Student Success and Support Program Plan
(Credit Students)

2014-15

Taft College
West Kern Community College District

District: West Kern Community College District
College: Taft College

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu
and
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
The West Kern Community College District has the following statements of Vision, Mission and Values. This Plan and all associated planning activities were conducted with these statements in mind. The analysis and recommendations in the Plan are consistent with these statements.

**Vision**
At Taft College all learners achieve their learning goals.

**Mission**
Taft College is committed to student learning in transfer and career and technical education programs supported by pre-collegiate basic skills and a wide range of student services. All programs and services are focused on the educational needs of a community of learners.

**Values**

- Students and evidence of their success.
- A learning community with teaching excellence.
- An environment conducive to learning, fairness, and continuous improvement.
- A communicative, collaborative, collegial, and respectful culture.
- A partnership of students, faculty, and support services.
- Innovation, diversity, creativity, and critical thinking.
- A mutually beneficial relationship with the community we serve.
- Academic, financial, personal and professional integrity.
- A transparent, accessible governance structure that includes institution-wide dialogue.
This plan was produced by

Darcy Bogle, Vice President, Student Services
Karen Ziegler, Coordinator Counseling/Student Success/Counselor

In Collaboration with

Student Services Managers and Coordinators
Student Success and Support Program Steering Committee

Shared Governance Review

Academic Senate
Associated Student Body
Classified Managers and Coordinators
Governance Council
Student Success Committee

Board Review

Board of Trustees, West Kern Community College District
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SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Taft College

District Name: West Kern Community College District

**We certify** that funds requested herein 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.*

Name: Karen Ziegler, Coordinator Counseling/Student Success/Counselor Date: 

Name: Darcy Bogle, Vice President of Student Services Date: 

Name: Mark Williams, Vice President of Instruction Date: 

Name: Tony Thompson, Academic Senate President Date: 

Name: Dena Maloney, Superintendent/President Date: 

Contact information for person preparing the plan:

Name: Karen Ziegler   Title: Coordinator Counseling/Student Success/Counselor
Email: kziegler@taftcollege.edu   Phone: 661-763-7747
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services. Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student’s academic pathway services are provided (before registration, at 15 units, etc.).

ORIENTATION MISSION STATEMENT:
To assure that all potential and new (non-exempt) students will be acquainted with the college's programs, services, academic expectations, institutional procedures, and facilities and campus grounds.

Orientation is offered in-person and online, and all students are encouraged to participate in orientation services. Approximately 919 students completed the online orientation. ESL orientations are done in-person, with approximately 176 students participating. Individual orientations are also held on high school campuses and at our local correctional facility, and an additional 50-70 participated in orientation offered at our local correctional facility and 75-100 at our local high schools.

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.

Online Orientation:
Adapt courseware is used to provide an interactive online orientation where students can read or watch the various modules. The online orientation is intended to be broad, and covers information students would need to know for their first semester of attendance as they get started with their educational goals at Taft College. The orientation includes a Getting Started module containing a welcome video explaining how to navigate the orientation and the expectations, and consists of five modules: Welcome to College; Financial Aid: How to Pay for College; Goal Exploration: How to Plan for the Future; Registration Policies: How to Enroll; and Assessment: How to Prepare. Students must complete each module in the order listed and achieve mastery level before they may begin the next module. Mastery is defined by completing all of the quiz questions successfully on the first attempt; otherwise, the questions will be asked of the student again until they have mastered that module.

Taft College developed the online orientation in summer 2013, and began using the orientation during the fall 2013 semester. Taft College is currently reviewing content of the online orientation, along with student feedback, and has an
interest in developing additional written content, video content, and a comparable online orientation in Spanish. The current platform, Adapt, is also being reviewed, and other platform options are being explored, including Comevo. An orientation booklet is an additional resource that is also currently being considered to provide to all students to promote a consistent experience across the orientation options.

In-person ESL Orientation
The in-person ESL orientation is designed to assist first time students that do not speak English as their first language. The orientations take place each semester during the month prior to registration, typically October, November, and April. ESL orientations are 90 minutes, and cover a variety of information along with policies and procedures including Steps to Success, accessing and importance of catalog, general education and major requirements, educational planning, student services programs, English and math placement information/sequence, accelerated cohorts, and student success support classes. Basic questions related to transfer are also addressed.

High School Orientation
High School orientations are offered at various local high schools by request. The orientations are led by our Outreach Coordinator, and the orientation mimics the online orientation. The orientation is normally held in a computer lab, where students are encouraged to sign up and participate. The advantage is that students can complete their Taft College application, orientation, and assessment in the same day. Students are able to ask additional follow-up questions during the orientation, and are provided with and referred to appropriate resources. The students are also provided with the Steps to Success getting started checklist to guide them to the next step in the process of becoming a student at Taft College.

Correctional Facility Orientation
Orientations are offered at our local correctional facility at the beginning of each semester. The orientations are led by an academic advisor assigned to serve this student population. In addition to general information related to policies and procedures, the orientation addresses specific information related to the structure of off-line classes, expectations, and correspondence requests. Students are able to ask additional follow-up questions during the orientation, and are provided with any relevant and appropriate resources.

Follow-Up Orientation Services
In addition to the initial orientation services, follow-up orientation services are provided to many special populations 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, EOP&S, MAPP, Resident Life, TRIO, TIL and Job Placement.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

There are 0.6 FTE positions that fall under this area. The counseling FTE is included in Section II.iii.5.

Additional positions reflected in the chart to support orientation services listed as priority for SSSP funding:

*A restructured and/or full-time position for additional support
**Additional Information Technology support
***Additional Learning Outcomes support

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Brief Description of Job Role</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Academic Advisor</td>
<td>Provides assistance to students at off-site locations and helps students complete the matriculation process</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Analyst, Institutional Research</td>
<td>Conducts research in various areas including Student Success, Equity, and program effectiveness</td>
<td>Match</td>
</tr>
<tr>
<td>Position</td>
<td>Responsibilities</td>
<td>Department</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>*Basic Skills Counselor</td>
<td>Provides assistance to ESL students and helps students complete the matriculation process</td>
<td>Match</td>
</tr>
<tr>
<td>Coordinator Counseling/Student Success</td>
<td>Assists with all aspects of SSSP</td>
<td>SSSP</td>
</tr>
<tr>
<td>Coordinator, Institutional Assessment, Research and Planning</td>
<td>Conducts research in various areas including Student Success, Equity, and program effectiveness</td>
<td>Match</td>
</tr>
<tr>
<td>Counseling Center Secretary</td>
<td>Assists with matriculation process, orientation and assessment information, counseling appointment sign-up, and referral to follow-up services</td>
<td>Match</td>
</tr>
<tr>
<td>Counselor</td>
<td>Provides personal, academic, and career counseling, orientations, education planning, follow-up services, and well as serving as division liaisons to designated academic departments</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Director, Information Services</td>
<td>Coordinates technology needs, project management, and necessary SIS updates and upgrades</td>
<td>Match</td>
</tr>
<tr>
<td>** Information Technology Student Support Specialist</td>
<td>Computer programming, web development, project and program management directly related to SSSP</td>
<td>SSSP</td>
</tr>
<tr>
<td>*** Learning Outcomes Technician</td>
<td>Assists with learning outcomes data, reporting, and elumen functionality</td>
<td>Match</td>
</tr>
<tr>
<td>MAPP Counselor</td>
<td>Coordinates student success follow-up for at-risk students</td>
<td>SSSP</td>
</tr>
<tr>
<td>MIS Technician</td>
<td>Oversees MIS reporting for SSSP including maintaining and submitting MIS reports and data</td>
<td>Match</td>
</tr>
<tr>
<td>Outreach Coordinator</td>
<td>Helps students apply, assists with matriculation process and provides outreach to local high schools and the community</td>
<td>SSSP; Match</td>
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<tr>
<td>Program Coordinator</td>
<td>Assists with various aspects of matriculation process, program coordination and development, data tracking, MIS reporting, and follow-up services</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Programmer</td>
<td>Programs various Banner interfaces to collect and report all aspects of SSSP services</td>
<td>Match</td>
</tr>
<tr>
<td>Student Assistants</td>
<td>Assists with matriculation process, orientation and assessment information, appointment sign-up, and referral to follow-up services</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Vice President, Student Services</td>
<td>Oversight of all aspects of SSSP</td>
<td>Match</td>
</tr>
</tbody>
</table>

3. If orientation is provided through the full or partial use of technology, identify any commercial products or
describe in-house products in use or under development, including any annual subscription or staff support requirements.

