

## B. Student Support Services

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*The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

### **II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the Mission of the institution.**

#### Description:

Solano Community College is dedicated to providing quality, innovative and accessible student service programs. The College strives to address and identify the needs of its diverse student population consistent with our Mission to be a premier educational institution.

Meeting the educational needs of our students is of utmost importance. The College's student service programs reflect collaboration through shared governance and an innovative approach to meeting the students' needs while promoting their success.

The College has a commitment and responsibility to design and maintain student service programs which promote success as students pursue their educational goals. The College strongly supports continued evaluation of these programs in an effort to improve student services.

The College Student Services program has addressed the criteria for this standard through the program review process, which operates on a two-year cycle; and each department under Student Services participates in this process.

Through this process, programs receive an executive summary report, consisting of recommendations and identification of areas to be improved and areas that could benefit from additional institutional support. Additionally, many special student service programs have designed their own annual evaluations.

A comprehensive program review was conducted in 2001-02 [2B-1]\*. Another review is scheduled for 2005-06. Each year, the managers, in conjunction with staff, evaluate progress in completing annual goals and objectives. Students are also formally surveyed each year to determine their levels of satisfaction with student support services [2B-2].

In keeping with the Mission of the College, the Student Services area strives to create a learning environment that both challenges and supports students in achieving their educational goals. Student Services is dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in the 21st century. Thus, the College Catalog [2B-3] identifies a broad range of student support services offered.

The College actively participates in offering support services to students at each of the off-campus centers, via online courses, Registration Services via Phone (R.S.V.P.), and online registration (including access to the current schedule and catalog) and an online orientation. Students are provided direct access regardless of location. Limited counseling services are

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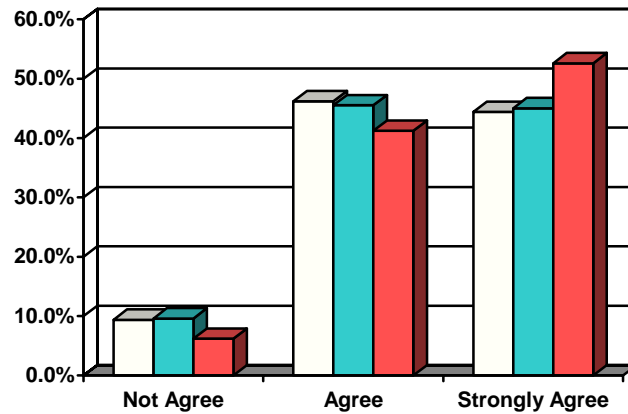
\* References are marked with square brackets [ ] and listed at the end of the Standard.

currently offered at the Vallejo, Vacaville, and Travis AFB centers. As the Vallejo and Vacaville centers are developed, the College has planned to begin operations with one FTE Counselor and one FTE Financial Aid Outreach Specialist providing services at each center.

**Evaluation:**

The College meets this standard.

- Figure II-2: Student Agreement with ease of Online Application & Registration, Fall 2002, Fall 2003, Fall 2004



The College assures the quality of student support services through an annual review of the three-year plans by Student Services personnel. At the beginning of each academic year, Student Services staff is asked to review and provide input for the unit plans. Student Services managers meet biweekly to assess and evaluate quality of student support services. In-service trainings are required for Student Services staff to ensure quality and delivery of student support services. The student services programs collect data that demonstrate and assure quality of student support services.

**Planning Agenda:**

The Vice President of Student Services will develop a plan to address the delivery of services to the disabled student population at the centers.

**II.B.2. The institution provides a Catalog for its constituencies with precise, accurate, and current information concerning the following:**

a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources

- Names and Degrees of Administrators and Faculty
  - Names of Governing Board Members
- b. Requirements
- Admissions
  - Student Fees and Other Financial Obligations
  - Degree, Certificates, Graduation, and Transfer
- c. Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
  - Nondiscrimination
  - Acceptance of Transfer Credits
  - Grievance and Complaint Procedures
  - Sexual Harassment
  - Refund of Fees
- d. Locations or publications where other policies may be found.

**Description:**

The College is a public two-year associate degree granting college accredited by the Western Association of Schools and Colleges. The address and phone number of the campus and Centers are provided on the first page of the Catalog. This information is also available on the College's Web site at [www.solano.edu](http://www.solano.edu) and in the Schedule of Classes. The College Catalog is available in hard copy at the office of Admissions and Records, the College Bookstore, in the Community Services Office, and at both the Vacaville and Vallejo Centers. The Catalog is also available free of charge online on the College's Web site.

The College Catalog is reviewed and updated annually by the College community and includes the Mission Statement; course, program, and degree offerings; academic calendar and program length; available student financial aid; available learning resources; names and degrees of administrators and faculty; and the names of Governing Board members.

