



## **Student Success and Support Program Plan (Credit Students)**

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**2014-15**

District: Kern  
College: Bakersfield College

**Report Due Postmarked by  
Friday, October 17, 2014**

**Email report to:**  
**[cccssp@cccco.edu](mailto:cccssp@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

# Instructions for Completion of the College Student Success and Support Program Plan

## INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students<sup>1</sup>. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students<sup>2</sup>.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (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).

## INSTRUCTIONS AND GUIDELINES

***Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.***

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to [cccssp@cccoco.edu](mailto:cccssp@cccoco.edu) with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis<sup>3</sup>. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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<sup>1</sup> Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

<sup>2</sup> A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

<sup>3</sup> The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

**The program plan should not be limited to state-funded activities.** Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

## **GENERAL INSTRUCTIONS**

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. SSSP Services
  - a. Core Services
    - i. Orientation
    - ii. Assessment
    - iii. Counseling, Advising, and Other Education Planning Services
    - iv. Follow-up for At-Risk Students
  - b. Related Direct Program Services
    - i. Institutional Research
    - ii. SSSP Technology
  - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
  - Exemption Policy
  - Appeal Policies
  - Prerequisite Procedures
  - Professional Development
  - Coordination with Student Equity and Other Planning Efforts
  - Coordination in Multi-College Districts
- IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

**SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE**

College Name: Bakersfield College

District Name: 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*.

Signature of College SSSP Coordinator: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of the SSSP Supervising Administrator  
or Chief Student Services Officer: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of the Chief Instructional Officer: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College Academic Senate President: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College President: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of District Chancellor: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Contact information for person preparing the plan:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

**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.

**Ila. 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.).

The Bakersfield College target student audience annually consists of approximately 4,200 new college students, the majority of whom are recent high school graduates who come from metropolitan Bakersfield as well as many rural and small town areas. The students that BC serves are about 80% first generation college students who are also of low socio-economic status. Fall 2013 data shows that 64% of BC students receive some form of financial aid. According to the latest Census Bureau Quick Facts, Kern County residents have median household incomes of about \$14,000 below the state average, with 22.5% of the population living below the poverty level. The majority of BC students are female (54%) and under the age of twenty-five (66%). BC is a Hispanic Serving Institution whose ethnicity makes up approximately 62% of the student population (Fall 2013). Other student ethnicity percentages are as follows: 5% African-American students, 1% American Indian students, 4% Asian/Philipino/Pacific Islander students and 24% white students. Seventy percent (70%) of BC students report that their parents do not have a college degree. Kern County, according to the Census Bureau Quick Facts, has one of the lowest attainments of a Bachelor’s degree or higher of any county in the state of California.

Our student population consists of recent high school graduates, older students wishing to change and/or train for a career, displaced workers and students wishing to increase their skills, returning veterans, returning students, transfer students from community and baccalaureate-degree granting colleges and universities, international students and students with disabilities.

Description of Orientation Services

Delivery methods

New student orientations are offered in groups at all feeder high school campuses. Two to three large group campus new student orientations are offered on the main Bakersfield College campus every semester and one large group new student orientation is offered at the Delano Center campus every semester.

Bakersfield College has an online orientation that is available twenty-four hours a day, seven days a week.

The main BC campus holds periodic one day events throughout the year where new students can complete all matriculation (admission, orientation, assessment/placement, counseling workshops and the creation of an abbreviated educational plan) and register for classes (“It’s POSSIBLE to Become a Renegade in One Day”).

In 2013-14, 84% of first-time students completed orientation.

New Student Orientation Activities

The group campus, high school site and online New Student Orientations are informative, engaging and encouraging instructional events that introduce new students to the rigor required and the resources of support available to them to be

successful in college. Approximately 80% of BC's new students are considered first generation students. The college ensures that students are introduced to college practices and processes such as the first day drop policy, the importance of and where the academic calendar and important timelines are located. Discussions of the importance of a major and career goal are emphasized and early development of a comprehensive student educational plan is encouraged. Students are instructed to complete math, English and remedial reading courses early in their college career. BC is careful to define all college terms that might be unfamiliar to new students such as priority registration, processes for registering and dropping courses, prerequisite, co-requisite and prerequisite challenge procedures and college fees and payment timelines. Discussions of the academic expectations of faculty and the consequences of not maintaining good progress are stated. Students must maintain at least average grades and complete at least 51% of the units they attempt. The consequences of not doing so are explained. Extensive support services including financial aid, tutoring, the student success lab, the writing center, critical academic skills workshops, transfer assistance and workshops, transfer admission guarantees, associate degrees for transfer to the CSU system, and a variety of counseling and advising options are covered. Engagement in the student life of the college is strongly encouraged and student clubs and activities are presented.

The New Student Orientations consist of modules to make sure that the special needs of specific populations, such as recent high school graduates, adult students over 25, veterans, students with disabilities, and international students are met. The Director of Outreach and Relations with Schools and the Faculty lead for orientation ensure that the information in both the in person orientations and online orientations are accurate and up-to-date.

#### Online Orientation

Bakersfield College, located in the metropolitan city of Bakersfield, lies within Kern County, one of the largest and most diverse counties in the state of California. Kern County comprises the southern edge of the Central Valley of California and covers 8161.42 square miles ranging from the southern slope of the Coastal Range to the slopes of the eastern Sierra Nevadas into the Mojave desert. We are in the process of creating a revised online orientation using our Moodle online course platform. The online orientation is easily accessible to students through our portal system. Our online orientation meets student need due to the large size of our service area, the difficulty many of our students have in getting to our physical campus due to the lack of an effective and efficient rural mass transportation system, and the low-socio-economic status of our student population. (More needed here)

#### Specify other issues, policies and procedures

- Students are required to register online for the in person group orientations held at the main BC campus and at the Delano Center campus. Online registration is through Inside BC, our online portal system.
- Large group on campus orientations and high school site group orientations are held during late Fall and early Spring semesters. Online orientations are available at all times .

#### Post Orientations (Question: Does this belong here or in the follow up services section?)

Bakersfield College offers specific student groups additional orientations depending upon their major and/or interest. These additional orientations are held throughout the summer, Week Zero (two weeks before the fall semester begins) and early in the fall and spring semesters. These orientations include the following:

- Orientations for college athletes
- Orientations for Science, Technology, Engineering and Mathematics (STEM) majors
- Orientations for Student Government Association officers
- Orientations for Pre-Registered Nursing majors
- Orientations for Communication Studies majors
- Orientations for Financial Aid recipients
- Orientations for Economic Opportunity Programs and Services (EOP&S) students

- International Students Orientation
- Hybrid math lab orientations
- Student Success lab orientations
- CalWORKS Orientation
- Career and Technical Education majors orientations

#### Parent Orientation

Studies show that the first place a student looks for help is not a classroom or counseling office, but rather his or her home, and for that reason, Bakersfield College developed orientations for parents. If a child comes to a parent with a question or problem and the parent does not know how to answer, the student may not take the initiative to seek out a counselor or academic advisor at the college. In most cases, the parent simply needs to direct the child to the appropriate person or office at our college. But if the parent is unaware of the various resources available at the college, that important link between the parent and the college may be lost.

