

Policy & Procedures Manual

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LTEC 6230: Advanced Production Design

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Foreword

Dear Student:

Congratulations! You have applied for the Student Support Services (SSS) TRIO Program at Texarkana College, and we are happy to inform you that you are eligible for the services we offer. Student Support Services is a free service provided by the U.S. Department of Education.

Please stop by our department, located on the second floor of the library to receive your packet explaining all our services and benefits. We are available to assist you with any educational planning needs you may have. We can also help you in developing your long-term as well as short-term educational goals. The opportunities available in our department are here for your benefit. Perhaps the most valuable resources we offer are:

- Tutoring Services- in person or online
- Success Workshops
- Transfer Workshops
- Computer Usage
- Free Event tickets to the Stilwell Theater
- Printing (up to 100 pages per week)—all free!

Please drop in and pick up a tutor schedule from our department. We can also refer you if you are needing help completing your FAFSA (Free Application for Federal Student Aid).

ACADEMIC ADVISING

In addition to the above services, I am available to assist you with advising, scheduling, and transferring to a four-year university. SSS provides each student access to an online interactive career resource through Texarkana College called Career Coach. This feature allows students to find suitable careers by providing the most current local data on wages, employment, job postings, and associated education and training. We encourage each student to spend time researching colleges and careers so they can plan for their future.

Please feel free to call or stop by my office. You do not need an appointment. We look forward to seeing you!

Sincerely,

Michael Lance Whisenant, SSS Director

Policy & Procedures Manual

Welcome to TRIO Student Support Services! As a SSS employee, you are an important part of our team, so we want to start by providing you with the tools to perform well as a new hire. This manual will explain what SSS is, what is expected of SSS students and this institution, and other important office policies and procedures. You will also find some tips and resources to help you.

What is Student Support Services?

TRIO has existed since the 1960s and was established around the same ideas that fueled the Civil Rights Movement and President Johnson's "War on Poverty". TRIO was originally created as a companion to federal financial aid – financial aid gives students the money they needed to attend college and TRIO provides them with the skills and support they need to succeed.

The short answer is we are an academic success program. The long answer is that Student Support Services is a federally funded program which provides eligible students with tools for academic success. What does this mean? To qualify for the program, students must meet one or more of the three criteria below:

- 1) First Generation - meaning neither parent graduated with a four-year college degree.
- 2) Low Income Status – the Department of Education publishes federal guidelines that are provided in the application. For TRIO programs, the income requirements are calculated using taxable income, not net income. The guidelines change each year and are based on 150% of the poverty level.

3) Documented Disability - students must prove they have a disability (as defined by the ADA), by providing documentation by a physician, healthcare professional, or be a client of Vocational Rehabilitation or Disability Support Services.

Our mission is to provide resources for the academic development of first generation and income eligible students. We are here to help, that is what we are about. Everything we do is to fulfill that mission. In order to receive funding from the Department of Education, we submit a proposal detailing how we will serve our students and fulfill this mission. The Department of Education awards grant funds based on our proposal so we can pay for services. As we receive grant funds from the federal government, we have to follow all the legislation and regulation that governs the TRIO programs. This is government money, so that means we are required to do a lot of paperwork to document our services to students and the money that we are spending. The following section outlines the legislation that provides the framework for our program.

Legislation

Higher Education Act of 1965

The Secretary shall carry out a program to be known as student support services which shall be designed: (1) to increase college retention and graduation rates for eligible students; (2) to increase the transfer rates of eligible students from 2-year to 4-year institutions; (3) to foster an institutional climate supportive of the success of students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of the foster care system, or other disconnected students; and (4) to improve the financial literacy and economic literacy of students, including basic personal income, household money management, and financial planning skills, and basic economic decision-making skills.

Project Need

In the fall of 2018, approximately 81% of the 4,239 students enrolled at Texarkana College (TC) were in pursuit of an academic degree and 19% were enrolled in technical/workforce programs. Sixty-four percent were enrolled part-time and 36% were enrolled full-time. The average age of non-traditional students at TC is 27 years old with 52% of students at age 24 and under and 48% over age 25. Factors such as low entering academic skills, lack of resilience, family obligations, financial difficulties, lack of commitment and dedication to finishing college, academic motivation, and academic progress present significant problems for non-traditional, first-generation, low-income students at Texarkana College. These students also struggle with additional deficits with non-cognitive factors such as lack of social and cultural capital, an underdeveloped (or fixed) academic mindset, and both the material and human resources needed to help students overcome barriers and obstacles that seem to be insurmountable to first-generation, low-income students who do not have family with a background providing the knowledge for them to understand basic college procedures.