The academic freedom statement is located in the Catalog, the Student Handbook: Rights, Responsibilities, & Procedures [2B-4] and Faculty Handbook [2B-5].

The Catalog provides requirements for admission, degrees, certificates, graduation and transfer, as well as student fee information, financial aid services, and the process for fee refunds. Additionally, the Catalog lists policies affecting students (academic regulations, including academic honesty, nondiscrimination, sexual harassment, and acceptance of transfer credit). Complaint/grievance procedures are found in the Student Handbook.

The Student Handbook is published annually and is available in each building on campus, the office of the Vice President of Student Services, the Student Development Office, and at the off-campus Centers. The handbook contains information on student responsibilities and rights, matriculation procedures, *Student Right to Know* information, privacy of records, civil rights, and academic freedom statements for both students and faculty. The handbook

outlines complaint and grievance procedures, and College safety information in accordance with the *Crime Awareness and Campus Security Act of 1990*.

The Vice President of Academic Affairs, the Vice President of Student Services, and the Associate Vice President of Workforce and Community Development are currently reviewing and reorganizing the process for Catalog publication. Part of this revised process may be to convene a Catalog Committee that includes campus-wide representatives to review annually the Catalog from cover to cover to ensure information is accurate, complete and current.

**Evaluation:**

The College meets this standard.

**Planning Agenda:**

None.

**II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

**II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

**Description:**

The College provides equitable access to students through enrollment services offered by the offices of Financial Aid Outreach, Admissions and Records, Financial Aid, Disability Services Program (DSP), Extended Opportunities Programs and Services (EOPS), and the Counseling Division, which are headquartered at the Fairfield campus, but also available at the centers.

Applications to the College are mailed to all county residents three times a year through the College Class Schedule for fall, spring, and summer. They are also available online.

Students who register in person at the campus can enroll by completing an application in the Counseling Department, DSP, Library, Admissions and Records, and California Work Opportunities and Responsibility to Kids (CalWORKs).

The College maintains two electronic displays of College information. One is located at the office of Admissions and Records, and the other is in the Student Center; and these displays answer the many frequently asked questions.

For the convenience of students who do not have access to the campus, accommodations have been made for them to apply and register online from the College's Web site. Application and registration can also be completed at the centers in Vallejo, Travis Air Force Base, and Vacaville, or by mail. Students can also register by telephone. Additionally, all students can have their assessment testing done on the Fairfield campus or at the Vallejo and Vacaville Centers.

Efforts are made to accommodate the needs of both day and evening students, and many services are provided online, allowing increased access reducing constraints.

Most College publications and announcements of College activities and programs are available online at <http://www.solano.edu/news/index.html>.

For the convenience of the students, the College has provided several ways for students to request official transcripts, such as written request, fax, or in-person. Unofficial transcripts are available online.

The College Bookstore provides textbooks and instructional materials for the students, as well as carrying a wide variety of reading materials, reference books, and College logo clothing. The Bookstore works closely with many of Solano County's transportation departments, making it convenient for students to purchase bus passes in the Bookstore. The Bookstore offers an online ordering service through its Web site. Bookstore services at the Centers are no longer provided due to recent budget cuts.

The College offers parking permits for on campus parking. At the campus, the students and staff have a choice of six parking lots. The College provides disabled/handicapped parking and visitor parking, in addition to daily parking permits, rideshare permits, and motorcycle parking. Parking is enforced Monday-Friday from 8 a.m. – 10 p.m. Parking is not enforced in student lots 1-6 during the first week of summer or the first two weeks of the fall and spring semesters. Parking is free at the Vallejo Center. A parking permit is required at the Vacaville Center.

The College provides many different federal and state financial aid resources through the Financial Aid Office and EOPS, which offer financial and academic services, making the College more accessible to prospective students. EOPS offers services to students, both financially and educationally disadvantaged. These services include assistance in transferring to four-year colleges and universities; academic, career, and personal counseling; book services, and priority registration. The Financial Aid Office maintains a comprehensive Web site and conducts outreach workshops throughout the year.

The federal and state governments and scholarship donations provide students access to higher education. The College participates in the following programs: State Fee Waivers; State Fee Credits; State Board of Governors Grants; CAL Grants; Federal Pell Grants; Federal Supplemental Educational Opportunity Grants; Federal College Work-Study; Federal Family Educational Loan Program (FELP); Federal Parent Loan for Undergraduate Students; the state-funded Extended Opportunity Program Service Grant; and the State Chafee Grant for foster youth.