BC's Parent orientations include topics such as the importance of a college education in today's world, the opportunities available at Bakersfield College to earn certificates, associate degrees and transfer degrees and opportunities, and FERPA regulations. The orientation also covers cost comparisons of community college fees with those of the California State and University of California systems. Discussions on how parents can support their children to be successful in college including the following tips to assist their student's transition to college:

- Encourage students to make their own decisions, learn from their failures, and enjoy their successes.
- Encourage your student to get involved with campus activities, such as student government, athletics, drama, or debate.
- Parents could encourage their student attend college full-time as this leads to greater success.
- Encourage your student to meet with an academic advisor regularly for help in selecting courses.
- Support your student by understanding the stress that the student feels in adjusting to the new college environment.
- Ask about your student's classes and experiences.
- Understand that college is much more challenging than high school.
- When students experience problems, urge them to seek help immediately from the appropriate college resource.

#### College and High School District Data

Bakersfield College is one of three colleges in the Kern Community College District. BC has approximately 41 feeder high schools with the majority of high schools in the Kern High School District (KHSD) which is California's largest 9<sup>th</sup> through 12<sup>th</sup> grade high school district in the state with more than 35,000 students. The KHSD encompasses about 3,500 square miles, about 43 percent of the total area of Kern County. Founded in 1893, the KHSD currently includes:

- 18 Comprehensive high school campuses
- 6 Alternative Education campuses
- 2 Career Technical Education sites
- 4 Special Education centers

Other high schools that send students to Bakersfield College include: Tehachapi High School, Delano Union High School, Bakersfield Christian High School, Cesar E. Chavez High School, Frazier Mountain High School, Garces Memorial High School, Wasco High School, Shafter High School, and McFarland High School. High schools that send students to BC from the extended service areas include Bakersfield Adult School, Nueva Continuation High School, Taft Union High School, Valley High School, Vista High Continuation and Vista West Continuation Schools.

A list of partnerships Bakersfield College has with colleges, high school districts, workforce agencies or other community

partners.

i. Cal-SOAP

The Bakersfield College Transfer Center has had a 4 year partnership with the local California Student Opportunity and Access Program (Cal-SOAP) administered by a grant housed at California State University Bakersfield.

Graduate student counselors-in-training provide support and encouragement to a growing number of area high school seniors assisting them with college applications, financial aid applications and BC's matriculation steps of admission and orientation at their high school site.

ii. High School Counselor Student Success Liaison Program

Bakersfield College piloted admission application workshops, orientations and assessment testing at 17 Kern High School District, Shafter, Tehachapi, Delano and Wasco high schools during Spring 2014. Initial analysis of the evaluations from High School Counselor workshops and the annual High School President's Breakfast reveal that high school counselors and staff are eager to partner with BC and hold matriculation events at their high school sites.

This summer, the Bakersfield College Counseling and Advising Center faculty, assisted by two high school counselors, are creating the curriculum and training handbook to train one high school counselor at each high school site to act as the student success and support liaison with the Counseling and Advising and Assessment/Placement Testing Centers at Bakersfield College. Each high school counselor will be trained on BC's matriculation processes and will be provided with a monetary stipend for their work (see Budget spreadsheet).

iii. Annual High School Counselor Fall Workshop

Each Fall term, the Counseling and Advising Center and the Career and Technical Education Program at BC invite all local high school counselors and career technicians from the feeder high schools to a daylong workshop. Workshop topics include timely updates on changes in matriculation, financial aid, concurrent enrollment as well as highlighting programs, associate degrees for transfer, and certificates. Career information is shared as well as demonstrations by current students enrolled in CTE programs. Current BC student panelists present their views on how high school staff can better prepare high school students for success at BC. Evaluations of the workshop are analyzed and changes made based on feedback.

iv. Annual President's High School Principal Breakfast

Each spring semester feeder high school principals, vice-principals and head counselors are invited to a welcoming early morning breakfast event. The goals of this event are many but overall BC wants to create a venue for a two-way dialogue about how BC can better meet the needs of the high school students. Information is shared about changes in the curriculum and focus of BC and feedback is collected on how we can improve our services. From this event has come, among other things, changes in our assessment/placement re-test policies and a rigorous dual enrollment program. Feedback is collected and analyzed.

v. Department of Rehabilitation

The California Department of Rehabilitation (DOR) is a State agency charged with supporting people with disabilities in their quest for gainful employment. Bakersfield College has a rehabilitation counselor on site in the Counseling/DSPS (Disabled Students Programs and Services) area for two days per week, and the rehabilitation counselor is an adjunct DSPS counselor one day per week. This counselor provides orientation and other matriculation services for new students. This provides a clear bridge between the Department of Rehabilitation and DSPS, by allowing DR clients who are BC students to receive services on campus. This is a unique type of relationship between the two organizations that doesn't exist on many other community college campuses. This partnership was created through the Workability III contract between DOR and BC. The WAIII contract has been in existence for at least 20 years and is one of the oldest contracts that DOR has. In fact, many newer WAIII contracts established throughout the state have been modeled after BC's program. Due to the referral process between DSPS, DOR, and WAIII, BC is able to provide students with well-rounded services to facilitate their participation in educational and vocational programs.

vi. The Regional Occupation Center

The Regional Occupational Center and Bakersfield College have articulation agreements in place that allows high school



students to gain college credit for 39 individual occupational courses.

- vii. Kern County Human Services

Bakersfield College partners with Kern County Human Services departments to create internship opportunities as all Human Services majors must complete 4 units of internship experience at local human services agencies. Students receive orientations at their internship sites.

Other community partnerships

- viii. Bakersfield College is in partnership with the Kern High School District (KHSD), California State University Bakersfield (CSUB) and Taft College in a California Academic Partnership Program grant (CAPP) with the focus to collaborate on issues surrounding the Common Core curriculum. The overall goal is to help high school students enter college more prepared. This program serves all high school students in the KHSD.
- ix. Our DSPS Director sits on the Kern County Veterans Collaborative group, which is a group of service agencies and organizations who support veterans in our community. This information helps support our Veteran’s orientation program.
- x. Many academic departments and career and technical programs at Bakersfield College have advisory groups whose membership consists of community and professional members. Examples of such collaborations include the Digital Arts Advisory Committee and the Panorama School District Teacher Group. Bakersfield College faculty and staff participate in local partnerships that include events like the High School History Teachers Conference. These partnerships ensure that the information we give students is pertinent, up-to-date and informative.

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

Staff

Steve Watkin, Director of Outreach and Relations with Schools-need one sentence job description

Marisa Marquez, Transfer Center Director and Counseling faculty member-one sentence job description

Josie Guillen, Educational Advisor, -job description

Student Peer mentors (how many)-job description

Other Welcome Center staff?

High School Counselor Student Success Liaisons-description of activities and stipend

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.

Moodle Platform Description

Orientation Materials, including online orientation licensing and software

IT Support

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 services

The first matriculation step after applying for admission to the college is orientation.

Orientation is a process that acquaints students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures and other appropriate information (Title 5, Section 55521). The purpose of orientation is to welcome new students into the Bakersfield College community. Students will have the opportunity to interact with current and new students who will become a part of their BC experience. It is here for the first time that students will get introduced to BC's Habits of Mind program, "It's POSSIBLE" to succeed at Bakersfield College through the habits of persistence, organization, striving for excellence, staying involved, innovating, being focused, learning for life, and emphasizing integrity. It's POSSIBLE actually is the brand that Bakersfield College applies to all of its matriculation services so students are reminded that they can achieve success with their educational and career goals.

Orientation is required for all new students seeking to begin their educational experience at Bakersfield College. Once students have completed and filed their online application to BC, they are assigned a Student Identification number and sent an email directing them to participate in orientation, test prep workshops and in assessment/placement. Whether a new student attends the in person group orientation at their high school or community site, at the main BC campus or at the Delano Center, or chooses to access the orientation online, the program is designed to promote personal academic success, individual development, and introduces student and academic support programs. Included in the scope of orientation activities are the College's legal requirements under the Higher Education Act of 1965, as amended and Title IX of the Higher Education Act of 1965, as amended (HEA and Title IX).