- Adapt courseware is used to access the online orientation
- Additional platforms and options for accessing orientation are being explored
- SARS grid is used to schedule appointments for in-person orientations and SSAP data tracking
- Cognos, DegreeWorks, and Banner are used for reporting and to summarize student data
- PowerPoint is used to present in-person orientations
- eLumen platform for student outcomes/assessment of learning

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in Title 5 Section 55521 as required information to include in an orientation.

**Orientation Checklist (Required Policy or Procedure)**

1. Academic expectations and progress and probation standards pursuant to Section 55031;
2. Maintaining registration priority pursuant to Section 58108;
3. Prerequisite or co-requisite challenge process pursuant to Section 55003;
4. Maintaining Board of Governors Fee Waiver eligibility pursuant to Section 58621
5. Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
6. Academic calendar and important timelines.
7. Registration and college fees.
8. Available education planning service

Orientation services are designed to provide, on a timely basis, needed information about instructional programs, course prerequisites, student services, college regulations, and student rights and responsibilities. Taft College will continue to review the orientation content along with the required eight policies and procedures, and modify the orientation, as necessary, for continual improvement.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

- How to prepare for assessment
- Following general education requirements
- Repeat policies
- Goal exploration
- Off-line class structure, expectations and correspondence (for correctional facility/inmate students)

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

See budget plan

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**ii. Assessment and Placement**

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student’s academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

**Assessment Mission Statement:**

*To assure all students have the opportunity to be assessed appropriately with reliable and valid test instruments which accurately assess their abilities. Furthermore, to provide an assessment process which is both feasible and user...*
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. Placement testing is primarily offered online at the Taft College Testing Center via computers; however, remote proctoring services are available. Approximately 1,301 students completed placement services. 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. 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. 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.

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.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

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<td>Match</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibilities</td>
<td>SSSP/Match</td>
</tr>
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<td>Counselor</td>
<td>Provides personal, academic, and career counseling, orientations, education planning, follow-up services, and well as serving as division liaisons to designated academic departments</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Director, Information Services</td>
<td>Coordinates technology needs, project management, and necessary SIS updates and upgrades</td>
<td>Match</td>
</tr>
<tr>
<td>DSP&amp;S Secretary and Staff</td>
<td>Assists students with matriculation process and students needing accommodations</td>
<td>Match; Portion cannot be claimed</td>
</tr>
<tr>
<td>Division Chair/Faculty, English, Math and ESL</td>
<td>Assist with validation of assessment testing, content review, and branching profile recommendations</td>
<td>Match</td>
</tr>
<tr>
<td><strong>Information Technology Student Support Specialist</strong></td>
<td>Computer programming, web development, project and program management directly related to SSSP</td>
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<td>Assists with matriculation process, orientation and assessment information, appointment sign-up, and referral to follow-up services</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Testing Center Coordinator/Assessment Specialist</td>
<td>Coordinates placement and assessment testing</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Testing Technician</td>
<td>Assists with matriculation process, assessment/testing appointment sign-up, and proctors academic, assessment, and placement exams</td>
<td>Match</td>
</tr>
<tr>
<td>Vice President, Student Services</td>
<td>Oversight of all aspects of SSSP</td>
<td>Match</td>
</tr>
</tbody>
</table>
3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
   - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
   - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
   - Describe how these measures 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.)

Computerized testing is offered via Accuplacer. For English, the Reading Comprehension and Sentence Skills tests are administered. For math, Arithmetic, Elementary Algebra, and College Level Math tests are administered. For ESL, ESL Reading Skills and ESL Language Use and Sentence Meaning are administered. Students can make an individual appointment 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. 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.

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, a multiple measures study was presented to all faculty during in-service, and continued discussions on multiple measures and their use are still taking place. Further data on multiple measures has been compiled, reviewed, and discussed with divisions, and has resulted in several recommendations being brought forth for consideration. Multiple measures taken into consideration include, but are not limited to:

- English test score
- Reading testing 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

Upon completing placement testing, scores are provided to all students verbally and via a handout regardless of what test sections were completed. Placement data is also uploaded each night from the Accuplacer platform through a Banner job, and scores are recorded in Banner. Counselors then use Accuplacer results, in conjunction with high school and/or college transcripts to apply multiple measures, provide pre-requisite clearance and determine final placement level recommendations with the student. A prerequisite challenge process is also available to students.

The Testing Center’s continued involvement with the Central Valley Higher Education Consortium (C6 Consortium) is important as dialog and conversations take place regarding common assessment, multiple measures, and the use of pre-tests.

4. Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

Prior placement exam scores are accepted for 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. In addition, students who have previously taken an English and/or math course from a prior college or university can submit documentation for course placement in English and/or math. Verification of placement and scores and/or transcripts can be faxed, scanned and emailed, or brought in-person to the Counseling Center for processing. Upon reviewing, a counselor will provide the appropriate clearance in Banner and notify the student. Requests normally take 24-48 hours to process.

5. **Describe college or district policies and practices on:**
   a. **Pre-test practice** - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
   b. **Re-take** - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
   c. **Recency** - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

**Pre-Test Practice**
Test preparation is available in the form of sample test questions, and through free online web sites dedicated to test preparation. Test prep is recommended to students in the online orientation, and links to resources are available on the Testing Center website. Students can use computers in the library to study, practice, and review for placement testing. This can help to familiarize students with the format and types of questions asked, and can improve placement scores and results.

**Re-take**
It is not recommended for a student to re-take the placement exam once it has been completed. However, exceptions apply, and 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.

**Recency**
Placement results are permanent; however, a student is recommended to re-test after two years.

6. **Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?**

Taft College accepts **Early Assessment Program (EAP)** results for English and math. College readiness is accepted for both English and math, along with conditional readiness for math. **Advanced Placement (AP)** scores are also accepted for students that score a 3 or higher in English and math. Finally, **College Level Examination Program (CLEP)** scores of 50 or higher on the Pre-Calculus or Calculus exams are accepted for math. A matrix outlining all AP/CLEP credit accepted by Taft College is provided in the **catalog** under the Academic Policies and Procedures section. EAP results and AP scores can be faxed, scanned and emailed, or brought in-person to the Counseling Center for processing. Upon reviewing, a counselor will provide the appropriate clearance in Banner and notify the student. Requests normally take 24-48 hours to process.

7. **Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.**

See **Budget Plan**

### iii. Counseling, Advising, and Other Education Planning Services

1. **Describe the target student audience, including an estimate of the annual number of students to be provided**
   (a) **counseling**, (b) **advising**, (c) and **other education planning services. Describe what these services are, the**
service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

COUNSELING MISSION STATEMENT:
To provide students with accurate, timely information and services to help them define and attain their educational goals.

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. 3,282 unduplicated students participated in a combination of these services, and an overall total of 7,382 students (duplicated count).

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.

Counseling and Advising Services
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. The Student Services and counseling website also contains information, resources, and forms to assist students.

Counseling Services Offered and Delivery Methods
All counselors are trained to assist students who are interested in transferring. Counselors provide additional resources to transfer-bound students and also refer students to the Transfer/Career Center for specialized counseling assistance and related resources. The Transfer Center provides follow-up correspondence to students publicizing transfer deadlines, four-year college representative visits on campus, transfer application workshops, catalog and online resources, and hosts transfer related events on campus. Additional transfer services offered are outlined in the Transfer Center Plan. The Career Center provides follow-up correspondence to students that have not identified an education goal or course of study, 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 including the annual Dress for Success event. Off-campus internships services and opportunities are also coordinated through the Career Center, along with a vast array of additional career exploration and job readiness services to facilitate career development. (See Section iv: Follow-Up for At-Risk Students)

Personal/crisis counseling is available by community referrals such as College Community Services, Taft Community Health Services, and Kern County Mental Health Services.

Special Populations
In addition to the services described above, the following populations also receive additional targeted counseling or
advising:

- Athletes
- At-risk students
- CTE (Career Technical Education)
- CalWORKs
- DSP&S
- EOP&S
- ESL students
- High school outreach
- STEM (Science, Technology, Engineering, Math)
- Transfer students
- TRIO (Student Support Services)
- Veterans

**Student Education Plan**

Effective as of fall 2014, priority registration, new, continuing, and returning students who have completed assessment, orientation, and developed, at minimum, an initial/abbreviated student education plan will have enrollment priority over students who do not meet these criteria. In addition, students that have completed the mandated services of the matriculation process and that meet specific program requirements will receive highest enrollment priorities, including qualifying veterans, foster youth, and students participating in CalWORKs, DSP&S, or EOP&S.

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 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.

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).