To further the commitment to student access, the College has created a new position, Student Services Specialist-Financial Aid Outreach, established at the start of the 2004-05 academic year. The new Financial Aid Outreach Specialist initiated a campaign, announcing statewide and local financial aid deadline for filing for the State CAL Grants and the Federal Pell Grants, and the critical March 2 deadline for transfer students. In addition, the new Financial Aid Outreach Specialist promotes a media blitz, via the local radio station and newspapers, announcing presentations and workshops throughout the county.

The College Counseling Center provides general, transfer and personal counseling for students. Additional counselors are available for students in CalWORKs, DSP, Cooperative Agency Resources for Education (C.A.R.E.) programs, EOPS, and the Puente project. Counselors are at the Centers as well.

Counselors offer career, educational and personal counseling services. They work with students to help them understand their interests, abilities and steps in achieving their goals. The counselors help students choose courses carefully to bolster academic success and to help the students attain their goals while attending the College.

The DSP Office ensures compliance with ADA (Americans with Disabilities Act) standards and assures access by assisting special needs students with appropriate academic adjustments, such as test accommodation, provision of specialized equipment (including computer-based modifications), and academic material in alternate media. Shuttle service between classes is available to students.

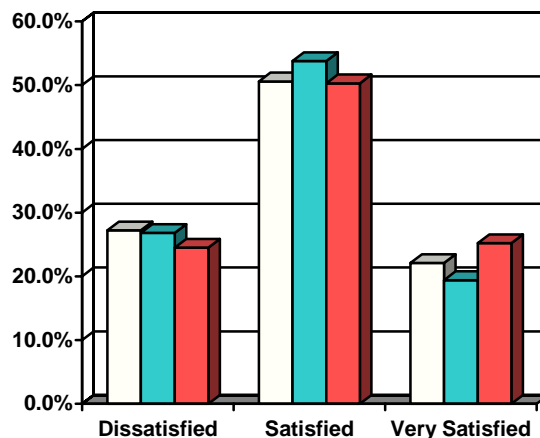
The Vice President of Student Services and the Dean of Counseling & Disability Services evaluate student support services annually and adjust services as needed semester by semester. This involves research to assess current learning support needs and to identify burgeoning needs, regardless of service location or means of delivery.

Student Services has used a “point-of-service” approach to evaluating student support services. Although the paper-&-pencil surveys are available in all Student Services offices for student use on an ad hoc basis, a one-week period is usually set aside every year to solicit student responses, typically scheduled in the middle of spring semester. The analyzed data is reported to the Student Services managers. This survey titled “How Do We Rate?” is only one measurement of student needs. Students voice needs directly to counselors and program staff, who meet to discuss these and, if warranted, propose program modifications/creations in unit-level Three-Year Plans. This anecdotal approach to determining student need is supplemented by professional observation, workload analysis, and evaluation of issues and trends that affect students and the College community. This process has effected a modification in the counseling appointment process and scheduling coordination of placement tests and ESL student orientations. Students have also been involved in the discussion and planning of the design of the new Student Services Center, as well as both the Vallejo and Vacaville centers. Counselors, staff, and students are mutually involved in these planning efforts.

#### Evaluation:

The College meets this standard.

- Figure II-3: Example of Student Satisfaction with Student Services: Counselor Help with Goals, Fall 2002, Fall 2003, Fall 2004



The College offers a broad range of services to support students as they pursue their educational objectives. Programs and services are publicized through orientations, workshops, the comprehensive College Web site, the Catalog, the Class Schedule, and program brochures.

The College has continued to improve with increased use of technology to assist students in educational pursuits. Despite budget cuts, every effort has been made to increase online services to students and staff. The College is committed to expanding services to its communities, as the full impact of our Measure G Bond Project creates centers in Vallejo and Vacaville. One particular concern is outreach, especially to high school students.

The College eagerly anticipates the completion of the new Student Services building in the year of 2006-07, which will comply with accessibility standards. Additionally, efforts will continue to offer technological and space modification accommodations for students in the Disability Services Center.

Efforts are made to accommodate the needs of both day and evening students. Online services are particularly important, now that budget cuts have resulted in reduced in-person office hours.

According to data from the Student Accreditation Self Study Survey, most students express a high level of satisfaction for almost all of the student support services.

Planning Agenda:  
None

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

Description:

The College strives to establish a learning environment that encourages civic responsibility and the personal development of all students. The Student Development Office (SDO) is responsible for promoting student involvement and development in order to enhance the educational experience of all students. The SDO, located in the Student Center Building plans, organizes, and directs a number of student development programs, activities, and services, including student government, student activities, students clubs, and student health, which foster intellectual, ethical, leadership, and personal development for all students at the College. The Director of Student Development provides leadership, support, and technical assistance to student government and student organizations on campus, and facilitates communication between the administration and students.