**Student Learning Outcomes**

All New First-year students are required to attend an orientation program. As a result of participating in orientation, they will:

- Be able to describe academic expectations and progress and probation standards;
- Be able to describe how to get and maintain priority registration and be in good standing with financial aid;
- Be able to utilize the prerequisite or co-requisite challenge process;
- Be able to locate information on available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- Be able to identify opportunities related to student engagement and involvement;
- Be able to locate the academic calendar, important timelines, registration and college fees;
- Be able to describe the Habits of Mind that can help a student be successful at BC (It's POSSIBLE ); and
- Be able to locate available education planning services

Assessment of at least one of the above student learning outcomes will take place every semester. Analysis of assessment data will be used to make improvements in orientation.

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.

ONLINE ORIENTATION DEVELOPMENT

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.

Add Budget

## 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.).

Target student audience

- All new students who are not exempt who want to participate in priority registration are required to participate in assessment/placement testing. BC assessed approximately 4,523 first-time students during the 2013-14 academic year.
- Once students have completed and filed their online application to BC, they are assigned a Student Identification number and sent an email directing them to participate in orientation, Test Prep workshops and in Assessment/Placement.
- Orientations, counselors and educational advisors and high school counselor Student Success liaisons communicate the importance of prepping for the assessment/placement tests and communicate important information about placement results and the length of time to achieve a degree and transfer information.
- Students can take their assessment/placement tests at their high school or on the main BC campus or the Delano Center. Students are accepted on a first come, first served basis at the BC and Delano campus test centers. On the high school campuses dates are set in advance, students messaged and those students who have filed an application to BC are scheduled for the test. Students are informed that the busiest times for assessment/placement are the eight weeks before each semester during the summer, fall and spring and between November 1 and mid-May.
- Assessment/placement staff receive specialized training in all of the tests that BC administers. Assessments are proctored on-site for all students or off-site at local and rural high schools or community centers
- Accommodations are available through the Disabled Students Programs and Services Department (DSPS).
- 82% of first-time students completed assessment/placement testing for 2013-14.
- BC is moving to a web-based assessment instrument in Fall 2014 and will be providing on-site assessment/placement testing to all feeder high schools as well as rural areas where students lack transportation to come to the college. BC is also exploring alternative ways to assess and place evening students

who work full-time.

Describe the methods by which assessment and placement services will be delivered.

Assessment and placement services are open year-round in the following locations and hours and students must test in person:

- Morning, afternoon, evening and Saturday hours throughout the year at the Assessment/Placement Center on the main Bakersfield College campus.
- Morning, afternoon, evening and Saturday hours at the Delano Center campus.
- At least one daytime service at all feeder and rural high school campus sites during the summer/fall admission period between November 1 and May 15.
- The main BC campus holds periodic one day events on campus throughout the year where new students can complete all matriculation (admission, orientation, assessment/placement, counseling and the creation of an abbreviated educational plan) and register for classes in one day ("It's POSSIBLE to Become a Renegade in One Day".)

Describe at what point(s) in the student's academic pathway assessment and placement are provided.

The BC Student Success communication and messaging plan encourages students to prepare for their placement tests by practicing either by attending a Test Prep Workshop on the main BC campus or the Delano Center campus or by going online at home and accessing our online Test Prep Workshop which is available to students once they have filed an admission form. In person group orientation events, high school site group orientations and the online orientation also encourage students to prepare and practice for their placement testing.

Partnerships among colleges, with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement.

The BC Assessment/Placement Center partners with the Office of Outreach and Relations with Schools to provide assessment/placement tests to high school students at their high school site.

#### KCCD Collaboration

Students wishing to take courses at any Kern Community College District college, i.e., Bakersfield College, Porterville College or Cerro Coso Community College may take assessment/placement tests at any college site or area high school and have it accepted at all three colleges. Bakersfield College is moving from the COMPASS online assessment instrument to the web-based ACCUPLACER test in Fall 2013. The other two colleges in the KCCD use the web-based ACCUPLACER tests.

#### BC/CSUB Collaboration

The Bakersfield College and the California State University Bakersfield English Departments are celebrating their 25<sup>th</sup> year in the Building Bridges association and collaboration. This association was originally part of a grant funded project. Department faculty explore courses and curriculum, assessment/placement processes, including placement cut scores. As a result of the project, BC and CSUB accepts each other's English and ESL courses as well as each other's placement decisions. This means that students do not need to be tested multiple times. For example, if CSUB places a student in college-level English composition, BC places that student in English B1a.

#### High School Counselor Student Success Liaison Program

As mentioned earlier in this report, high school counselor Student Success liaisons at each high school site will message and encourage students once they have filed an admission form at a high school site workshop to prepare for their placement tests.

High school seniors will be messaged early in their senior year to practice and prepare for placement tests,

encouraging student high school freshmen schedules to include four years of college prep or higher English and mathematics courses.

#### Cal-SOAP

The Bakersfield College Transfer Center has had a 4 year partnership with the local California Student Opportunity and Access Program (Cal-SOAP) administered by a grant housed at California State University Bakersfield. This year, high school seniors at 17 high schools were coached by counselors-in-training through the college and financial aid application and process. BC's Assessment/Placement Center piloted assessment/placement testing at these 17 high school sites. An analysis of the placement results administered at the high school sites compared with results from previous years shows that students who took the assessment/placement at the high school placed significantly higher in English, reading, and mathematics, shortening their pathway to college-level skills. This acceleration and improvement rate in student placement levels at the high school sites will be increased in the 2014-2015 academic year to include all feeder high schools.

BC's Transfer Center Director, counselors and educational advisors train Cal-SOAP counselors in the college matriculation process and students are assisted with admission form completion and preparation for their assessment/placement tests. This year the 400+ students who attended the event provided college counselors with their high school transcripts and the College's revised Multiple Measures criteria (see below for explanation) were applied and each student was provided with a summer and fall semester abbreviated student educational plan.

Bakersfield College is part of the State Chancellor's Office Pilot Program on Common Assessment.

#### The Future/Next Steps

Bakersfield College is exploring the use of Predictive Analytics to forecast student risk factors through several grant opportunities. By strengthening institutional research and Information technology capacity the college hopes to be able to make informed decisions and guide students more effectively and efficiently to the services they will need to be able to successfully complete their educational and career goals.

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.

Staff providing assessment services (number of positions, job titles, one-sentence statement of their role. (Margaret create a table)

- Sue Vaughn-Director of Enrollment Services: Manager responsible for Admissions, Records, registration, Assessment and Enrollment management.
- Kathy Boner-Assessment Program Coordinator: Oversees the day to day operations of the Assessment/Placement Center including scheduling all tests and staff.
- Juan Estrada-Assessment Assistant: Proctors, scores, and enters test scores into the Banner system.
- Genora McClanahan-Assessment Assistant: Proctors, scores, and enters test scores into the Banner system.
- Shelia Fuller-Assessment Assistant: Proctors, scores, and enters test scores into the Banner system.
- Krista Bird-Assessment Assistant: Proctors, scores, and enters test scores into the Banner system and assists with pretest reviews and practice of re-tests.
- Terri Lerner-Assessment Assistant: Proctors, scores, and enters test scores into the Banner system.
- High School Counselor Student Success liaisons stipends
- Janet Fulks- Faculty lead on Multiple Measures (% of salary)
- IT Technicians-Provide on-going technical support. (need (names, job description)
- Lisa Fitzgerald-District Researcher (% of salary)

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.)

