



Noncredit

Student Success and Support Program Plan

2015-16

Report Due Postmarked By

Friday
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Email PDF of completed plan to:

noncreditSSSP@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

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INTRODUCTION

The noncredit Student Success and Support Program (SSSP) plan aids the college or noncredit adult education program in planning and documenting how SSSP services will be provided to noncredit students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

In accordance with the Student Success Act of 2012, each college and noncredit adult education program accepting SSSP funds must provide noncredit students with the following core services:

- Orientation
- Assessment and placement
- Counseling, advising, and student education planning
By the end of the second term of attendance, students should receive a Noncredit Student Education Plan (NSEP). This plan is distinguished from the comprehensive and abbreviated plans provided to credit students. It is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways.¹ NSEPs should be completed as soon as possible for students enrolled in short-term programs.
- Follow-up services
These services are targeted toward students who are enrolled in basic skills courses or students who have not identified an education goal and course of study. Services may include additional counseling, advising and education planning as well as referrals to additional resources.

Colleges and noncredit adult education programs may expend noncredit SSSP funds for core services to students enrolled in the following noncredit education program categories²:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

Please refer to the [Program and Course Approval Handbook](#) and [the Chancellor's Office website for curriculum and instruction](#) for more information on the program and course approval process.

Colleges and noncredit adult education programs receiving noncredit SSSP allocations are required to provide a one-to-one match for each categorical dollar with district funds.

Note that this plan also requests the attachment of a roster for the college or noncredit adult education program noncredit SSSP advisory committee. It is recommended that this committee be established prior to completing the plan to guide the provision of noncredit SSSP services.

¹ Student Services element SS01 in the CCCO MIS Data Elements Dictionary provides a complete list of student goals. http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SS/SS01.pdf

² Please refer to the Data Elements Dictionary under Course Data Elements (CB 22) for descriptions of these programs. http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb22.pdf

INSTRUCTIONS AND GUIDELINES

Please carefully review instructions and resources, including the SSSP Handbook, SSSP Funding Guidelines, relevant sections of the Education Code and title 5 regulations before completing the noncredit SSSP plan. Links to these documents and other resources are provided at the end of the plan template for your convenience.

The program plan is a Word document. As you enter your responses, the document will expand to accommodate the information provided. When completed, save the document as a PDF file and email it, along with the budget plan, to noncreditSSSP@cccco.edu. Include the name of the college or noncredit adult education program and "Noncredit SSSP Plan" in the subject line. Mail the signature page with original signatures by the postmark date to the address indicated on the cover sheet.

The program and budget plans must be submitted annually. These plans enable colleges and noncredit adult education programs to describe implementation of the noncredit SSSP provided with noncredit SSSP funding and with matching funds. The plan should draw a succinct, but accurate, portrait of your noncredit SSSP activities and staffing shall be developed through consultation with faculty, staff, administrators and students, per title 5, section 55510(b).

In addition, section 78211.5(b) of the Education Code permits colleges and noncredit adult education programs to expend SSSP categorical funds only on activities approved by the Chancellor. Please be sure all expenditures are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source (i.e., noncredit SSSP funds or matching funds) should be clearly indicated and cross-referenced in the plan narrative and in the budget section. The program and budget plans will also be compared with the colleges' Noncredit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

GENERAL OUTLINE

The noncredit SSSP plan is divided into six sections, described below. The budget plan is a separate document.

- I. Signature Page
- II. Noncredit Student Success and Support Program Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment and Placement
 - iii. Counseling, Advising, and Student Education Planning
 - iv. Follow-Up Services
 - b. Additional Match Expenditures
- III. Policies
 - i. Exemption Policy
 - ii. Appeal Policies
 - iii. Prerequisite Procedures
- IV. Professional Development
- V. Institutional Research
- VI. Plan Coordination
- VII. Attachments
 - A: Noncredit SSSP Plan Participants
 - B: SSSP Organizational Chart
 - C: Noncredit SSSP Advisory Committee
 - D: Other (optional)

SECTION I. SIGNATURE PAGE

College/Noncredit Adult Education Program: n/a

District Name: West Kern Community College District

We certify that noncredit SSSP funds will be expended in accordance with the provisions of Chapter 2 (commencing with section 55500) of Division 6 of title 5 of the *California Code of Regulations* and the SSSP Funding Guidelines.

Darcy Bogle, Vice President, Student Services _____
Noncredit SSSP Director/Coordinator (Typed Name/Title and Signature)

Phone: 661-763-7889 Email: dbogle@taftcollege.edu Date: _____

Darcy Bogle, Vice President, Student Services _____
Noncredit SSSP Supervising Administrator (Typed Name/Title and Signature)

Phone: 661-763-7889 Email: dbogle@taftcollege.edu Date: _____

Jim Nicholas _____
Chief Business Officer (Typed Name and Signature) Date: _____

Geoffrey Dyer _____
Academic Senate President (Typed Name and Signature) Date: _____

Dena Maloney _____
Chief Executive Officer (Typed Name and Signature) Date: _____

Contact information for person preparing the plan:

Name: Darcy Bogle

Title: Vice President, Student Services

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SECTION II. NONCREDIT STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: Describe the approach your college or noncredit adult education program is taking to meet its responsibilities under title 5 for the following noncredit SSSP services: (1) orientation; (2) assessment and placement; (3) counseling, advising, preparation of the Noncredit Student Education Plan (NSEP) and other education planning services; and (4) follow-up and other services. **Please provide concise responses for each numbered item listed in each section. As you enter your responses, the document will expand to accommodate the information provided.** Please refer to the [SSSP Handbook](#) for more information on title 5 requirements.

You must report projected expenditures related to these items in the budget plan. Include all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for all core services detailed below.

Ila. Core Services

i. Orientation

Title 5, section 55521, requires orientation to include the topics listed below. Any orientation that does not include the topics listed in title 5 is not eligible for SSSP funding. General outreach activities are also not eligible for this funding.

- Academic expectations and progress standards pursuant to section 55031.
- Maintaining registration priority pursuant to section 58108.
- Prerequisite or co-requisite challenge process pursuant to section 55003.
- Description of available programs, support services, and campus facilities, and how they can be accessed.
- Academic calendar and important timeline.
- Registration and costs related to attendance.
- Available education planning services.
- Other issues, policies, and procedures determined necessary to provide a comprehensive orientation to students.

1. Give a brief and specific overview of your orientation services or plans for developing and implementing these services.

Orientation is the first service that students are directed to upon their interest in Taft College. In order to receive enrollment priorities, all students must participate in the mandated services of orientation, assessment, and counseling, advising, and other education planning services. Students that have completed an associate degree or higher are exempt from orientation, along with students that have declared a career goal to *advance in current career/job* or *maintain certificates/license*. However, exempt students are highly encouraged to participate in all of these core services to retain their enrollment priority status. Information advising student to participate in orientation, along with the other mandated services, is provided in various handouts and documentation that students receive including the Steps to Success getting started checklist, admissions email, class schedule, catalog, and priority registration brochure.

2. Describe the student audience and estimate the number to be served.

An estimated 250 non-credit students will be directed to orientation services. Taft College has a total of 50 non-credit courses, consisting primarily of subject matter in ESL, Independent Living Skills, Learning Skills and Tutoring, and offers approximately 30 non-credit course sections each term. Approximately 45 FTES is earned for non-credit, with similar representation by gender (female: 23 FTES, male: 21 FTES). The largest non-credit ethnic groups are White

Non-Hispanic (21 FTES) and Hispanic (19 FTES). Basic skills non-credit FTES totals 17 FTES, consisting primarily of Hispanic females 20-29 years of age. Taft College currently has no vocational education non-credit FTES.

3. Describe the delivery methods (in groups, in person, online, etc.) and activities that will be provided.

Taft College is developing an online orientation, available in English and Spanish, using Comevo technology. Orientation services are available primarily online, but are also provided in person in a group setting, as necessary.

4. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation.

Taft College strives to maintain strong partnerships with local area high schools by offering outreach services. A high school counselor's luncheon is held each year and feedback is used from the luncheon to plan how to best assist seniors with the matriculation process, and identify various high school campus needs. Advisors, counselors, special programs, financial aid, and instructional faculty participate in outreach activities and present at local events and college night programs. Specialized career services are provided within West Kern Community College District high schools, continuation school, and junior high school. Taft College resources are also provided to all local campuses.

Counselors also serve as division liaisons with Taft College instructional programs to bridge instruction and the student via a counselor. The CalWORKs Counselor and Testing Coordinator/Assessment Specialist also work closely with Department of Human Services to assist students with their educational and career goals.

Industry partnerships with local oil and energy-related companies are also of priority and provide many employment opportunities for Taft College students. The Career Center has established and continues to build and maintain partnerships with local industry, business and community leaders resulting in many successfully internship and employment options for students.

The Dual Enrollment Program is a collaboration between Taft College and Taft Union High School offering eligible students the opportunity to start their college education while concurrently enrolled high school. A College Concurrent Program Advisor helps to serve as a liaison for students in the Dual Enrollment Program and works with counseling services to provide assistance to such students. Classes in the program are offered during the day at Taft Union High School, and online via distance learning.

Most recently, Taft College is collaborating with the AB86 Consortium and the Kern Community Foundation to explore partnerships between K-12, community colleges, and universities in Kern County. The goal is to focus our efforts collaboratively in order to have the greatest impact for alignment between segments and industry. Data will help us better understand opportunity points, where students are doing well, where they are getting caught up, and system changes. Inquiry teams have been created with a focus in three areas: intersegmental alignment, business/industry engagement, and bridging cultural disconnects.

5. Include at what point in the enrollment process orientation is provided.

Initial orientation is the first service that students are directed to upon their interest in Taft College. In addition to the initial orientation services, follow-up orientation services are provided to many special populations upon registration in order to promote student success. The follow-up orientations are normally designed to provide specific information targeting a certain groups of students, or students involved with a specific program. Follow-up orientations are offered by Athletics, CalWORKs, Career, DSP&S, Dual Enrollment Program, ESL, EOP&S, LRSK/GED, MAPP, Resident Life, TRIO, TIL and Job Placement.