**Partnerships**

Counseling services strives to maintain strong partnerships with local area high schools. A high school counselor’s luncheon is held each year and feedback is used from the luncheon to help with planning on how to best assist seniors with the matriculation process, and identifying 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.

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.

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

**Dual Enrollment Program**

The Dual Enrollment Program is 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
2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

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.

3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

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 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 student education plan is at least two terms in length and reflects the number of terms required to achieve the student’s declare 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.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student’s education goal, course of study, and the courses, services, and programs to be used to achieve them.

All students, exempt and non-exempt, have the opportunity to participate in education planning services at Taft College. 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, CollegeSource, along with additional major, career, and transfer specific websites and resources are used to develop the comprehensive student education plan.

Currently education plans are 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. Training for DegreeWorks has been approved, and the anticipated completion date of all revisions, updates, and training is spring 2015.

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).

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

There are 5 tenure-track counselors and 3 non-tenure track counselors. Counselor’s contract obligation is 35 hours per week, and most counselors are contracted for 12 months per year. Counselors load consists of 50% Program Coordination/50% Counseling. There are 4.03 FTE for tenure-track counselors, 2.29 FTE for non-tenure track counselors, 1.7 FTE for adjunct counselors, and 5.8 FTE for additional support in counseling/advising/education planning services.

Additional positions reflected in the chart to support counseling, advising, and other education planning services listed as priority for SSSP funding:

* A restructured and/or full-time position for additional support
** Additional Information Technology support
*** Additional Learning Outcomes support

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Brief Description of Job Role</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Academic Advisor</td>
<td>Provides assistance to students at off-site locations and helps students complete the matriculation process</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Assist with catalog development, compilation, and production</td>
<td>Match</td>
</tr>
<tr>
<td>Position</td>
<td>Responsibilities</td>
<td>Match Code</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Admissions and Records Technician</td>
<td>Maintains official records, performs degree audit and evaluation, and assists with DegreeWorks functionality</td>
<td>Transitional Match</td>
</tr>
<tr>
<td>Analyst, Institutional Research</td>
<td>Conducts research in various areas including Student Success, Equity, and program effectiveness</td>
<td>Match</td>
</tr>
<tr>
<td>Assistant Director, Admissions and Records</td>
<td>Assists Directors, provides oversight of Academic Records, evaluations, degree audits, DegreeWorks, and reporting</td>
<td>Transitional Match</td>
</tr>
<tr>
<td>*Basic Skills Counselor</td>
<td>Provides assistance to ESL students and helps students complete the matriculation process</td>
<td>Match</td>
</tr>
<tr>
<td>*Career Counselor</td>
<td>Provides personal, career, and educational counseling, at-risk follow-up, oversees student internship program, conducts programmatic data collection and analysis, coordinates quarterly industry advisory committee meetings and campus career education activities</td>
<td>SSSP; Transitional Match</td>
</tr>
<tr>
<td>Coordinator Counseling/Student Success</td>
<td>Assists with all aspects of SSSP</td>
<td>SSSP</td>
</tr>
<tr>
<td>Coordinator, Institutional Assessment, Research and Planning</td>
<td>Conducts research in various areas including Student Success, Equity, and program effectiveness</td>
<td>Match</td>
</tr>
<tr>
<td>*Counseling Center Secretary</td>
<td>Assists with matriculation process, orientation and assessment information, counseling appointment sign-up, and referral to follow-up services</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>*Counselor</td>
<td>Provides personal, academic, and career counseling, orientations, education planning, follow-up services, and well as serving as division liaisons to designated academic departments</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Curriculum Chair</td>
<td>Assists with curriculum approval process, accuracy of course catalog, and implementation of DegreeWorks</td>
<td>Match</td>
</tr>
<tr>
<td>Director, Admissions and Records</td>
<td>Assists with priority registration rules, enforcement of SSSP regulations, DegreeWorks oversight, and reporting</td>
<td>Transitional Match</td>
</tr>
<tr>
<td>Director, Information Services</td>
<td>Coordinates technology needs, project management, and necessary SIS updates and upgrades</td>
<td>Match</td>
</tr>
<tr>
<td>DSP&amp;S Secretary</td>
<td>Assists students with matriculation process and students needing accommodations</td>
<td>Cannot be claimed as match</td>
</tr>
<tr>
<td>Position</td>
<td>Responsibilities</td>
<td>Match</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>EOP&amp;S/CARE Secretary</td>
<td>Assists with matriculation process, orientation and assessment information, counseling appointment sign-up, and referral to follow-up services</td>
<td>Cannot be claimed as match</td>
</tr>
<tr>
<td>High School Concurrent Program Advisor</td>
<td>Helps students apply, and assists Dual Enrollment Program students with matriculation process</td>
<td>Match</td>
</tr>
<tr>
<td><strong>Information Technology Student Support Specialist</strong></td>
<td>Computer programming, web development, project and program management directly related to SSSP</td>
<td>SSSP</td>
</tr>
<tr>
<td>Instructional Technician-Curriculum</td>
<td>Maintains curriculum, assists with curriculum process, accuracy of course catalog, pre-requisites, and course attributes necessary for DegreeWorks functionality</td>
<td>Match</td>
</tr>
<tr>
<td>***Learning Outcomes Technician</td>
<td>Assists with learning outcomes data, reporting, and eLumen functionality</td>
<td>Match</td>
</tr>
<tr>
<td>MIS Technician</td>
<td>Oversees MIS reporting for SSSP including maintaining and submitting MIS reports and data</td>
<td>Match</td>
</tr>
<tr>
<td>Outreach Coordinator</td>
<td>Helps students apply, assists with matriculation process and provides outreach to local high schools and the community</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Assists with various aspects of matriculation process, program coordination and development, data tracking, MIS reporting, and follow-up services</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Programmer</td>
<td>Programs various Banner interfaces to collect and report all aspects of SSSP services</td>
<td>Match</td>
</tr>
<tr>
<td>Student Assistants</td>
<td>Assists with matriculation process, orientation and assessment information, counseling appointment sign-up, and referral to follow-up services</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Testing Center Coordinator/Assessment Specialist</td>
<td>Coordinates all aspects of placement and assessment testing</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Testing Technician</td>
<td>Assists with matriculation process, assessment/testing appointment sign-up, and proctors academic, assessment, and placement exams</td>
<td>Match</td>
</tr>
<tr>
<td>*Transfer Counselor</td>
<td>Provides personal, academic, and career counseling, orientations, education planning, follow-up services, and well as serving as division liaisons to designated academic departments</td>
<td>SSSP; Transitional Match</td>
</tr>
<tr>
<td>Vice President, Student Services</td>
<td>Oversight of all aspects of SSSP</td>
<td>Match</td>
</tr>
<tr>
<td>Web Developer</td>
<td>Assists with DegreeWorks</td>
<td>Match</td>
</tr>
</tbody>
</table>
• Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

The following technology is used for counseling, advising, and education planning:

- DegreeWorks is being revised and updated for electronic degree audits and education planning
- SARS grid is used to schedule counseling 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
- eLumen platform for student outcomes/assessment of learning

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

See Budget Plan

iv. Follow-Up for At-Risk Students

- Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them.

Describe the strategies for addressing the needs of these students, including:

- Types of services are available to these students; how they are notified and when.
- Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
- How the services identified in “a” and “b” above are provided (online, in groups, etc.).
- How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

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 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:

- 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 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, success tips, and resources. The Basic Skills Counselor also conducts ESL group orientations. 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 or 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 one-day workshop and will lose their enrollment priority unless they participate in the MAPP program and complete a success plan. Students on continued probation that earn a 2.0 gpa or higher in the most recent term, and/or pass 51% 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. 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. Students on dismissal who do not meet the conditions for reinstatement may again appeal after sitting out for one term.

Reinstated students that earn a “C” or higher in the most recent term progress report are exempt from the mandatory petition process for dismissed students 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.

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 placed 21 students in paid industry internships, resulting in 9 full-time employment offers.
• Conducts bi-weekly student group meetings & learning events for each CTE program 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
• Facilitate career development through classroom presentations
• Job readiness services, including job search, resume and cover letting 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

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

• 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
• 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-risks 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 or one-on-two appointments 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 Rib-Eye 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.

**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

**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 exploring ethical issues in Taft and surrounding communities to give English 1000 students an opportunity to interact and hear informed and
varying opinions from respected community members, on the many ethical issues discussed in *Enrique’s Journey*

- Offers Literary 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**

- Launched new 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
- Started a new club, TC GEMS (Taft College Girls Enjoying Math and Science) to encourage girls within the West Kern Community College District to pursue STEM career pathways
- Sponsors STEMvitational event on campus to give seniors the opportunity to pursue STEM at Taft College
- Star Parties are in the development stages
- Community outreach services provided

**Social and Behavioral Sciences**

- Offers Psychology Club

**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

1. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

There are ___ FTE positions that fall under this area. The counseling FTE is included in Section II.iii.5.