The college service area, which is predominately agricultural (over 70% of the area is designated as rural) with some light industry, has a population of approximately 150,000. The Texarkana MSA median family income for 2018 was \$44,682, well below the national average of \$61,372 and the state's median of \$70,000. According to 2018 Bowie County, Texas, QuickFacts from the US Census Bureau, 23.4% of the area population is below 150% of the poverty level. In the service area, only 13.2% of the population has attained a bachelor's degree compared to 18.8% of the State's population and 19.1% of the national population. With these numbers in mind, we began to create our objectives and services for our student population.

Figure 1.

<i>Students Meeting Eligibility Requirements, excluding dual credit students</i>			
<i>Eligibility Criteria Enrollment Fall 2017</i>	<i>No. Of Potentially Eligible Participants</i>		<i>Proposed to Serve</i>
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>
Citizen/ National	4163	98%	225
First Generation	3162	75%	50
Low Income	2404	57%	20
Low Income and First Generation	2,370	56%	150
Disabled (Self-Identified)	457	7%	5

(Source: Office of Institutional Advancement; SSS Intake Survey)

Figure 2.

<i>Percentage of Students Expressing Need</i>		
<i>Expressed Need</i>	<i>Number</i>	<i>Percentage</i>
Personal Assistance (tutoring, financial aid, referral to counseling)	1810	42.7%
Career Planning	2404	56.7%
Academic Advising	2510	59.2%
Tutoring	983	24.7%
Academic Success Strategies	3,243	81.4%

(Source: Student Services Survey, 2017-18)

Goals and Objectives

Letters of commitment from the Director of Admissions, Director of Institutional Effectiveness, Director of Financial Aid, and the Registrar are on file in the SSS office. All are under the supervision of the VP of Instruction, along with the SSS Director, making communication and cooperation seamless.

To determine if a student meets the qualifying criteria, they must fill out an application. We are funded to serve 225 students, so some students may be added to a waiting list if the program is already at capacity.

A complete needs assessment will be prepared for each participant which will include an application for admission, economic and educational family history, high school or college GPA, college admission test scores, assessment test scores, and a statement of the participant's educational goals. All participants will take the LASSI PLUS+ (see below) which is both diagnostic and prescriptive and assesses students' strengths and weaknesses in the areas of anxiety, attitude, concentration, information processing, motivation, selecting main ideas, self-testing, test strategies, time management, and using academic resources.

An individualized service plan is generated from the needs assessment, which determines the types of services and activities a student requires in order to stay in good academic standing and progress toward their educational goals. This information is documented in students' charts and monitored regularly. Student grade checks are conducted at weeks six and twelve regarding the participant's grade, number of absences, and class participation. Tutor contact reports are assessed weekly according to the number of hours individual students have received tutoring or attended supplemental instruction. Informal monthly meetings with participants are held to receive student feedback on the program, how their needs are being met, and any changes that they feel would better facilitate success.

SSS Required Objectives

Objective I: Retention in postsecondary education

35% of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associate degree or certificate at the grantee institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.

Objective II: Good Academic Standing Rate

75% of all enrolled SSS participants served will meet the performance level required to stay in good academic standing at Texarkana College. The standard for good academic standing at Texarkana College is a 2.0 GPA.

Objective III: Certificate or Degree Completion / Transfer Rate

30% of new participants served each year will graduate from the grantee institution with an associate degree or certificate within four (4) years. Also, 15% of new participants served each year will receive an associate degree or certificate from the grantee institution and transfer to a four-year institution within four (4) years.

Figure 3.