6. Include information on awareness and prevention programs on campus sexual violence consistent with requirements of the federal Clery Act and the Violence Against Women Act.

Initial orientation topics include:

- Superintendent/President Welcome
- Getting Familiar with Campus
 - ✓ Main Buildings
 - ✓ Parking at Taft College
 - ✓ Safety on Campus
 - ✓ Security Contacts
 - ✓ Emergency Alert Portal
 - ✓ Smoke-Free Campus
 - ✓ Interpersonal Relationships-Sexual Assault and Affirmative Consent
 - ✓ Violence Prohibited-Domestic Violence, Dating Violence, and Stalking
 - ✓ Awareness, Intervention, and Risk Reduction
- Understanding the Enrollment Process
 - ✓ Assessment Exams-Preparation, Exemptions, and Testing
 - ✓ Pre-requisites, Co-requisites, and Advisories
 - ✓ Academic Advising-How to Schedule an Appointment and Services
 - ✓ Enrollment Priorities-What is Priority? Loss of Priority
 - ✓ Photo ID Card
 - ✓ Bookstore-Textbook Rental Program and Checkout Procedures
- Taft College Student Portal
 - ✓ Cougar Tracks-How to Login, Features and Instructions
- Faculty Academic Expectations
 - ✓ Academic Progress, Academic Probation and Progress Probation
 - ✓ Academic Status Policies-Definitions
 - ✓ Course Syllabus
 - ✓ What is Expected
 - ✓ Attendance and Office Hours
- Student Rights and Responsibilities
 - ✓ Tips for Student Success
 - ✓ Managing Time
 - ✓ Student Conduct
- Financial Aid and Scholarships
 - ✓ Steps You Can Bank On
 - ✓ Enrollment Fees and Related Costs
 - ✓ Step 1: Complete and Submit FAFSA and Dream ACT Applications
 - ✓ Step 2: Apply for Taft College Scholarships
 - ✓ Step 3: Board of Governor's Fee Waiver (BOGW)
 - ✓ Step 4: Check for Updates in you Cougar Tracks Portal
 - ✓ Step 5: Check your Award Status in Cougar Tracks
 - ✓ Step 6: Plan your Budget; Search for More Scholarships
- Student Support Services
 - ✓ Student Services Buildings
 - ✓ Personal Counseling
 - ✓ Admissions and Records-Academic Calendar, Dates and Deadlines, Transcripts
 - ✓ Athletics
 - ✓ DSPS
 - ✓ Career and Transfer
 - ✓ EOPS
 - ✓ CARE

- ✓ Additional Programs and Services-Children's Center, VA, Tutoring, Clubs, Distance Learning, Email Support, Wireless, PTK, TIL...

7. Describe any commercial technology or in-house products, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

Technology to provide orientation includes:

- Adapt courseware is currently used to access the online orientation (annual subscription/IT programming support)
- Comevo is under development and will be used in the near future for online orientation (annual subscription/IT programming support)
- SARS grid is used to schedule appointments for in-person orientations and SSSP data tracking (annual subscription/IT programming support)
- Cognos, DegreeWorks, and Banner are used for reporting and to summarize student data (annual subscriptions/IT programming support)
- PowerPoint is used to present in-person orientations
- eLumen platform for student outcomes/assessment of learning (annual subscription)

8. List all staff costs in the table below for each position providing these services. List any other orientation-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.

Due to the small amount of non-credit courses offered at Taft College and minimal funding, most services are provided to students via general and/or grant funding, and are not required for SSSP non-credit match.

See the Chancellor's Office [Budget and Accounting Manual](#) for more detail on expenditure codes. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries	.10	\$469	
3000	Benefits	.10	\$286	
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

9. Identify the staff providing or supporting orientation services and provide a brief, one-sentence statement of their role in orientation. Please add rows as necessary.

Title	Role
Basic Skills Counselor	Provides assistance to ESL students and helps students complete the matriculation process
Counseling Center Secretary and Technician	Assists with matriculation process, orientation and assessment information, counseling appointment sign-up, and referral to follow-up services
Coordinator Counseling/Student Success	Assists with all aspects of SSSP
Outreach Coordinator	Helps students apply, assists with matriculation process and provides outreach to local high schools and the community
Program Coordinator	Assists with various aspects of matriculation process, program coordination and development, data tracking, MIS reporting, and follow-up services

Programmer	Programs various Banner interfaces to collect and report all aspects of SSSP services
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ii. Assessment and Placement

1. Give a brief and specific overview of the assessment process for noncredit students. Include a description of the test preparation that is available.

Upon completing orientation services, students are guided to take the placement exam at Taft College. Placement exams are offered for English, ESL, and math, and all students are encouraged to participate in placement services. Test preparation includes the Accuplacer Online Course and Practice Tests, Accuplacer Web-Based Study App, along with the Accuplacer Sample Questions for Students available at no charge through CollegeBoard. Test prep is recommended to students in the online orientation, and links to resources are available on the Testing Center website. Placement testing is primarily offered online at the Taft College Testing Center via computers; however, remote proctoring services are available. Placement testing is also offered on local high school campuses and at the local correctional facility.

Students that have completed an associate degree or higher are exempt from assessment, along with students that have declared a career goal to *advance in current career/job* or *maintain certificates/license*. However, exempt students are highly encouraged to participate in all core services to retain their enrollment priority status. Information advising student to participate in placement, along with the other mandated services, is provided in various handouts and documentation that students receive including the Steps to Success getting started checklist, online orientation badge/completion page, class schedule, catalog, and priority registration brochure.

2. Describe the student audience, including an estimate of the annual number of students to be assessed and a description of who is required to be assessed.

An estimated 250 non-credit students will be directed to assessment services. Approximately 70 students attend Taft College each semester to prepare for the high school equivalency exam and enroll in Learning Skills classes; approximately 62 students enroll in Independent Living Skills courses, a program designed for students with intellectual disabilities; approximately 30 students enroll in ESL courses; and approximately 55 in tutoring.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses or any other noncredit course or program. Provide specific information about any second-party tests, including the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc., and indicate when tests were approved by the CCCC and what type of approval was granted. Indicate when disproportionate impact and consequential validity studies were completed.

Computerized testing is offered via [Accuplacer](#). For English, the *Reading Comprehension*, *Sentence Skills*, and *WritePlacer* tests are administered. For math, *Arithmetic*, *Elementary Algebra*, and *College Level Math* tests are administered. For ESL, *ESL Reading Skills*, *ESL Language Use*, *ESL Sentence Meaning*, and *WritePlacer ESL* are administered. Students can make an individual appointment or come as a drop-in to complete placement testing in the Taft College Testing Center. For remote testing and testing at local high school, online tests are used most often, and a proctor is required. Testing at local high schools can be done individually, but is commonly conducted in a group setting. *Companion* Accuplacer test sections are offered via paper/pencil at our local correctional facility in individual or group (most common) settings for inmate student populations. Additional accommodations are also provided for students with disabilities as necessary. All Accuplacer exams have been given full, probationary or provisional approval beginning in 2014 by the Chancellor's Office, and are listed on the [California Community College Second Party Approved Assessment Instruments](#) document.

Taft College completed an Accuplacer Validation Study in 2009. The outcomes assisted in adjusting cut scores, enhancing branching profiles, and identifying accurate student placement. In 2010, the Testing Center worked with

instructional faculty on a content validation study. The project was intended to assist with basic skills students and facilitated the identification of testing gaps, thereby improving testing services at Taft College.

Placement is offered year-round in various formats including paper/pencil, online, and enlarged print. Additional accommodations are also available to students with disabilities. Distance education students, or students unable to come to campus to take the placement exam, can request remote proctoring services, and can complete placement services with an approved proctor upon completing a proctor agreement form. Testing on high school campuses is normally done in the spring term, and testing at the local correctional facility is conducted prior to the start of the fall and spring terms. The Testing Center has extended hours of operation, and makes every effort to meet placement needs of all potential and new students.

4. Describe what multiple measures are used, how they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.) and how they meet the multiple measures requirement per title 5, sections 55502 and 55522.

Multiple measures are combined with a student's test scores to produce an overall placement level. Multiple measures questions are not currently integrated into the assessment system or background questions, but are applied by counselors as part of the counseling/education planning services following placement testing. In 2012-2013, a multiple measures study was presented to the faculty during in-service and continued discussions on multiple measures and their use have been documented. Further data on multiple measures have been compiled, reviewed, and discussed with divisions and have resulted in several recommendations being brought forth for consideration.

Multiple measures taken into consideration that meet the multiple measures requirements per title 5 include, but are not limited to:

- English test score
- Reading test score
- Math test score (or math level)
- High school gpa and other educational background information
- Age
- Units planned
- Number of hours employed
- Highest math class completed
- Importance of college to student
- Importance of college to those closest to student

5. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

Prior placement exam scores are accepted for students who have previously been assessed within the last two years from an accredited California Community College, California State University, or University of California and have written verification of placement and scores. Taft College multiple measures are then applied.

6. How are the policies and practices on re-takes and recency made available to students?

Policies and practices on re-takes and recency are made available to students on the Testing Center website.