Bakersfield College is transitioning from using the online COMPASS test to the online College Board ACCUPLACER for English, English as a Second Language, reading and mathematics placements. This instrument allows students to experience a unique and personalized test experience because the difficulty level is adjusted to each student's ability level. Additionally, ACCUPLACER is used by the other two colleges in the KCCD.

BC has implemented Multiple Measures for all four tests. ACCUPLACER can be customized to automatically apply the college's Multiple Measure criteria which are a requirement for all students under the new SSSP legislation. As ACCUPLACER is web-based, the college will not have the need to install or upgrade software and will allow BC to administer the placement tests easily to feeder high schools and in rural areas.

- Multiple Measures requirement. During the Spring semester 2014 the lead faculty member researching our Multiple Measures practices, the Dean of Student Success and the Dean of Science, Technology, Engineering and Math and Industrial Technology along with lead faculty members from English, Mathematics, Basic Skills, Counseling and science met several times to review BC's Multiple Measures criteria. After reviewing local data comparing assessment/placement test results and high school transcripts as well as Long Beach City College's STEPS Project, faculty revised the Multiple Measures criteria to incorporate high school grade point average, grades in English and math courses, grades in the last English and math course students took and Advanced Placement courses. This revision will reduce the time for BC students who test below college-level to complete and get BC students to college-level as soon as possible.

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.
- a. Multi-College District- Bakersfield College accepts the placement scores from the colleges within the KCCD, i.e. Porterville and Cerro Coso Community College.
  - b. BC also accepts the ELM and EPT results from the California State University system and the placement results of the University of California. Other community college and private and out of state colleges are reviewed on a case by case basis by counselors and educational advisors.

BC President, Dr. Sonya Christian and Dr. Janet Fulks, BC Microbiology professor currently sit on the Common Assessment pilot committee at the State Chancellor's office. It is hoped once a common assessment process is in place; BC will accept placement results from all other California Community Colleges.

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 – Need to 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.

Re-Test Policy – Retesting is an opportunity for incoming students to retake their placement tests. Retesting is available for incoming students who did not place as high as they expected when they took the original tests. It is a second chance. A student wishing to retake any part of BC’s placement tests is typically allowed one retest attempt in each subject area. Students are reminded to prepare for their placement tests.

#### Eligibility, Guidelines and Timelines

The timeline for eligibility for retesting depends on specific criteria, as outlined below:

Option 1: If a student experienced a medical or documented extenuating circumstance while taking the tests, they must visit the Counseling and Advising Center and have a counselor or advisor sign a form in order that they may re-test after a one (1) week waiting period. Counselors and advisors encourage students to either practice and review test questions online or they have the option to have a prescribed practice sessions developed for them by BC’s Student Success Laboratory at no cost to the student in order to take advantage of Test Prep materials.

Option 2: Students may retest after two weeks of taking the original test if they can demonstrate an increase in their proficiency level based upon some organized study program such as completion of remedial work in the Student Success laboratory. Students must have the retest form signed by an instructor, tutor or counselor verifying that they have participated in remedial practice and have increased their proficiency levels.

Option 3: All students may retest after two (2) months of the original test.

Option 4: Students with special circumstances may submit a written request to the Dean of Student Development and Success to retest earlier than these guidelines suggest. The Dean may waive or modify these guidelines in special circumstances.

High school students, who initially take the assessment/placement tests before their senior year, are allowed to re-test.

These waiting periods and test prep materials are consistent with the ACCUPLACER guidelines.

Recency –Student placement scores are valid for five (5) years and their high school transcript grades are always valid, however, science courses such as chemistry recommend that math courses are taken within two (2) 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?

- a. Bakersfield College accepts Early Assessment Program tests in English in both the college-ready category and for conditional students who are enrolled in the English (ERWC) course with at least a “C” grade in their first semester of the senior year in high school.
- b. Bakersfield College accepts Advanced Placement scores of at least a 3 in English Language and

English Literature as completion of Freshman Composition and a minimum International Baccalaureate (IB) score of 5 in Language A that will place a student into English B1a. Advanced Placement scores in statistics and AB and BC Calculus tests of at least a 3 are accepted for college-level math courses. IB scores of at least a 4 in mathematics satisfies the transfer requirement in mathematics, lower scores could be used to place students at math transfer levels at BC.

- c. Bakersfield College accepts the placement test results for the California State University system and the University of California system in English and mathematics and students taking those exams are appropriately placed at college level in English (English B1a) and transfer level math courses based upon their major.

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.

Add budget

### 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.)

Target student audience

Bakersfield College is committed to providing counseling, advising and educational planning services to all new, returning, and continuing students. There were 4,197 new students who enrolled for Fall 2013 at Bakersfield College. Last Fall 2013, approximately 72% of students were provided counseling and/or advising services and 34% completed educational planning.

Describe these services and the service delivery methods and models used.

Bakersfield College currently has a headcount of over 18,000 students and twelve (13 1/2) full-time faculty counselors, seven (7) adjunct counselors and fifteen (12) FT educational advisors and two (2) part-time educational advisors. The Counseling and Advising Center employs a variety of service delivery methods to assist students with counseling, advising as well as abbreviated and comprehensive educational planning that includes:

- Group Advising sessions that lead to the development of an abbreviated student educational plan (ASEP) at the feeder high schools, main BC campus, the Delano Center and in Arvin, California.
- Individual and drop in counseling appointments
- Drop-in educational advising
- Career and Major Workshops
- A variety of Transfer Assistance Workshops
- Educational Planning Workshops by major



- Student Development courses, both face-to-face and online (FTES funded classes)
- Visits to classrooms
- “Get an SEP” campaign (described below)
- Online “Ask a Counselor” email service (**need to develop by October**)

BC special programs such as Economic Opportunity Programs & Services (EOPS), Disabled Student Programs & Services (DSPS), CalWORKS, CARE, Science, Technology, Engineering & Mathematics majors (STEM), International Student Counselor, Career & Technical Education educational advisors (CTE), Financial Aid educational advisors and the Athletic educational advisor also provide group sessions, individual appointments, drop in sessions, and a variety of educational and student success workshops.

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

#### High School Counselor Student Success Liaison Program

Most high schools in the Kern High School District and in the outlying areas of Delano, Wasco, McFarland and Shafter have adopted the Career Choices curriculum for all their incoming 9<sup>th</sup> grade students. BC created a 3 unit dual enrollment college-level course to match this curriculum. Students in the course research career options, financial budgeting and set early career and educational goals in their 10-year Plan. High school counselors and especially the high school counselor student success liaisons encourage high school seniors to choose a major and career pathway based upon this information. BC counselors also share the effective career materials from the State Chancellor’s office, Career Café website. The high school counselor Student Success liaisons also contribute to high school seniors completing all steps of matriculation as mentioned earlier in this report.

#### Cal-SOAP

The Bakersfield College Transfer Center has had a 4 year partnership with the local California Student Opportunity and Access Program (Cal-SOAP) administered by a grant housed at California State University Bakersfield. BC’s Transfer Center Director, counselors and educational advisors train Cal-SOAP counselors in the college matriculation process that includes results of placement testing, multiple measures and the creation of abbreviated educational plans. In early March 2014, Cal-SOAP high school seniors are bussed to BC for a half day orientation and abbreviated student educational plan counseling workshop. High school seniors were given presentations by student services and academic programs and campus tours.

#### BC/CSUB Collaboration: Satellite Center at BC

As a result of a previous Title V grant between Bakersfield College and California State University Bakersfield, CSUB houses both a general educational advisor and a STEM educational advisor in the BC Counseling and Advising Center to assist students in establishing a seamless transfer pathway. The CSUB advisors rely primarily upon the comprehensive educational plans developed by students with BC counselors and advisors.