The Student Development Office also oversees the Student Health Center, the College having contracted with the Solano County Health and Social Services Department to provide student health services. Funded by student health fees, the center is staffed by a full-time Public Health nurse and a full-time health services assistant and is in operation during fall and spring semesters.

Health services are planned and offered to meet the needs of students, the educational programs, and the community. All students who utilize the health center receive service, health education, and community resource referrals.

Approximately 2000 students utilize the services each semester. The primary reason that students utilize the Health Center is need for medications, followed by acute care for injuries and health information. Health and wellness activities include confidential HIV testing, blood drives, an annual Community Health and Resources Fair, sex education, World AIDS Day event, substance abuse information and activities such as “mocktails” (non-alcoholic cocktails), and collaboration with the Children’s Program.

An increase in student health fees to the maximum \$13 per semester allowed by law was approved by the Governing Board for implementation in 2004-05. This was critical to the continuation of the Student Health Center in light of the increase in the number of students eligible to receive Board of Governor's Grant (BoGG) waivers, which exempt students from paying the Student Health Fee, and the rising contract costs for health services at the county level.

Due to the lack of a formal Re-entry Student Program, Student Development and the Student Health Center instituted the New Horizons Program, which provides free monthly seminars on topics especially relevant to re-entry students, ranging from financial aid, obesity, parenting skills, self-esteem, women's issues, health, and personal finance.

Furthermore, the College encourages students to participate in student government, enabling them to be involved in shared governance as an integral part of the campus community. The Associated Students of Solano College (ASSC) is represented by an Executive Board (President, Vice President, Legislative Advocate, Secretary, and Treasurer); the Student Trustee; and a thirteen-member Student Senate. Each year in the spring, the student body elects a President, Vice President, Legislative Advocate, and Student Trustee. ASSC executive officers and senators manage ASSC business and represent a variety of ages, interests, and academic majors. They sometimes have prior student government experience, but often they are simply interested in exercising leadership potential.

The ASSC's major responsibilities include appointing officers and students to campus-wide committees. ASSC has two student representatives on the Financial and Budget Planning Advisory Committee (FABPAC); one representative on the Safety Committee; one representative on the Food Services Advisory Committee; two representatives on the Curriculum Committee; two representatives on Shared Governance Council; three representatives on the College Review Committee; one representative on the Staff Diversity Committee; two representatives on the Facilities Planning Committee; one representative on the Calendar Advisory Committee; and one representative on the Strategic Technology Advisory Committee, as well as representatives on numerous hiring committees and task forces. The task forces in 2004-05 included the Program Review Task Force and Student Learning Outcomes (SLOs). There is also student representation on the Measure G Bond Oversight Committee. ASSC is also actively involved in Region II, California Student Association of California Colleges (CalSACC) and the American Student Association of Community Colleges (ASACC).

ASSC is an integral part of Shared Governance on campus and is involved in developing College policies and annual budget; adoption and oversight of an annual ASSC budget which totaled \$173,000 in 2004-05; providing assistance and support to campus clubs through the Inter-Club Council; administering a program of activities and services for students; and allocating funds for programs and projects. The ASSC's Report by the ASSC Governing Board representative is a regular Board agenda item at Governing Board meetings. The Student Trustee, elected by the student body, has an advisory vote at Governing Board meetings.

The ASSC is provided training in parliamentary procedure; effective meeting techniques; students' roles, rights, and responsibilities with regard to shared governance, as well as an overview of AB 1725 and Title 5 Education of the California Code of Regulations; and the Open Public Meeting Law, otherwise known as the Brown Act. The weekly meetings of ASSC are open to students, staff, and faculty and are traditionally held on Tuesdays at 12:30 p.m., in room 1404.

Students may enroll in Political Science 50: Student Leadership, a civics class devoted to the practical application of the governmental process through participation in ASSC, the student government. The Director of Student Development, who serves as the ASSC and Inter-Club Council Advisor, is the class instructor and oversees the weekly ASSC meetings.

The Student Development Office is also responsible for campus club organization, formation, and support, including approval of club activities. There are over thirty student clubs on campus, which focus on student interests in career options, service and social events, recreation, sports, crafts, politics, and ethnic and/or multicultural diversity. Clubs include the Asian Pacific Islander Club, Black Student Union, Cosmetology Club, Math, Engineering, Science Achievement (MESA) Student Society, Badminton Club, German Club, Latin Club, Gay-Straight Alliance, Re-entry Club, Women's Empowerment Council, Campus Crusade for Christ, Tutoring Association, Student Alumni Association; Performing Arts Club, Drafting Club, Power of Art Club, among others. The clubs are members of the Inter-Club Council, a subdivision of the ASSC, which meets twice a month and is provided with ASSC seed funding at each semester's beginning.