7. Describe any additional commercial technology or in-house products used for assessment and placement, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

Technology to provide assessment includes:

- Accuplacer units and Companion paper/pencil versions of exams (annual subscription)
 - SARS grid is used to schedule appointments for in-person orientations and SSSP data tracking (annual subscription/IT programming support)
 - Cognos, DegreeWorks, and Banner are used for reporting and to summarize student data (annual subscriptions/IT programming support)
 - Laptops are used to provide in-person assessments with computer (IT support)
 - eLumen platform for student outcomes/assessment of learning (annual subscription)
8. List all staff costs in the table below for each position providing these services. List any other assessment-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Due to the small amount of non-credit courses offered at Taft College and minimal funding, most services are provided to students via general and/or grant funding, and are not required for SSSP non-credit match.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries			
3000	Benefits			
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

9. Identify the staff providing or supporting assessment services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
Counseling Center Secretary and Technician	Assists with matriculation process, orientation and assessment information, counseling appointment sign-up, and referral to follow-up services
Coordinator Counseling/Student Success	Assists with all aspects of SSSP
Division Chair/Faculty, English, Math and ESL	Assist with validation of assessment testing, content review, and branching profile recommendations
Programmer	Programs various Banner interfaces to collect and report all aspects of SSSP services
Testing Center Coordinator/Assessment Specialist	Coordinates placement and assessment testing
Testing Technician	Assists with matriculation process, assessment/testing appointment sign-up, and proctors academic, assessment, and placement exams

iii. Counseling, Advising, and Student Education Planning

1. Give a brief and specific overview of the process and service delivery methods for noncredit students for:
- Counseling
 - Advising

- Development of the Noncredit Student Education Plan (NSEP)³.

Counseling and advising services are offered year-round in-person by appointment or drop-in on the Taft College campus and at TCI and WESTEC locations. Distance learning services are available via phone appointment. In addition to appointments, all students can communicate with a counselor via email or phone. Bilingual Spanish/English services are available. Additional counseling and advising services are provided through classroom presentations, electronic newsletters, and/or workshops. The Student Services and counseling website also contains information, resources, and forms to assist students.

Counseling services available:

- In-person half-hour and one-hour appointments
- Drop-in counseling (15 minutes)
- E-mail correspondence
- Phone
- Phone appointments (primarily for distance learning students)
- New student counseling workshops, division specific and general
- Personal, academic, and career counseling
- Referral to campus or community services
- Campus presentations
- Classroom visits
- Group topical workshops such as career exploration, major-specific advising, associate degree for transfer (ADTs), special population group support
- Skype currently being considered (has been used in the Career Center)

Counseling appointments may be scheduled two weeks in advance. Students are seen by academic advisors and counselors. The first appointment is normally scheduled with a counselor, and follow-up services and appointments with an advisor.

All students, exempt and non-exempt, have the opportunity to participate in education planning services at Taft College. Currently, Taft College offers abbreviated or comprehensive education plans for all students. Exploration of the development of the NSEP will be given priority consideration moving forward.

All students have the opportunity to develop an initial/abbreviated student education plan during their first appointment with a counselor. After completing orientation and assessment services, new students are guided to sign-up for a one-hour counseling appointment or workshop (division-specific or general) where the initial/abbreviated student education plan is completed. Returning and transfer students are guided to sign-up for an individual one-hour appointment with a division specific counselor, and an unofficial evaluation of prior credit is provided.

An initial/abbreviated student education plan is one or two terms in length and recommends student complete an English or ESL course, a math course, reading course if required, general education course, and a course that will apply to their major requirements or leading to their career goals. Initial/abbreviated student education plans are created by taking into consideration not only the student's education goal, but also their career pathway of interest or career goal.

Returning and transfer students have the option of developing a comprehensive student education plan instead of an initial/abbreviated student education plan during their initial appointment with a counselor. A comprehensive

³ The Noncredit Student Education Plan (NSEP) is designed specifically for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways. This plan is distinguished from the comprehensive and abbreviated plans provided to credit students; however, it is currently accounted for as a comprehensive plan under element SS01 in the MIS.

student education plan is at least two terms in length and reflects the number of terms required to achieve the student's declared course of study.

DSP&S students must complete a Student Education Contract (SEC), and this qualifies as an initial/abbreviated student education plan. The SEC is kept in a confidential student file, and is updated on an annual basis.

Students must declare a specific course of study after completion of 15 semester units of degree applicable credit coursework, and must also cooperate in the development of a comprehensive student education plan by the end of the second semester in attendance at Taft College.

Comprehensive student education plans are primarily created on a one-on-one basis during a counseling appointment. Counselors provide assistance in the development of a comprehensive student education plan by identifying the student's education goal, course of study, and the courses, services, and programs to be used to achieve them. Comprehensive student education plans are created by taking into consideration not only the student's education goal, but also their career pathway of interest or career goal. Assessment results, the Taft College catalog, ASSIST, College-Source, along with additional major, career, and transfer specific websites and resources are used to develop the comprehensive student education plan.

Until recently, education plans have been completed by paper/pencil using templates. However, [DegreeWorks](#) is currently being revitalized and updated, and all education plans and associated templates will be developed within DegreeWorks in the near future. Students, counselors, and advisors will all have access to DegreeWorks, and education plans will be viewed and monitored electronically.

Certain programs are required to complete a comprehensive student education plan including students participating in intercollegiate athletics, CalWORKs students, EOP&S students, veterans, and students completing the financial aid Satisfactory Academic Progress Appeal (SAP).

2. Describe the student audience and estimate the number to be provided services.

An estimated 250 non-credit students will be directed to counseling services. Approximately 70 students attend Taft College each semester to prepare for the high school equivalency exam and enroll in Learning Skills classes; approximately 62 students enroll in Independent Living Skills courses, a program designed for students with intellectual disabilities; approximately 30 students enroll in ESL courses; and approximately 55 in tutoring.

3. Describe any partnerships among colleges, high school districts, adult education programs, workforce agencies, or other community partners that assist with counseling, advising or education planning.

Please refer to Section IIa. Core Services > i. Orientation > Question 4.

4. Describe at what points in the student's academic pathway these services are provided.

Upon completing orientation and assessment services, students are guided to counseling, advising, and other education planning services at Taft College. Counseling services are available on the Taft College campus, at TCI and WESTEC locations, and via distance learning. Follow up services include probation, aptitude assessment, study/learning skills, career, and transfer planning/interest. All students are encouraged to participate in counseling, advising, and other education planning services.

Students that have completed an associate degree or higher are exempt from new student counseling, advising, and other education planning services, along with students that have declared a career goal to *advance in current career/job or maintain certificates/license*. However, exempt students are highly encouraged to participate in all core services to retain their enrollment priority status. Information advising student to participate in counseling, advising,

and other education planning services, along with the other mandated services, is provided in various handouts and documentation that students receive including the Steps to Success getting started checklist, assessment/placement results handout, class schedule, catalog, and priority registration brochure.

Taft College understands the importance of counseling, advising, and other education planning services, and makes reasonable efforts to ensure that all new, continuing, and returning exempt students are provided the opportunity to participate in such services as a valuable service and to retain enrollment priority.

5. Describe the adequacy of student access to counseling and advising services. Indicate whether appointments are required and the average wait time for an appointment and for drop-in counseling, if it is available.

Counseling and advising services are offered year-round in-person by appointment or drop-in on the Taft College campus and at TCI and WESTEC locations. Distance education services are available via phone appointment. In addition to appointments, all students can communicate with a counselor via email or phone. Bilingual Spanish/English services are available. Additional counseling and advising services are provided through classroom presentations, electronic newsletters, and/or workshops. FTES generating courses are offered online and on-campus including STSU 1001, 1018, and 1019. The Student Services and Counseling websites also contains information, resources, and forms to assist students.

Counseling appointments may be scheduled two weeks in advance, and appointments are normally available for students within a two week period without further wait. Students are seen by academic advisors and counselors. During peak times, drop-in counseling is also available for same day appointment opportunities.

6. Describe any use of academic or paraprofessional advising.

Academic advisors provide many follow-up services to students. Advisors provide clarification on established education plan, provide registration assistance and workshops, monitor progress towards goal completion, assist with forms and appeals, provide classroom presentations, and refer students to appropriate resources on campus.

7. Describe any additional commercial technology or in-house products used for support of counseling, advising, NSEP development and other education planning services, such as scheduling or degree audit, as well as any annual subscriptions or other requirements for these products. Be sure to include these items in the table below.

Technology used for counseling, advising, and education planning includes:

- DegreeWorks is being implemented for electronic degree audits and education planning (annual subscription/IT programming support)
- SARS grid is used to schedule counseling appointments, workshops, and for SSSP data tracking (annual subscription/IT programming support)
- Cognos, DegreeWorks, and Banner are used for reporting and to summarize student data (annual subscriptions/IT programming support)
- PowerPoint is used to present information during workshops
- Email correspondence is used to send students updated education plans and related information
- Email, phones, and faxes are used regularly as a form of communication between students, staff, and faculty
- EUREKA is used to provide transfer and career related information (annual subscription)
- ASSIST is used for articulation between California public colleges and universities
- College Source and Transfer Counselor Website (TCW) are tools used for course articulation (annual subscription)
- eLumen platform for student outcomes/assessment of learning

8. List all staff costs in the table below for each position providing these services. List any other related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan. Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Due to the small amount of non-credit courses offered at Taft College and minimal funding, most services are provided to students via general and/or grant funding, and are not required for SSSP non-credit match.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries	.10	\$469	
3000	Benefits	.10	\$286	
4000	Supplies and Materials			
5000	Other Operating Expenses			
6000	Capital Outlay			
7000	Other Outgo			

9. Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
Academic Advisor	Provides assistance to students on-campus and at off-site locations and helps students complete the matriculation process
Basic Skills Counselor	Provides assistance to ESL students and helps students complete the matriculation process
Coordinator Counseling/Student Success	Assists with all aspects of SSSP
Counseling Center Secretary and Technician	Assists with matriculation process, orientation and assessment information, counseling appointment sign-up, and referral to follow-up services
Outreach Coordinator	Helps students apply, assists with matriculation process and provides outreach to local high schools and the community
Programmer	Programs various Banner interfaces to collect and report all aspects of SSSP services

iv. Follow-Up Services

1. Give a brief and specific overview of the process for noncredit students for follow-up services in accordance with title 5, section 55525.