Additional positions reflected in the chart to support follow-up services listed as priority for SSSP funding:

*A restructured and/or full-time position for additional support
**Additional Information Technology support
***Additional Learning Outcomes support

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Brief Description of Job Role</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Academic Advisor</td>
<td>Provides assistance to students at off-site locations and helps students complete the matriculation process</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Admissions and Records Technician</td>
<td>Maintains official records, performs degree audit and evaluation, and assists with DegreeWorks functionality</td>
<td>Transitional Match</td>
</tr>
<tr>
<td>Analyst, Institutional Research</td>
<td>Conducts research in various areas</td>
<td>Match</td>
</tr>
<tr>
<td>Position</td>
<td>Responsibilities</td>
<td>Match Type</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Assistant Director, Admissions and Records</td>
<td>Assists Directors, provides oversight of Academic Records, evaluations, degree audits, DegreeWorks, and reporting</td>
<td>Transitional Match</td>
</tr>
<tr>
<td>*Basic Skills Counselor</td>
<td>Provides assistance to ESL students and helps students complete the matriculation process</td>
<td>Match</td>
</tr>
<tr>
<td>CalWORKs Staff</td>
<td>Assists students with matriculation process and students needing accommodations</td>
<td>Cannot be claimed as match</td>
</tr>
<tr>
<td>*Career Counselor</td>
<td>Provides personal, academic, and career counseling, orientations, education planning, at-risk follow-up services, and oversees student internship program</td>
<td>SSSP; Transitional Match</td>
</tr>
<tr>
<td>Coordinator Counseling/Student Success</td>
<td>Assists with all aspects of SSSP</td>
<td>SSSP</td>
</tr>
<tr>
<td>Coordinator, Institutional Assessment, Research and Planning</td>
<td>Conducts research in various areas including Student Success, Equity, and program effectiveness</td>
<td>Match</td>
</tr>
<tr>
<td>*Counseling Center Secretary</td>
<td>Assists with matriculation process, orientation and assessment information, counseling appointment sign-up, and referral to follow-up services</td>
<td>Match</td>
</tr>
<tr>
<td>*Counselor</td>
<td>Provides personal, academic, and career counseling, orientations, education planning, follow-up services, and well as serving as division liaisons to designated academic departments</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Dean of Instruction-Grants</td>
<td>Responsible for oversight of tutoring, supplemental instruction and related at-risk follow-up services</td>
<td>Match</td>
</tr>
<tr>
<td>Director, Admissions and Records</td>
<td>Assists with priority registration rules, enforcement of SSSP regulations, DegreeWorks oversight, and reporting</td>
<td>Transitional Match</td>
</tr>
<tr>
<td>Director, Financial Aid and Staff</td>
<td>Assists with follow-up services</td>
<td>Match</td>
</tr>
<tr>
<td>Director, Information Services</td>
<td>Coordinates technology needs, project management, and necessary SIS updates and upgrades</td>
<td>Match</td>
</tr>
<tr>
<td>DSP&amp;S Secretary and Staff</td>
<td>Assists students with matriculation process and students needing accommodations</td>
<td>Match; Portion cannot be claimed</td>
</tr>
<tr>
<td>EOP&amp;S/CARE Secretary and Staff</td>
<td>Assists with matriculation process, orientation and assessment information, counseling appointment sign-up, and referral to follow-up services</td>
<td>Cannot be claimed as match</td>
</tr>
<tr>
<td>Title</td>
<td>Description</td>
<td>Match</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>High School Concurrent Program Advisor</td>
<td>Helps students apply, and assists Dual Enrollment Program students with matriculation process</td>
<td>Match</td>
</tr>
<tr>
<td><strong>Information Technology Student Support Specialist</strong></td>
<td>Computer programming, web development, project and program management directly related to SSSP</td>
<td>SSSP</td>
</tr>
<tr>
<td>*<strong>Learning Outcomes Technician</strong></td>
<td>Assists with learning outcomes data, reporting, and eLumen functionality</td>
<td>Cannot be claimed as match</td>
</tr>
<tr>
<td>MIS Technician</td>
<td>Oversees MIS reporting for SSSP including maintaining and submitting MIS reports and data</td>
<td>Match</td>
</tr>
<tr>
<td>Outreach Coordinator</td>
<td>Helps students apply, assists with matriculation process and provides outreach to local high schools and the community</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Assists with various aspects of matriculation process, program coordination and development, data tracking, MIS reporting, and follow-up services</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Program Coordinators/Counselors</td>
<td>Provides personal, academic, and career counseling, orientations, education planning, follow-up services, and well as serving as division liaisons to designated academic departments</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Programmer</td>
<td>Programs various Banner interfaces to collect and report all aspects of SSSP services</td>
<td>Match</td>
</tr>
<tr>
<td>STEM Outreach Coordinator</td>
<td>Helps students apply, assists with the matriculation process, and provides STEM outreach to local area schools and the community</td>
<td>Match</td>
</tr>
<tr>
<td>STEM Counselor</td>
<td>Provides personal, academic, and career counseling, orientations, education planning, and follow-up services to STEM students</td>
<td>Match</td>
</tr>
<tr>
<td>Student Activities Coordinator</td>
<td>Oversees student government, clubs, campus activities, and coordinates TC Day and other follow-up services</td>
<td>Match</td>
</tr>
<tr>
<td>Student Assistants</td>
<td>Assists with matriculation process, orientation and assessment information, counseling appointment sign-up, and referral to follow-up services</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Testing Center Coordinator/Assessment Specialist</td>
<td>Coordinates all aspects of placement and assessment testing</td>
<td>SSSP; Match</td>
</tr>
<tr>
<td>Position</td>
<td>Description</td>
<td>Match</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Technology Integration Specialist/Professional Development Center Coordinator</td>
<td>Assists with various types of technology related resources, program software, staff and faculty trainings, and professional development opportunities</td>
<td>Match</td>
</tr>
<tr>
<td>Testing Technician</td>
<td>Assists with matriculation process, assessment/testing appointment sign-up, and proctors academic, assessment, and placement exams</td>
<td>Match</td>
</tr>
<tr>
<td>*Transfer Counselor</td>
<td>Provides personal, academic, and career counseling, orientations, education planning, follow-up services, and well as serving as division liaisons to designated academic departments</td>
<td>SSSP; Transitional Match</td>
</tr>
<tr>
<td>TRIO Staff</td>
<td>Assists students with matriculation process and students needing accommodations</td>
<td>Match</td>
</tr>
<tr>
<td>Tutoring/Supplemental Instruction Staff</td>
<td>Provide academic support to at-risk and general students through facilitated study sessions and tutoring services</td>
<td>Match</td>
</tr>
<tr>
<td>Vice President, Student Services</td>
<td>Oversight of all aspects of SSSP</td>
<td>Match</td>
</tr>
<tr>
<td>Web Developer</td>
<td>Assists with DegreeWorks localization, online catalog uploads, web updates, and website navigation</td>
<td>Match</td>
</tr>
</tbody>
</table>

2. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

The following technology is used for follow-up services:

- DegreeWorks is being revised and 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 (currently being explored along with other assistive technology)
3. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

See Budget Plan

### IIb. Related Direct Program Services (District Match Funds only)

#### i. Institutional Research

1. Describe the types of Institutional Research that will be provided that directly relate to the provision or evaluation of 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 and program coordinators will continue to provide and evaluate reliability and validity evidence including content review 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 SSSP 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.

#### ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

Orientation, assessment, and student education planning services all use technology in the delivery of these services. Adapt Courseware is used for the initial online orientation; Accuplacer is used for assessment testing; DegreeWorks is used to develop templates and comprehensive student education plans.

Additional technology used to support SSSP services:

- SARS grid is used to schedule appointments, workshops, and SSSP data tracking
- Cognos and Banner are used for reporting and to summarize student data
- PowerPoint is used to present information during workshops
- 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
- College Source is 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
- eLumen platform for student outcomes/assessment of learning
- Assistive technology including Kurzweil 3000, Dragon Naturally Speaking, Smart Pens
- Claro Read and additional assistive technology are currently being explored
- Pre-assessment tools are currently being explored
- Affective domain assessment tools are currently being explored
- Additional website development is currently being explored
- Intelliresponse website add-on is currently being explored
- Catalog production technologies are currently being explored

**Ilc. Transitional Services Allowed for District Match**

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

Transitional services allowed for district match are now permanently allowed for district match. Admissions and Records, Career Services, other Institutional Research, and Transfer and Articulation Services are all being used for district match. This includes support in the area of registration, evaluations, transcripts, articulation, support for at-risk students, career related services, transfer related services, and additional institutional research beyond SSSP.

**SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT**

1. **Exemption Policy**

   Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

   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’ for English and ‘college readiness’ or ‘conditional readiness’ for math.

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.

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 program and complete a success plan. Students on continued probation that earn a 2.0 gpa or higher in the most recent term, and/or pass 51% 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 “C” 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.

Conditions for Appeal
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.

2. Appeal Policies
   Describe the college’s student appeal policies and procedures.

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 prerequisite challenge process is also available to students.

Petition to Reinstatate 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.

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 51% 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 “C” or higher in the most recent term progress report are exempt from the mandatory petition process for dismissed students and maintain their enrollment priority.

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.

3. Prerequisite Procedures

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

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.

4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

In order to implement SSSP, the Vice President of Student Services led Student Services meetings and trainings each month, and continues to do so. The meetings are attended by program coordinators, advisor, 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 were also provided for the campus community including:

- Matriculation Steering Committee (now the Student Success and Support Program Steering Committee)
- Governance Council
- Classified Manager’s and Coordinators
- Student Services Meetings and Trainings
- Academic Senate
- Board of Trustees

Professional development opportunities directly related to SSSP include:

- Orientation Prototype sponsored by Chaffey College (February 2013)
- Region 6 Matriculation/SSSP Meetings (May and November 2013; September 2014)
- Student Success Summit (September 2013)
- California Community College Banner Group (3CBG) webinars related to new MIS reporting requirements (fall 2013 and spring 2014)
- CISOA/3CBG (February 2014)
Ellucian Live (April 2014)
SARS webinars related to new information flags and system updates (fall 2014)
Student Success and Support Program Plan Webinar (August 2014)
California Community Colleges Student Success and Support Program Training-sponsored by Chancellor’s Office (September 2014)

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

- Strengthening Student Success Conference
- 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

5. **Coordination with Student Equity Plan and Other Planning Efforts**

Describe how the SSSP Plan and services are coordinated with the college’s development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

In addition to coordinating the Student Success and Support Program Plan with other plans on campus, dynamic discussions have taken place in meetings with the campus community. As a result, several ideas related to student success have been formulated and prioritized by various constituent groups on campus. In particular, prioritized goals have been shared and compiled by the following groups, and will be identified and included in the annual program review process as activities and/or goal statements:

- Classified Managers and Coordinators (September 2014)
- Governance Council retreat (April 2014)
- Student Services Managers and Coordinators (fall 2013 and spring 2014, continuing discussion in fall 2014)

**Educational Master Plan**

The [Educational Master Plan 2014-2024](#) Institutional Recommendations align with the goals of SSSP to increase student access and success.

**Planning Assumption**

- The percentage of students coming from Bakersfield is increasing.
- Part-time enrollments are much higher than full-time enrollments (head count).
- The ethnic profile of the population Taft serves is changing.
- The percentage of students taking evening-only classes is declining.
- There is a gap between Taft College programs and local industry needs.
- The percentage of male students at Taft College is lower than that of the population Taft serves.
- The success rates of students younger than 20 and students between the ages of 25 and 49 are higher than the success rate of students between 20 and 24.
College & Community Needs
19 needs were identified as a priority, with several aligning with the goals of SSSP including:

- Access and success, especially for the unskilled/unprepared
- Obtainment of “student” goal
- Increase level of student goal
- More research on best practices for basic skills (remedial)
- More collaboration with K-12 (plan) and higher education

Recommendations related to Student Learning/Success

- Enhance the balance among transfer level courses, CTE programs and basic skills.
- Use data to identify patterns of demand to inform schedule building to support student goal completion.
  - Regularly evaluate data on trends/patterns of enrollment and modes of delivery, and develop schedules that support student success.
- Strengthen the campus wide culture that fosters and supports student success and completion. Everyone is a “completion specialist.”
- Strengthen the comprehensive faculty development program to foster best practices.
- Improve retention and student success.
- Utilize student learning outcome data to measure and improve student learning.
- Ensure educational offerings meet student, community and industry needs.

Recommendations related to Access

- Implement an enrollment management plan which is responsive to demographic and economic trends.
- Expand outreach and research activities targeting high school students, underrepresented groups and growing segments of the West Kern County population.
- Determine which student segments are growing or could grow if the College were funded for growth.
- Collaborate with educational partners to align coursework and to create pathways to current and potential new programs.

Strategic Plan
The Strategic Plan 2011-2016 identifies seven Strategic Focus Areas/Institutional Goals including the Institutional Objectives that will be undertaken to achieve the Institutional Goals. The Institutional Objectives outlined below are tied to SSSP. Strategies and specific program goals of SSSP to achieve these Institutional Objectives are outlined in the annual program review process.

Institutional Objective 1.1
Taft College will ensure consistent feedback to students and institutional stakeholders based on the Intuitional and Program Level Student Learning Outcomes, course success rates, and student persistent and retention.

Institutional Objective 1.2
Taft College will partner with students as they assume responsibility for their own learning and growth.

Institutional Objective 1.5
Taft College will offer appropriate resources to students to achieve their educational goals.

Institutional Objective 1.7
Taft College will improve or at least not decline on traditional measures of student success.

Institutional Objective 3.7
Data reports are relevant, accessible, timely, and accurate.

Institutional Objective 5.2
Taft College will effectively retain students.

Institutional Objective 7.4
Taft College will use technology to improve institutional processes.

The Strategic Action Plan 2015-2017 is currently being drafted along with updated Taft College Vision, Mission, and Values. A committee has been created, and the Strategic Action Plan 2015-2017 is scheduled to be presented to the Board of Trustees in January, 2015. The Vice President of Student Services and Coordinator Counseling/Student Success serve on the 2015-2017 Strategic Action Plan Steering Committee during fall 2014.

Student Equity Plan
This past year, an Access Committee and Student Success Committee were established as Governance Council Committees to provide recommendations to the Governance Council relating to student access and achievement. The committees are currently reviewing and updating the equity planning process, and will monitor equity to mitigate any disproportionate impact on student access and achievement. The Student Equity Plan will be implemented in conjunction with the collegial governance process, Educational Master Plan, Strategic Plan, Basic Skills Initiative Action Plan, as well as the Student Success and Support Program Plan.

Initial work by the Access Committee and Student Success Committee has helped to define equity, and how equity can be built into student success. Examples of disproportionate impact have been identified, and shared with the campus community. Additional research and planning to build systemic awareness and systemic support is part of the planning process currently underway. (See Attachment D)

Accreditation Self Study
The 2015 Accreditation Self-Evaluation Report is in draft form, but includes a comprehensive review of Taft College’s student support programs. The following activities and/or services directly relate to SSSP:

Standard IIB.1
The College will continue to evaluate ways to best serve students at sites throughout the District. The College will continue to improve the online orientation by developing additional video and module content, available in English and Spanish. An accurate and updated website, continual refinement of website navigation, along with the implementation of an intelliresponse questioning system could also be beneficial for efficiency, consistency, and comparability of distance education student support services.

Standard IIB.2
The College will continue to solicit feedback on ways to make the catalog and the website more user-friendly for students. Continual improvement to the publication of the catalog and the process followed by the Catalog Workgroup is also important. The Catalog Workgroup meets regularly to refine processes related to the compilation of information necessary for the production of the catalog each year. Exploring different technology available to assist with the production of the catalog for efficiency and accuracy of information will continue to be discussed.

Standard IIB.3.a
It is vital to Taft College’s success to continue to review, modify, adapt, and revise face-to-face, phone, online, offline, video and paper formats of materials and services to ensure all students have equal access to the most up-to-date, appropriate, comprehensive, and reliable services regardless of service location or delivery method. The College will continue to place emphasis on ensuring equitable access to students at all service locations with appropriate support services provided either in person or through technology.

Standard IIB.3.c
In all of the above mentioned areas (areas mentioned in IIB.3.c of plan), continual improvements are being made, driven by data and the annual Program Review process, to support the learning needs of the student population and provide
appropriate services and programs to address those needs. Most recently, the counseling department has undergone a restructure to align with the Student Success and Support Program, and a Basic Skills Counselor, Career Counselor, and Transfer Counselor have been added via grant funds, and a Student Success Committee has been created, and will convene beginning January, 2014.

