be an integral part of the students' efforts to transition from welfare to work. The SCC Job Placement Office is a vital component in this process.

The majority of work-study placements have been on-campus. Greater efforts need to be made to create more job opportunities at off-campus sites.

### **Goals and Accomplishments for 2000 – 2001**

**GOAL #1:** IDENTIFY WORK-STUDY POSITIONS SUITABLE TO EACH STUDENT'S MAJOR.

*Activity:*

- Met with CalWORKs students after their initial counseling appointment to determine placement needs, based on a student's skills, interests, abilities, work history, qualifications, and major.

*Results:*

One or more suitable positions were identified for each CalWORKs student.

*Status:*

Ongoing.

**GOAL #2:** WORK WITH COMMUNITY BUSINESSES AND INDUSTRIES TO DEVELOP OFF-CAMPUS WORK-STUDY JOBS.

*Activity:*

- Contacted potential local employers to develop job positions for CalWORKs students.

*Results:*

Placed 18 CalWORKs students in paid work-study positions with local employers, including Anheuser-Busch, City of Fairfield, Fidelity Title Company (Fairfield), Mal-Wal, Inc. (Vacaville), Aldea, Inc. (Fairfield/Vacaville/Napa), Solano County Fair Association (Vallejo), Pauli Systems (Fairfield).

*Status:*

Ongoing. The CalWORKs Office is committed to increasing these numbers.

**GOAL #3:** MAINTAIN EMPLOYMENT OF CALWORKS WORK-STUDY STUDENTS.

*Activity:*

- Provided pre-employment training that covered such topics as work ethics, interview techniques, and other work-related information and skills.
- Began development of a job performance evaluation tool to enhance communication among the employer, the employee, and the CalWORKs staff.

*Results:*

All CalWORKs students are encouraged to take the newly-created course, BUS 100: *Work Readiness*.

*Status:*

BUS 100 will be offered on an ongoing basis.

The evaluation tool will be implemented in the 2001-2002 academic year.

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**Area/Program:****CHILDCARE**

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**Overview of Operations:**

The CalWORKs Program assists participants in meeting their childcare needs either through the Solano College Childcare Center Program or through placement with community-based childcare providers.

**Overall Evaluation & Recommendations:**

For the most part, the SCC Childcare Center Program is able to accommodate the childcare needs of the SCC CalWORKs students. Expansion of the Center's hours of operations to include evenings, weekends, vacations periods, and summers would assist CalWORKs student in meeting their ongoing childcare needs. Such expansion would require additional funding support.

**Goals and Accomplishments for 2000 – 2001**

**GOAL #1:** PROVIDE QUALITY ON-CAMPUS CHILDCARE SERVICES FOR CALWORKS STUDENTS.

*Activity:*

Provided quality childcare services, which included classroom instruction, age- and developmentally-appropriate activities, and playtime.

*Results:*

CalWORKs students have placed children ranging in age from four months to five years into SCC's Childcare Center Program. Many CalWORKs participants elect to use their own family members or other off-campus, community-based childcare providers.

| Group   | Sum.<br>2000 | Fall<br>2000 | Spring<br>2001 |
|---|--------------|--------------|----------------|
| Total SCC Cal-<br>WORKs Students                    | 83           | 109          | 134            |
| SCC CalWORKs<br>Families Served by<br>SCC Childcare | 34           | 55           | 48             |
| CalWORKs Children<br>Served by SCC<br>Childcare     | 36           | 61           | 56             |
| Infants   | 0            | 9            | 9              |
| Toddlers  | 8            | 12           | 10             |
| Two-year Olds                                       | 8            | 18           | 12             |
| Preschool   | 20           | 22           | 25             |

*Status:*

Ongoing.

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**UNIT: OFFICE OF ADMISSIONS AND RECORDS**

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**Mission:**

Provide information to the community, admit and register students, maintain academic records and provide students access to these records using current technology. Assess the Student Management Information System frequently to ensure students continue to have access, through the use of technology, to the highest level of service possible. To treat each student cordially, with patience and understanding, realizing the special needs of students within the community who come from diverse cultures and backgrounds.

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**Area/Program:**

**GENERAL OFFICE RESPONSIBILITIES**

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**Overview of Operations:**

The major objective of the Office of Admissions and Records (OAR) is to provide for the admission, readmission, and registration of students. It is our goal to provide these and other necessary services to students in an efficient and timely manner. Other general objectives include storing and maintaining accurate academic records, as well as distributing and keeping accurate attendance records for the College's instructional staff. Special attention is given to the records retention process. The optical imaging student records is an on-going objective of the Admissions and Records Office.

The Office is staffed by the Dean, one Administrative Assistant III, one Assistant Registrar, one Student Services Assistant II – Student Records staff member, three Admissions and Records Evaluators, two Student Services Assistant II –Registration staff members, and one Student Services Assistant III – Residency staff member. In addition, hourly workers and student workers are used during peak times. The Office is open to the public Monday through Thursday, 8 a.m. to 8 p.m., and from 8 a.m. to 3 p.m. on Friday.

*Approximate Time Spent Annually in the Defined Work Area*

| Defined Work Area      | Dean | Assistant Registrar | Staff |
|------------------------|------|---------------------|-------|
| Operational/ Technical | 15%  | 50%                 | 75%   |
| Communication          | 35%  | 20%                 | 15%   |
| Planning               | 50%  | 30%                 | 10%   |

**Overall Evaluation & Recommendations:**

OAR operates at an efficient level considering the volume of work that is processed each day. The registration cycles provide exceptional challenges to provide up-to-the-minute information to students and faculty. The beginning and ending three to four weeks of a semester

provide a very high work demand that could not be met without the supplemental temporary registration aides that are employed during these times of the year.

The Office has worked diligently to implement technology where it is determined that it can assist workload flow or provide better access for students. To this end, many records and functions are available to students through our web registration project that is expected to be in place for the Spring 2002 registration cycle.

It is recommended to fully staff this Office to include two additional full-time positions: 1) Student Services Assistant III Registration/Residency position (currently authorized but unfilled), necessary to continue to provide quality registration and residency service to students; and 2) Student Assistant II Student Records position, essential in records for the same purpose. When these positions are filled, OAR will reach the economy of scale that is necessary to continue excellent service now and into the future as our student body grows in size.

In addition, the Office desperately needs ergonomically correct workstations to provide staff with the work environment that will enable them to maintain an efficient level of service to students.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** PROVIDE CLEAR AND CONCISE INFORMATION TO ALL MEMBERS OF THE COMMUNITY.

*Activities:*

OAR assessed all information documents for clarity of data and information. A great deal of information is available to students. This information includes: campus maps, residency, registration, academic renewal, time conflicts, course repetition, waiver/substitution of major/general education requirements, credit by examination, international students, transcripts/student records, academic calendars, course auditing, and fee refunds.

Correspondence from prospective students was answered according to the information requested. Great strides were made in providing this informa-

tion electronically by using e-mail and the College's website to disseminate information in a timely fashion. *Schedules of Classes*, "Application for Admission" forms, pamphlets on special interests, academic calendars, assessment dates, matriculation information and *College Catalogs* were sent according to the requests received.

Every effort was made to ensure that accurate information was included in the *Class Schedule* and the *College Catalog*. To this end, the Dean of Admissions and Records worked with the Office of Instruction and the Community Services Office to review all schedule and catalog information relating to admissions and registration for accuracy and completeness.

The Office also maintained the telephone information system for information on areas such as registration, residency, evaluation, student records, R.S.V.P. (Registration Services via Phone), and web services (coming Spring 2002.)

*Results:*

There has been significant progress in providing clear, accurate, and timely information to the community.

*Status:*

Progress is being made as business conditions continue to change and more and more students communicate electronically with OAR via e-mail.

**GOAL #2: SUBMIT ATTENDANCE DATA IN AN ACCURATE AND TIMELY MANNER.**

*Activities:*

Solano Community College has been submitting statewide attendance accounting data electronically since 1996. OAR continued to work with the Chancellor's Office in refining these reporting procedures.

*Results:*

Timely and accurate Community College Fiscal Services (CCFS) 320 reporting.

*Status:*

Working as designed.

**GOAL #3: ENSURE THAT ADMISSIONS AND RECORDS FUNCTIONS ARE PERFORMED IN AN EFFICIENT AND EFFECTIVE MANNER.**

*Activities:*

Conducted site visits to other community colleges in the region to review processes and gain new insight on office procedures. Hosted visits with other community colleges to exchange ideas, develop

relationships with office counterparts, and to review policies and procedures used in colleges of similar size. Attended regional California Association of Community College Records & Admissions Officers (CACCRAO) staff development workshops offered twice each year, to keep abreast of statewide changes as they relate to admissions and records operations.

*Results:*

All Office staff were sent to the CACCRAO workshops offered each year. The Assistant Registrar conducted a site visit Spring 2001 at Sacramento City College that resulted in several ideas that could improve the efficiency of document imaging and evaluation procedures.

*Status:*

Completed. Will continue to strengthen.

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**Area/Program:**

**ADMISSIONS**

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**Overview of Operations:**

As part of the College's matriculation process, the admissions component facilitates the student's access to the institution. The Office of Admissions and Records is primarily responsible for this component, which provides: a procedure for the processing of the admission application; modified or alternative services for the matriculation process for ethnic and language minority students and students with disabilities; and computerized information services to implement or support admissions services. Approximately 20,000 applications are processed each year.

The application for admission is prepared in two languages (English and Spanish). Telephone registration is available in English and Spanish. Acknowledgement letters are sent to each applicant explaining whom to call if modified or alternative services are required. There are ongoing attempts to provide translators for various language needs (particularly Spanish). The College attempts to use the resources of its students and staff who speak foreign languages to assist non-English speakers with the admission process. The Admissions Office works very closely with the Disability Services Program to provide any assistance that is required by students with special needs.

**Overall Evaluation & Recommendations:**

The admissions process presents many opportunities for students to meet and complete the admissions process. Access to the admissions process is provided con-

tinuously via the Internet, mail, or via walk-up service. During each application cycle, the processing of applications within a 48 to 72-hour time frame puts considerable pressure on staff in this area. The online application is designed to alleviate some of this pressure by automating the processing so that the data are entered into the semester database without the intervention (in most cases) of the Residency Technician. This improvement will be implemented during the spring 2002 registration cycle.

An ongoing challenge exists to provide assistance during the admission process to students with special needs, including disabilities (DSP), educational disadvantages (EOPS), and limited English proficiency (LEP). Service to these students can be greatly expanded by the addition of another full-time employee with some responsibility in admissions. Additionally, this position would reduce the current office workload during periods of peak demand.

### **Goals & Accomplishments for 2000-2001:**

**GOAL #1:** ADMIT ALL STUDENTS IN A TIMELY AND ACCURATE MANNER.

*Activities:*

- Began the development of an online “intelligent” application that delivers the data directly to the database and codes the application in real time.