At-risks students is defined in Title 5 Section 55525 as students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation. The estimated number of students to receive at-risk follow-up services, credit and non-credit, is 600-800. This number may increase as different strategies under development are implemented to serve the at-risk student population.

Basic skills students are identified based upon their enrollment in courses coded as basic skills in MIS. The following courses are identified as basic skills at Taft College (* = non-credit courses):

- ENGL 0800: Introductory Writing and Grammar
- ENGL 0900: Intermediate Writing and Grammar
- *ESL 0001: English as a Second Language: Pre-level 1
- *ESL 0010: English as a Second Language: Level 1
- *ESL 0020: English as a Second Language: Level 2
- *ESL 0030: English as a Second Language: Level 3
- *ESL 0040: English as a Second Language: Level 4

- *ESL 0050: English as a Second Language: Level 5
- *ESL 0090: English as a Second Language for Early Childhood Education
- ESL 0600: English for Academic Purposes: Writing and Grammar I
- ESL 0605: English for Academic Purposes: Reading and Vocabulary I
- ESL 0610: English for Academic Purposes: Listening and Speaking I
- ESL 0700: English for Academic Purposes: Writing and Grammar II
- ESL 0705: English for Academic Purposes: Reading and Vocabulary II
- ESL 0800: English for Academic Purposes: Writing and Grammar III
- ESL 0805: English for Academic Purposes: Reading and Vocabulary III
- ESL 0900: English for Academic Purposes: Writing and Grammar IV
- ESL 0905: English for Academic Purposes: Reading and Vocabulary IV
- LRSK 0220: Improving Learning Potential
- LRSK 0240: Math Concepts
- LRSK 0260: Functional Reading Enhancement
- *LRSK 0910: Basic Academic Preparation
- *LRSK 0911: Basic Academic Preparation in Spanish
- LRSK 0920: Functional Word Processing I
- LRSK 0930: Math Concepts
- MATH 0230: Basic Mathematics
- MATH 0240: Pre-algebra
- READ 0805: Introductory Reading
- READ 0905: Intermediate Reading

Students who have not identified an education goal and course of study are identified through the initial admissions application, and then in subsequent terms by Cognos reports, which pull information from the Banner database. In the analysis of the Cognos reports, patterns of completed coursework are reviewed for students who are identified as undeclared majors. After the analysis, email and telephone correspondence and additional follow up occur with the undecided students. Students are referred to career counseling and workshops for follow-up services. The Career Counselor then helps students who are undeclared and assist them in choosing a course of study and/or education goal.

Probation and dismissal students are identified by their academic standing which is calculated each semester, and are notified via mail if they are on probation or dismissal.

Students in Basic Skills Courses

The Basic Skills Counselor visits the ESL classes on a rotating basis and provides presentations on services, registration assistance, success tips, and resources. The Basic Skills Counselor also conducts ESL enrollment/assessment/registration workshops. Additional support and retention strategies are being researched with a focus on basic skills classes in math and English. The desired goal and/or outcome would be improving course completion, leading to improved retention and completion of the basic skills sequence, which will assist students in achieving their goal(s).

Undeclared Students

Students who have not identified an education goal or course of study are encouraged to make an individual counseling appointment with a counselor, are referred to the Career Center, or are recommended to enroll in a Student Success class including:

- STSU 1018: Career and Major Exploration
- STSU 1019: Career/Life Planning
- STSU 1001: Educational Planning

Counseling and career workshops are provided, and the Career Center provides follow-up correspondence to students that have not identified an education goal or course of study. The Career Center also provides students with any assistance needed to define their course of study, offers career, interest, and subsequent assessment services, access to online career resources, and hosts career related events on campus.

Students on Probation

Academic and progress probation students are notified of their academic status by an at-risk counselor. Students are identified each fall and spring semester once grades have been rolled into the college database, and correspondence regarding their academic status is sent via mail. Student support services are shared in the notification letter, and Monitored Academic and Progress Probation (MAPP) program requirements and participation is explained.

Students on probation for the first semester must participate in a one-hour MAPP orientation. Students on continued probation must participate in a two-hour workshop. Orientation and workshops are provided in-person, and materials are also available on the website, and/or are mailed to students with limited web accessibility. Students on academic or progress probation for a second consecutive term will lose their enrollment priority unless they participate in the MAPP program and complete a progress report for each course they are enrolled in showing at least a 2.0 gpa or higher in the most recent term, and/or pass 50% or more of their classes in the most recent term. Such students are exempt from the mandatory petition process for dismissed students and maintain their enrollment priority. Success strategies, gpa calculation, transcript review, study habits, tutoring services, repeat policies, and other helpful information is provided during the probation orientations and workshops. Students are encouraged to sign up for available student success classes, attend all class sessions, be on time, meet with instructors during office hours, and to make school a top priority.

Students on Dismissal

Students on dismissal are notified by the Admissions Office via mail of their academic status at the end of each fall and spring semester. The dismissal notification letter outlines the students' options to either appeal their dismissal status or sit out the next term.

Students who appeal their dismissal status are notified of the outcome of their appeal immediately following the Admissions and Attendance meeting held monthly. Students on dismissal may be reinstated and allowed to enroll with a reduced unit load or no restrictions or stipulations. Students on dismissal who do not meet the conditions for reinstatement may again appeal after sitting out for one term.

Students on continued probation that earn a 2.0 gpa or higher in the most recent term, and/or pass 50% or more of their classes in the most recent term, are exempt from the mandatory petition process for dismissed students and maintain their enrollment priority. In addition, academic reinstated students that earn a 2.0 gpa or higher in the most recent term are exempt from the mandatory petition process for dismissed student and maintain their enrollment priority. Student on academic reinstatement are encouraged to repeat coursework with substandard grades, and earn standard to above standard grades to improve Taft College cumulative gpa. Students on progress reinstatement are encouraged to enroll in classes that can be successfully completed.

2. Describe the student audience and estimate the number to be served. Note that noncredit at-risk students meeting the definition provided by title 5 are those enrolled in basic skills courses or students who have not identified an education goal and course of study.

The estimated number of students to be served with at-risk follow-up services is 600-800. This includes credit and non-credit students. Many basic skills courses are pass/no pass, which doesn't influence academic standing for non-credit students, and many non-credit courses lead to a certificate, which helps to reduce the amount of students uncertain about their goals. Regardless, targeted follow-up services for non-credit students will be provided, as applicable, per title 5 requirements.

3. Include an estimate of the annual number of students to be provided these services, and the process to identify them.

The estimated number of students to receive at-risk follow-up services, credit and non-credit, is 600-800. Approximately 17 percent (480 students) of the on-campus and distance learning overall student population are on probation. Approximately 160 student are identified as having undecided majors (6.4 percent of on-campus and distance learning students) and approximately 265 students have an undecided education goal (8.6 percent of on-campus and distance learning students). The process for identifying such students is included in the response to question 1 of this section, iv. Follow-Up Services.

4. Describe the strategies for addressing the needs of these students, including:
- Types of services available.
 - Strategies for providing these services to assist students in selecting an education goal and course of study, and how the services are provided (online, in groups, etc.).

Additional Interventions

At-risk interventions also occur in various support programs throughout the college:

CalWORKs

- Serves students by drop-in, appointment, in workshops, and through job placement and employer recruitment on campus
- Services include CalWORKs work study, and Institutional Work Study to meet employment needs
- Community outreach services provided

Career Center

- Serves students by drop-in, appointment, in the classroom, in workshops, through job placement recruitment on campus, and hosts career events on campus
- Services include job placement, online jobs database via College Central Network and job search resources, resume building, and internship placement
- Successfully places students in paid industry internships, resulting in full-time employment offers.
- Conducts student group meetings & learning events for CTE programs with industry & employer participation
- Coordinates the Career Pathways Exploration, Dress for Success, and Kids on Campus events
- Internship Coordination and Development, including marketing, screening, placement, data collection, management, follow-up, and analysis
- Facilitates high School Career Exploration activities and learning presentations
- Pre-Counseling Services on career and education planning with high school students (seniors)
- Conducts Major/Programmatic Specific Data Review & Analysis for planning and course scheduling
- Hosts Career/CTE student open houses, learnings events, and career activities
- Facilitates career development through classroom presentations
- Job readiness services, including job search, resume and cover letter building, interview preparation
- Attends quarterly Industry Advisory Committee meetings for each CTE Discipline
- Coordinate and facilitate industry guest speakers
- Fosters connection between industry and students
- Coordinates fieldtrips and conference opportunities for students
- Participates in division meetings
- Career exploration, including administering and interpreting personality, skills, values, interests assessments, pathways research, etc.
- Career planning, including goal setting, decision making, action planning, analysis, and ladders

- Job Placement and Development, including marketing, networking, screening, data collection, follow-up, and analysis
- Community outreach services provided
- Offers Club Connect

DSP&S

- Serves students by drop-in or appointment
- Provides a variety of academic support services including extended time on tests, note taking, diagnostic and learning disability testing, etc.
- High Tech Center and assistive technologies
- Community referrals to mental health services and other off campus resources

EOP&S/CARE

- Serves students by drop-in, appointment, or in workshops
- Services include mid-term progress reports/grade checks, academic standing review, follow-up to at-risk students
- Provides three (3) mandated counseling contacts per semester
- Required comprehensive student education plan
- EOPS/CARE orientation and specialized counseling
- End of Year "Celebration of Excellence" Luncheon
- Coordinates and facilitates EOPS/CARE Advisory Committee Meetings
- Community outreach services provided

Financial Aid

- Serves students by drop-in, appointment, in the classroom, in workshops, through job placement recruitment on campus, and hosts financial aid events on campus
- Services include job placement and online jobs database via College Central Network
- Provides customized yearly planners that include financial aid literacy information
- Satisfactory Academic Progress (SAP) checks are completed, and follow-up services are provided to at-risk students offering guidance on how to appeal their unsatisfactory academic progress status
- Meets with at-risk students to review their comprehensive education plans, and creates an academic plan outlining the requirements necessary to meet SAP.
- Community outreach services provided

Supplemental Instruction

- Provides academic support through facilitated study sessions
- Models successful student behavior by attending all class sessions assigned, being prepared, taking notes
- Provides an on-going review of course materials and teaches students cooperative learning techniques

Tutoring

- Tutoring services are free to all students
- One-on-one appointment or small group sessions available for dedicated help
- Helps students understand concepts and/or processes and improve the application of skills
- Classified and student tutors are available

Veterans

- Serves students by drop-in, appointment, or in workshops
- Monitors academic progress and provides certification of enrollment for educational benefits
- Provides special honor cords at graduation and recognizes veterans at campus events such as the Cougar Cookout
- Community outreach services provided

Additional Support from Academic Divisions/Departments/Programs

Additional support to students is provided by faculty and other departments and programs on campus.