Operational Calendar																						
Staff Performance and Time Line of Program Services and Activities																						
Legend Activity Months:  Evaluation Checkpoint: *		IMPLEMENTATION TIME LINE (Program Year September – August)												Performed By			Evaluated By					
OBJECTIVES		September	October	November	December	January	February	March	April	May	June	July	August	Director	Coordinator	Tutors	Advisors/Coaches	Director	Coordinator	Advisors	Students	
I. Identify Eligible Students		*				*					*			X	X		X	X	X			
II. Selection						*					*				X	X			X	X		
III. Assessment						*					*				X	X		X	X	X		
IV. Retention						*	*					*			X	X	X	X	X	X	X	
V. Transfer		*				*					*	*			X	X		X	X	X		
VI. Climate of Support						*	*					*			*	X	X	X	X	X	X	X
VII. Tracking / Placement		*				*	*					*			X	X		X	X	X	X	

SSS Required Services

Tutoring/Supplemental Education

Depending on the participant's academic needs, course specific peer tutoring will be assigned and provided, which may include small group, individual, or an online program. Most peer tutoring is done in a small group setting which better utilizes resources as well as serves as a

peer study group. Tutoring is available on both walk-in and scheduled basis, as well as through organized, scheduled supplemental instruction. All tutors are required to attend an eight-hour tutor training before beginning to work with students and must have taken and earned an A or B in the class that they are scheduled to tutor. Peer tutors and coaches are required to meet requirements for certification as peer tutors/mentors. Tutor performance is evaluated each semester by students. Professional tutors will provide supplemental instruction classes for participants in subject areas with traditionally high attrition and failure rates such as gateway English and math courses. Professional tutors will provide additional supplemental instruction in consultation with college instructors in the appropriate areas.

Academic Advisement and Post-Secondary Course Selection

During academic advisement before each semester, program advisors will meet with participants to review curriculum requirements and the students' individualized needs. SSS staff will be available during enrollment in the Admissions Office to assist any participants. Participants will be contacted throughout the semester by phone, email, or in person to review degree plans and progress towards goals. The Program Coordinator and Advisor are official advisors of record for participants, in addition to their faculty advisors.

Financial Aid

All participants will be encouraged to complete an application for financial aid with SSS staff assisting in the completion of all necessary forms. Online application is available in the SSS offices. Students indicating on a needs assessment that they have not applied for financial aid will be contacted by a staff member. Information regarding scholarships for TC and transfer scholarships will be made available to all students, and staff will be available to assist in the completion of applications before deadlines.

Education/Counseling to Improve Financial/Economic Literacy

The SSS staff will assist participants in developing a personal and educational budget. Each semester a workshop on financial aid and financial responsibility will be presented by a financial aid counselor and a certified financial planner. Subjects covered in financial and economic literacy programming include:

- Personal/ family budget planning presented by a certified financial planner.
- Understanding credit building principles to meet long term and short-term goals presented by certified financial planner.
- Cost planning for postsecondary education presented by financial aid and SSS staff.
- College cost of attendance, scholarships, grant and loan education and application process conducted by financial aid staff.
- Ongoing assistance in completing FAFSA done by SSS staff with updated training by financial aid officer and financial aid workshops. Computers are allocated in the SSS offices for students to complete FAFSA applications online.
- LIT Financial Literacy Platform – Budget is allocated to subscribe to this online module with over 70 videos led by a certified financial planner designed to develop a healthy mindset toward financial spending and goals. Students have 24/7 access and can access from their mobile devices. LIT provides incentives such as Amazon gift cards for students to complete videos.
- A library of Dave Ramsey’s Financial Literacy Curriculum is maintained for students to access and check out.

Transfer Program

SSS staff will assist and encourage participants to plan on transferring to a bachelor's degree granting institution. Transfer assistance is provided to locate college catalogues, financial aid applications, admission forms, and other necessary information. Visits to four-year colleges and universities are arranged and transportation provided, if needed. A transfer information workshop is conducted each semester with a transfer specialist from four-year institutions invited to speak. Virtual college tours are found online for students who are unable to take a campus tour. The Transfer Center Director in Student Services at Texas A&M University-Texarkana (TAMU-T), which is housed on the campus of TC, has agreed to act as the Transfer Counselor for SSS participants transferring to any school. The average TC student transfer rate to TAMU-T is 80%.

Figure 4.