*Results:*

This application has been designed to follow the development of a “statewide” application for California Community Colleges to position Solano College to take advantage of the statewide application project when it is implemented in the future. With the cooperation and hard work of the Lead Programmer/Analyst in Computer Services, the project has been designed to meet needs for the foreseeable future. This project should reduce the workload for manually inputting the data by 40% (approximately 8,000 applications) initially and grow as it becomes the application procedure of preference for students.

*Status:*

This application will be ready for the students to use in the 2001-2002 academic year.

**GOAL #2:** REDUCE THE AMOUNT OF PAPER HANDLED AND STORED BY THE ADMISSIONS UNIT.

*Activities:*

- Developed electronic replies to applications submitted online.

- Began development of a process to scan printed applications.

*Results:*

Students receive immediate acknowledgement of the receipt of electronic applications. Also, the scanning process will store images of the applications to the data imaging database so that the originals can be discarded and retrieval of these documents is done electronically, when necessary. The data-imaging procedure is already easing the burden on scarce storage space and reducing the time it takes to retrieve application information.

*Status:*

Electronic e-mail replies are completed and being used. The imaging project is still under development. It is anticipated that each year more and more documents will be handled electronically.

**GOAL # 3:** PROVIDE MULTIPLE AVENUES FOR THE SUBMISSION OF THE ADMISSION APPLICATION.

*Activities:*

- Developed and implemented procedure for submission of applications via e-mail.
- Initiated development of online application via the Internet.

*Results:*

Applications are processed in 24 to 72 hours if they arrive by mail and within 20 minutes if delivered in-person. Approximately 40% of applications are now received via e-mail. The potential for online applications is “real-time” processing for over 90% of submissions.

*Status:*

The move to e-mail applications was successful and well received. The addition of online applications will be implemented by spring 2002

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**Area/Program:**

**REGISTRATION**

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**Overview of Operations:**

The processing of add/enroll cards, drop cards, credit/no credit cards, audit forms, credit-by-examination forms and various Academic Council petitions is the primary service provided to students. This unit also is responsible for processing all class rosters, final grade rosters, and student refunds. It is staffed by two full-time employees and supplemented with short-term registration aides during the registration cycles.

### **Overall Evaluation & Recommendations:**

With the addition of web registration, students will have three methods at their disposal to register for classes. The RSVP telephone registration process has been working effectively since 1992 and students always have the option of in-person registration. Operation procedures are continually being updated to reflect the new technologies that are being implemented. Students will have access on campus through the "Information Commons," located in the Library, and other internet-connected campus laboratories, as well as at the off-campus Vallejo and Vacaville Centers.

The addition of another employee in this area will satisfy the workload demands into the foreseeable future (see recommendation under the Area/Program of "General Office Responsibilities").

### **Goals & Accomplishments for 2000-2001:**

**GOAL #1:** REGISTER ALL STUDENTS IN A TIMELY AND ACCURATE MANNER.

#### *Activities:*

- Initiated development of a web-based registration procedure.

#### *Results:*

As part of the web registration project, registration will be available to all students for the Spring 2002 semester. This will provide immediate feedback to students as they register and pay for classes. This activity will be a third choice for students in addition to the telephone registration system and the in-person registration process.

#### *Status:*

The project will be implemented in the 2001-2002 academic year.

**GOAL #2:** EXPAND STUDENT ACCESS TO ENROLLMENT AND REGISTRATION INFORMATION.

#### *Activities:*

- Designed and began programming a fee-payment and lookup function via a secure, online website.
- Designed and began programming a class lookup function for web-based registration.

#### *Results:*

The design and programming requirements have been defined and work is on schedule.

#### *Status:*

The project will be operational in December 2001.

**GOAL #3:** PROVIDE MODIFIED OR ALTERNATIVE SERVICES FOR THE MATRICULATION PROCESS FOR ETHNIC AND LANGUAGE MINORITY STUDENTS AND STUDENTS WITH DISABILITIES.

#### *Activities:*

- Provided one-on-one assistance to students needing help with registration process.
- Provided special priority registration period for DSP and EOPS students.

#### *Results:*

Students needing special assistance were served by staff and/or student aides.

#### *Status:*

The process is working well and there are no plans to modify anything at this time.

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### **Area/Program:**

### **RECORDS EVALUATION**

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### **Overview of Operations:**

The Records Evaluation unit is responsible for the following activities: certifying all petitions for degrees and certificates as well as general education and/or Intersegmental General Education Transfer Curriculum (IGETC) requirements; processing all incoming transcripts; producing all diplomas, and processing all grade changes. The staff work very closely with the counseling division to coordinate degree requirements for students. Three full-time employees staff it.

### **Overall Evaluation & Recommendations:**

The workload in this area is substantial and could be addressed by purchasing an automated Degree Audit system. The acquisition of this software program costs from \$30,000 to \$40,000 and requires a one-year implementation schedule. This program will enable students to access their records via the web for planning purposes. An automated Degree Audit system is recommended.

### **Goals & Accomplishments for 2000-2001:**

**GOAL #1:** EVALUATE AND DISTRIBUTE STUDENT RECORDS IN A TIMELY AND ACCURATE MANNER.

#### *Activities:*

- Automated the degree and certificate evaluation sheets to improve efficiency while evaluating student degree and certificate requirements.

#### *Results:*

The evaluation sheets have been designed for easy clipping into the imaging system student fold-

ers. This allows for electronic access to these records by OAR and Counseling staff and precludes the need to scan them into each student's record. Approximately 1,400 degree/certificate evaluations are processed annually.

*Status:*

Ongoing.

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**Area/Program:****STUDENT RECORDS**

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**Overview of Operations:**

The Student Records unit handles all requests from students for transcripts, enrollment verifications, and Cal Grant GPA verifications. In addition this unit responds to subpoenas as served for student records. It also provides information to all loan agencies and insurance companies as information is requested about student enrollment status. It is staffed by one full-time employee and supplemented with short-term temporary employees throughout the year.

The College participates in the National Student Loan Clearinghouse. This participation includes the upload of student data four times each semester.

**Overall Evaluation & Recommendations:**

This unit has been performing well but needs an additional full-time employee to service our students throughout the 12-hour workday. This unit processes approximately 13,000 outgoing transcripts annually. In addition, the processing of automated enrollment verifications could help with workload issues, but at this time emphasis is on the web registration project. Student access to unofficial transcripts via the web has the potential to decrease demand at the Student Records unit.

The additional employee needed in student records is the top priority for OAR. Automating the enrollment verification requests is the next priority.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** STORE, MAINTAIN AND RETRIEVE RECORDS IN AN EFFICIENT, ACCURATE, AND SECURE MANNER.

*Activities:*

- Established the automation and electronic storage of enrollment verifications.
- Standardized the verification response form into a document template that is filed electronically.

*Results:*

The files are stored in a shared file that can be accessed by other areas in OAR and searched electronically to provide quicker response time to information for students.

*Status:*

Ongoing.

**GOAL #2:** ALLOW STUDENTS DIRECT, ON-DEMAND ACCESS TO GRADES AND ADVISING (UNOFFICIAL) TRANSCRIPTS.

*Activities:*

- Designed and programmed a secure, web-based interface to student records.

*Results:*

Students will have immediate access to SCC course and grade records under a secure-site environment. This will enable them to enhance their educational planning efforts. It is also hoped that providing this self-service opportunity will free staff to help students in other ways.

*Status:*

The project was completed in June 2001 and will be available to students in the 2001-2002 academic year.

**GOAL #3:** STREAMLINE PROCESSING OF CALGRANT GPA VERIFICATIONS.

*Activities:*

- Designed, programmed, and implemented an automated lookup access for the Student Records Technician to comply with new CalGrant requirements.

*Results:*

Students had their GPAs reported in a timely fashion, meeting the CalGrant deadlines.

*Status:*

The project was completed in February 2001 and was used in meeting the March 2001 deadline.



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## UNIT: COUNSELING DIVISION & DISABILITY SERVICES PROGRAM

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### **Mission:**

To provide matriculation, academic, career, and personal counseling services to help students identify and deal effectively with the myriad of complex academic issues and personal concerns that can impede a student's academic and personal success.

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### **Area/Program:**

#### **COUNSELING**

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### **Overview of Operations:**

The SCC Counseling Division & Disability Services Program (DSP) provides counseling services for Solano College students both day and evening, including off-campus locations (the Vallejo Center, the Vacaville Center, and Travis Air Force Base's University Center). Students may see a counselor either by appointment or on a drop-in basis to receive assistance with academic planning, career exploration, and personal counseling. In addition, counselors provide outreach services to the community and local feeder high schools that enable potential student to readily access the College and its programs and services.

The Counseling Center is open Monday through Thursday, 8 a.m. to 8 p.m. and from 8 a.m. to 3 p.m. on Friday for both appointment and drop-in services. Drop-in counseling is provided on a limited basis at the three off-campus centers.

### **Overall Evaluation & Recommendations:**

The counselors and staff in this area provide quality service to students in a timely manner. However, during peak registration cycles, it is often difficult to deliver counseling services in a timely manner. Strategies should be designed and implemented to improve the delivery of essential services during these peak periods.

The introduction of new technologies (i.e., online application, orientation, and educational planning) has resulted in increased computer use that demands ergonomically-correct workstations for all staff in this area.

### **Goals & Accomplishments for 2000-2001:**

**GOAL #1: ENHANCE THE DELIVERY OF COUNSELING SERVICES THROUGH THE INCREASED USE OF TECHNOLOGY.**

#### *Activities:*

- Investigated offering Counseling classes online.
- Explored online counseling/advising.

- Considered online orientation in order to be compatible with the change to online assessment testing.
- Researched services and sources of money to develop an online orientation program.
- Upgraded counselor computers.

#### *Results:*

Developed a plan and selected courses and services to be offered online.

A "Mini Grant" in the amount of \$2,100 was awarded to a member of the Counseling Division to complete a plan for the design, development, and implementation of online advising/counseling and orientation for Solano College students. This would allow the counselors to provide timely delivery of quality counseling services to students via the internet. In addition, the feasibility of developing a computer-based orientation program as an alternate delivery mode will be explored. The Division will purchase or develop an online orientation program and continue to research providing online advising/counseling.

The Counseling Division requested additional funds from the State Chancellor's Office (Matriculation Unused funds) to develop online orientation. Online orientation is 50% completed.

All counselors are now using the same computer platform, allowing reliable access to existing student databases and standardized application software.

#### *Status:*

Selected Counseling courses and services will begin to be offered online and/or as hybrid courses beginning in fall 2001. The Division recommends a "frequently asked questions" section for the College's webpage.