Accordingly, students have the opportunity to join any of the thirty or more officially recognized student organizations on the campus. Other clubs recognize students' academic achievement and promote civic responsibility such as Alpha Gamma Sigma and Phi Theta Kappa (PTK) International Society. In 2002-03, a local chapter of PTK was founded with 64 members and in 2003-04 53 students who earned a cumulative 3.5 grade point average or higher were inducted [2B-6].

The College provides technical expertise and supervision of student activities and events, including arranging security; arranging transportation; equipment; publicity and promotion; custodial services; audio-visuals; budgeting techniques and organizational issues; and supervising the income and expenditures of all campus clubs. Student activities include planning and organizing multicultural and gender equity events, such as the annual Martin Luther King Jr. "Living the Dream" event, Women's History Month, World AIDS Day, and Solano Daze/Multicultural Week, campus beautification efforts, guest speakers, community food drives, blood drives, voter registration drives, student political and educational forums, legislative advocacy, high school tours, tutoring, and participating in local, state and national student government organizations, such as the CalSACC and ASACC.

In summary, students are involved in decision making, policy development, program review, and budget development through the ASSC's representation on the Governing Board and campus-wide committees. The Director of Student Development, an educational administrator, facilitates relations between students (including the Associated Students and student clubs) and the administration. The Office of Student Development provides academic, as well as extracurricular opportunities for students to develop and enhance leadership skills through programs and activities promoting civic responsibility and personal development.

**Evaluation:**

The College meets this standard.

Students are offered a broad array of opportunities at the College to learn about civic responsibility and to enhance their intellectual and personal development; and every registered student is a member of and is encouraged to participate in the ASSC.

**Planning Agenda:**

None.

**II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

**Description:**

As part of the College's matriculation process, counseling services are offered both day and evening, on a drop-in basis and by appointment throughout the academic year. Counseling services are provided in the following areas:

- Counseling Department
- DSP
- Transfer Center
- EOPS
- CalWORKs
- Centers (Vallejo Center, Vacaville Center, Travis Air Force Base's University Center)
- Puente Program
- Veteran Affairs
- International Student Program
- Solano University and Community College Education Support Services (SUCCESS)
- Athletic Program
- MESA

Counselors provide services to students, enhancing their ability to identify and make sound educational decisions. Counselors provide matriculation, personal, academic and career counseling to help students determine goals and achieve academic success. Counselors assist students with IEPs (Individual Educational Plan), course selections, career planning, graduation requirements, personal matters, study skills, and transfer preparation.

The Counseling Department has developed courses taught by Counseling faculty both day, evening, and online throughout the academic year. Courses are offered for credit on campus and at selected off-campus locations, centers and high school sites. These courses include Career Life Planning, Valuing Diversity, Strategies for Re-entry Success, Introduction to Counseling Skills, Field Work, College Study Techniques, Student Athletic Academic Success Strategies, Applied Psychology, Special Topics—College Transfer, Orientation/College Success, Study Skills Practicum, Time Management and Goals, MESA Enrich, LS Strategies, and Text Anxiety and Memory. The Counseling Department offers online courses: Career Life Planning, College Study Techniques, Valuing Diversity and Applied Psychology. Additional counseling courses may be developed to meet protean student needs. Counseling courses are listed in the Class Schedule, College Catalog, Web site, and online.

Counselors provide outreach services to the community and local feeder high schools. The department developed the Retention Assistance Program (RAP), an organized process of "early alert" for at risk students, a program that assists instructors with retention. The College sponsors an annual community open house during the spring semester to showcase the College. Counselors participate in a liaison program with county high schools and conduct a one-day conference every year to foster partnership between local high schools and the College.

The Counseling Division offers programs and services to assist students with preparation for transfer to four-year colleges or universities, including on the spot admission, transfer center counseling, the Cooperative Admission Program and crossover enrollment. Four-year college representatives are scheduled periodically throughout the semester to meet with students. College and University Days have been organized to feature transfer institutions.

**Evaluation:**

The College meets this standard.

The College evaluates the Counseling programs through annual review of the three-year plan. The Dean and Counseling staff assess programs/services at monthly meetings to ensure that programs support student development and success.

All counselors meet minimum qualifications via their education and training. The College further prepares counselors through orientation training and ongoing in-service training. Counseling meetings are held biweekly, encouraging collaboration, offering instructional program updates and critical transfer information. Counselors attend specific local and statewide workshops and conferences to stay abreast of University counseling trends and information, including California State University (CSU) and UC articulation/admissions.