Standard IIB.3.e
The College will continue to evaluate admissions and placement instruments and will continue to minimize cultural and linguistic bias in the instruments and processes. The College is currently implementing OpenCCCApply. The College will continue to validate its testing instruments and research alternative instruments to assist with testing gaps. The College will maintain its practice of meeting with instructional faculty to discuss and review placement trends and will assist in the state’s effort in developing a Common Assessment. The College will remain committed to Basic Skills assessment and finding a diagnostic tool to enhance success. The College will also work on developing a process for pre-testing.

Standard IIB.4
The College will continue to improve student support services based upon student learning outcome assessment. The College will continue to work with the SLO Coordinator to improve student support services SLOs, and ideas/changes within eLumen to better determine how services contribute to the overall achievement of course, program, and institutional level SLOs. The College will define local college standards on student success and learning, and the processes in place to monitor and achieve those standards. The Student Access and Student Success Committees will review and analyze college data, and will continue to promote a campus-wide culture that fosters and supports student learning, access, success, goal completion, and institutional effectiveness.

Basic Skills Initiative Action Plan
The Academic Development Committee oversees the implementation and monitoring of the Basic Skills Initiative Action Plan. Members of the Access Committee and Student Success Committee are represented on the Academic Development Committee. The purpose and mission of the Academic Development Committee is to inform and impact Taft College’s decisions about education and support for students beginning higher education at a pre-collegiate level. Areas of discussion include student learning outcomes (SLOs), assessment, placement, basic skills, counseling, orientation, program learning outcomes (PLOs), institutional level outcomes (ILOs), rubrics, English, reading, ESL, math and the Basic Skills Annual Report. Common themes of discussion involve how to improve basic skills success rates, and how to work together to identify and provide the needed support services for students and related instructional offerings.

The 2014-2015 ESL/Basic Skills Action Plan has prioritized five main questions that resulted from the data analysis that conversations in the Academic Development Committee should include this year. These questions align with the Student Success and Support Program goals.

2014-2015 ESL/Basic Skills Action Plan Questions

- How should decisions about changes to the lowest level of basic skills courses be made? And, are there other, currently-unexplored, ways to reduce exit points within our Basic Skills sequences?
- How do we better identify students’ goals to ensure they are meeting these goals even if they are not attempting/succeeding at transfer level classes within two years of college entrance?
- What role AB86 and adult education play in meeting the needs of students at these lowest levels?
- Can a non-credit basic skills module/lab model better meet students’ individual learning needs?
- What role do counselors and Student Support Services play in ensuring students with undiagnosed learning challenges access the course content with greater success?

Program Review
The Program Review process takes place on an annual basis. The Student Success and Support Program review (formerly Matriculation) discusses goals, program effectiveness measures, and progress.

The following is a goal update provided in the 2013 review, based upon the goals identified in the previous program review (2012), and the alignment with Institutional Objectives.
(1.2.1, 1.5.5, 1.7.5, 5.2.1) Re-purpose matriculation: Align with and implement the Student Success and Support Program (SSSP) based upon Chancellor’s Office recommendations, regulations, and reporting requirements.

Taft College has diligently worked to re-purpose matriculation by:

- Implementing an online adaptive orientation beginning Fall 2013;
- Implementing new enrollment priorities by May, 2014 for summer and fall 2014 registration;
- Updating MIS reporting requirements, to be fully implemented by summer 2014;
- Restructuring counseling services, assigning counseling division liaisons, along with other changes;
- Providing training and working collaboratively with appropriate areas on the SSSP implementation timeline.

Additional progress toward the Student Success and Support Program is evident in the following goals cited for 2013, which have all been met.

- (1.2.1, 1.2.4, 1.7.5, 5.2.1) SSSP is well defined, clearly communicated, and consistently implemented.
- (3.7.1, 7.4.1) Ensure accuracy of SSSP MIS data.
- (1.1.1, 1.2.1, 1.2.4, 1.5.5, 1.7.5, 5.2.1) Evaluate and identify strategies for the delivery of effective core SSSP-funded services that promote student success and completion.
- (1.2.1, 1.5.5, 1.7.5, 5.2.1) Continue to re-purpose matriculation: Align with and implement the Student Success and Support Program (SSP) based upon Chancellor’s Office recommendations, regulations, and reporting requirements.

Further progress and alignment of goals between the annual program review process and SSSP is also described in other program reviews such as admissions, records and outreach, orientation, assessment, counseling, transfer, career, veterans, etc. The Program Review process will continue to provide the annual goal statements and specific plans to guide us, and evaluate and identify strategies for the delivery of effective core SSSP-funded services that promote equity, student success and completion.

**Institution-Set Standards**

As an additional measure of student success, Taft College has identified Institution-Set Standards and will begin to assess students in the following areas tied to equity and achievement.

- Annual persistence rates meet the 80% rule when disaggregated by gender, age, ethnicity, program or discipline.
- Rates of completing 30 units within 3 years meets the 80% rule when disaggregated by gender, age, ethnicity, program or discipline.
- Annual course completion rates meet the 80% rule when disaggregated by gender, age, ethnicity, program or discipline.
- Annual rates for starting at a non-transfer level and completing a transfer-level in Engl, Math or ESL within 2-3 years meet the 80% rule when disaggregated by gender, age, ethnicity.
- Annual rates of completing a certificate, degree or transfer-related goal meet the 80% rule when disaggregated by gender, age, ethnicity, program or discipline.
- Annual rates of completing plus completing a course sequence in a CTE discipline meet the 80% rule when disaggregated by gender, age, ethnicity, program or discipline.

6. **Coordination in Multi-College Districts**

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.
SECTION IV. ATTACHMENTS

Attachment A: Student Success and Support Program Plan Participants
Attachment B: Organization Chart
Attachment C: SSSP Steering Committee
Attachment D: Admissions Email
Attachment E: Initial Online Orientation Completion Page
Attachment F: Taft College Accuplacer Placement Chart
Attachment G: Counseling Appointment Information
Attachment H: Student Success Data Mapping
Attachment I: Equity as the Basis for Success
Attachment A

Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "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: ____________________________________    Title: ____________________________
Stakeholder Group: Academic Senate

Name: ____________________________________    Title: ____________________________
Stakeholder Group: Associated Student Body

Name: ____________________________________    Title: ____________________________
Stakeholder Group: Classified Managers and Coordinators

Name: ____________________________________    Title: ____________________________
Stakeholder Group: Governance Council

Name: ____________________________________    Title: ____________________________
Stakeholder Group: Student Services Managers and Coordinators

Name: ____________________________________    Title: ____________________________
Stakeholder Group: Student Success Committee

Name: ____________________________________    Title: ____________________________
Stakeholder Group: SSSP Steering Committee
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
Alex Castro, Research Analyst
Amber Anderson, Director of Admissions/Records
Barbara Amerio, Director, Financial Aid
Bill Devine, Co-Chair, Liberal Arts Division
Candace Duron, Counselor, CalWORKS Coordinator/Counselor
Darcy Bogle, Vice President, Student Services
Diane Jones, Faculty Association President
Eric Berube, Coordinator, Institutional Assessment, Research and Planning
Greg Golling, Chair, Science Division
Janis Mendenhall, Coordinator/Counselor DSP&S
Joe’ll Chaidez, Testing Coordinator/Assessment Specialist
Juana Rangel-Escobedo, Counselor, TRIO/VA
Kamala Carlson, Co-Chair, Liberal Arts Division
Kanoe Bandy, Chair, Applied Technology Division
Karen Ziegler, Student Success Coordinator/Counselor, Chair
Linda West, Distance Learning Coordinator
Lourdes Gonzalez, Coordinator Counselor, EOP&S/CARE/CARE
Mark Williams, Vice President, Instruction
Nancy Artiga, Basic Skills Counselor
Sam Aunai, Director, Career Technical Education
Sharyn Eveland, Chair, Social Science Division
Sherry Gregory, User Support Specialist (MIS Reporting)
Stacie Rancano, STEM Program Manager-Counselor
Tony Thompson, Academic Senate President
Tori Furman, Career Counselor
Vacant, Counseling Senior Secretary
Victoria Jacobi, Articulation Officer/SLO Coordinator, Chair LSD Division
Student Name: 
Taft College ID Number:

Dear Jane,

Welcome to Taft College! Your application for admission has been accepted. In order for you to move forward in your registration process, please complete the orientation module at the following link: http://s2s-m2.b4cloud.com/

Within 24-48 hours, you will be able to log in to the orientation using your student identification number as the username (A00________), and your birthdate for the password (mmddyy). The completion of this module will allow you to then complete your assessment, which will help the college determine your best starting point in math and English, or ESL. If you experience any problems, or have questions, please contact Helpdesk@adapctcourseware.com or 855-60-ADAPT (855-602-3278) for assistance.