The online orientation program will be implemented during the 2001-2002 academic year

As a result of the move to the new assessment test, the database must be modified to display the

new score format and a new program written to automatically upload and post scores and test dates. Until this is completed, counselors do not have direct access to test results via the computer database and temporary manual input processes have had to be implemented. It is recommended that the upload program be revised as soon as possible.

**GOAL #2: ENHANCE STUDENT SUCCESS.**

*Activity:*

- Revitalized the Retention Assistance Program (RAP), which is an organized process of “early alert,” in order to assist instructors retain students. Instructors referred students for personal follow-up when chronic absences, excessive tardiness, insufficient assignments or other classroom difficulty impacted potential course achievement.
- Letters were sent to notify students on probation and those who did not complete one or more components of the matriculation process.

*Results:*

Retention Assistance Program. RAP was re-implemented during the Spring 2001 semester. Hard copies and e-mail copies of RAP forms were sent to all full-time and part-time faculty members and division deans. Twenty-five students were referred to the RAP during this semester. Students were contacted by Peer Advisors and/or Counseling staff. RAP students are advised to either return to class or to officially withdraw from class. Most of the students contacted chose to withdraw from their classes in order not to jeopardize their academic standing.

Follow-up Letters. Approximately 2,000 follow-up letters were mailed during the 2000-2001 year. “Early Alert” letters are sent to students who, although not on official probation because they have attempted less than twelve units, are deemed to be at-risk based on either their semester or overall GPA. A total of 614 of these “Early Alert” letters were sent during the year. “First-Term” and “Second-Term” letters are sent to students on academic or progress probation. A total of 749 “First-Term” and 467 “Second-Term” letters were sent during the year. “Re-Admission” letters are sent to students readmitted after disqualification. Some 256 “Re-Admission” letters were sent in 2000-2001. All letters advise students of the various support services available to them on campus. Approximately 1,000 Matriculation follow-up letters were sent to students advising them of the specific component that needed to be completed.

*Status:*

RAP is an important intervention activity for at-risk students. New strategies will be developed to encourage more instructors to take advantage of this “early-alert” system.

Probation and Matriculation follow-up letters will continue to be sent out.

**GOAL #3: PROVIDE STUDENTS WITH ACADEMIC SUPPORT SERVICES.**

*Activity:*

- Provided educational, career, personal and crisis counseling via appointments and drop-ins to prospective and continuing SCC students.
- Provided orientation to new students, in both group and individual formats. Orientations are done on campus as well as at various feeder high schools.
- Developed an orientation presentation with accompanying resource materials.
- Developed an informational brochure describing services and programs of the Counseling Division.

*Results:*

Counseling. Appointment schedules are opened the last week of every month for the ensuing month. Counseling appointments are normally filled by the middle of the month. Students can always avail themselves of the drop-in counseling offered simultaneously with the appointment schedules on campus and on a limited bases at off-campus sites.

We successfully intervened with staff in the aftermath of the Bookstore crisis (armed robbery) in the fall, as well as individual students who had been referred by faculty or staff for immediate assistance.

| Counseling Sessions | Summer 2000<br>June-August | Fall 2000<br>Sept.-Dec. | Spring 2001<br>Jan through<br>April |
|---------------------|----------------------------|-------------------------|-------------------------------------|
| Appointments*       | n/a                        | 2,171                   | 1,146                               |
| Drop-In**           | 5,229                      | 2,652                   | 2,589                               |
| <b>TOTAL</b>        | <b>5,229</b>               | <b>4,823</b>            | <b>3,735</b>                        |

\*Figures do not include appointments for the following special programs: Athletics, Puente, Veterans Affairs.

\*\*Figures do not include special programs (Puente, Athletics, Veterans Affairs) and off-campus sites (local high schools, Vacaville, Travis Air Force Base).

| Group (AY 2000-2001)                                      | Measure |
|---|---------|
| Non-exempt credit students (AY 2000-2001)                 | 7,856   |
| Exempt credit students (AY 2000-2001)                     | 11,304  |
| Total number of all credit students (AY 2000-2001)        | 19,160  |
| Number of non-exempt credit students counseled            | 4,247   |
| Percentage of all credit students counseled               | 36      |
| Percentage of non-exempt students with IEPs               | 79      |
| Total number of all credit students counseled             | 6,979   |
| Total number of students (including non-credit) counseled | 8,591   |

In addition to referrals to various off-campus public and private agencies, referrals were made to various on-campus offices and programs. During Summer 2000, 118 referrals were made. This number increased to 332 in Fall 2000 and changed to 250 in Spring 2001.

Orientation. Because of the move from group assessment testing to individual, computerized assessment testing, the orientation process is no longer linked to the assessment process. Group orientations were scheduled periodically throughout the semester. Students who had not completed orientation were

invited to attend. However, this process was not as effective as desired. Orientations were recorded for 330 credit students during the 2000-2001 academic year (142 in summer, 43 in fall, and 145 in spring).

Information for a Counseling Services brochure was gathered and a draft layout was developed.

*Status:*

Ongoing counseling will be continued in all areas — drop-ins and appointments. Students participating in specialized programs (i.e., SUCCESS, PUENTE, International Students, Transfer) will be identified and tracked.

Crisis counseling is provided on an “as needed” basis and will be continued.

An individualized, on-demand orientation format needs to be developed and tied into the assessment testing process to ensure that more students take advantage of orientation.

The draft of the Counseling Services brochure needs to be finalized, and the brochure printed and disseminated.

**GOAL #4: PROVIDE A COMPREHENSIVE COUNSELING CURRICULUM.**

*Activity:*

Counselors taught courses which have been designed to assist students in making a successful adjustment to college, develop academic and career plans and goals, acquire learning skills, obtain job-seeking skills and employment, and develop interpersonal skills for life and work.

| Course       | Summer 2000 |            |             | Fall 2000  |            |             | Spring 2001 |            |             |
|--------------|-------------|------------|-------------|------------|------------|-------------|-------------|------------|-------------|
|              | Enrolled    | Avg. Fill  | Avg. Retain | Enrolled   | Avg. Fill  | Avg. Retain | Enrolled    | Avg. Fill  | Avg. Retain |
| COUN 50      | 105         | 55%        | 86%         | 236        | 81%        | 74%         | 249         | 77%        | 77%         |
| COUN 55      | n/a*        | —          | —           | 47         | 103%       | 95%         | 38          | 113%       | 88%         |
| COUN 60      | 18          | 57%        | 82%         | 11         | Cnx**      | Cnx**       | 10          | 27%        | 63%         |
| COUN 62      | 25          | 67%        | 85%         | 75         | 104%       | 84%         | 74          | 99%        | 76%         |
| COUN 63      | n/a*        | —          | —           | 93         | 75%        | 86%         | 58          | 89%        | 89%         |
| COUN 70      | 17          | 40%        | 100%        | 55         | 89%        | 63%         | 59          | 48%        | 50%         |
| COUN 71      | 5           | Cnx**      | Cnx**       | 93         | 130%       | 92%         | 37          | 60%        | 86%         |
| COUN 83      | n/a*        | —          | —           | 80         | 74%        | 78%         | 41          | 65%        | 69%         |
| COUN 101     | n/a*        | —          | —           | 63         | 34%        | 59%         | 55          | 83%        | 76%         |
| <b>TOTAL</b> | <b>170</b>  | <b>55%</b> | <b>88%</b>  | <b>753</b> | <b>86%</b> | <b>79%</b>  | <b>621</b>  | <b>73%</b> | <b>75%</b>  |
| College Avg. | —           | 85%        | 86%         | —          | 88%        | 77%         | —           | 83%        | 78%         |

\*Course section not scheduled. \*\*Course section cancelled prior to start of class.

*Results:*

Courses offered both on campus and at selected off-campus locations (centers and high schools) are..

- Counseling 50: *Career-Life Planning*
- Counseling 55: *Valuing Diversity*
- Counseling 60: *Strategies for Re-Entry Success*
- Counseling 62: *Introduction to Counseling — Theory and Skills*
- Counseling 63: *Field Work*
- Counseling 70: *College Study Techniques*
- Counseling 71: *Student Athlete Academic Success Strategies*
- Counseling 83: *Applied Psychology*
- Counseling 98A: *Special Topics — College Transfer*
- Counseling 101: *Orientation/College Success*
- Counseling 148: *Special Topics — Study Skills Practicum*

*Status:*

Counselors will continue to teach courses and develop new ones to meet the diverse needs of students.

**GOAL #5: PROVIDE OUTREACH AND RECRUITMENT SERVICES TO FEEDER HIGH SCHOOLS AND THE COMMUNITY.**

*Activity:*

Provided a variety of recruitment and outreach activities.

*Results:*

In 2000-2001 there was an increase county-wide in the number of high school students graduating who attended SCC.

Outreach activities include: representation at assorted community locations (e.g., Solano Mall) and community-sponsored events(e.g., County Fair, Dixon May Fair, Marine World, Vallejo Family Unity Day, Vallejo Jazz Festival). The Division also conducts on-campus tours for groups of prospective students.

The College sponsored a High School Open House during the spring of 2001 for high school juniors and seniors and their parents. Each SCC counselor serves as a primary contact with a specific feeder high school for recruitment and outreach activities.

Thirteen high schools participated in the liaison program: Armijo, Benicia, Dixon, Fairfield, Hogan, Jesse Bethel, Rodriguez, St. Vincent's/St. Patrick's, Vacaville, Vallejo, Vanden, Will C. Wood, and Winters. The purpose of the Liaison Program is to further improve the enrollment, articulation, and the identification of curriculum needs as seen by feeder high schools.

In response to the requests and with the collaboration of various High School Liaisons, the courses listed in the table below have been taught on high school campuses.

| Fall 2000                   |                    | Spring 2001               |                    | Summer 2001               |                     | Fall 2001                   |                    |
|-----------------------------|--------------------|---------------------------|--------------------|---------------------------|---------------------|-----------------------------|--------------------|
| Will C. Wood HS (Vacaville) | COUN 50            | Fairfield HS (Fairfield)  | COUN 50            | Jesse Bethel HS (Vallejo) | COUN 50<br>COUN 101 | Vanden HS (Fairfield)       | COUN 50            |
| Jesse Bethel HS (Vallejo)   | COUN 50<br>COUN 83 | Jesse Bethel HS (Vallejo) | COUN 50<br>COUN 70 |                           |                     | Will C. Wood HS (Vacaville) | COUN 50            |
|                             |                    | Vanden HS (Fairfield)     | COUN 70            |                           |                     | Jesse Bethel HS (Vallejo)   | COUN 50<br>COUN 55 |
|                             |                    |                           |                    |                           |                     | Fairfield HS (Fairfield)    | COUN 70            |
|                             |                    |                           |                    |                           |                     | Vacaville HS (Vacaville)    | COUN 70            |

All counselors from feeder high schools were invited to a one-day conference on the SCC campus. This annual event allowed opportunity for networking and updating information with all county high school counselors. All feeder high schools were represented.