Access

- Training provided for paid student peer mentors under development

Athletics

- Required comprehensive student education plan
- Some teams have mandatory study hall
- Two grade checks/progress reports are completed during the 7th and 12th week of the term
- Unit checks are required
- Athletic orientation and specialized counseling services
- Fall and spring athletic academic report
- Fall and spring sports banquet

Dual Enrollment Program

- Serves students taking college courses while concurrently enrolled in high school
- Provides Taft Union High School students the opportunity to earn college units and allows Taft College to recruit prepared students
- Classes are offered on the Taft Union High School campus, and online

English

- *One Book One Bakersfield One Kern*: Hosts a Community Symposium in Taft and surrounding communities to give English 1000 students an opportunity to present research and interact and hear informed and varying opinions from respected community members.
- Offers Literary Magazine Club

Liberal Arts

- Hosts several events each year in Art Gallery, displaying artwork from local students and artists, and receptions for the artists

Library

- Offers a library reserve collection of all textbooks available for checkout for use within the library
- Lap-top computers available for checkout for use within the library
- Study rooms available for checkout

Mathematics

- Instructors available in the Math Lab in library to assist students

Quest for Success

- Offers accelerated learning communities in English, ESL, and math
- Offers Math JumpStart I and II programs to help students jump out/skip a math level by providing refresher workshops to accelerate students
- Offers Summer English Access program to provide students with practice and enrichment to continue English composition development to help students improve placement scores in Accuplacer and assess into a higher level English course

STEM

- Offers on-campus Exploratorium, ConnExpo, to provide hands-on learning and exploration area for students to discover new ideas in Science, Technology, Engineering, and Mathematics
- Offers an after school Young Innovators Club at Lincoln Junior High School and Taft Union High School
- Sponsors a robotics program at Maricopa High School
- Sponsors STEMvitational event on campus to give seniors the opportunity to pursue STEM at Taft College
- Sponsors Star Parties
- Community outreach services provided
- Offers STEM Club

Social and Behavioral Sciences

- Offers Social Science Research Group

Student Activities

- ASB produces monthly calendar of events
- Sponsors numerous activities each month
- Offers numerous opportunities for student engagement
- Supports campus life and on-campus clubs

Student Services

- Hosts Celebration of Success Recognition Dinner

Student Success Courses

- The Learning Support Division offers courses to help students succeed including Introduction to Campus Life, Career/Major Exploration, Career/Life Planning, College Survival, Time/Organizational Study Skills, Educational Planning, and Becoming a Successful Online Student.

Testing Center

- PearsonVue certified testing site

TRIO

- Serves students by drop-in, appointment, in the classroom, or in workshops
- Provides advising and counseling, priority registration, transfer assistance, and financial aid and scholarship assistance
- Provides opportunities to visit four-year universities via scheduled field trips

Transfer Center

- Serves students by drop-in, appointment, in the classroom, in workshops, through access to four-year college representatives, and hosts transfer events on campus
- Provides assistance to students to complete admissions applications to four-year universities
- Provides opportunities to visit four-year universities via scheduled field trips
- Community outreach services provided

Transition to Independent Living

- Offers On Our Own Club and Best Buddies Club
- Community outreach services provided

5. Include any commercial technology or in-house products used for follow-up. Be sure to include these items in the table below.

Technology used for follow-up services includes:

- DegreeWorks is being updated and the gpa calculation tools are used for follow-up services
- SARS grid is used to schedule appointments, workshops, and SSSP data tracking
- Cognos, DegreeWorks, and Banner are used for reporting and to summarize student data
- PowerPoint is used to present information during workshops
- Email correspondence is used to send students updated education plans and related information
- Email, phones, and faxes are used regularly as a form of communication between students, staff, and faculty
- EUREKA is used to provide transfer and career related information
- ASSIST is used for articulation between California public colleges and universities
- College Source and Transfer Counselor Website (TCW) are tools used for course articulation
- Myers Briggs Personality Inventory, a personality preference inventory
- Strong Interest Inventory, an inventory of interests
- College Central Network (CCN) for resume building, job placement, and employer recruitment
- Accuplacer online preparation programs, Longsdale Publishing
- My Access School Version, Vantage Learning, for English composition development
- eLumen platform for student outcomes/assessment of learning
- Assistive technology including Kurzweil 3000, Dragon Naturally Speaking, Smart Pens
- Claro Read being explored along with other assistive technology
- Pre-assessment tools are currently being explored
- Affective domain assessment tools are currently being explored
- CampusQuad is currently being explored
- Website and webpage development

6. List all staff costs in the table below for each position providing follow-up services. List any other follow-up-related expenditures that are included and clearly cross referenced in your noncredit SSSP budget plan.

Due to the small amount of non-credit courses offered at Taft College and minimal funding, most services are provided to students via general and/or grant funding, and are not required for SSSP non-credit match.

Indicate if the items listed are paid for with SSSP funds or match. You may add additional rows as necessary.

Budget Code	Category Title	FTE	SSSP	Match
1000	Academic Salaries		\$	\$
2000	Classified & Other Nonacademic Salaries	.60	\$9286	\$14725

3000	Benefits	.10	\$2758	
4000	Supplies and Materials		\$671	
5000	Other Operating Expenses		\$500	
6000	Capital Outlay			
7000	Other Outgo			

7. Identify the staff providing or supporting follow-up services and provide a brief, one-sentence statement of their role. Please add rows as necessary.

Title	Role
Basic Skills Counselor	Provides assistance to ESL students and helps students complete the matriculation process
Career Counselor	Provides personal, career, and educational counseling, at-risk follow-up, conducts programmatic data collection and analysis, and campus career education activities
Coordinator Counseling/Student Success	Assists with all aspects of SSSP
Counseling Center Secretary and Technician	Assists with matriculation process, orientation and assessment information, counseling appointment sign-up, and referral to follow-up services
Dean of Instruction-Grants	Responsible for oversight of tutoring, supplemental instruction and related at-risk follow-up services
Director, Financial Aid and Staff	Assists with follow-up services
MAPP Counselor	Coordinates student success follow-up for at-risk students
Programmer	Programs various Banner interfaces to collect and report all aspects of SSSP services

I**lb.** Additional Match Expenditures

List any match expenditures not previously accounted for in this plan. These expenditures may include Admissions and Records, Transfer and Articulation services, Career Services, institutional research (unrelated to SSSP), institutionally funded tutoring, and supplemental instruction costs for at-risk students. Ensure that expenditures are clearly cross referenced in the budget plan.

Budget code	Expenditure	Amount
n/a		\$

SECTION III. POLICIES

i. Exemption Policy

Provide your institution’s policy for exempting noncredit students from participation in the required services listed in title 5, section 55520 consistent with the requirements of section 55532.

AP 5050 was updated to include exemption language, and reflects the following exemption criteria:

Exemption Criteria

Students will lose their enrollment priority status if they do not participate in orientation, assessment, and counseling, advising, and other education planning services. Therefore, new students are encouraged to participate in all of these core services. Any exemption will mean losing enrollment priority, and dropping to the end of the enrollment line.

Exemptions from Orientation Services

- A. Students who have graduated from an accredited U.S. college or university with an associate degree or higher.
- B. Students who have declared one of the following goals:
 - Advance in current career/job
 - Maintain certificates/license

The College will make reasonable efforts to ensure that all exempt students are provided the opportunity to participate in orientation as a valuable service and to retain enrollment priority.

Exemptions from Assessment Services

- A. Students who have graduated from an accredited U.S. college or university with an associate degree or higher.
- B. Students who have declared one of the following goals:
 - Advance in current career/job
 - Maintain certificates/license

C. Students who have previously been assessed within the last two years from a California Community College, California State University, or University of California and have written verification of placement and scores. Taft College multiple measures will be applied.

D. Students who submit [Early Assessment Program \(EAP\)](#) results that have achieved 'college readiness' or 'conditional readiness' for English and/or math. High school transcript required for 'conditional readiness'.

E. Students who submit [Advanced Placement \(AP\)](#) results with a score of '3' or higher for English and/or math.

F. Students who submit [College Level Examination Program \(CLEP\)](#) results with a score of 50 or higher on the Pre-Calculus or Calculus exams. (exempt from math portion of assessment only)

G. Students who have previously taken an English and/or math class from another college or university and provide documentation/transcripts.

Students will only be exempt from the section of the assessment test that documentation is submitting for (i.e. Writing, Reading, and/or Math). The College will make reasonable efforts to ensure that all exempt students are provided the opportunity to participate in the assessment component as a valuable service and to retain enrollment priority.

Exemptions from Counseling, Advising, and Other Education Planning Services

A. Students who have graduated from an accredited U.S. college or university with an associate degree or higher.

B. Students who have declared one of the following goals:

- Advance in current career/job
- Maintain certificates/license

The College will make reasonable efforts to ensure that all new, continuing, and returning exempt students are provided the opportunity to participate in counseling, advising, and other education planning services as a valuable service and to retain enrollment priority.

Exemptions from Loss of Enrollment Priority and Appeal Process

Students may lose their enrollment priority and regain it under certain circumstances.