Bakersfield College is part of the State Chancellor’s Office Pilot Program on Portlets that includes an Educational Planning component.

When in the student’s academic lifetime are counseling, advising and other educational planning services provided.

Bakersfield College understands that a student’s college academic pathway begins in high school. As stated before, BC’s population is primarily made up of first generation college students from low socio-economic backgrounds. New students who wish to participate in priority registration are directed to counseling workshops once they complete

orientation and assessment/placement testing where they are assisted in understanding their placement results, and developing an abbreviated student educational plan for their first one or two semesters. New students who complete all these steps of matriculation, orientation, assessment/placement testing and abbreviated educational planning and advising are given priority registration their first semester. As mentioned earlier in this report, new students are encouraged to take math, English, and any remedial reading courses during their first semester. Students are also assisted with the registration process in the Counseling and Advising Center as well as in the BC Welcome Center.

During their first semester, students are messaged to participate in career development activities, choose a major and career pathway activities as well as transfer-related workshops and encouraged to develop and complete their comprehensive student educational plan. BC's Counseling and Advising department partners with the faculty and staff participating in the Making It Happen (MIH) Mentor program, classroom interventionist faculty, the Habits of Mind faculty and staff group and the Student Government Association in a "Get an Ed Plan" campaign. In essence all faculty, staff and administrators at Bakersfield College understand the importance of students developing a comprehensive student educational plan to their eventual success and completion of their educational goals and encourage and mentor students to develop their plans with a counselor, advisor, attend a workshop or take a student development course.

Members of the Counseling and Advising Department share information at Information booths during the year and at SGA sponsored campus resource fairs and during peak times in the campus center. Students are informed about the general education pathways available at BC, given career development links and information, are directed to information sheets on the importance of and how to fill out an educational plan and reminded that a comprehensive educational plan is linked to a students' priority registration status and their eventual success at completing their educational and career goals.

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.

At Bakersfield College counseling, paraprofessional advising and educational planning services are offered online, in person, individually and in groups.

- The online services include orientation, probation workshops, and timely, ongoing counselor responses to student emails.
- In person group counseling services include abbreviated SEP (Student Educational Plan) planning sessions, enhanced/program specific orientations, a series of student development courses, and numerous academic planning, student success, and career planning workshops, classroom visits, comprehensive SEP workshops.
- Drop in appointments are available each day with both counselors and paraprofessional academic advisors.

Students may schedule individual appointments with a counselor in-person, by telephone or online. Due to high demand, during certain peak times such as the first week of the semester and during priority and open registration periods, accessibility to in-person, individual counseling appointments can be frustrating and challenging for students.

Counselors see students in either 30 minute or drop-in appointments. An analysis of student appointments from the SARS Grid data system shows that a significant percentage of students, especially during peak times as mentioned above, do not keep their counseling appointments. Counseling 30 minute appointments are replaced by first-come, first-served same day and drop in appointments to accommodate students during peak registration times. In a further analysis of SARS Grid data the average wait time to see a counselor during the first week of the Fall 2014 semester was 32 minutes compared to the average wait time of 42 minutes for the Spring 2014 semester. This decrease in wait time was due to: adjunct counselors working during the summer as well as the fact that the college hired more counselors for this academic year. The average wait time during priority registration for fall 2014 was on average 1 hour and 58 minutes. While we can bring this wait time down with increased staff, we also feel that the training of faculty and staff mentors

for new students will provide additional contacts for student questions.

Paraprofessional academic advisors are available from 7:30-5:30 Monday through Thursday and Friday from 8:00 am until 12:00 pm on a drop in, first come, first served basis. Again, the lunch hour is often the most impacted time period. The wait time during peak registration may be as long as two hours.

Bakersfield College realizes that we need more counseling staff to meet student need and we plan on hiring additional 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.

Abbreviated Student Educational Planning (ASEP) Group Workshops are offered at the following sites:

- i. High School sites
- ii. Bakersfield College
- iii. Delano Center
- iv. Arvin
- v. Paramount Academy

#### Content of Abbreviated Student Educational Plan (ASEP)

The content of the Abbreviated Student Educational Plan (ASEP) includes beginning student placement levels and sequences for reading (if needed), English and mathematics courses. The plan contains space for students to plan out their first one or two semesters of courses in pre-collegiate courses (reading, English, Math) as well as student development, major preparation and general education courses, if appropriate. On the reverse side of the ASEP form is a list of next steps and a space for the student to write down their priority registration date and time. Next is a list of steps they need to take in order to be a successful student at BC. This is followed by a list of important resources along with contact information. Included are guidelines for recommended unit loads based upon the number of student work hours per week.

#### Content of ASEP Group Workshop

ASEP Workshops which are approximately 1.5 hours in length, are presented by teams of counselors and paraprofessional academic advisors. Materials covered include interpretation of assessment/placement scores, registration procedures, important reminders about financial aid, dropping for non-payment, first-day drop policy and important college dates and timelines. Finally students are individually assisted in creating their abbreviated student educational plans that consist of pre-collegiate courses in reading, English, math and student development courses. Depending upon a student's placement scores, appropriate major and general education courses are suggested as well. By the end of the workshop, new students are prepared and assisted in registering for the upcoming priority registration period.

High School Counselor Student Success Liaisons are present at the high school site workshops. When it is time for the high school seniors to register for their first semester courses, the high school counselor Student Success liaisons refer to their completed ASEP's and assist students with the registration process.

Type of assistance provided to help students develop a comprehensive student education plan that identifies the student's educational goal, course of study, and the courses, service, and programs to be used to achieve them.

The comprehensive student educational plan is the cornerstone of a student's successful completion of their educational goals as it details in depth the courses and activities a student must complete by term. As stated earlier, all BC faculty, staff and administrators understand the importance of the comprehensive SEP to student success. In Fall 2013, BC's College president devoted a portion of the opening day activities on the importance of the comprehensive SEP by presenting data on the success of those students who had an SEP with those that did not. **(Janet add more)** Faculty and staff also engaged in an SEP exercise. Through the Making It Happen Mentor Project, faculty and staff are participating in educational planning staff development.

The comprehensive student educational plan (CSEP) form at BC is currently a two-sided document where the students can plan out semester-by-semester all the pre-collegiate, English, mathematics, general education and major preparation courses they will need to complete their educational and career goals. Students are assisted with the development of the CSEP in the following:

- Student development courses
- Making It Happen Faculty and Staff Mentor appointments
- CSEP Workshops by Major
- Athletic CSEP Workshops
- Communication Major Advising
- Individualized Counseling and Advising Appointments
- CTE/Allied Health Pathway Paraprofessional Academic Advising

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.

Bakersfield College offers students a variety of ways in which to help them identify their educational goals, their course of study and the courses, services, and programs needed to achieve them.

- Through the orientation activities, students are introduced to college programs and services, directed to online resources such as the BC College Catalog and Career and Transfer Portals, Schedule of Classes, and programs of study.
- In the ASEP Workshops students are encouraged to enroll in a student development courses their first term.
- The Making It Happen mentor program pilot invited 500 first-generation Cal-SOAP participants to participate in Summer Bridge programs where students were given campus tours, introduced to academic and support service resources and creates a comprehensive student educational plan.

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).