Please download your Steps to Success guide now. For your convenience, we have also included some basic student information links below.

After registering for classes, you will be automatically enrolled in our emergency alert system. Upon the first week of school, please log in to the Blackboard Connect Portal and click on the Sign Me Up! link to view/update/verify your contact information and notification options.

The Admissions and Records Office is here to assist you, so if you have any questions, please contact us at admissions@taftcollege.edu or at (661) 763-7741.

Thank you again, Jane, for choosing to learn and grow at Taft College. We’re happy to have you here, and we look forward to your success in the coming semester.

Sincerely,
Admissions and Records

IMPORTANT INFORMATION FOR HIGH SCHOOL STUDENTS ENROLLING AT TAFT COLLEGE

If you are currently a high school student, a registration restriction has been automatically placed on your student record, pending receipt of required forms. For your Steps to Success, please review all information provided on the High School Special Admit Form and complete the form in its entirety. Fax the form to the Admissions Office at (661) 763-7758. Upon receipt of the form, the restriction will be removed.

QUICK LINKS:

Taft College Home
Forms
Catalog and Student Handbook
Campus Crime Awareness
Sexual Harassment Policy and Procedures
Drug Free Environment and Drug Prevention Program

Please do not respond to this email; it was electronically generated.
CONGRATS!

Congratulations on the completion of your first orientation module! Your next Step to Success is to complete the assessment/placement test, which will help the college determine your best starting point in math and English, or ESL. Within 24 hours, our system will show us that you have completed the required orientation module and are eligible for the next Step to Success. By tomorrow, you will be able to make an appointment to complete your assessment/placement test. Please call the Testing Center at 661-763-7783 tomorrow or thereafter to schedule a date and time to test. Your student ID and a photo ID are required to take the placement test. Be sure to have your student ID (A00____________) handy when making your appointment, and bring your photo ID with you to the test.
# Taft College Accuplacer Placement Chart

## Reading Comprehension:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>READ 0805 w/LRSK 0260 strongly advised</td>
</tr>
<tr>
<td>31-50</td>
<td>READ 0805</td>
</tr>
<tr>
<td>51-77</td>
<td>READ 0905</td>
</tr>
<tr>
<td>78-95</td>
<td>READ 1005</td>
</tr>
<tr>
<td>96-120</td>
<td>No Reading Required</td>
</tr>
</tbody>
</table>

## Sentence Skills:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-24</td>
<td>ENGL 0800</td>
</tr>
<tr>
<td>25-53</td>
<td>ENGL 0900</td>
</tr>
<tr>
<td>54-99</td>
<td>ENGL 1000</td>
</tr>
<tr>
<td>100-120</td>
<td>ENGL 1500</td>
</tr>
</tbody>
</table>

## WritePlacer:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>ENGL 0800 w/LRSK 0230 strongly advised</td>
</tr>
<tr>
<td>2</td>
<td>ENGL 0800</td>
</tr>
<tr>
<td>3</td>
<td>ENGL 0900</td>
</tr>
<tr>
<td>4-5</td>
<td>ENGL 1000</td>
</tr>
<tr>
<td>6-8</td>
<td>ENGL 1500</td>
</tr>
</tbody>
</table>

## ESL Reading Skills:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 20-56</td>
<td>ESL 0605</td>
</tr>
<tr>
<td>ESL 57-95</td>
<td>ESL 0705</td>
</tr>
<tr>
<td>ESL 96-109</td>
<td>ESL 0805</td>
</tr>
<tr>
<td>ESL 110-120</td>
<td>USE READ #2</td>
</tr>
<tr>
<td>READ 20-50</td>
<td>ESL0805</td>
</tr>
<tr>
<td>READ 51-95</td>
<td>ESL 0905</td>
</tr>
<tr>
<td>READ 96-120</td>
<td>No Reading Required</td>
</tr>
</tbody>
</table>

## Combined ESL Language Use and Sentence Meaning:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-114</td>
<td>Non-Credit ESL-CELSA</td>
</tr>
<tr>
<td>115-209</td>
<td>ESL 0600</td>
</tr>
<tr>
<td>210-219</td>
<td>ESL 0700</td>
</tr>
<tr>
<td>220-229</td>
<td>ESL 0800</td>
</tr>
<tr>
<td>230-240</td>
<td>ESL 0900</td>
</tr>
</tbody>
</table>

## ESL WritePlacer:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>ESL 0600</td>
</tr>
<tr>
<td>3-4</td>
<td>ESL 0700</td>
</tr>
<tr>
<td>5-6</td>
<td>USE WRITEPLACER #2</td>
</tr>
<tr>
<td>WritePlacer 0-2</td>
<td>ESL 0800</td>
</tr>
<tr>
<td>WritePlacer 3</td>
<td>ESL 0900</td>
</tr>
<tr>
<td>WritePlacer 4-5</td>
<td>ENGL 1000</td>
</tr>
<tr>
<td>WritePlacer 6-8</td>
<td>ENGL 1500</td>
</tr>
</tbody>
</table>

## Arithmetic:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-28</td>
<td>Math 0230 w/ LRSK 0240 strongly advised</td>
</tr>
<tr>
<td>39-64</td>
<td>MATH 0230</td>
</tr>
<tr>
<td>65-109</td>
<td>MATH 0240</td>
</tr>
<tr>
<td>110-120</td>
<td>MATH 1050</td>
</tr>
</tbody>
</table>

## Elementary Algebra:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>MATH 0230 w/ LRSK 0240 strongly advised</td>
</tr>
<tr>
<td>31-43</td>
<td>MATH 0240</td>
</tr>
<tr>
<td>44-81</td>
<td>MATH 1050</td>
</tr>
<tr>
<td>82-108</td>
<td>MATH 1060</td>
</tr>
<tr>
<td>109-120</td>
<td>Transfer Level (if no Alg II, take Math 1060)</td>
</tr>
</tbody>
</table>

## Celsa (Non credit ESL)

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>ESL 0001</td>
</tr>
<tr>
<td>11-20</td>
<td>ESL 0010</td>
</tr>
<tr>
<td>21-25</td>
<td>ESL 0020</td>
</tr>
<tr>
<td>26-37</td>
<td>ESL 0030</td>
</tr>
<tr>
<td>38-75</td>
<td>Take Accuplacer</td>
</tr>
</tbody>
</table>

## What’s next?

- Schedule a counseling appointment: **661-763-7748**. Please bring unofficial copies of ALL transcripts and test scores.
- A full analysis of your scores will be made available at your counseling appointment.
- See if you qualify for Financial Aid. Apply on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). You may also qualify for scholarships, grants, or special programs (i.e. EOP&S, CalWORKs, SSS). Please see your counselor/advisor for further information.
- Register for classes on-line and pay on-line or at the Cashier’s Desk: **661-763-7713**. Be aware of payment deadlines!
- Get your Student ID Card in the Library and your parking permit at the Cashier’s Desk in the Student Services Building. Consider purchasing an ASB Discount Sticker (available at Cashier’s Desk) for additional savings at the Cougar Corner Bookstore.
- Purchase your textbooks and class materials at the Cougar Corner Bookstore or on-line 1-2 weeks before your classes begin.

## Need Help?

- If you have or had trouble in a certain subject, having this evaluated may be necessary. Taft College’s Student Support Services Department specializes in identifying and assisting students with academic challenges. If you have any questions, please contact **661-763-7799** for further details.
### Counseling Appointment Information and Abbreviated Ed Plan

#### Counseling Appointment Examples

**Duration:** 60 minutes

<table>
<thead>
<tr>
<th>Category</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Workshops</td>
<td>By division</td>
</tr>
<tr>
<td>Comprehensive Education Plan</td>
<td>Student has already attended a new student workshop</td>
</tr>
<tr>
<td></td>
<td>Appointment should be in the term after new student workshop</td>
</tr>
<tr>
<td>New Transfer Student</td>
<td>Transcript evaluation for transfer course work</td>
</tr>
<tr>
<td></td>
<td>Attended another college/university</td>
</tr>
<tr>
<td></td>
<td>1st contact at TC</td>
</tr>
<tr>
<td>Returning Student- Out more</td>
<td>Student has not attended TC in over a year (2 full terms)</td>
</tr>
<tr>
<td>than 1 year</td>
<td></td>
</tr>
<tr>
<td>Change of Major</td>
<td>All major changes—even within division</td>
</tr>
<tr>
<td>Transfer</td>
<td>Student needs assistance with deciding on a college/university</td>
</tr>
<tr>
<td></td>
<td>Student needs assistance with CSU, UC, or Common Application</td>
</tr>
<tr>
<td></td>
<td>Assistance with Personal Statement</td>
</tr>
<tr>
<td>Graduation Application</td>
<td>Ready to apply for Graduation</td>
</tr>
<tr>
<td>Personal Counseling</td>
<td>Personal Crisis</td>
</tr>
<tr>
<td></td>
<td>Referral to community resource</td>
</tr>
<tr>
<td>Multiple Measures</td>
<td>AP course equivalents</td>
</tr>
<tr>
<td></td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>Early Assessment Program</td>
</tr>
<tr>
<td>Program Specific Information</td>
<td>CalWORKs, TRIO, VET, CAREER, STEM</td>
</tr>
</tbody>
</table>
# Taft College

## Student Success & Support Programs

Name: ___________________  ID: ___________________

<table>
<thead>
<tr>
<th>Recommended Classes</th>
<th>Units</th>
<th>Alternate Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>STSU 1001</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Planned Units**
**Attachment H**

**SS SARS Training**

**RULES:**
To initiate the SS mapping process when SARS reason codes are selected, student appointment status must equal ‘attended’. A ‘showed’ or ‘no show’ appointment status does not initiate mapping.