Loss of Enrollment Priority due to Academic Standing

Students on academic or progress probation for a second consecutive term will lose their enrollment priority unless they participate in the MAPP (Monitoring Academic and Progress Probation) program and complete a progress report for each course they are enrolled in showing at least a 2.0 GPA and/or 50% or more completed progress. Students on continued probation that earn a 2.0 GPA or higher in the most recent term, and/or pass 50% or more of their classes in the most recent term, are exempt from the mandatory petition process for dismissed students and maintain their enrollment priority.

In addition, academic reinstated students that earn a 2.0 GPA or higher in the most recent term progress report are exempt from the mandatory petition process for dismissed students and maintain their enrollment priority.

Loss of Enrollment Priority due to 100 Unit Limit

Students who have earned 100 or more Taft College degree applicable units will lose their enrollment priority. Students that complete a comprehensive student education plan showing the additional units are needed may be exempt and maintain their enrollment priority.

ii. Appeal Policies

Briefly describe the student appeal policies and procedures required under title 5, section 55534 (e.g., priority enrollment, prerequisites, corequisites, etc.) and explain how students can access them.

All [Board Policies and Procedures](#) are located on the Taft College website. The College is in the process of redesigning the website navigation, so links provided may change in the near future.

AP 5050 was recently updated to include student appeal policies and procedures, and reflects the following language:

Conditions for Appeal

Petition to Reinstate Priority Enrollment

Students with extenuating circumstances may appeal the loss of enrollment priority by providing written documentation to the Admissions and Attendance Committee under the following conditions:

- Students who have earned over 100 Taft College degree applicable units due to extenuating circumstances. Extenuating circumstances are verified cases of accident, illness, or other life changing events beyond the control of the student.
- Students that complete a comprehensive student education plan with a counselor showing the additional units are needed.

Assessment Appeal

After meeting with a counselor and discussing overall placement level recommendations, a student may be referred back to the Testing Center to re-test. There is no waiting period required between re-tests, and no other conditions a student must meet to be allowed to test again. A student may also challenge a course and/or program pre-requisite, co-requisites or any other limitation on enrollment, per Administrative Procedure 4260.

Dismissal Appeal Petition

Students on dismissal are notified by the Admissions Office via mail of their academic status at the end of each fall and spring semester. The dismissal notification letter outlines the students' options to either appeal their dismissal status or sit out the next term.

Students who [appeal](#) their dismissal status are notified of the outcome of their appeal immediately following the Admissions and Attendance meeting held monthly. Students on dismissal may be reinstated and allowed to enroll with a reduced unit load or no restrictions or stipulations. Students on dismissal who do not meet the conditions for reinstatement may again appeal after sitting out for one term.

Students on continued probation that earn a 2.0 GPA or higher in the most recent term, and/or pass 50% or more of their classes in the most recent term, are exempt from the mandatory petition process for dismissed students and maintain their enrollment priority. In addition, academic reinstated students that earn a 2.0 GPA or higher in the most recent term are exempt from the mandatory petition process for dismissed students and maintain their enrollment priority.

Violations

If the student feels that assessment, orientation, counseling, or prerequisites (or any other matriculation procedures) is being applied in a discriminatory manner, the student may file a complaint of unlawful discrimination. See Student Handbook for grievance procedures.

Student Complaint and Grievance Process

Student rights and responsibilities are outlined in the [Student Handbook](#). Students who are dissatisfied are first encouraged to attempt to resolve the issue(s) by taking preliminary action and conferring with the person against who the student has the alleged complaint/grievance. If that proves impossible or unsatisfactory, the student can confer with the Vice President of Student Services, or designee. Students must complete a student complaint/grievance [form](#) to initiate the process. The Vice President of Student Services or designee reviews all complaint/grievance forms, and depending on the nature of the complaint, determines if the complaint is grievable. The Vice President of Student Services or designee,

following established timelines, will either determine the disposition of the alleged complaint/grievance or refer it to the appropriate committee for review. Students have the right to further pursue their complaint via the California Community College Chancellor's Office, and information on the [state administered complaint process](#) is available to students on the Taft College website.

iii. [Prerequisite Procedures](#)

Provide a brief description of the procedures for establishing and periodically reviewing prerequisites in accordance with title 5, section 55003 and procedures for considering student challenges.

All [Board Policies and Procedures](#) are located on the Taft College website. The College is in the process of redesigning the website navigation, so links provided may change in the near future.

The establishment, review, implementation, and challenge process for course prerequisites and co-requisites is outlined in [Board Policy 4260](#) and more specifically outlined in [Administrative Procedure 4260](#).

Prerequisite challenge process

A [prerequisite challenge](#) process is also available to students. Grounds for challenging shall include the following:

- Those grounds for challenge specified in title 5, Section 55201(f).
- Challenging the prerequisite on the grounds that it has not been made reasonably available.
- Challenging the prerequisite on the grounds that it was established in violation of regulation or in violation of the District-approved processes (student documentation required).
- The prerequisite is discriminatory or applies in a discriminatory manner (student documentation required).
- Challenging the prerequisite based on my knowledge or ability to succeed in the course despite not meeting the prerequisite (student documentation required).

It is the student's responsibility to provide compelling documented evidence, including a written statement, to support a challenge. A student must complete a [prerequisite challenge](#) form, and submit with all required signatures and documentation. The challenge form is then processed within 5 working days, and the student is notified via email or phone of the outcome.

SECTION IV. PROFESSIONAL DEVELOPMENT

Briefly describe plans for faculty and staff professional development related to implementation of noncredit SSSP.

In order to implement SSSP, the Vice President of Student Services has led Student Services meetings and trainings, and continues to do so. The meetings are attended by program coordinators, managers, advisors, counselors, financial aid, and admissions and records office staff. Additional representatives from the campus community are also invited as guests for their expertise and input. A Student Success Committee was formally established in fall 2014 to assist with SSSP and Equity Plan implementation and execution.

Numerous presentations are provided for the campus community including:

- Student Success and Support Program Steering Committee
- Student Services Managers and Coordinators Meeting
- Counseling Staff Meeting
- FIG (Faculty Inquiry Group) Presentation
- Academic Senate
- Governance Council
- Board of Trustees

Professional development opportunities directly related to SSSP include:

- Completion by Design (fall 2015)
- Comevo (fall 2015)
- Region 6 SSSP Meetings (once per semester)
- Student Success (Re)defined (fall 2015)
- California Community College Banner Group (3CBG) webinars
- DegreeWorks (numerous training dates for technical and functional support)
- SARS Anywhere (fall 2015)
- California Community Colleges Student Success and Support Program Training-sponsored by Chancellor's Office (fall 2015)
- Ellucian Live (spring 2016)

Additional professional development opportunities that are normally attended annually include, but are not limited to:

- Chief Information Systems Officers Association Conference (CISOA)
- California Association of Collegiate Registrars and Admissions Officers (CACRAO)
- California Association of Postsecondary Education and Disability (CAPED)
- California Community Colleges Veterans Summit
- New Director's Training (EOP&S/CARE, CalWORKS, DSP&S, SSSP, Transfer)
- CSU and UC Counselor Conferences
- Career/Industry Conferences
- SLO Region Workshop
- Program Region Meetings
- Central Valley Higher Education Consortium Workgroup and Meetings (C6 Consortium)
- California Community College Association for Occupational Education Conference (CCCAOE)
- California Community College Assessment Association (CCCAA)
- CIO/CSSO Conference
- Research and Planning Group for California Community Colleges (RP Group)
- Title IV and Clery Training

SECTION V. INSTITUTIONAL RESEARCH

Briefly describe the types of institutional research that will be provided that directly relates to the provision or evaluation of noncredit SSSP services.

Orientation

Institutional Research and program coordinators will continue to assess the effectiveness of the orientations via student surveys, and through an analysis of the effects of orientation participation on student success.

Assessment

Institutional Research, faculty, and program coordinators will continue to provide and evaluate reliability and validity evidence including content review and multiple measures to support placement decisions in English, math and ESL.

Counseling/Advising

Institutional Research and program coordinators will continue to evaluate counseling, advising, and education planning services via student surveys, and through an analysis of the effects of counseling, advising, and student education planning on student success. In addition, Institutional Research administers the [CCSSEE](#) every other year, and helps to analyze data collected from the CCSSEE instrument on students' use, satisfaction and engagement with all of the SSSP components. The administration of the [SENSE](#) instrument is also being considered.

Student Equity and Disproportionate Impact

Institutional Research will continue to conduct research to assess disproportionate impact on several success metrics, including the Student Success Scorecard metrics, for various student subgroups. In addition, Institutional Research and program coordinators will continue to assess the effectiveness of interventions aimed at closing the achievement gap in access and success among impacted student subgroups.

SECTION VI. PLAN COORDINATION

Coordination with Credit SSSP Plan, Student Equity Plan, Basic Skills Initiative and Other Institutional Planning Efforts

Briefly describe how the plan and services are coordinated with the credit SSSP plan, student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education, and departmental program review.

The completion of the 2015/2016 Noncredit SSSP Plan involved various levels of planning, with several committees and constituent groups throughout the year, leading to adjustments and/or changes for 2015/2016.