The “How Do We Rate?” survey forms [2B-7] were developed several years ago to provide student/client feedback in a number of Student Service areas.

The Counseling Department provides quality services to our students and maintains an interest in evaluating its individual services. Students are requested to complete Faculty Survey forms for a number of department course offerings. Special events, such as the annual High School Counselor’s Conference and Transfer Day, require feedback through survey forms.

The College Student Services programs are systematically evaluated every two years. Each year the managers, in conjunction with staff, evaluate progress in annual goals and objectives. The Student Services Program Review contains an evaluation of the student support services, collecting data that demonstrates that the services support student learning.

The College counselors are amenable to efforts for ongoing assessment and review of existing programs/services to meet student needs.

**Planning Agenda:**

None.

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

**Description:**

The College is a multicultural and diverse organization, an enriched blend of people and ideas. The College fosters the diversity of our staff, faculty and student body. The General Education philosophy promotes the development of basic educational abilities and skills, while enhancing specialized learning and understanding of the student’s heritage, culture, immediate society and larger societies.

The College supports diversity through a broad offering of programs and services which promote appreciation of diversity. The College demonstrates diversity by supporting programs

that directly impact our diverse population. They are CalWORKs, EOPS, DSP, MESA, Puente Program, International Student Program, Cooperative Agency Resources and Education (C.A.R.E.), English as a Second Language (ESL), and SUCCESS Consortium.

- CalWORKs – Provides support services to promote self-sufficiency through education and work experience.
- C.A.R.E. – Offers support service to qualified students who participate in the CalWORKs program or Temporary Aid for Needy Families (TANF). To qualify, a student must be a single parent and EOPS eligible.
- DSP – Creates equal opportunities for student with physical, visual, hearing, learning, and psychological disabilities.
- EOPS – Provides access for educationally and disadvantaged students.
- ESL – Provides listening comprehension and pronunciation practice for second language learners.
- MESA – Offers support for students majoring in math, science and engineering.
- Puente – Empowers students through counseling and mentoring to access four-year colleges and universities.
- SUCCESS – Provides information workshops to students from groups with historically low college eligibility and attendance rates.

The College has numerous active student clubs including Asian Pacific Islander Club, Black Student Union, Campus Crusade for Christ, Democratic Club, Gay-Straight Alliance, Latin Club, MESA Club, Re-Entry Club, and Women’s Empowerment Council. Faculty and staff actively participate as club advisors.

The College has a General Education requirement, wherein students must complete one cross-cultural course to earn an Option B associate degree. Such courses are offered by the departments of art, cinema, counseling, English, history, human development, music, political science, social science and theatre arts.

The College presents lectures sponsored by the Ethnic Studies department, which have featured such titles as Sexual Orientation and Civil Rights; Women and Aids; Overcoming Obstacles; Importance of Self-Esteem; Violence and Religion; Peacemaking and Violence Prevention; Peace in the Streets: Breaking the Cycle of Gang Violence; Color Line in Society; Spiritual Empowerment; and Personal Triumph.

Flex Cal activities support and promote diversity. Some representative examples are “Teaching the Under-Prepared Student,” “Disability 101,” “Gay/Lesbian Alliance,” “How do I Get Help With the Increasing Number of Students with Disabilities?” “Diversity Workshop – Risk Factors in a Multicultural Training,” “Mental Health Training,” and “Melting Pot or Meat Grinder—Women’s Cultural Video” [2B-8]

Evaluation:

The College meets this standard.

The above services provide ballast to support, understand and appreciate diversity. The College has developed a systematic approach to fostering diversity and a multicultural learning environment. Student service programs coordinate efforts to serve students from diverse populations. Regularly scheduled student services meetings enhance cultural sensitivity for staff. Outreach efforts have been implemented throughout the county to recruit students of diverse populations. [2B-9].

The College was a recent recipient of the Chancellor's award for demonstrating an appreciation of diversity through maintaining a diverse staff over the past ten years.

The College directly assesses student needs through planning and development of services accommodating diverse students. Priority registration for EOPS and DSP students is one such service. Furthermore, the College has diverse student clubs, organized activities, and outreach efforts.

Planning Agenda:  
None.

**II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Description:

The College has no formal admissions testing requirement; however, students are encouraged to complete the matriculation process as outlined in the Solano Community College Matriculation Plan [2B-10]. A comprehensive document, the plan describes in detail every element of the matriculation process: admissions, orientation, assessment counseling and advising, follow-up, coordination and training, and research and evaluation. The Matriculation Plan is reviewed and updated on a regular basis (August of 1994, April of 2000, and June of 2005) to ensure its validity and to respond to students' needs.