Counseling faculty

- Bakersfield College has 12 1/2 full-time counseling faculty with 175 day contracts who work 38 hours a week. FT counseling faculty can work adjunct hours during semester breaks and summer. The 12 1/2 counseling faculty are broken down into the following categories. We have 5 part-time counselors and 10 adjunct counselors who teach student development courses.
- Generalist counselors (6 generalist counselors) are responsible for creating curriculum and teaching student development courses and workshops and seeing students on a drop in and 30 minute appointment basis.
  - 1.5 generalist counselors are assigned to the Delano Center.
- 1 Transfer Center Director and transfer counselor.
- 1 counselor is assigned to STEM majors.
- 1 counselor directs the International Student Program.

- I counselor is assigned half-time to coordinate the SARS Early Alert Program.
- I PT counselor who provides services to students at Arvin High School.
- Adjunct Department of Rehabilitation counselor.

General counseling faculty assist students with career development, choice of a major, provide assistance for probation and disqualified students and teach comprehensive educational planning workshops. Full-time counseling faculty are also responsible for overseeing follow up service projects for probation and disqualification students, career development, the SARS Early Alert system and online advising. BC has a full-time Transfer Center Director and counselor who assists with transfer workshops and transfer admission guarantees and acts as a liaison with 4-year college representatives

- EOPS/CalWorks/CARE: Two (2) Full-time counseling faculty and four PT counselors.
- DSPS-One and ½ FT counseling faculty
- IT Support: BC campus
- Degree Works District Support: Matt Jones:
- Michele Pena, Assistant Admissions and Records Director: Degree Works

Number of full-time equivalent counselors (total full-time and part-time counseling hours divided by 2080)=9.6

#### Academic and Paraprofessional Advising

Paraprofessional academic advisors at BC work 40 hours a week, 12 months per year. Paraprofessional academic advisors see students on a drop in basis and assist students with prerequisite issues, understanding their placement scores, multiple measures, creation of abbreviated student educational plans and appropriate course selections for their major. All paraprofessional academic advisors assist with the high school ASEP workshops and can assist with large on campus orientations and registration events.

- Two FT educational advisors work in the Counseling and Advising Center.
- One PT paraprofessional academic advisor in the Counseling and Advising Center.
- One paraprofessional academic advisor to work with the student athlete population.
- One FT paraprofessional academic advisor assists Allied Health majors.
- Three FT paraprofessional academic advisors assist Career and Technical Education (CTE) majors.
- One FT paraprofessional academic advisors work in the Financial Aid Department assisting students with financial aid appeals and educational planning.
- One FT paraprofessional academic advisor assists with Outreach and orientation.
- One FT paraprofessional academic advisor assists student veterans in the Veteran's Center.
- One FT financial aid paraprofessional academic advisor at the Delano Center.
- One FT EOPS paraprofessional academic advisor.

6. 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.

Identify technology tools used for education planning (third-party tools)

- a. Degree Works: degree audit and educational planning tools.

Ellucian Degree Works is a software tool that assists students, faculty and staff with degree audits and educational planning with the goal to help students graduate on time. BC currently uses the degree audit portion of Degree Works. Students, counselors, educational advisors and faculty mentors can easily process a “what if” analysis to check student progress towards their stated educational goals. Degree Works interfaces with our student management system, Banner.

During the Spring 2014 semester, counselors and advisors in collaboration with the Curriculum Committee and faculty department chairs and leads took on the task of creating semester by semester templates for all degrees and certificates offered at Bakersfield College. A team of dedicated advisors and counselors inputted these templates into Degree Works assisted by KCCD District IT staff. During the fall 2014 semester, the educational planning component of Degree Works will be piloted. It is hoped that this tool will be effective in assisting students, faculty, counselors and advisors with the creation of a comprehensive educational plan that can be stored electronically and revised as needed.

- b. ASSIST
- c. SARS Grid
- d. SARS Early Alert
- e. Hershey Online Transcript storage system
- f. CSU Mentor
- g. UC Transfer Counselor website
  - vi. UC Transfer Admission Planning Guide (TAP)
  - vii. UC Transfer Admission Guarantees (TAG's)
- h. Inside BC Counseling and Advising and Transfer Portal
- i. Career Café
- j. College Source
- k. ECOS
- l. O\*Net
- m. Occupational Outlook Handbook
- n. Salary Surfer: State Chancellor's Office
- o. What to Do With a Major In websites

- 7. 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.

Add budget

8.

#### iv. Follow-Up for At-Risk Students

1. 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:
  - a. Types of services are available to these students; how they are notified and when.
  - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
  - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
  - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Bakersfield Colleges defines At-Risk students as those who:

- Place into pre-collegiate courses,
- Are undecided about their educational goal or have not declared a course of study,
- Are those on academic or progress probation
- Are those who are disqualified from attending BC.

Approximately seventy percent (70%) of new students at BC place into one or more levels of remediation. As of Fall 2013, the number of students who are undecided about their educational goal is approximately 3,075 students or 16.8% of the total student population. However, for the past three years, students who apply to BC must declare a major and general education pattern. These 3,075 students have been at the college for more than three years.

At the end of Spring 2014, BC has 1,455 students on academic probation 1, 990 on academic probation 2, 251 students on progress probation 1 and 11 on progress probation 2. The number of students disqualified from BC following Spring 2014 is 506 students. Those that are making good progress to work their way off of any probationary status is 540 students.

#### Follow-Up Services for At-Risk Pre-Collegiate Students

In order to meet the needs of At-Risk student populations, the Counseling and Advising Department, the Academic Development (Basic Skills) Department, English and Mathematics Departments, the Habits of Mind and Making It Happen (MIH) faculty mentors and staff work closely together to provide early support services and interventions. At-Risk new students in the orientation and at the Counseling ASEP workshops are:

- Directed to take a student development course in their first semester.
- Encouraged to participate in an Academic Development Summer Bridge Program.
- Directed to begin their math and English remediation their first semester.
- Enroll in Student Success study skills courses in such subjects as:
  - Notetaking
  - Time Management
  - Textbook Reading
  - Test Taking Strategies

- Memory
- Vocabulary
- Watch Student Success Habits of Mind “It’s POSSIBLE” videos.
- Participate in Peer tutoring sessions.
- Visit and participate in the Student Success Lab, Writing Center, Math Lab, and library research workshops for assistance with courses and skill building.
- Urged to attend Critical Academic Skills Workshops (CAS) as needed.
- Encouraged to join student clubs and activities.

Pre-collegiate students are identified at Bakersfield College through their assessment/placement results. Faculty leads in the Academic Development Department invite all new students who place into pre-collegiate courses to participate in a Summer Bridge experience. This (credit/no credit) course includes time management, study skills, college success information and the development of a comprehensive student educational plan. The experience ends with a lunch and graduation ceremony where students and their families celebrate that they will be attending college at BC. The Student Success Lab serves approximately 2000 students per year in remedial reading, writing, test preparation, and word processing for credit and no credit courses. The SS Lab is a seventy-two station computer lab that offers self-paced courses in remedial mathematics, reading and writing designed as either stand alone or in conjunction with developmental reading and writing courses to build students basic skills in these subjects and get them to college-level courses more quickly. The SS Lab also offers free computer assisted tutoring sessions in reading, writing and mathematics using the newly upgraded PLATO software. ACDV B 201 a, b, c and 281 a, b, c are self-paced, computer assisted reading, writing and math courses in which students can

- Increase reading level
- Improve grammar skills
- Enhance math skills

During the course of the semester, students are advised by faculty to seek help in the lab when they are struggling in their courses. They can be referred to the lab in a variety of ways including SARS Alert, other referral forms, whole class tours and SS Lab orientations. The lab is run on an informal basis where students can drop in and get immediate assistance.

The SS hours of operation are Monday and Thursday 8:30am-6:00 pm, Tuesday & Wednesday 8:30 am-7:00 pm, and Friday 8:30 am-12:20 pm.