The SAT was administered at Solano College as a service to area high school students.

- During the Fall 2000 semester, 54 students were tested.
- During the Spring 2001 semester, 146 students (one of the largest local sessions) were tested.

*Status:*

In the College's outreach and recruitment efforts, all programs will be evaluated to determine their effectiveness and improve them where indicated.

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**Area/Program:**

**TRANSFER CENTER PROGRAMS & SERVICES**

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**Overview of Operations:**

A variety of transfer-related programs and services are provided by the Counseling Division. These services are designed to assist students with their plans to transfer to a four-year college or university. Specialized four-year college programs include:

- *On-the-Spot Admission* (i.e., forms completed, fees paid, and admission granted) to the California State University, Sacramento.
- *Crossover Enrollment* at any public institution of higher education (the University of California, all campuses, and the California State University), in which eligible SCC students can enroll in university courses and university students can take lower division courses at SCC (paying applicable tuition).
- *Cooperative Admission Program (CAP)* in which qualified students, who cannot be accommodated at the University of California, Berkeley, can begin their studies at Solano College and are assured transfer.
- *Reserve Office Training Corps (ROTC)* opportunities for SCC students to enroll concurrently in ROTC programs at the University of California, Berkeley and Davis campuses.
- *The Transfer Center* provides students with opportunities to research different colleges and

universities nationwide and to meet with representatives from local colleges and universities on a scheduled basis.

**Overall Evaluation & Recommendations:**

An increase in the number of community college students who transfer to the University of California and the California State University is a goal of the Partnership for Excellence initiative. The Counseling Division attempts to integrate counseling and other student services to support students in their transfer efforts.

The transfer activities have been a positive addition to general counseling services. Transfer services are coordinated by an SCC counselor on a part-time basis (ten hours a week). College and university representatives use the Center whenever they are on campus. Over 300 students each year transfer from SCC to UC and CSU campuses. A number of additional students transfer to independent and out-of-state colleges. Currently, this operation is staffed through part-time reassignment of a counselor (33% or ten hours per week) and the Career Center Specialist (25% FTE or ten hours per week).

In order to provide a more accessible and consistent service and support to all transfer-oriented students (both day and evening), a full-time Transfer Center Director and support staff should be considered.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** TO MEET THE INFORMATIONAL AND COUNSELING NEEDS OF TRANSFER-ORIENTED STUDENTS.

*Activities:*

- Scheduled representatives from four-year college and universities to meet with students periodically throughout the semester.
- Contracted with UC Davis, and with CSU Sacramento, to provide one day (six hours) of services to SCC students per week, including on-the-spot admissions, completions of Transfer Admission Agreements (TAAs), advising services (both on a drop-in and appointment basis), and college-wide workshops on various transfer topics.
- Organized and presented College/University Day & Night to showcase transfer institutions.
- Organized fieldtrips for students to local four-year college/university campuses.
- Presented transfer information at various at local high schools.

- Provided on-campus access to transfer information.

*Results:*

During 2000-2001, 89 SCC students transferred to the University of California and an additional 334 to the California State University.

There were 95 Transfer Admission Agreements formalized to UC Davis and one to UC Santa Cruz.

Made 20 on-site admission agreements with CSU Sacramento representatives.

Representatives from 48 four-year colleges/universities, both public and private, attended the College/University Day & Night.

One fieldtrip was taken to visit the UC Davis campus and another to meet with a colloquium of representatives from predominantly Black colleges throughout the nation. Approximately 80 students were involved in these fieldtrips.

Purchased a cart to be used as an on-campus, mobile "Transfer Information Center."

*Status:*

Activities were successful and will be continued and expanded if there is sufficient financial support.

**GOAL #2: INCREASE THE NUMBER OF SCC TRANSFER STUDENTS.**

*Activity:*

1. Sent letter to each currently enrolled student who had completed 30 transferable units to inform of the opportunities and services offered by SCC.
2. Developed "IGETC (Intersegmental General Education Transfer Curriculum) After Transfer" procedure.
3. Developed a course designed to enhance transfer success. This course is a comprehensive study that teaches an analysis of the process of transferring from a community college to a four-year college or university offering a baccalaureate degree.
4. Hosted the annual College & University Day/Night in an effort to achieve Partnership for Excellence (PFE) and "College — Making It Happen" goals.

*Results:*

1. Formalized 95 "Transfer Admission Agreements" (TAAs) to the University of California

at Davis (UC/D) and one to UC Santa Cruz (UC/SC). Made twenty on-site admission appointments with the California State University at Sacramento (CSU/S) representatives.

Students who completed TAAs were surveyed

| Activity                     | W/S 2000 | F2000 | W/S 2001 | F2001 | W/S 2002 |
|------------------------------|----------|-------|----------|-------|----------|
| UC/D TAA's                   | 18       | 65    | 33       | 65    | 30       |
| UC/SC GATE's                 | N/A      | N/A   | N/A      | 1     |          |
| CSU/S On-the-Spot Admissions |          |       |          | 20    |          |

to determine the types of services they used while at Solano College. During Fall 2000, surveys were mailed to the students after they completed TAAs. The response rate for this survey was 35% (23 out of 65). The next semester, the survey was modified to add five services not on the original survey form and given to students as they completed their TAAs. The response rate for this survey was 82% (23 out of 28). Based on the results, most students who complete TAAs have used Counseling, the Career Center, and Financial Aid.

| Service          | Fall 2000<br>23 out of 65<br>returned | Spring 2001<br>23 out of 28<br>returned | Total |
|------------------|---------------------------------------|---|-------|
| ASSC             | 1                                     | 1                                       | 2     |
| Career Center    | N/A                                   | 10                                      | 10    |
| Counseling       | N/A                                   | 23                                      | 23    |
| DSP              | N/A                                   | 3                                       | 3     |
| EOPS             | 4                                     | 3                                       | 7     |
| Financial Aid    | 10                                    | 8                                       | 18    |
| Job Placement    | 5                                     | 3                                       | 8     |
| MESA             | 7                                     | 1                                       | 8     |
| Puente           | 1                                     | 1                                       | 2     |
| SUCCESS          | 1                                     | 3                                       | 4     |
| Tutoring Center  | N/A                                   | 7                                       | 7     |
| Transfer Center  | 9                                     | 8                                       | 17    |
| Veterans' Center | N/A                                   | 0                                       | 0     |

2. Developed procedures and forms for "IGETC after Transfer."
3. Counseling 98A: *College Transfer* was approved by the Academic Senate Curriculum Committee.

4. The annual College & University Day/Night has resulted in attendance of over 40 California colleges and out-of-state colleges. Approximately 500 students and community members were in attendance at this event.

*Status:*

Above activities will be continued on a semester basis. "IGETC After Transfer" procedures have been implemented in accordance with State Chancellor's Office directives. Procedures to better track on-site admissions to CSU/S will be implemented..

COUN 98A will be offered in Fall 2001 and moved from "special topics" to the regular Counseling curriculum.

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**Area/Program:**

**DISABILITY SERVICES PROGRAM (DSP)**

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**Overview of Operations:**

The goal of the Disability Services Program (DSP) is to create an equal opportunity in college classes for people with physical, visual, hearing, learning, and psychological disabilities. DSP meets the individualized needs of student through three major program areas: 1) counseling services, 2) the College's High Tech Center (adaptive technology), and 3) the Learning Disabilities Program. In addition to specialized counseling, testing, and referrals, the DSP provides students with readers, tutors, interpreters, taped books, note takers, adapted computers, and on-campus transportation. DSP counselors and staff also collaborate with faculty members to provide academic accommodation for needy students.

The Learning Disabilities (LD) Program provides detailed diagnostic/prescriptive eligibility assessment of a complete range of learning disabilities. A curriculum of special classes helps students develop effective learning strategies for classroom success. This program serves approximately 70 students each semester.

The College's High Tech Center offers assistive computer technology, including voice synthesis, large-print screens and printers, and scan-and-read technology. The Center also offers self-paced learning in the use of word processing, spelling, and grammar checking software.

**Overall Evaluation & Recommendations:**

DSP served 610 students during the 2000-2001 academic year, with an average of over 450 students each semester. The number of DSP students served has grown from 385 in the spring of 1997 to 447 in the spring of 2000. Although this program continues to provide quality

service to students, the recent growth in this program has placed increased demands on both the staff and facilities. If DSP continues to expand at this rate, there will be a need for additional staff to maintain the same level of service.

The DSP Center was recently remodeled to enhance the general work and learning environments. However, the facilities remain inadequate for the number of students being served.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1: ENHANCE DELIVERY OF SERVICES TO DSP STUDENTS.**

*Activity:*

- Carried out a comprehensive needs assessment of staffing requirements within the DSP area.
- Upgraded the appearance and utility of the DSP facility in Building 1100.

*Results:*

Results from the staffing assessment indicated a need to hire an additional DSP counselor.

The DSP facilities were repainted and new carpet and tile were installed.

*Status:*

The DSP counseling position was funded and filled and the DSP remodel was completed during the Summer of 2001.

**GOAL #2: IMPROVE ACCESS TO LEARNING MATERIALS AND RESOURCES.**

*Activity:*

- Upgraded and expanded hardware, software, and support in the High Tech Learning Center.
- Evaluated campus needs for adaptive furniture in all classrooms.

*Results:*

- Computers within the High Tech Center were networked, giving students access to resources on the world-wide web.
- Adjustable workstations were installed, including electrical adjustment mechanisms.
- Hired an hourly Assistive Computer Technology (ACT) Instructional Assistant for the High Tech Center classes.
- Five sets of adjustable tables and chairs were purchased by the Associated Students of Solano College and installed in selected classrooms.

*Status:*

The DSP staff recommend the hiring of a permanent ACT Instructional Assistant to work in the High Tech Center. Also, a recommendation was presented to the Governing Board that all classrooms be equipped with at least one adjustable table and chair.

program interface with the main student database, the staff will be able to run enrollment verification reports on all veterans/dependents at one time.

*Status:*

Services will be maintained and number of students served will be increased.

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**Area/Program:**

**VETERANS' AFFAIRS**

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**Overview of Operations:**

The Veterans' Affairs Office serves eligible veterans and qualified dependents in applying for and receiving educational benefits for the six G.I. bills now in effect, each with different guidelines and eligibility requirements. Academic counseling and liaison services are also available. This Office administers the CalVet Fee Waiver Program.

**Overall Evaluation & Recommendations:**

Semiannual Federal and State reviews and audits continue to demonstrate both the effectiveness and efficiency of this Office.

It is critical to support continued attendance at Veterans Affairs conferences and workshops to ensure that the staff are able to maintain the most current practices in the field.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** PROVIDE QUALITY SERVICE TO ELIGIBLE VETERANS AND THEIR DEPENDENTS.