- The Taft College Mission Statement was updated in fall 2014 and approved by the Board on January 14, 2015. It includes our commitment to students not only through appropriate programs, but also reflects our commitment to enriching lives through 'student support services'.
- The 2015/16-2017/18 Strategic Action Plan was completed in fall 2014 and reflects the commitment of everyone at Taft College to student success and institutional effectiveness. The 2015-18 Strategic Action Plan logically and chronologically proceeds from the Taft College 2014-2024 Education Master Plan that was developed with comprehensive college and community participation during the 2013-2014 academic year. The plan identifies five broad areas of focus for the college, including Student Learning and Success, and Student Access. Within each of the broader areas are recommendations related to that area with identified champions, actions, objectives, outcomes, and timelines. In short, the Strategic Action Plan ensures that specific actions take place and outcomes result from the Educational Master Plan. Please refer to Area 1: Student Learning/Success Recommendations 1.1-1.7 for alignment with SSSP.
- Creation of Student Success Committee and Access Committee in 2014 to facilitate alignment between plans. A Student Success Committee effectiveness evaluation was completed after spring 2015, and the charter was reviewed. Updates were made to the specific responsibilities of the charter and updated goals for 2015 were agreed upon, including joint meetings with the Access Committee to better align efforts, bridge the gap between access and success, and develop the Comprehensive Enrollment Model.
- Completion of the 2014/2015 Governance Guide in fall 2014, including Student Success Committee and Access Committee as Governance Committees that are constituted by governance groups to effect policy and/or procedural decision making.
- Attendance at the ASCCC Equity and Success Regional Meeting in fall 2014 on September 27th at Mt. San Antonio College with a team from Taft College. Continued discussions on the alignment of plans. Adoption of the 80% rule for follow-up services provided to disproportionately impacted student groups.
- Feedback provided to AB86 Consortium on greatest personnel needs including bilingual outreach services, and expansion of Learning Skills course offerings for high school equivalency preparation.
- Professional development opportunities for the campus including: Completion by Design Model and Loss/Momentum Framework, presented by Robert Johnstone from The Institute for Evidence-Based Change (IEBC) during in-service in January 2015; Governance Council Retreat, in February 2015, facilitated by Brad Phillips from IEBC with a focus on the use of data, leading indicators, and interventions; Institutional Effectiveness Partnership Initiative Workshop at Bakersfield College with a team from Taft College on March 24, 2015.
- In conjunction with Strategic Planning Committee, reviewed and updated Taft College's Institution-Set Standards and benchmarks. Program Review also reviewed, and timeline shortened to better align the program review cycle with budget development and planning.
- Student Services Coordinators and Managers focused several meetings on Program Effectiveness Measures and Student Learning Outcomes as related to the Program Review process, with discussion

to work with the SLO/ASC Committee to research and review the adoption of Program Effectiveness Measures for consistency in 2015/2016.

- Participation in the Accreditation Self Evaluation Report submitted in July 2015 in preparation for the fall 2015 site visit. Focusing on Standard IIB, compiled evidence related to student support services and reflected on how Taft College meets the standards, and necessary/priority areas of focus for continual improvement.
- Formation of a work group in summer 2015, primarily with counselors and student support services personnel, to develop the Success Plan, an action plan to compliment the SSSP Plan, incorporating the Completion by Design Model, campus feedback, and monthly actions/contacts with students, faculty, and division liaisons.
- Completion of Basic Skills Plan, and approval for the hiring of a Precollegiate Coordinator to assist with all aspects of basic skills, bridging the gap between student services and instructional related needs and strategies.

SECTION VII. ATTACHMENTS

Please provide a list of attachments to the noncredit SSSP plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, *Noncredit SSSP Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the plan.

Attachment B, *SSSP Organizational Chart*. Please attach a copy of your SSSP organizational chart and highlight the noncredit SSSP coordinator's position. Please include all positions included in your noncredit SSSP plan and also include any district-level positions if funded out of SSSP. Include district level positions in your plan narrative and budget, as the district will not have its own reporting structure. The colleges within the district will each include the prorated portion of the salary and benefits.

If your district has a *district* noncredit SSSP coordinator, please attach a copy of the district Student Services organization chart, and highlight the district coordinator's position (if it is not identified as such on the chart).

Attachment C, *Noncredit SSSP Advisory Committee*. Attach a list of the members of your noncredit SSSP advisory committee and their positions. If noncredit SSSP is addressed by the college's SSSP committee, please include information from that group.

Attachment D, *Other* (optional). Additional attachments may include noncredit SSSP forms or templates to illustrate responses. You may also submit links to any relevant documents, handbooks, manuals or similar materials that your district/campus has developed as noncredit SSSP materials.

ADDITIONAL INFORMATION

Questions regarding the development and submission of the noncredit SSSP plan may be directed to: noncreditSSSP@cccoco.edu.

Attachment A Noncredit SSSP Plan Participants

Title 5 Section 55510 (11)(b) requires that the plan "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this plan. Add more pages as needed.

Name: Geoffrey Dyer Title: English Professor, Academic Senate President

Stakeholder Group: Academic Senate

Name: Sharyn Eveland Title: Psychology Professor, Social Science Division Chair

Stakeholder Group: Access Committee

Name: Shoshanna Kukuleiv Title: ASB Officer

Stakeholder Group: Associated Student Body

Name: Mark Williams Title: Vice President, Instruction

Stakeholder Group: Governance Council

Name: Vicki Jacobi Title: Articulation Office, SLO Coordinator, LSD Chair

Stakeholder Group: Learning Support Division (LSD)

Name: Juana Rangel-Escobedo Title: Counselor

Stakeholder Group: Student Services Managers and Coordinators

Name: Velda Pena Title: Research Analyst

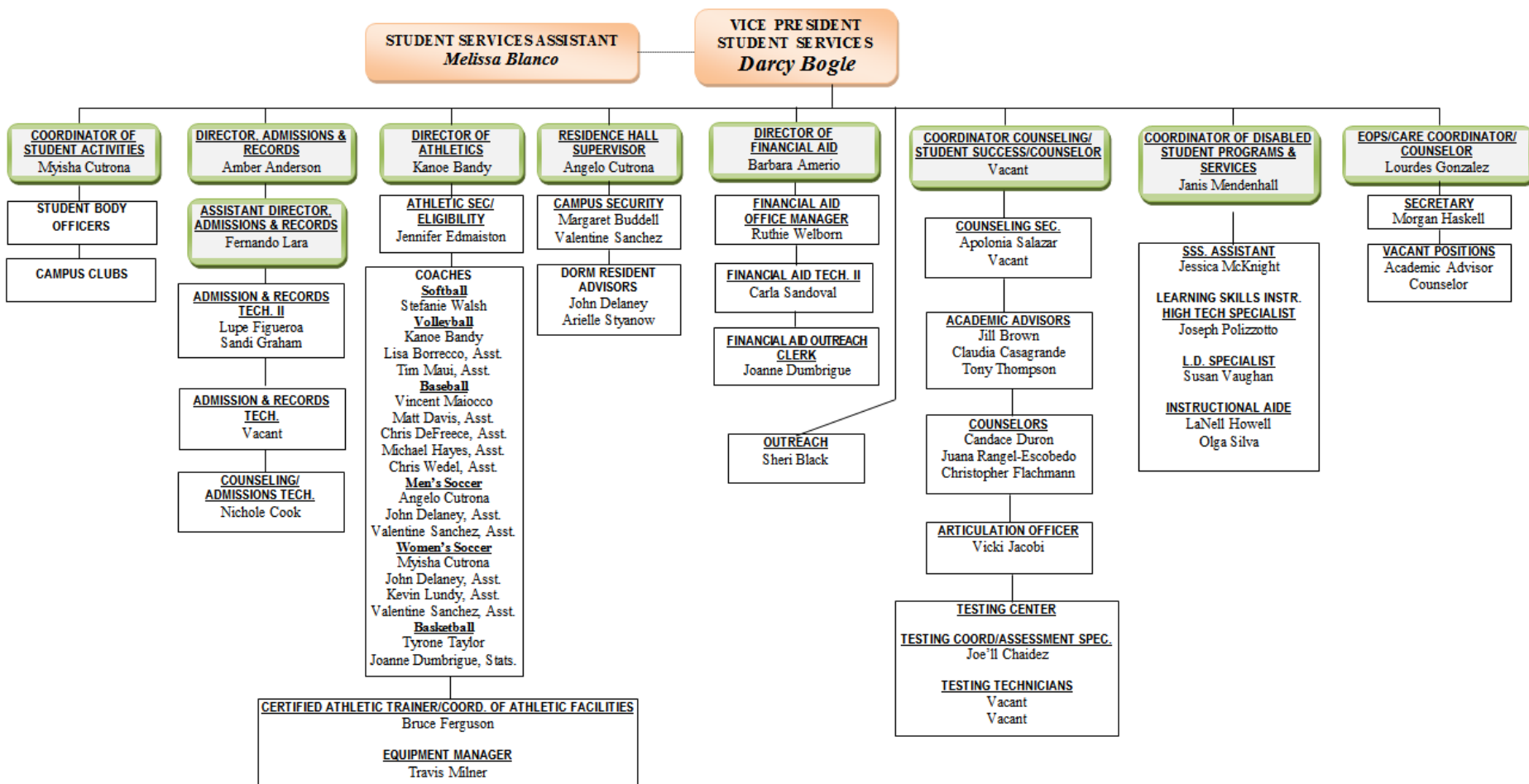
Stakeholder Group: Student Success Committee

Name: Candace Duron Title: Counselor, Coordinator/Counselor CalWORKs

Stakeholder Group: SSSP Steering Committee

Attachment B

Organizational Chart



Attachment C

Student Success and Support Program Steering Committee

Student Success & Support Program (SSSP) is a process that enhances student access and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of Student Success & Support Program (formerly matriculation) are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the student success & support program (formerly matriculation) process: admissions, orientation, assessment and testing, counseling, and student follow-up. The SSSP Steering Committee is a content committee that reviews documents and processes, and provides feedback to the various SSSP work groups.