Required Services the applicant proposes to provide	Objectives
1. Academic tutoring, directly or through other services provided by the institution, to enable students to complete postsecondary courses, which may include instruction in reading, writing, study skills, mathematics, science and other subjects.	Obj. I, II, III
2. Advice and assistance in postsecondary course selection	Obj. I, II, III
3. (A) Information on the full range of Federal student financial aid programs and benefits and resources for locating public and private scholarships; and (B) Assistance in completing financial aid applications including Free Application for Federal Student Aid.	Obj. I, III
4. Education or counseling services designed to improve the financial literacy or economic literacy of students including financial planning for postsecondary education.	Obj. I, III
4. Activities designed to assist students enrolled in two-year institutions of higher education and applying for admission to and attaining financial assistance for enrollment in a four-year program of postsecondary education.	Obj. I, III

Permissible Services

Cultural Enrichment

Each year the SSS program will encourage student engagement in cultural enrichment programs to enhance retention. A minimum of two on-campus events and two off-campus events will be sponsored each year. Examples include, but are not limited to, visits to the local theater and symphony, on-campus plays, outdoor experiences such as camping and hiking, health programs encouraging active lifestyles, and visits to nearby museums. With 70% of the TC service area designated as rural and limited active social organizations on campus, focus on student engagement is essential. Fredlin, Fuchsteiner, and Portz (2015) posit that student engagement is fundamental for student success in college, and Alexson & Flick (2011) state that “the measure of student engagement is considered a defensible gauge of academic distinction and carries more weight than the size of the college library” (p. 39). These enrichment/engagement activities are designed not only to enrich students’ academic skills, but also develop important non-cognitive skills that first-generation, and low-income students often lack.

GenOne Experience

Each year students and faculty will be recruited to participate in the SSS sponsored faculty mentoring program. First-generation graduate faculty members act as mentors for students each year. Mentors agree to have a minimum of one individual contact each semester with his/her mentees and participate in all core activities of the program. The mentoring program acts as a first-year experience for students, filling the need for a positive experience with faculty and professionals to help meet specific academic and adjustment needs. The SSS staff provides monthly meetings for all mentoring participants. First Generation College Student Day is

celebrated each November. TC has provided T-Shirts for all first-generation faculty members to wear programming on that day so that they can be easily identified. Finally, the Director of Admissions includes funds in his yearly budget so that all first-generation graduates, including TRIO SSS students, are given an honor cord to wear at graduation.

Computer Lab

Twenty-five computers are available for student use in the SSS department. These computers are available, exclusively to SSS students, whenever the library is open. The Office of Information Technology Department at TC has programmed these computers with all of the computer software and word processing programs used on campus. Other programs provided either by the departments on campus or purchased by SSS for student use are available. These computers are also used to assist students with application for scholarships and financial aid, as well as tutoring and supplemental instruction.

Career Development

Career development workshops are offered in small groups or individually. Participants who are undecided on a career choice are administered Career Cruising, an interactive computer resource designed to help participants find the right career, explore different career options and plan future education and training, is also provided by the program. A library of books on various careers, job hunting techniques, and resumes is maintained along with several computer programs. A resume writing workshop is offered individually and for small groups. Computerized resume programs are available.

Figure 5.

Permissible services the applicant proposes to provide	Objectives
1. Individualized counseling for personal, career, and academic matters provided by assigned counselors.	Obj. I, II, III
2. Information, activities, and instruction designed to acquaint students participating in the project with the range of career options available to the students.	Obj. III
3. Exposure to cultural events and academic programs not usually available to disadvantaged students.	Obj. I, II, III
4. Mentoring program involving faculty or upper class students, or a combination thereof.	Obj. I, II, III

FERPA

Our institution is committed to providing a safe environment for our students and as such, our SSS program follows the guides set forth by The Family Education Rights and Privacy Act of 1974, commonly known as FERPA. This act is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records and FERPA requires that institutions adhere strictly to these guidelines. Texarkana College annually informs students through an e-mail notification and our website about their rights as a student.

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights:

- The right to inspect and review educational records.
- The right to seek the amendment of educational records if the student believes they are inaccurate or misleading.
- The right to consent to disclosure of educational records.
- The right to file a complaint with the United States Department of Education concerning alleged failures by Texarkana College to comply with the requirements of FERPA.

Educational Records

Educational records are those records, files, documents, or other materials which contain information directly related to a student and that are maintained by an employee or agent of the college. Employment records relating to college students who are employees as a result of their status as students are also considered educational records.

Educational Records DO NOT Include:

- Records made by college personnel that are sole possession of the maker and not revealed to any other person
- Records maintained by the College Police for law enforcement purposes
- Counseling and Medical records
- Alumni records
- Employment records relating to an individual who is employed by the college not as a result of their status as a student
- Directory Information
- Records of individuals who have applied to the college but have not attended.