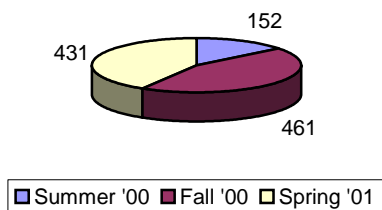
*Activities:*

- Begin development of automated enrollment report.

*Results:*

Approximately 600 different students were served during 2000-2001. Student enrollment must

Students Served by SCC Veterans' Affairs Office



be verified throughout the semester. This has been done by hand and is very labor-intensive. Using a

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**Area/Program:**

**CAREER CENTER**

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**Overview of Operations:**

The Career Center provides a variety of resources to students seeking career information. The resources include college/university catalogs, reference guides, resources on occupations, including employment outlooks, education and training requirements, prospective employers, and current salaries. In addition to the printed resources, students have access to computers with the *EUREKA* and *SIGI Plus* computerized career information systems for career exploration.

The Center serves as a laboratory for students enrolled in COUN 50: *Career-Life Planning* and is responsible for the overall coordination of the College's annual Career Fair, and College/University Day & Night.

**Overall Evaluation & Recommendations:**

In order to continue to provide students with information and assistance in an effective manner, the Center requires the upgrade of all student computers, expansion of staffing to provide evening services, and a tracking mechanism to claim positive attendance credit for the training students receive in this laboratory setting.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** PROVIDE STUDENTS WITH ACCESS TO INFORMATION AND RESOURCES NEEDED FOR CAREER AND EDUCATIONAL PLANNING.

*Activities:*

- Updated resource materials in Center.

*Results:*

Nearly 600 students enrolled in COUN 50 were served in 2000-01, plus an additional 184 who were referred individually by counselors. An additional number of students who were referred by other instructors or were self-referred were also served.

*Status:*

Completed. A proposal will be submitted to develop and implement a computerized student tracking system to document student drop-in use to be able to generate positive attendance credit.



**GOAL #2: STRENGTHEN HIGH SCHOOL AND COMMUNITY ACCESS ACTIVITIES.**

*Activities:*

- Expanded publicity for the College's annual Career Fair and College/University Day & Night.

*Results:*

This year saw an increased number of high school students and their parents visit the SCC campus to attend the Career Fair and the College/University Day & Night.

Held on campus during the spring, the Career Fair hosted forty-three businesses throughout Solano County and fifteen businesses from other counties. Below are examples of the types of both public and private employers that participated:

- Anheuser Busch
- Bank of America
- Bill Graham Presents
- California Army National Guard
- California Department of Corrections
- City of Benicia
- City of Vacaville
- Contra Cost Sheriff's Department
- Pepsi Bottling Group
- Queen of the Valley Hospital
- Robert Mondavi Winery
- San José Police Department
- Sears
- Starbucks Coffee
- University of California, Davis
- Vacaville Police Department
- Vallejo Police Department

*Status:*

These activities will continue. The feasibility of scheduling the Career Fair to make it available to evening students will be studied.

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**Area/Program:**

**ASSESSMENT CENTER**

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**Overview of Operations:**

The Assessment Center provides placement testing in English and ESL for all new, non-exempt students as part of the College's Matriculation Program. This testing is also conducted at the District's off-campus centers and at selected feeder high schools. The Center tests an average of 5,000 students per academic year.

This Center also provides for individual test proctoring for campus faculty and individuals enrolled in corre-

spondence courses. Specialized testing includes: the federally mandated "ability to benefit" required for individuals without a high school diploma or equivalent who apply for Federal financial aid, the SCC Reading Graduation Requirement, and the SCC Math Competency Graduation Requirement. The Center is also responsible for scanning, transcribing, copying, and distributing student evaluations of faculty.

**Overall Evaluation & Recommendations:**

The demand for testing varies during the school year. Peak times occur immediately prior to and during the registration periods. The Assessment Center Specialist is responsible for coordinating the use of the computer-based and paper-and-pencil tests on campus and at all off-campus locations. This program continues to maintain a high level of integrity within the test database.

The last accreditation report found that personnel evaluations were not being accomplished on a regular basis. As a result of responding to this recommendation, the number of faculty evaluations has increased over the past several years. Since the scheduled times for these evaluations are limited to only a few weeks out of each semester, this increase has impacted the workload within the Assessment Center.

Considering the multiple demands, locations, and extended hours required to maintain these services, additional support staff is recommended. Also, it is recommended that a 30-station portable computer lab (with wireless hub) be established. This would allow the temporary expansion of the Center during peak times of usage (e.g., prior to start of each semester).

**Goals & Accomplishments for 2000-2001:**

**GOAL #1: ENHANCE ACCESS TO TESTING SERVICES.**

*Activities:*

- Converted to computer-based testing program.
- Implemented comparable paper-and-pencil test for use in off-campus sites with inadequate Internet access.
- Provided students with immediate results from the computerized assessment test for placement into appropriate courses.

*Results:*

English placement tests were switched from the College Board's paper-and-pencil *APS (Assessment & Placement System)* test, which was no longer on the Chancellor's "Approved List," to the College Board's *CPT (Computerized Placement Tests)*. The College Board's *Companion* (paper-and-pencil) test, com-

parable to the *CPT*, was selected to serve as an alternative instrument for off-campus testing.

*Status:*

Although conversion to the new test was completed in the summer of 2000, the automatic uploading of test results into the student database has not been modified to accommodate the new testing formats. This should be given priority status.

**GOAL #2: PROCESS STUDENT EVALUATIONS OF FACULTY IN A TIMELY MANNER.**

*Activities:*

- Scanned, transcribed, duplicated, and distributed the “Student Evaluation of Faculty” surveys.

*Results:*

Approximately 4,500 evaluations were processed for 183 faculty members (full-time and adjunct) across all academic divisions.

*Status:*

Completed. However, it is increasingly difficult to meet required deadlines. The funding and staffing allocations of the operation need to be evaluated to bring these in line with the current operational needs.

**GOAL #3: ENHANCE DELIVERY OF SERVICES THROUGH IMPROVEMENTS IN THE PHYSICAL ENVIRONMENT.**

*Activity:*

Identified and designed a facility to house the Assessment Center as it moved from paper-and-pencil to computer-based testing.

*Results:*

Room 1635 was remodeled to allow for a computer-based assessment program, accommodating approximately 13 computer stations.

*Status:*

The remodel of Room 1635 was completed and the Assessment Center is now permanently housed there. Although this addressed the initial need to convert to computer-based assessment, the space does not provide enough stations for the simultaneous testing of students during peak enrollment periods. This problem will be investigated.

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**UNIT: SPECIAL SERVICES**

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**Mission:**

To provide students with a range of programs and services, including tutoring, job placement, financial aid, and Extended Opportunity Programs and Services (EOPS), to support their academic goals.

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**Area/Program:**

**FINANCIAL AID**

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**Overview of Operations:**

The College offers a wide range of financial aid services provided to students. These services provide assistance to approximately 35% of the SCC student body. The Office of Financial Aid is responsible for the distribution of information related to student financial aid (grants, loans, scholarships, and work-study) and for the awarding of student aid funds provided by the federal and state governments. Such funds are also provided by private and not-for-profit organizations in the form of scholarships. All such funds assist students with access to the College by defraying admission costs and further assist the student in defraying educationally related expenses, such as books, rent, food, transportation, and child care. This Office determines student eligibility for awards and is responsible for their disbursement.

**Overall Evaluation and Recommendation:**

With the implementation of the new CalGrant programs, it is anticipated that there will be a significant increase of eligible students who will need to be served. This will place increased demand on existing staff and office space.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1: PROVIDE FINANCIAL RESOURCES TO QUALIFIED SCC STUDENTS.**

*Activities:*

Provided financial assistance to an increasing number of students.

*Results:*

| Grant Type  | Number of Awards | Dollars Disbursed  |
|---|------------------|--------------------|
| Board of Governors Fee Waiver (BOGG)              | 4,970            | \$526,098          |
| Pell Grant  | 1,270            | \$2,049,863        |
| Supplemental Educational Opportunity Grant (SEOG) | 436              | \$203,158          |
| Cal Grant B                                       | 99               | \$89,987           |
| Cal Grant C                                       | 41               | \$19,538           |
| Federal Work Study                                | 70               | \$135,118          |
| Subsidized Student Loans                          | 205              | \$ 562,062         |
| Unsubsidized Student Loans                        | 158              | \$513,343          |
| <b>TOTALS (NOT unduplicated)</b>                  | <b>7,249</b>     | <b>\$4,099,167</b> |

*Status:*

Will continue to expand.

**GOAL #2: CONDUCT FINANCIAL AID OUT-REACH.**

*Activities:*

- Provided information to community about financial aid opportunities.
- Redesigned Financial Aid website to improve access to information and resources.

*Results:*

Outreach Presentations:

- Fairfield Library
- Jesse Bethel High School
- SCC Latino Conference
- Vacaville High School
- W.C. Wood High School
- Vanden High School Time
- Armijo High School
- Fairfield Library
- GEAR-UP Program
- New Horizons & Re-Entry Program
- SCC Open House
- Napa/Solano Head Start Program
- College Awareness Day-Vallejo Center

Students can now access information on all available SCC scholarships and have a direct link to various federal and state financial aid resources, in-

cluding the *Free Application for Federal Student Aid* — FAFSA.

*Status:*  
Ongoing.

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**Area/Program:**

**STUDENT PLACEMENT SERVICES**

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**Overview of Operations:**

The Job Placement Officer works with staff and faculty on-campus, with owners, managers, and human resources directors off-campus to develop job opportunities for Solano College students and graduates. The staff work with interested job seekers in an attempt to place them in positions that match their interests, abilities, and goals.

**Overall Evaluation & Recommendations:**

Job orders (openings) continue to develop on a daily basis. SCC students and graduates are placed in both on-campus and off-campus work positions. However, the Job Placement Office is currently housed in Building 1100. This site is not conducive to providing quality services to students. It is recommended that the program be relocated to a more centralized and updated facility.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** PROVIDE QUALITY JOB PLACEMENT SERVICES FOR SCC STUDENTS AND GRADUATES.

*Activities:*

- Maintained contacts with area employers and posted daily employment opportunities.
- Participated in the annual Career Fair together with the Career Information Specialist.
- Arranged for employer presentations.
- Shared employment information with the Work Experience Program.
- 
- Referred students to appropriate job openings.
- Conducted job order follow-ups with employers.
- Computerized the processes of student matching and internet-based job search assistance.