MEMBERS:

Adrian Agundez, Director, Information Services
Agnes JEGuaras, Dean of Instruction-Grants
Amber Anderson, Director of Admissions/Records
Apolonia Salazar, Counseling Center Technician II
Barbara Amerio, Director, Financial Aid
Bill Devine, Chair, Liberal Arts Division
Candace Duron, Counselor, CalWORKS Coordinator/Counselor
Dan Hall, Distance Education Coordinator/Instructional Specialist
Darcy Bogle, Vice President Student Services, SSSP Chair
Diane Baeza, Director, Career Technical Education
Diane Jones, Faculty Association President
Eric Berube, Coordinator, Institutional Assessment, Research and Planning
Geoffrey Dyer, Academic Senate President
Greg Golling, Chair, Science Division
Janis Mendenhall, Coordinator/Counselor DSP&S
Joe'll Chaidez, Testing Coordinator/Assessment Specialist
Juana Rangel-Escobedo, Counselor
Kamala Carlson, Chair, English Division
Kanoë Bandy, Chair, Applied Technology Division
Lori Sundgren, Basic Skills Counselor
Lourdes Gonzalez, Coordinator Counselor, EOP&S/CARE/CARE
Mark Williams, Vice President, Instruction
Sharyn Eveland, Chair, Social Science Division
Sherry Gregory, User Support Specialist (MIS Reporting)
Stacie Rancano, STEM Program Manager-Counselor
Tori Furman, Career Counselor
Velda Pena, Research Analyst, CSEA President
Victoria Jacobi, Articulation Officer/SLO Coordinator, Chair LSD Division
Vacant, Coordinator Counselor/Student Success

Attachment D

Success Plan

AUGUST		FALL
CONNECTION	ALL Outreach	Cougar Day Send letter to H.S. counselors and schedule tours
ENTRY	ALL Front Counter Div Liaisons Admissions ALL ALL Front-Counter	TC Day Letter/phone call to students after assessment regarding workshops/new student appointment Welcome letter NS: Introductions to students and services and expectations Distance learning email reminder to all DL students, non-duplicated Identify student populations for follow-up (div, ns, at-risk, VA, disprop impacted, lowest course completion courses) Follow-up with identified student populations second week of school Follow-up with appointment no-shows
PROGRESS	Div Liaisons Admissions	Welcome Letter CS: >2.0 gpa way to go! (provide resources/deadlines for grad/transfer applications, etc.) Repeat letter sent to students that received a D,W, FW, or F
COMPLETION	Div Liaisons Div Liaisons Records Records/Divs Transfer Articulation Career	Share w/ divisions spring and summer graduation numbers and number of graduates by major Celebrate Success: Congrats to summer students! Tell students 'nice job'- You have completed your goal Pick up degree letter-notification Non-Graduate letters with exact reasoning and follow-up phone call Send out TAG info and a reminder of the September TAG deadline to a specific student population Courses submitted for UC transfer process Contact Cohort Employers
SEPTEMBER		
CONNECTION	Outreach	Participate in Kern County College Night
ENTRY	ALL Front Counter	Follow-up with identified student populations Follow-up with appointment no-shows
PROGRESS	Div Liaisons Records/Support	Share data with divisions: waitlist, students in each division/major, and academic standing; discuss and share scheduling recommendations Post prior transcripts and process transfer credit evals and petitions
COMPLETION	Career Transfer Transfer	Career Classroom Presentations Identify AA/AS-T students and send letter to remind students of grad and TAG application deadline and process, Schedule rep visits (i.e. CSUB)
OCTOBER		
CONNECTION	Outreach	Host High School Counselors Luncheon
ENTRY	Admissions Front Counter	Distance learning email reminder to all late-start DL students, non-duplicated Follow-up with appointment no-shows
PROGRESS	Div Liaisons Div Liaisons Records Div Liaisons	Develop/revise program pathways with divisions Comprehensive SEPs: Active students enrolled in fall that have complete 15+ degree applicable units 45+ units letter Utilize data from DW to predict student demand and adjust course

	Div Liaisons Records/Support	offerings in support of student planning Scheduling updates: Identify course scheduling conflicts/barriers to success Post prior transcripts and process transfer credit evals and petitions
COMPLETION	Career Advisors Transfer Transfer	Internship placement and screening Classroom presentations CSU/UC application workshops Send info/reminder of transfer application deadlines
NOVEMBER		
CONNECTION	Outreach	TUHS dual enrollment program and campus tours
ENTRY	ALL Div Liaisons Front Counter	Follow-up with identified student populations New student counseling division workshops Follow-up with appointment no-shows
PROGRESS	Admissions	Priority registration info sent to students
COMPLETION	Div Liaisons Div Liaisons Transfer Transfer	Progress Reports/Celebrate Progress: Tell students 'nice job'-you are almost there! 50% progress completed letters sent to students to include major classes in class schedule to be offered Complete grad checks and exit surveys--Block out the 2-3 days before graduation deadline for grad application appts only CSU/UC application workshops Send info/reminder of transfer application deadlines
DECEMBER		
CONNECTION		
ENTRY	ALL Div Liaisons Advisors Front Counter	Follow-up with identified student populations New student counseling division workshops Registration workshops Follow-up with appointment no-shows
PROGRESS		
COMPLETION	Articulation	Courses submitted for CSU GE Breadth and IGETC

JANUARY		SPRING
CONNECTION	Front Counter/Support	Contact students that have applied and completed orientation and/or assessment but not enrolled Dental Hygiene applications: Jan-March
ENTRY	Front Counter/Support Div Liaisons Admissions ALL ALL Front Counter	Letter/phone call to students after assessment regarding workshops/new student appointment Welcome letter NS: Introductions to students and services and expectations Distance learning email reminder to all DL students, non-duplicated Identify student populations for follow-up (div, ns, at-risk, VA, disprop impacted, lowest course completion courses) Follow-up with identified student populations second week of school Follow-up with appointment no-shows
PROGRESS	Div Liaisons Admissions ALL ALL	Welcome Letter CS: >2.0 gpa way to go! (provide resources/deadlines for grad/transfer applications, etc.) Repeat letter sent to students that received a D,W, FW, or F Persistence/retention follow/up: Contact students that have not re-enrolled Course completion follow/up: Who didn't make it?
COMPLETION	Div Liaisons Div Liaisons	Share w/ divisions fall graduation numbers and number of graduates by major Celebrate Success: Congrats to fall students! Tell students 'nice job'-

	Records Records/Divs	You have completed your goal Pick up degree letter-notification Non-Graduate letters with exact reasoning and follow-up phone call
FEBRUARY		
CONNECTION	Outreach	Outreach events
ENTRY	ALL Front Counter	Follow-up with identified student populations Follow-up with appointment no-shows
PROGRESS	Div Liaisons Records/Support	Share data with divisions: waitlist, students in each division/major, and academic standing; discuss and share scheduling recommendations Post prior transcripts and process transfer credit evals and petitions
COMPLETION	Career Transfer Transfer	Career Classroom Presentations Identify AA/AS-T students and send letter to remind students of grad application deadline and process Schedule rep visits (i.e. CSUB)
MARCH		
CONNECTION	Outreach	Outreach events
ENTRY	Admissions Front Counter	Distance learning email reminder to all late-start DL students, non-duplicated Follow-up with appointment no-shows
PROGRESS	Div Liaisons Div Liaisons Records Div Liaisons Div Liaisons Records/Support	Develop/revise program pathways with divisions Comprehensive SEPs: Active students enrolled in spring that have complete 15+ degree applicable units 45+ units letter Utilize data from DW to predict student demand and adjust course offerings in support of student planning Scheduling updates: Identify course scheduling conflicts/barriers to success Post prior transcripts and process transfer credit evals and petitions
COMPLETION	Advisors	Classroom presentations
APRIL		
CONNECTION	Outreach	Campus tour for TUHS students; outreach events
ENTRY	ALL Div Liaisons Front Counter	Follow-up with identified student populations New student counseling division workshops Follow-up with appointment no-shows
PROGRESS	Admissions	Priority registration info sent to students
COMPLETION	Div Liaisons Div Liaisons Articulation	Progress Reports/Celebrate Progress: Tell students 'nice job'-you are almost there! 50% progress completed letters sent to students to include major classes in class schedule to be offered Complete grad checks and exit surveys--Block out the 2-3 days before graduation deadline for grad application appts only Course determination of CSU GE Breadth/IGETC, effective in the fall of current academic year
MAY		
CONNECTION		
ENTRY	ALL Div Liaisons Advisors Front Counter	Follow-up with identified student populations New student counseling division workshops Registration workshops Follow-up with appointment no-shows
PROGRESS		
COMPLETION	Articulation	Articulation notification of UC transfer course approval
JUNE		SUMMER
CONNECTION	Page owners	Website development
ENTRY	Div Liaisons	Letter/phone call to students after assessment regarding workshops/new

	Div Liaisons Admissions ALL ALL Front Counter	student appointment Welcome letter NS: Introductions to students and services and expectations Distance learning email reminder to all DL students, non-duplicated Identify student populations for follow-up (div, ns, at-risk, VA, disprop impacted, lowest course completion courses) Follow-up with identified student populations second week of school Follow-up with appointment no-shows
PROGRESS	ALL ALL	Persistence/retention follow/up: Contact students that have not re-enrolled Course completion follow/up: Who didn't make it?
COMPLETION	Div Liaisons Records Records/Divs Page owners Records/Divs Coord/Directors	Celebrate Success: Congrats to spring students! Tell students 'nice job'- You have completed your goal Pick up degree letter-notification Non-Graduate letters with exact reasoning and follow-up phone call Website development/updates DW scribing and template development for programs Program development
JULY		
CONNECTION	ALL Div Liaisons	Cougar Day Contact students that have applied and completed orientation and/or assessment but not enrolled
ENTRY	? ALL Front Counter	Summer bridge Follow-up with identified student populations Follow-up with appointment no-shows
PROGRESS	ALL ALL Records/Support	Persistence/retention follow/up: Contact students that have not re-enrolled Course completion follow/up: Who didn't make it? Post prior transcripts and process transfer credit evals and petitions
COMPLETION	Page owners Records/Divs Coord/Directors	Website development/updates DW scribing and template development for programs Program development

RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- [Student Success and Support Program Handbook](#)
- [MIS Data Element Dictionary](#)
- [Student Success and Support Program Student Equity Plan](#)
- [Program and Course Approval Handbook](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)