Academic Development faculty and other faculty groups offer no credit, short term workshops in Critical Academic Skills in order to help Basic Skills and all students remediate during the academic terms. Topics include review of basic math facts, fractions, grammar, punctuation and study skills.

#### Supplemental Instruction Program (SI)

Bakersfield College provides trained student peer tutors in targeted academic development, science, math, English and English as a Second Language courses. The goals of the SI program are to reduce attrition in historically challenging courses and improve the academic performance of enrolled students. What differentiates SI from traditional tutoring is the fact that SI student leaders are assigned to a specific professor’s class, attend each lecture, and then incorporate the information presented in class with a focus in study skills during the group tutoring sessions. The sessions are regularly scheduled, hour-long discussions that are held in the Supplemental Learning area 2 times per week per course. SI leaders are students who have already passed the course in which they are tutoring with an A or a B and carry the recommendation of their respective instructors. Initial data from this program shows a gradual increase in overall student GPA with regular SI session attendance, which matches national data on the benefits of SI.

Bakersfield College is piloting two early student success programs in the fall 2014 semester: Making It Happen Faculty and Staff mentors and the Classroom Intervention Pilot.



In Fall 2014, BC will work with a cohort of 400+ CalSOAP students where many/most students were placed into pre-collegiate math and/or English. The students will be designated and identified as a cohort called Making it Happen (MIH). They will be messaged about registration through phone calls made after analysis of their registration details. The students will be invited to campus in June of 2014 and asked to participate in the cohort and will be assigned a faculty or staff mentor. Each mentor will be paid a stipend for their work on this project. Student participation involves signing a contract that commits them to participate in a set of strategies and interventions from placement to follow up services with the goal that the students will successfully complete their college level math and college level English by Spring 2015. Successful completion is defined as exhibiting the necessary learning outcomes in the coursework represented by a passing grade in the course, as well as institutional outcomes (think, communicate, demonstrate and engage, BC's Institutional Learning Outcomes) by the end of three terms (Summer 2014, Fall 2014, Spring 2015).

Late Spring 2014, approximately 25 Bakersfield faculty, staff, and administrators from student supportive services, English, Mathematics, Science and Academic Development convened for two full days of workshops to tackle the issues of what Bakersfield College faculty can do working in concert to help the Making It Happen cohort of 400+ students successfully enter BC, identify their educational goals, and work as efficiently as possible to meet those goals.

These interventions include:

1. *Early enrollment in English and Math Courses*

The Counseling and Advising Department will assist students to enroll in the appropriate Math and English courses during their first semester.

2. *Early Completion of SEPs*

Students will complete both abbreviated and comprehensive SEPs. They will be aided by BC faculty and staff in Counseling and Advising as well as other academic areas.

3. *Early Classroom Interventions*

a. Faculty participating in the initiative will commit to participate in an early alert system related to academic performance of the students on the intervention assignment by

i. entering diagnostic and descriptive information related to the student's performance in SARS Alert and on the SARS grid platform, and

ii. writing an *Action Plan* for each student that gives the student specific instructions to follow (e.g. spend two hours with a tutor going over the test just returned by the faculty member and three hours on new content from class lectures and the textbook to prepare for the next test).

b. Students participating in the initiative will commit to follow the *Action Plan* designed for them by their professors within the time frame established by the professors.

c. College resources in Counseling and Advising and academic support services such as the Math Lab, Student Success Lab, Writing Center, and Tutoring Center will be mobilized to meet the needs of students who have these services listed on their Action Plan.

4. *Regular Classroom Interventions*

Faculty participating in the initiative commit to using classroom interventions every other week (week 2, week 4, week 6, week 8, week 10) during the 16-week Fall 2014 semester in order to support the student's success in their courses.

Follow-Up Services for At-Risk Students Who Do Not Have an Educational Goal or Course of Study

The Bakersfield College application requires that all students must declare a course of study upon admission. However,

the college realizes that new students often change their major and career direction several times during their college career. For that reason, Orientation sessions and the Counseling ASEP Workshops inform students about the importance of and the resources available to them to assist them with choosing an educational and career goal. These activities and resources include:

- A Student Development course on Career Development
- Major Workshops and Comprehensive SEP Workshops by Major
- Week Zero activities for Science, Technology, Engineering and Math majors (STEM) including career presentations by community guest lecturers.
- Workshops on career development using such online tools as the California Career Café developed by the State Chancellor's Career Advisory Board, ECOS and the O'Net.
- BC's Career Center and online Virtual Career Center, located in the Counseling and Advising Department, is a place where students can take career assessments that will help them identify interests, strengths, and values, explore career pathways, and majors, develop job search skills, research college training programs, and learn how to make an informed career and major choice.
- One on one and drop in appointments with counseling faculty and educational advisors.
- Faculty office hour appointments.

Next Steps: Project FINISH

The Counseling and Advising Department at Bakersfield College will work with Admissions and Records to identify the current population of students who have been here longer than three years and do not have a declared major (3,075 students). Counseling and Advising faculty and staff will contact these students to complete career development and choice of major workshops. Once their major or goal is declared, students will be assisted by staff to create a comprehensive student educational plan.

#### Follow-Up Services for Students on Academic and/or Progress Probation

Bakersfield College faculty and staff understand the importance of early intervention during a student's first semester in order to prevent a student from going on academic or progress probation where they will face losing priority registration and financial aid. BC faculty use the SARS Alert System to notify students that they:

- Have low test or quiz grades,
- Poor attendance,
- Lack of in class participation, and
- Do not turn in homework, as examples.

#### SARS Alert Program

SARS Alert is a web-based software system that helps promote student success and retention through enabling faculty and staff to identify students who are having difficulties and connect them with campus services that can provide appropriate interventions. Students are alerted whenever they are identified by faculty and staff as having one or more of the following concerns:

- Academic – Poor performance as well as attendance
- Behavioral – Poor study skills, time management, etc.
- Personal – Financial concerns, outside work conflicts, etc.
- Enrollment – Enrolled but never attended or stopped attending

Faculty are provided Flex training during opening day and during Flex Week in the SARS Alert process. This easy-to-use system has been implemented by the Counseling and Advising Department and it interfaces with the SARS Grid Student System as well as Banner, the college's management software. With this system faculty are able to pull down the list of students registered in their courses and send them timely emails about their progress. At the same time of the alert, the system will automatically forward the students needing specific help to a particular service area for appropriate interventions, for example students with low test or quiz grades would be referred to tutoring therefore the system will automatically send the student information about tutoring as well as send a notification to the Counseling and Tutoring Centers for intervention purposes.

Students on academic or progress probation 1 and 2 are identified once their grades are posted. Students on academic and/or progress probation 1 and 2 are sent a notification email about their status generated by the Admissions and Records department. This notification letter, electronically sent to their district email account includes important information from the Counseling and Advising Department describing their status and directing them to the online Academic Success Workshop and the resources available to them to help them succeed. Students on academic or progress probation are blocked from registering for the next semester until they successfully complete the online workshop and earn at least a 70% on the quiz. Students are also limited in units they can register for in upcoming semesters.

First semester academic or progress probation students are encouraged by the Counseling and Advising Program to attend "Project Succeed", a 2-unit College Success course following their placement on probation. The course curriculum includes short lecture topics and individual and group activities on the transition from high school to college, student motivation, learning styles, time management, procrastination, managing resources effectively, managing stress, setting personal and academic goals, study skills, test anxiety, writing a research paper, career assessments, choosing a major, the decision-making process, and the completion of a comprehensive educational plan. Faculty are assisted by educational advisors and trained student peer mentors who are available to assist students to get back on track and off probation as soon as possible.