*Results:*

The above referral and placement activities resulted in the following off-campus employment statistics:

| Activity<br>(June 2000 – May 2001) | Totals |
|------------------------------------|--------|
| Employer Contacts                  | 715    |
| Job Postings                       | 862    |
| Part Time Job Orders               | 390    |
| Part Time Job Openings             | 1,153  |
| Full Time Job Orders               | 472    |
| Full Time Job Openings             | 771    |
| Students Served                    | 1,988  |
| Referrals                          | 5,078  |
| Placements                         | 179    |

*Status:*  
Ongoing.

**GOAL #2:** MAINTAIN A VIABLE CAMPUS-BASED CALWORKS WORK-STUDY PROGRAM.

*Activities:*

- Worked with faculty and academic department staff to develop suitable work-study job openings for CalWORKs students.
- Posted current on-campus work-study opportunities.

*Results:*

Enhanced exposure of employment opportunities and career information to our student body.

| CalWORKS Work-Study Placements   | Totals |
|----------------------------------|--------|
| Work-Study Placements On Campus  | 62     |
| Work-Study Placements Off Campus | 18     |

*Status:*  
Ongoing.

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**Area/Program**

**TUTORING CENTER**

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**Overview of Operations:**

The Tutoring Center provides Solano College students with individual and group tutorial assistance in content, review, and study skills.

**Overall Evaluation & Recommendations:**

Each year, the Center hires between 150 and 200 tutors and serves from 600 to 1,000 students in over 80 subjects. Efforts to expand advertising and recruitment of tutors helped with meeting the needs of students asking to be tutored. However, requests for tutoring still exceed the availability of tutors.

Students have continued to express an interest in having tutoring services available evenings, on Saturdays, and during the summer session. The current location is inadequate for the size of the program and the need for quiet study areas. The program should be moved to a more centralized and updated facility.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1: PROMOTE PROGRAM AWARENESS.**

*Activities:*

- Provided in-class presentations to recruit tutors and students.
- Increased postings of fliers on campus by 70%.
- Mailed tutoring information to students.
- Began the development of an ASSC club for Tutoring Center program participants.

*Results:*

There was an increase in the number of students requesting tutorial assistance. However, the advertising efforts were not successful in recruiting enough tutors to meet the increased student demand. For example, during the Fall 2000 semester 30% of the students requesting tutorial assistance did not receive tutoring due to the lack of available tutors and hours.

Tutors have already submitted their names to indicate required interest to form a club for tutors. Topics of interest include tutor wages, policies and procedures, and training.

*Status:*

In progress. Efforts to promote tutor wage increases have been continuous and unsuccessful for many years. The required paperwork to charter a club for tutors will be submitted to the Student Development Office in fall 2001.

**GOAL #2: IMPROVE CLASSROOM RETENTION.**

*Activities:*

- Worked with tutors in encouraging students to stay in class.

*Results:*

Based on collected data of grades before and after tutoring, 62.4% of tutored students received a 2.0 or better in the course tutored. Furthermore, 70.5% of all tutored students completed the course in which tutoring was requested.

*Status:*

Ongoing. Will continue to expand activities.

**GOAL #3: IMPROVE ACCESS TO THE TUTORING CENTER.**

*Activities:*

- Explored development of e-mail tutoring.
- Increased tutoring hours available for ESL Conversation groups.
- Completed remodel and upgrade of Tutoring Center.

*Results:*

It was decided that e-mail tutoring should be tested with students enrolled in English courses. This process would allow students to e-mail their written papers to a tutor for critique.

The ESL tutoring component's participant rate has tripled, in no small part due to the involvement of the ESL faculty and the distribution of a newly developed ESL brochure.

The new paint and carpeting of Tutoring Center has significantly improved the general atmosphere and the purchase of white boards improved educational environment.

*Status:*

Ongoing. Attempts will be made to implement the e-mail tutoring for specified classes in the 2001-2002 academic year.

Although the remodeling of the Tutoring Center has resulted in a much improved environment, the facilities remain inadequate to effectively serve students.

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**Area/Program**

**EOPS**

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**Overview of Operations:**

The Extended Opportunity Programs & Services (EOPS) unit is staffed with the following full-time positions: two counselors, one EOPS/Cooperative Agency Resource (CARE) Specialist; and one Administrative Assistant.

The Program works closely with the Office of Admissions & Records, the CalWORKs Program, the Disability Services Program, and the Office of Financial Aid.

The counseling component is crucial to the success of the EOPS student, each of whom is assigned to a specific counselor. Regularly scheduled counseling appointments are made and drop-in sessions are also accommodated. Upon entry to EOPS, each student is provided a

program orientation. During subsequent appointments, each student constructs a comprehensive Individual Education Plan (IEP) with their counselor. Academic progress monitoring is carried out during the semester by direct contact with the faculty. Intervention by the EOPS counselors is an integral part of this process.

**Overall Evaluation and Recommendations:**

The academic year 2000-2001 was the first year that the Chancellor’s Office imposed target numbers for student enrollment in EOPS. Additional EOPS counselors will be needed in order to maintain the quality of service to these high-risk students while at the same time complying with the *Title 5* regulation mandating three counseling sessions per student per semester.

**Goals and Accomplishments for 2000-2001**

**GOAL #1: PROVIDE ACCESS TO ACADEMICALLY AND ECONOMICALLY DISADVANTAGED STUDENTS**

*Activities:*

- Implemented a formal process for the review of EOPS applications.

*Results :*

Each candidate for the Program was screened using the following criteria:

- Unit load
- Eligibility for Fee Waiver (A & B)
- Application for Federal Student Aid
- Review of transfer transcripts

Following the review of all pertinent documents required for entry to the Program, 396 students were admitted as EOPS participants.

| Factor                  | Count | Total     |
|-------------------------|-------|-----------|
| New EOPS Student        | 91    |           |
| Continuing EOPS Student | 305   |           |
| Book Services Program   | 91    | \$37,823  |
| EOPS Awards             | 215   | \$135,000 |

*Status:*

The Program will continue to identify and recruit potential EOPS participants.

**GOAL #2: ASSIST STUDENTS TO REACH THEIR ACADEMIC GOALS.**

*Activities:*

- Counselors counseled each student at least three times each month.

- Counselors intervened with students who were identified as experiencing academic difficulties.
- Developed Individual Education Plans (IEPs).
- Consistently monitored academic progress.

*Results:*

| Activity                | EOPS Students |
|-------------------------|---------------|
| Degree Completions      | 42            |
| Transfers               | 4             |
| Certificate Completions | 18            |

*Status:*

Ongoing.

**GOAL #3: ADVERTISE AND RECRUIT FOR THE PROGRAM.**

*Activities:*

- Streamlined the application for prospective EOPS candidates.

*Results:*

While the Dean of Special Services routinely made announcements of EOPS Program availability at each of the presentations for financial aid given to local feeder high schools, complementary efforts were made at the following local events: Latino Conference, College — Making It Happen, GEAR UP Program, New Horizons and Re-Entry Program, Solano College Open House, Napa/Solano Head Start Program, College Awareness Day, and on-site recruitment efforts during late registration.

*Status:*

The EOPS Program has provided outreach upon request. As the membership to the EOPS Advisory Committee is expanded, additional workshops will be presented on a systematic basis both at the local high schools and in the community. In this regard, we are still working with Winters High School to schedule visits throughout the academic year.

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**Area/Program**

**CARE**

Cooperative Agencies Resources  
for Education

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**Overview of Operations:**

The Cooperative Agencies Resources for Education (CARE) unit is staffed with one full-time EOPS/CARE Specialist and complemented internally with two EOPS Counselors, one CARE peer advisor, and the Special Services Administrative Assistant.

The Program works closely with the Office of Financial Aid, CalWORKs Program, Job Placement, New Horizon Program, Fresh N' Natural (campus food service), and the Tutoring Center.

CARE is an additional support service to qualified students who are participating in the CalWORKs Program or Temporary Aid for Needy Families (TANF). CARE provides additional financial assistance to eligible students who are:

- Single-parents and head-of-the-household
- Enrolled in 12.0 units (full-time student)
- At least one child under the age of 14
- Have applied for financial aid and receiving EOPS assistance (meet the EOPS *Title 5* regulations (economically and educationally disadvantaged))
- At least 18 years of age
- Have a vocational or academic objective and lack marketable employment skills.

The CARE students are participants in the EOPS Program and all requirements of the EOPS Program are addressed when providing services to them. CARE provides additional resources to address the needs of the CARE students with assistance in:

- Books and supplies
- Transportation or
- Childcare assistance (referrals available upon request).

#### **Overall Evaluation and Recommendations:**

During the 2000-2001 academic year, the CARE Program served 61 students and introduced a Meal Ticket Program for them. The program was implemented under the leadership and cooperation of Alex's Café and Fresh N' Natural food service continued with this program. Additional and innovative activities for the CARE students will continue to provide them with the support system to address individual needs. Workshops and other activities will continue to be provided through the New Horizon Program so that the CARE student is not overworked with requirements with all programs offered at Solano Community College. The collaborative effort is for the benefit of the CARE student. Networking activities are vital to the survival of the CARE students with upcoming and impending legislations for future support of the program.

#### **Goals and Accomplishments for 2000-2001**

**GOAL #1:** PROVIDE ADDITIONAL SUPPORT TO ACADEMICALLY AND ECONOMICALLY DISADVANTAGED STUDENTS

##### *Activities:*

- Worked with the CalWORKs Program and New Horizons Program regarding upcoming workshops for the CARE students.
- Provided Meal Tickets to CARE students in cooperation with the current campus food-service provider.

##### *Results :*

- Six workshop were presented during the academic year.
- 23 CARE students participated in the Meal Ticket Program.

##### *Status :*

The CARE Program will continue to work with the New Horizon Program and CalWORKs Program on behalf of CARE students. The Meal Ticket Program will also continue for CARE students.

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## UNIT: RESEARCH & PLANNING

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**Mission:**

To coordinate and support District research and planning activities by serving as a resource to management, faculty, staff, and students and to provide accurate and timely reports in compliance with federal and state mandates.

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**Area/Program:**

### INSTITUTIONAL RESEARCH & PROGRAM EVALUATION

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**Overview of Operations:**

This Office plans and executes studies to evaluate the effectiveness of various programs and their components and serves as a resource to the campus community for design, development, and implementation of data gathering instruments. A crucial step in carrying out this operation is to identify primary institutional source data as well as relevant external local, State and national demographic data. Data are collected via locally developed survey forms and may be extracted from the various databases resident on the District's mainframe or available through public agencies. Once collected, data are analyzed and the findings are used to develop clear, concise recommendations to improve programs and services. Findings and recommendations are disseminated to College administrators, faculty, staff, and the public through both published, formal reports and informal presentations.

This Office also provides contact lists, mailing labels, and detailed/aggregate reports on defined subpopulations of students (based on course enrolled/completed, major, units completed, GPA, &c.) for use by other Solano College offices and services.