The management and oversight of the assessment/placement process resides with the Assessment Center, under the direct supervision of the Director of Research and Planning. The center has the primary responsibility for assessing students' reading and writing skills when they enter the College. The center conducts testing on a drop-in basis during posted hours. Center staff maintain subject currency, are trained to administer tests, and stay abreast of assessment trends and practices.

Students must complete assessment testing or meet prerequisites for placement into all levels of English courses. The tests are vetted through the California Community College Chancellor's Office by independent research, a process which ensures that approved tests are conceptually valid and unbiased with respect to race, gender and ethnicity. The effectiveness of the English Placement test is evaluated on an ongoing basis by the English faculty, who also evaluate the effectiveness of the multiple measure system used for English placement. Assessment testing is not currently being used for computational skills.

Evaluation:

The College meets this standard.

The Math Division faculty, along with the Dean of Math/Science, is currently conducting an extensive evaluation of the current use of completed coursework only for entrance into math courses. Preliminary data has found that many students are placed in too high a level or too low a level based upon prerequisites only, and that foreign students, in particular, are not placed accurately because of difficulty in evaluating transcripts.

**Planning Agenda:**

The Dean of the Mathematics and Science Division, in conjunction with the Math faculty, will complete a math assessment study and implement math assessment testing, if warranted.

**II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

**Description:**

The Office of Admissions and Records makes provisions for the accuracy, confidentiality, and security of student records. Student records, including transcripts, are private, accurate, complete, and permanent. A RAID-ARRAY Data Backup System secures data storage, and backup data is stored on DVD's. To further ensure the security of student information, all student records are stored in a fireproof vault. Permanent student records are protected by strict adherence to standards established by The Family Educational Records and Privacy Act of 1974. Data loss prevention methods maintain all forms of student records. The College utilizes the following data recovery methods to store student records:

**Computer Storage.** A complete record of academic history and personal information for all students is contained in the student database. Computer-generated data from these student records are used to prepare official academic transcripts. Academic records prior to 1977 are stored on microfilm.

**Data Imaging.** The Office of Admissions and Records developed campus-wide data imaging capabilities in 1995, a system which has since been upgraded and in full production mode since 1999. The completed plan provided imaging capability for the Administrative and Business Services Office, Financial Aid/EOPS Office, Human Resources Office, and the Superintendent/President's Office.

**Microfilm Storage.** The Fairfield campus uses two locations to store microfilm cartridges for security purposes. To date, all records dated from 1945 to 1985 are preserved on microfilm.

**Physical Storage.** The College mainframe data collection system contains electronic records, backed up on a daily schedule. The duplicate data are then stored in a fireproof vault and an auxiliary storeroom. Student records are maintained online back to 1977. The College utilizes one of the three storage mediums previously listed to duplicate student record folders stored in the vault. The Application for Admission comprises the basis for individual student files stored in the Office of Admissions and Records vault as long as the student remains continuously enrolled.

The security of student records is protected by the following procedures:

- Computer database access is restricted to authorized users. Users must be trained prior to accessing student data and must use the confidential log-in sequence and password. Passwords are changed frequently to enhance security. During registration periods, when data entry is performed by hourly Registration Aides, logons are performed by regular staff so that access can be kept confidential. Users are directed to terminate sessions when not in use, and passwords and logons are closely guarded.
- Access to the records storage vault is limited to authorized staff. Counselors may check out student records for individual counseling appointments. An out card showing user initials and date of removal of each file is placed where the folder has

been removed. The out card is removed when the file is returned. All storage areas are locked at the end of each working day by a designated staff member.

- Staff members are informed of the provisions of the Privacy Act as described in *A Guide to Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974* as amended (AACRAO; [www.aacrao.org/compliance/ferpa/index.htm](http://www.aacrao.org/compliance/ferpa/index.htm)).
- Students who wish to gain access to their records must appear in person and provide physical identification, such as their student I.D. card or driver's license. They may also request information in writing by providing their Social Security Number and signature.

State and federal regulations prohibit the release of student information without written authorization by the individual student. All correspondence and/or actual Transcript Request forms are checked for completeness (especially the student's signature). When the transcript is mailed to the requested destination, the student's original request and a copy of the request form are put in alphabetical order by the student's last name and kept for one year. After one year, the request form and all correspondence are destroyed.

**Evaluation:**

The College meets this standard.

The College's students have access to their records; their requests for documents are met in a timely manner. Faculty records that are kept as permanent records are available within a reasonable time frame, usually the same day as the request. Current security measures are effective; staff is very conscientious in respecting student privacy.

The document-imaging project at the College is in an on-going implementation phase. The Office of Admissions and Records is involved in the project and has been oriented on the possible uses of the system for each area. Network access to this system has been developed over the last year.