Students Who Have been Disqualified From Attending Bakersfield College

Students are disqualified from attending Bakersfield College for a minimum of one semester when they have been on academic and/or progress probation for three semesters. Students on disqualified status are identified once their grades are posted. Students on disqualified status are sent a notification email about their status generated by the Admissions and Records department. This notification letter, electronically sent to their district email account includes important information from the Counseling and Advising Department describing their status and directing them to make an appointment with a counselor.

At this appointment, students are assisted in developing a comprehensive education plan and a reinstatement appeal that contains their plan for future college success.

How teaching faculty are involved or encouraged to monitor student progress & development:

- Those activities and projects that have been previously described in this report:
  - SARS Early Alert Program
  - SARS Early Alert Staff Development Workshops
  - Making It Happen Faculty and Staff Mentor Program and trainings
  - Faculty Classroom Intervention Project and trainings
  - Habits of Mind Project

- Degree Works Staff Development training
- Basic Skills faculty and Success Lab coordination
- Student Success lab prescriptions
- Math Lab faculty and staff tutors
- STEM Counselor and MESA Program
- Supplemental Instruction (SI)

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

- a. Grace Commiso- Early Alert Faculty Coordinator
- b. Cynthia Quintanilla-STEM Faculty Counselor and Week Zero Coordinator
- c. Kimberly Nickel-Student Success Lab Coordinator
- d. Kimberly Bligh-Academic Development Faculty Chair
- e. Erin Miller-Habits of Mind faculty intervention coordinator
- f. Kendra Self-Making It Happen (MIH) coordinator
- g. All counselors
- h. All advisors
- i. Faculty and Staff Mentors: stipends
- j. Faculty intervention specialists: Stipends

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

- a. SARS Alert
- b. SARS Grid
- c. Degree Works
- d. Plato/Edentum Software: Site License Agreement (?)

4. 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.  
Add Budget

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

**i. Instructional Research**

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.  
Annual Program Review data provided by District that details the numbers and percentages of new students completing the orientation, assessment/placement, counseling and educational planning services.  
(Janet Fulks and Kate Pluta can help with this)

**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.  
Moodle, DegreeWorks, SARS Grid and Early Alert, Plato Student Success software  
Other technology?

**IIc. 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.  
Chart detailing Admissions and Records Staff, .5 Articulation officer, Vicki Coffee (Career Services?)  
Institutional research (?)

**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.  
**Matriculation Component Exemption Criteria** *Consistent with the provisions of AB 3, Sections 78212-78214, and Title 5, Section 55532, the following Exemption Procedures for Assessment, Orientation, and Counseling/Advising are in effect for the Colleges of the Kern Community College District.*  
**Procedure 4A3(a)**

Except as noted below, all students shall be required to complete the four (4) matriculation components: assessment, orientation, counseling/advising, and a Student Educational Plan (SEP). The Vice President, Student Services, or designee may, upon appeal, exempt students from the above-noted components, for circumstances not covered by this procedure.

Counseling / Exemption Criteria	Assessment	Orientation	Counseling / Advising	SEP
1--Students who have completed an associate degree or higher.	X	X	X	X
2--Satisfactory completion of course work equivalent to college-level English and college-level math, or completion of State Approved Assessment.	X			

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Students have the right to appeal their loss of priority registration status either because they have reached the 100 unit limit, are on academic probation for the second semester or have completed a college degree. Students must file the written appeal form and provide supporting documentation as well as a copy of their academic transcript to the Dean of Student Success and Support Programs.

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.

KCCD Board policy states the following:

**Prerequisites, Corequisites, and Advisories on Recommended Preparation**

The Kern Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board recognizes that, if these prerequisites, corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them.

Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two (2) concerns. 4A4A Each College shall provide the following explanation both in the College catalog and in the schedule of classes.

- Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established pursuant to Title 5 regulations.
- Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.
- Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

4A4B Each College shall establish procedures by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, but who provides satisfactory evidence, may seek entry into the class according to a challenge process pursuant to provisions of the Model District Policy. See Appendix 4A4 of this Manual for the Model District Policy.

4A4C The curriculum review process at each College shall at a minimum be in accordance with all of the following:

4A4C1 Establish a curriculum committee and its membership in a manner that is mutually agreeable to the College administration and the academic senate.

4A4C2 Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment pursuant to the Model District Policy. See Appendix 4A4 of this Manual for the Model District Policy.

4A4C3 Verify and provide documentation that prerequisites or corequisites

The curriculum review process at each College shall at a minimum be in accordance with all of the following:

4A4C1 Establish a curriculum committee and its membership in a manner that is mutually agreeable to the College administration and the academic senate.

4A4C2 Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment pursuant to the Model District Policy. See Appendix 4A4 of this Manual for the Model District Policy.

4A4C3 Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of this Manual for the Model District Policy.

#### 4. Professional Development

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

a. Staff Development Coordinating Committee

i. SARS Early Alert FLEX Workshops on Opening Day and Fall semester 2014

ii. Degree Works Training FLEX Workshop on Opening Day and during the Fall 2014 semester

iii. Student Educational Planning Training for Faculty and Staff

b. Faculty mentor Making It Happen Boot camps

c. Classroom Intervention Boot camps

d. Student Success Stewardship Conferences

e. Customer Service Training

f. Assessment Center and Counseling and Advising training on ACCUPLACER and new Multiple Measures

(MM) criteria.

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.

Relevance to College Strategic Plan and Student Success Agenda:

The SSSP embodies BC's strategic goal of *Student Success*, stated as follows: Bakersfield College will become an exemplary model of student success by developing and implementing best practices.

Additionally, the SSSP will manifest BC's strategic initiative of *Student Progression and Completion* – A commitment to reduce the time for students to complete educational goals.

Finally, the SSSP is related to BC's Core Values of *Learning, Integrity and Diversity*.

BC's Student Success Vision Statement - Bakersfield College is committed to providing holistic educational experiences that foster student learning and academic success. Through concerted institutional efforts and strategic initiatives, Bakersfield College seeks to support student learning and success through improving progression and completion toward their academic and personal goals.

Bakersfield College's Approach to Student Success

1. Improving student achievement and learning outcomes for all students, thereby creating an educational environment in which all students have shared opportunities and resources to succeed
2. Committing to student equity through the elimination of achievement gaps among various student populations as identified through the process of collecting, disaggregating, and analyzing data on student success, progression, and completion across all student groups, especially among at-risk student populations.
3. Identifying, addressing, and resolving barriers to student success, progression, and completion, including institutional policies and protocols that inadvertently encumber students' academic progression along their journey toward completion

Developing an institutional culture in which data is frequently collected, reviewed, and assessed to inform and refine Bakersfield College's student success priorities and resource

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.

This is needed



## SECTION IV. ATTACHMENTS

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

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

Attachment A: Student Success and Support Program Plan participants

Attachment B: BC Organizational Chart

Attachment C: SSSP Advisory Committee Roster

Attachment D: 5 year Yield by High School

Attachment E: Outline of On Campus Group Orientation

Attachment F: Multiple Measures Criteria

Attachment G: Re-Test Authorization Form

Attachment H: Abbreviated Student Educational Plan Form

Attachment I: Comprehensive Student Educational Plan Form

### ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon  
California Community College Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549  
[dsheldon@cccco.edu](mailto:dsheldon@cccco.edu)  
(916) 322-2818

### 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: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

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Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

## RESOURCES

- Senate Bill 1456
- California Code of Regulations, Online
- Student Success and Support Program Student Equity Plan
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills web site