**Evaluation and Recommendations:**

Using existing resources, this area has managed to maintain a reasonable turn-around time for all data requests (including survey design and scanning as well as data collected from outside sources). If feasible, high-priority requests are turned around during the same workday. Computer Services maintains a standard three-day processing schedule for all label requests. This seems sufficient to meet current needs. On-going research and evaluation reports (i.e., Program Review, accreditation, funding proposals, grant reports) consume a large amount of time for this office. Given the increasing demands on this Office, it is recommended that additional staff time be arranged, either through a non-paid internship position or a funded Faculty Research Fellowship position, to assist with work on specified research projects. Also, production time for major reports (e.g., the Program Review) can be shortened by developing ways to

automate data entry and also by using electronic posting via the District's intranet as opposed to duplication of hard copies.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** DESIGN, DEVELOP, AND IMPLEMENT RESEARCH PROJECTS IN SUPPORT OF ON-GOING COLLEGE PROGRAMS.

*Activities:*

- Developed an accountability model for student success that can be integrated into program evaluation and planning process.
- Developed and analyzed a survey for the ASSC concerning proposed changes in class scheduling.
- Developed surveys, collected and analyzed student data for Student Success and First-Stop/First-Look funded grants.
- Provided student and institutional information for various grant proposals.
- Developed customer satisfaction survey in support of the Fairfield-Suisun Chamber of Commerce (pro bono).
- Extracted data and prepared reports on student success and persistence through the English composition sequence.
- Developed two surveys and prepared results for the Solano County Children's Network (pro bono).
- Extracted and prepared student data for the evaluation of the basic math curriculum.
- Extracted data and prepared report on the College's reading requirement for graduation.
- Extracted and prepared student data for Matriculation Follow-up activities.

*Results:*

All data and information required was provided in a timely manner and a useable format.



*Status:*

One-time projects have been successfully completed. New pro bono projects for outside public agencies will be considered and handled on a case-by-case basis.

**GOAL #2:** IMPLEMENT USE OF THE COLLEGE BOARD'S CPT FOR ENGLISH PLACEMENT.

*Activities:*

- Developed initial placement criteria for using the CPT for course placement in the English composition sequence.
- Worked with Computer Services to develop Internet download interface with existing student database on mainframe.
- Developed use of alternative, paper-and-pencil form to the computer-based CPT (The Companion).
- Worked with Computer Services to develop upload program to interface with existing student database on mainframe.

*Results:*

Initial placement criteria were established based on research of correlation between the APS and the CPT. These are the same for the Companion. Unfortunately, Computer Services has had insufficient resources to allocate to the interface projects. Student test results are input by hand through the Counseling Department.

*Status:*

The computer interface projects will be carried over into the next academic year.

**GOAL #3:** VALIDATE THE USE OF THE CPT/LOEP FOR USE IN ESL PLACEMENT.

*Activities:*

- Collected CPT/LOEP and ESL student data to evaluate the validity of using test scores to predict student course success.
- Worked with ESL faculty to develop initial placement criteria.
- Worked with Computer Services to develop Internet download interface with existing student database on mainframe.

*Results:*

Insufficient numbers of students hampered the development of these activities. Students, who are already tested and placed using the CELSA test, were asked to re-test during class time. Students who

didn't finish were requested to return, on their own time, to complete the tests. This didn't happen in sufficient numbers to develop a solid baseline data.

*Status:*

These activities will be carried over into the next academic year.

**GOAL #4:** PUBLISH DOCUMENTS FOR INTERNAL AND EXTERNAL DISTRIBUTION AND USE.

*Activities:*

- Developed and published an enhanced biennial "Program Review"
- Researched and prepared information materials on the interpretation of CPT scores and the use of the test by students.
- Prepared "Facilities Master Plan"
- Prepared student and general demographic materials to support the Governing Board's planning retreat.

*Results:*

Documents prepared in a timely manner and useable format.

*Status:*

The projects recur periodically — either annually, biennially, or every three to five years. They require a significant commitment of resources. It is important that new, more efficient ways of generating and distributing the reports be explored.

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**Area/Program:**

**STRATEGIC PLANNING**

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**Overview of Operations:**

Facilitate and direct all District/College planning. Provide coordination and leadership to the Strategic Plan Coordinating Council.

**Evaluation and Recommendations:**

This Office continues to serve as a valuable resource for the District and units in the development of planning documents. Annually all three-year and operational plans are forwarded electronically to this Office, which has the responsibility of combining and sorting all plans, keeping senior managers apprised of the potential implications for the District's other major plans (e.g., Human Resources, Financial, Facilities, &c.). Area managers are expected to provide sufficient detail on their annual operational plans and to maintain their current status and outcomes so that an outside reader can understand the described activities

and be able to evaluate their worth. It is recommended that a training program be instituted for all budget managers on how to use the three-year and operational plans as management tools. It is recommended that the entire planning system be evaluated by the institution for efficiency and effectiveness.

**GOAL #1:** DEVELOP AND IMPLEMENT A DISTRICT-WIDE, INTEGRATED PLANNING AND EVALUATION PROCESS.

*Activities:*

- Provided support to units for development of unit-level plans and to district-wide groups for the development of district-wide plans.
- Developed and implemented a process to evaluate the district-wide planning process.
- Developed an enhanced “program review” report focusing on objective measures of student success.
- Facilitated the Governing Board’s planning retreat.

*Results:*

As staff members gain more experience in carrying out unit-level planning activities, the process is becoming more and more institutionalized. Three major institutional plans (Technology, Human Resources, and Facilities) have begun initial development along the lines of the SCC planning model.

*Status:*

These are annual, on-going tasks involving all managers and levels of the institution. Some areas are more efficient and effective than others in completing the planning steps and using the outcomes to shape and implement change in their areas. To op-

timize benefits to the District, the process should be streamlined, where possible, and more training done to familiarize managers with the process and the use of the Excel-based plans as management tools.

**GOAL #2:** SERVE AS DISTRICT LIAISON, PROVIDING INFORMATION TO EXTERNAL AGENCIES

*Activities:*

- Provided District mid-term and annual reports, as required, to the Western Association of Schools and Colleges’ (WASC) Accrediting Commission for Community and Junior Colleges (ACCJC).
- Supervised completion of fall, winter, and spring reports for the Integrated Postsecondary Education Data System (IPEDS) mandated by the Federal government.
- Provided update materials for references published by such organizations as Key Facts, Falcon Management Group, Chronicle Guidance Publications, and the National Beta Club.

*Results:*

Documents prepared and delivered in a timely manner using required reporting formats.

*Status:*

This Office serves as the focal point for questions about the College, its curriculum, and students. Although these are annual projects, they differ year-to-year in certain specifics, requiring constant modification to both data collection and reporting. Where feasible, report protocols should be developed to ensure consistency in data extractions, analyses, and reporting formats.

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**UNIT: STUDENT DEVELOPMENT**

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**Mission:**

To complement the academic program of studies and enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, health, recreational, student leadership, and governance programs.

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**Area/Program:**

**ADMINISTRATION & SERVICES**

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**Overview of Operations:**

The Student Development Office serves the students and the campus community as an events, information, and resource center. This Office is responsible for coordinating and providing a wide range of services. The Office is also responsible for the development and coordination of special events, including commencement, Women's History Month, Black History Month, Cinco de Mayo, Filipino Cultural Night, and other multicultural activities.

**Overall Evaluation & Recommendations:**

The Student Development Office's functions are very broad and are often planned and carried out in coordination with students and other programs. Collaboration with other campus programs is effective in serving students and should continue. The Office is currently staffed by a Director and an Administrative Assistant. The hiring of an additional part-time staff member would allow the Director to spend less time on routine, administrative matters, and more time on management and program development tasks.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** RESPOND TO REQUESTS IN AN ORDERLY AND TIMELY MANNER.

*Activities:*

- Responded to students, staff, faculty and the general public via e-mail, telephone, walk in, or written requests for various services.
- Provided general information to members of the campus community and to visitors regarding District policies and procedures, services offered, and sponsored events and activities.

*Results:*

| Type of Service   | Fall 2000 | Spring 2001 | Total |
|---|-----------|-------------|-------|
| I.D. Cards  | 1,871     | 1,175       | 3,049 |
| Validation Stickers for I.D. cards                              | 4,596     | 2,591       | 7,187 |
| ASSC and Club & Activities                                      | 115       | 68          | 183   |
| Lost and Found Items  | 409       | 410         | 810   |
| Vendor Display Tables   | 16        | 25          | 41    |
| ASSC Newsletters  | 15        | 16          | 31    |
| Blood Drives  | 1         | 1           | 2     |
| Requests to Approve Flyers                                      | 320       | 400         | 720   |
| Graduation Participation Requests                               | 0         | 327         | 327   |
| Vending Refunds   | 160       | 200         | 360   |
| Lobby Copier Assistance   | 32        | 40          | 72    |
| Rm. 1404 Reservations   | 132       | 133         | 265   |
| Housing Information   | 16        | 20          | 36    |
| Transportation Schedules/Info                                   | 80        | 100         | 180   |
| Student Information Center: estimated number of students served | 2,000     | 1,600       | 3,600 |
| Campus Tours & HS Visits  | 6         | 10          | 16    |
| Ride Share/Carpool Placards                                     | 40        | 40          | 80    |

*Status:*

Ongoing.

**GOAL #2:** PROMOTE AND FACILITATE COMMUNITY RELATIONS AND STUDENT OUTREACH AND RETENTION.

*Activities:*

- Coordinated the Student Information Center.
- Coordinated student tours, student speakers, and student outreach and recruitment activities such as ASSC presentations at high schools; hosting High School Counselors on tour at SCC; and student panels for the High School Principal's Breakfast and SCC Spring Open House.
- Assisted with the coordination of multicultural and diversity programs.
- Served on regional Transportation Taskforce of public transit agencies and government groups to ensure the needs of SCC students are addressed.

*Results:*

Positive, collaborative relationships with on-campus and off-campus service providers continue to develop and become stronger. This, in turn, helps promote student access, student success, and good relations between the campus and community.

*Status:*

Continue to work with county and city agencies and individuals to address the public transit needs of SCC students.

**GOAL #3: IMPLEMENT A STUDENT ACTIVITIES TRANSCRIPT.**

*Activities:*

- Met and discussed proposed Student Activities Transcript with constituencies, including students and Student Services Managers.
- Presented proposal to Shared Governance Council for information, discussion, and approval.
- Presented proposed new policy to Governing Board for information and approval.

*Results:*

Solano Community College District “Student Services Policy 5700 (Student Activities Transcript)” was adopted by the Governing Board..

*Status:*

Completed.

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**Area/Program:**

**STUDENT GOVERNMENT**

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**Overview of Operations:**

The Director of Student Development provides administrative support and individual and group advising to the Associated Students of Solano College (ASSC) organization. The ASSC meets on a weekly basis and plays an integral role in the College’s shared governance process.