The future plans for the Office of Admissions and Records are concentrated in the further automation of the delivery of services. Implementing a system for optical disk storage of digitized images to replace the hardcopy storage of confidential student files is high priority because of inadequate vault space to store current and projected files. Other cost-saving areas of service improvement planned are to develop an online enrollment verification process and to establish policies and procedures for the implementation of electronic transfer of student transcripts using the new statewide standards for Electronic Data Interchange.

**Planning Agenda:**

None.

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**Description:**

The College's Student Services has a longstanding commitment to "focus on students" as one of its core values. In doing so the College utilizes many mechanisms for determining student needs and satisfaction with current services. The following instruments are used to assess the

progress of each student service toward meeting identified project goals in three-year plans, as well as individual objectives within each student support service:

- Program Review: The Program Review is currently done on a biannual basis. Each Student Support Service is evaluated Counseling and DSP; Financial Aid and EOPS; Admissions and Records; and Student Development.
- Categorical Reports: Directors of categorical programs prepare annual reports that outline the programs' outcomes.
- Student Services Managers Retreats: Annual retreats of the Student Services Managers bring the units together for planning and review. This encourages coordination of plans and projects within Student Services when appropriate and feasible.
- Surveys: Students are asked to reply to "How do we rate?" surveys periodically in each student support area. The Office of Research and Planning compiles the survey results, which are archived with the Office of Research and Planning and are available on the College's intranet.
- Division/Department meetings: Discussions occur at these regularly scheduled meetings to assess student satisfaction with services and to assess the students' needs through comments made throughout the year at the service counter locations in each area.

#### Evaluation:

The College meets this standard.

Recently, the College has used the above instruments to implement new methods of serving students. Examples of this adaptation to new student services delivery are evidenced in the "Online Services" provided to students since the academic year 2000. Students may now add and drop classes over the internet in addition to the telephone system that has been in place since 1992. The Late Add process includes the use of "codes" that enable students to add classes without the need to come to the Admissions and Records Office. This process has been in place since 1996. The use of the internet allows students to add and drop classes, make fee payments, obtain unofficial copies of their transcripts, change and update personal information such as addresses and phone numbers, search the class schedule and get real-time feedback on class space availability.

The Counseling Division has altered its method of scheduling student appointments to more efficiently serve students. The Counseling Division uses online IEPs. A student may leave a counseling session with a copy of the IEP. Assessment scores are also provided online for counselor access. Students leave assessment testing sessions with test scores and placement recommendations. This real-time access to information provides guidance to counselors. The ability to track a student's history with different counselors and sessions is beneficial to both student and counselor.

The categorically-funded programs annually report to the Chancellor's Office the following: the demographics, educational needs, and services provided to specific populations of students.

The Office of the Vice-President of Student Services uses annual comparisons of student petitions to identify policies and procedures needing clarification.

**Planning Agenda:**

The Student Services managers will develop Student Learning Outcomes at the program level for all student support services. The Student Services managers will research additional evaluation tools for use in Student Services that will focus on the achievement of identified learning outcomes. The Student Services managers will investigate the use of student focus groups to indicate student satisfaction and needs assessment.

## C. Library and Learning Support Services

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*Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.*

**II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

### Library

#### Description:

The College Library is housed in the 100 Building on the Fairfield Campus. The Library presently comprises 16,128 square feet with a seating capacity for 250 users. The Library is staffed with four full-time professional librarians; additionally, Circulation and Technical Services are staffed with the equivalent of one full-time classified position and the equivalent of one .75 time classified position. The Library also depends on student workers to help in Circulation, Technical Services, and Computing Resources, and currently employs twelve student workers – five from the Federal Student Worker Program and seven paid out of the Library's budget. Student workers cover most open library hours, with hours changing according to need and availability.

Traditionally, the Associate Vice President of Technology and Learning Resources, aided by a faculty-status Head Librarian, managed the Library. In 2001, the position of Head Librarian was vacated and converted to the position of Access Services Librarian. In 2002, the position of Associate Vice President of Technology and Learning Resources was vacated and remained vacant until October of 2004, when the position was promoted to full Vice President and subsequently filled by the current manager. In the gap between 2002 and 2004, the Library was supervised by the Vice President of Academic Affairs.

In the last six years the Library has undergone two significant renovations: the expansion of the Library computer lab to a Bibliographic Instruction Classroom, and the installation of the Information Commons.

The Bibliographic Instruction Classroom (Bib Lab) is equipped with 28 workstations, including a station designed to accommodate students with special needs. In February 2005, the Bib Lab computers were upgraded to Pentium 4 computers and standard smart classroom technology, including desktop control of a ceiling mounted projector and DVD/VCR through a SP system media control panel.