Services received in Jan-May are reported for spring: xxxx20
Services received in June-July are reported for summer: xxxx30
Services received in Aug-Dec are reported for fall: xxxx50

**Once admissions application is complete, the following are populated if the student is not exempt:**
- **AY (OLGA)**
  - SVBEXST_ORIENT_EXST_CODE: Directed to initial service
  - SVBEXST_ASMT_EXST_CODE: Directed to initial service
  - SVBEXST_ED_PLAN_EXST_CODE: Directed to initial service

**If the student has earned an Associate or higher, the following are populated:**
- **DY (OLGA)**
  - SVBEXST_ORIENT_EXST_CODE: Exempt: Associate or higher degree
  - SVBEXST_ASMT_EXST_CODE: Exempt: Associate or higher degree
  - SVBEXST_ED_PLAN_EXST_CODE: Exempt: Associate or higher degree

**If the student has earned an Associate or higher, and has an ed goal of H or I, the following are populated:**
- **DO (OLGA)**
  - SVBEXST_ORIENT_EXST_CODE: Exempt: Degree and other district criteria
  - SVBEXST_ASMT_EXST_CODE: Exempt: Degree and other district criteria
  - SVBEXST_ED_PLAN_EXST_CODE: Exempt: Degree and other district criteria

**If the student selects ed goal H or I, the following are populated:**
- **OY (OLGA)**
  - Once WESTEC admissions application is complete, the following are populated: **OY (TERRY)**
    - SVBEXST_ORIENT_EXST_CODE: Exempt: Other district criteria
    - SVBEXST_ASMT_EXST_CODE: Exempt: Other district criteria
    - SVBEXST_ED_PLAN_EXST_CODE: Exempt: Other district criteria

**Once initial orientation is complete, the following is populated:**
- **SVRORNT_OSST_CODE** = IO, Service Date, Provider Origin

**Once initial placement is complete, the following is populated:**
- **SVRASMT_ASST_CODE** = TEST2, Service Date, Provider Origin

<table>
<thead>
<tr>
<th>REASON CODE</th>
<th>MAPPED TO SS DATA ELEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-enrollment Svcs</td>
<td>(can report if student has an SB record, but where do we report it to?)</td>
</tr>
<tr>
<td>Orient-Initial</td>
<td>SS 06 (A) Student did participate in initial orientation</td>
</tr>
<tr>
<td>IOM</td>
<td></td>
</tr>
<tr>
<td>Placement-Other Measures</td>
<td>SS07 (1) Student received placement services based on alternative measures in lieu of an assessment test</td>
</tr>
<tr>
<td>Placement-Asset</td>
<td>SS07 (2) Student received placement services based on assessment testing and alternative multiple measures</td>
</tr>
<tr>
<td>Placement-Other College Asset</td>
<td>SS07 (3) Student received placement services based on placement results from other college or university</td>
</tr>
<tr>
<td>Placement-EAP</td>
<td>SS07 (4) Student received placement services based on Early Assessment Program (EAP) test results</td>
</tr>
</tbody>
</table>
Adv  SS 08 (A) Student received advisement services during the reporting term  ADV
Couns SS 08 (C) Student received counseling services during the reporting term CNS
(If student has both (A) and (C) during the same reporting term, then (B) is also populated: Student received counseling/advisement services during the reporting term)
CNSADV
Abbrev SEP SS09 (A) Student developed an *abbreviated* education plan ABRV
SEC SS09 (A) Student developed an *abbreviated* education plan ABRV
Compreh SEP SS09 (C) Student developed a *comprehensive* education plan COMP
(If student has both (A) and (C) during the same reporting term, then (B) is also populated: Student developed an *abbreviated* and a *comprehensive* education plan)
CNSADV
PROB/MAPP SS10 (A) Student received academic or progress probation support intervention/service INTER
DISM/MAPP SS10 (C) Student facing dismissal received support service DISMIS
Other Orient Svs SS11 (1) Student received other orientation service F
Other Asset Svs SS 11 (2) Student received career, interest, or subsequent placement assessment services ASSET
Assessment SS 11 (2) Student received career, interest, or subsequent placement assessment services ASSET
Career Svs SS 11 (2) Student received career, interest, or subsequent placement assessment services CAREER
Interest Svs SS 11 (2) Student received career, interest, or subsequent placement assessment services ASSET
Achievement SS 11 (2) Student received career, interest, or subsequent placement assessment services ASSET
COG SS 11 (2) Student received career, interest, or subsequent placement assessment services ASSET
Results SS 11 (2) Student received career, interest, or subsequent placement assessment services ASSET
Intake SS 11 (2) Student received career, interest, or subsequent placement assessment services ASSET
Follow-up SEP SS 11 (3) Student received other follow-up education planning service OTHER
Other Stud Succ Svs SS11 (4) Student received other academic progress service SUCCES
Transfer Svs SS11 (4) Student received other academic progress service SUCCES
Accommodations SS11 (4) Student received other academic progress service SUCCES
Card SS11 (4) Student received other academic progress service SUCCES
Personal SS11 (4) Student received other academic progress service OTHER

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<td>SOATEST-Test Scores (2)</td>
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**Student Success Data Elements**
- SS01: Educational Goal
- SS02: Course of Study
- SS03: Initial Orientation Exempt Status
- SS04: Initial Assessment Exempt Status
- SS05: Education Plan Exempt Status
- SS06: Initial Orientation Services
- SS07: Initial Assessment Services Placement
SS08: Counseling/Advisement Services
SS09: Education Plan
SS10: Academic Progress Probation Service
SS11: Student Success Other Services

The below information must be manually populated:

SVAMSHD
District ID = 691 (Taft College)

*TAB Education Goals:*

- **Goal:** Informed goal manually populated
- **Goal Type:** First goal listed is primary; all others listed are secondary
Taft College  
Equity as the Basis for Success  
Manager’s Meeting – 9.22.14

“... the best restraints aren’t opinion but necessity.” The Art of the Infinite

What is “Equity” and how can Equity be built into student success?
Taft College is defining “Equity” through the use of the 80% rule. This rule was originally developed in the 1970’s for use in the context of Title IX in determining “disproportionate impact”.

- Disaggregated student scorecard data
- For demographic populations with at least 25 members
- Create achievement benchmark using the group that has the highest level of “achievement”
- Define “disproportionately impacted” as being groups with less than 80% of the benchmark

Predicted outcomes
- Not catchy, but “Think disproportionate, Act global”
- Raising the average by reducing variation

Examples
- Completion (20-24 yrs old, overall/unprepared)
- Persistence (20-24 yrs old, overall/unprepared)
- 30 Units (n/a)
- Remedial
  - English: Male, <20 yrs old, Hispanic, White
  - Math: 25+ yrs old
  - ESL: n/a – populations all too small

Significance for managers
- Systemic awareness
  - Differences in populations
  - Building our understanding
  - Employee training – ask/listen to students – contribute to the plan(s)
- Systemic support – learning about available support – being a student success specialist
- Acting in the affective domain – providing the culture that may be missing at home/work
- Tutoring/Learning Center
- Textbook reserves
- Counseling
- New options being discussed
  - Zero cancellations
  - Student mentor system
  - System-wide Internships
### 2014 Taft College Student Success Scorecard (>=25)

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Data extracted from 2014 Scorecard on 7/30/2014
### 2014 Taft College Student Success Scorecard (>=25)

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