**Overall Evaluation & Recommendations:**

There has been increased activity by student organizations on campus along with increased participation of the ASSC in important decision-making processes. Efforts to orient and prepare the students for their decision-making roles should be continued. A student manual on the roles, responsibilities, and purposes of the campus-wide committees on which students serve should also be considered for future development.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1: INCREASE AND ENHANCE THE STUDENTS’ ROLE IN THE SHARED GOVERNANCE PROCESS.**

*Activities:*

- Recruited students to serve in student government.
- Provided training for students who participated in student government.

*Results:*

The Director of Student Development held three training retreats related to student leadership roles, functions, and techniques.

Twenty-two students served on twelve campus-wide committees, including the Shared Governance Council, Curriculum Committee, FAB-PAC, Safety, Enrollment Management Group, Facilities Master Plan Committee, College Review Board, Parking Committee, K-12 Special Admissions Taskforce, Transportation Taskforce, Food Services Advisory Committee, and Student Center Taskforce.

*Status:*

Completed.

**GOAL #2: PROVIDE LEADERSHIP AND DIRECTION FOR THE STUDENT GOVERNMENT.**

*Activities:*

Provided an environment in which ASSC was encouraged and aided in developing a stronger, better-prepared student government leadership who will work to expand their involvement with the campus community and society.

*Results:*

ASSC officers and Student Senators participated in POLSC 50: *Student Leadership* and developed the 2000-01 ASSC Student Budget.

Solano College was represented on three national and statewide student associations. The AS President served on the Board of Directors for the American Student Association of Community Colleges (ASACC) and as the California Student Association of Community Colleges (CalSACC) Region II President. The AS Co-VP and Treasurer served as the CalSACC Region II Secretary.

The ASSC approved requests for funding from campus and community programs and activities totaling \$116,959.

ASSC-sponsored events included: Holiday Food Drive (7,028 food items/4000 lbs. were collected, representing the 3<sup>rd</sup> highest school in the county); Adopt-A-New Horizons Family (\$1,000 in gifts); fall and spring Solano Daze; 2<sup>nd</sup> Annual Harvest Moon Dance; Monte Carlo/Mardi Gras Night (275 attendees and \$1,400 raised); Open Student Forum during National College Week; Student Survey on Proposed Class Schedule Changes; and fall and spring Student Information Center.

*Status:*  
Ongoing.

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**Area/Program:****STUDENT ACTIVITIES**

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**Overview of Operations:**

The Director of Student Development provides leadership and technical expertise to student organizations regarding the planning and implementation of a wide range of student activities. These activities are designed to instill an institutional spirit, to provide forums for students to participate in the collegial sharing of ideas, and to enhance the development of students' leadership, decision-making, and other related skills.

**Overall Evaluation & Recommendations:**

Student activities have been successful in spite being centered in an atmosphere of frequent interruptions, noise, and commotion taking place in the Student Center Lobby, Cafeteria, Bookstore, and surrounding offices. It is anticipated that the planned remodel of Building 1400 will alleviate some of these distractions. In addition, the College should consider hiring a Student Activities Coordinator to meet the increased demand on the Student Development Office.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** PLAN AND IMPLEMENT A DIVERSE PROGRAM OF STUDENT ACTIVITIES.

*Activities:*

- Approved the renewal or formation of 32 active student organizations.
- Informed students about institutional policies and procedures, preparing equipment, events set-up, and facilities-use forms, and developing and designing news releases, posters, announcements, and other publicity to promote campus events.

*Results:*

Attended, supervised, and/or helped coordinate 182 student activities at Solano College: 115 activities

during Fall 2000 and 67 activities during Spring 2001.

*Status:*  
Ongoing.

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**Area/Program:****STUDENT HEALTH CENTER**

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**Overview of Operations:**

The Student Health Center is available to serve approximately 20,000 students and over 400 faculty and staff annually. The Center seeks to promote an understanding of health and aids in developing sound health practices as well as to treat ill, injured, or stressed students. The Center provides basic medical services under contract with the Solano County Department of Health & Human Services.

**Overall Evaluation & Recommendations:**

The Student Health Center has provided a critical service to SCC students, many of whom have no medical insurance, and has made a difference in student academic retention and success.

Expanded service hours for the Student Health Center during weekend college, intercession, and summer session should be explored as these academic program offerings are further developed. The planned renovation of Building 1400 will address the inadequate space in the Student Health Center. In addition, utilization of student health monies to fund a part-time Crisis Counselor should be considered to address the growing need for psychological services to students.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** PROMOTE OPTIMUM HEALTH AMONG SCC STUDENTS.

*Activities:*

- Developed and administered the Student Health Center budget and services.
- Planned, organized, and coordinated health care services for students, including expanded services at the Vacaville and Vallejo centers.
- Provided Public Health Nurse skilled intervention services to the campus community.
- Beginning Fall 2000, offered chlamydia and gonorrhea testing to students.

*Results:*

| <b>Classifications of Student Health Center Services</b> | <b>Total</b> |
|--|--------------|
| Males Served   | 1,170        |
| Females Served   | 2,471        |
| Staff/Faculty Served                                     | 668          |
| 911 Calls Avoided  | 21           |
| 911 Calls Placed   | 5            |
| Off-site visits (VVCTR 12/sem. & VJFK 6/sem.)            | 67           |
| HIV Tests: 4-6 times per semester                        | 33           |
| Chlamydia/Gonorrhea tests                                | 65           |
| Staff TB Screening                                       | 129          |
| AmeriCorps (non-student) TB screening                    | 4            |
| Student TB screening                                     | 105          |
| Flu Shots  | 59           |
| Vaccines   | 16           |

*Status:*

Ongoing.

**GOAL #2:** PROVIDE HEATH EDUCATION PROGRAMS FOR STUDENTS.

*Activities:*

Conducted outreach and health education activities at the main campus, including wellness and parenting issues, substance abuse, and sex education.

*Results:*

Health services were planned and offered according to the needs of the students, the educational programs, and the community. All students who utilized the Health Center received service, health education, and community resource referrals related to their health needs.

*Status:*

Ongoing.

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**Area/Program:**

**NEW HORIZONS PROGRAM**

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**Overview of Operations:**

The SCC New Horizons Program's mission is to empower students to become self-sufficient through education and work, and to discover the connection between the workplace and education. In many instances, the students served in the Program are "re-entry" students (i.e., single parents, displaced homemakers, single pregnant women) seeking counseling and guidance services relative to their educational success and workforce preparation.

**Overall Evaluation & Recommendations:**

The New Horizons Counselor has provided counseling services to students that have enabled them to be successful in achieving their educational and workforce goals. There have been an increase in the number of students seeking the services of the New Horizons' Counselor. Institutional support for the hiring of a full-time New Horizons Program Counselor should be considered to meet the needs of a growing re-entry population.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1:** SUPPORT THE NEEDS OF RE-ENTRY AND SPECIAL POPULATION STUDENTS.

*Activities:*

Supplied students with relevant information and support to stay in school through such activities as academic and job-preparation workshops, book grants, and personal counseling.

*Results:*

| <b>Activity</b>   | <b>Total</b> |
|---|--------------|
| Attended Job-Preparation Workshops  | 185          |
| Received \$100 Book/Supply Voucher  | 39           |
| Referred to Other Agencies  | 120          |
| Received Holiday Present Sponsored by ASSC & AGS (parents/children)                             | 39 / 120     |
| Received Transportation/Childcare Stipends from Children & Families Commission of Solano County | 33           |

*Status:*

Completed.

**GOAL #2:** DEVELOP FUNDING SOURCES TO SUPPORT THE NEW HORIZONS PROGRAM.

*Activities:*

Developed and submitted grant proposals to the following funding sources: SCC Deans (for VATEA funding); ASSC; Mervyn's of California; Anheuser-Busch Brewing Company, and the Children & Families Commission for Solano County.

*Results:*

New Horizons was awarded grant funding totaling \$33,700 from ASSC for the Counselor/ Coordinator salary and book grants; Mervyn's of California for book grants; Anheuser-Busch for book grants; and from the Children & Families Commission of Solano County for childcare and transportation stipends to student parents of children up to five years old to attend parenting education workshops.

Categorical funding (i.e., VATEA) allowed the program to operate in 1998-99 and 1999-2000. This

year, 2000-01, the part-time faculty position was partially funded by a grant from the Associated Students (ASSC) and VTEA funds. Continuation of the program in 2001-02 is dependent upon securing external funding sources.

*Status:*

Ongoing.

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**Area/Program:**

**SUBSTANCE ABUSE PROGRAM**

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**Overview of Operations:**

The Substance Abuse Program operates in conjunction with the Student Health Center. The program offers assistance to students with problems associated with drug and alcohol use and students who are in recovery from substance abuse. The program provides 12-step program information and holds Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and Al-Anon meetings on campus.

**Overall Evaluation & Recommendations:**

The Substance Abuse Office has made great strides in promoting its activities and conducting outreach to the students. The Substance Abuse Program Coordinator should expand cooperative work relationships with campus constituent groups.

**Goals & Accomplishments for 2000-2001:**

**GOAL #1: IMPLEMENT ALCOHOL AWARENESS AND PREVENTION PROGRAM.**

*Activities:*

- Assisted students who have problems associated with drug and alcohol abuse by providing one-on-one counseling and making referrals to community resources.
- Facilitated AA, NA, and Al-Anon meetings on campus.
- Recruited and trained peer health educators for the Substance Abuse Program.
- Increased outreach efforts on campus by hosting a “mocktails” event; visiting ten classrooms to inform students and staff about the Substance Abuse Program; developing promotional materials and press releases; and posting program information.
- Hosted the annual SCC Spring Health Fair and other health-related activities, in conjunction with the Student Health Center.
- Developed and implemented a health-related Speakers Program for SCC students.

*Results:*

| Type of Assistance | Fall 2000 | Spring 2001 |
|--------------------|-----------|-------------|
| Alcohol            | 23        | 39          |
| Drugs              | 26        | 24          |
| Co-dependency      | 27        | 31          |
| Domestic Violence  | 23        | 24          |
| Substance Abuse    | 11        | 7           |
| Al-Anon            | 9         | 11          |
| Suicide Prevention | 1         | 6           |
| Relationships      | 36        | 46          |
| Parenting          | 19        | 21          |
| Panic/Crisis       | 0         | 0           |
| Referrals          | 20        | 33          |
| Other              | 26        | 25          |

| Type of Activity                   | Students Served |
|------------------------------------|-----------------|
| Counseling/Advising (unduplicated) | 271             |
| Student Peer Educator Training     | 8               |
| Classroom Presentations            | 264             |
| Speakers Program                   | 29              |

*Status:*

Ongoing.