Student Information Release Authorization

In compliance with the Federal Family Education Rights and Privacy Act of 1974 (FERPA), Texarkana College is prohibited from providing certain information including grades, bills, financial aid, and other student record information to any third party unless the student gives us written permission. This restriction applies, but is not limited to your parents, guardians, spouse, and your employer. Each student has the right to grant Texarkana College permission to release information about your records to a third party by completing and submitting the FERPA Student Information Release Authorization Form.

Disclosure of Educational Records

Generally, the college must have written, signed, and dated permission from the student before releasing information from the students' records. Directory information is the only information that the college may disclose freely, but it is not required to do so. A student may request that their directory information is not disclosed. Under certain "official" circumstances, confidential (non-directory) education records can be released without a student's prior consent. Educational records may be disclosed, without prior consent, within the secured offices of the college.

Student Records and Directory Information

Texarkana College has established the following information as Student Directory Information and can release this information without student consent:

- Student's name
- Address
- Telephone number
- College email address
- Major
- Dates of attendance
- Degrees awarded
- Full and part-time status
- Enrollment and withdrawal verifications
- Student classification
- Student identification (ID) number
- Most recent previous institution attended

Students wishing to have their information NOT released must complete the confidential request form in the Office of Admissions. Once the signed restriction form is submitted to the Office of Admissions, the restrictions will remain in effect beyond or until they are removed by the student.

Under certain circumstances, confidential (non-directory) education records can be released without a student's prior consent to following persons, organizations, or representatives:

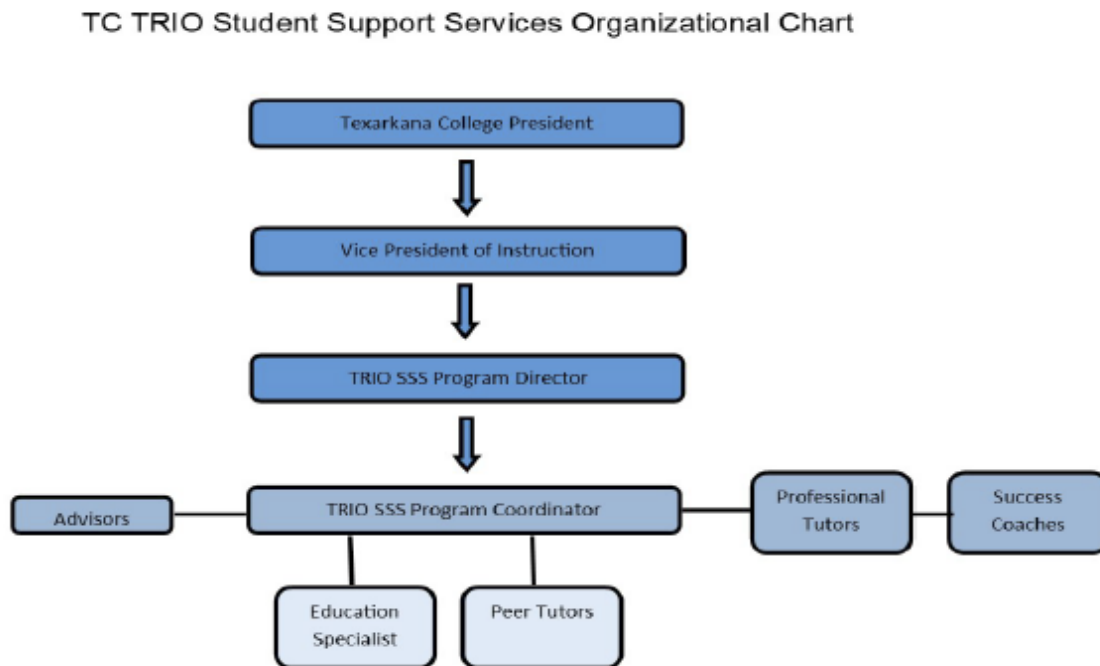
- University officials who have a legitimate education interest.
- Officials of another school in which the student seeks or intends to enroll or was previously enrolled.
- In connection with financial aid for which the student has applied and for the purpose of determining eligibility and/or amount of aid.
- To federal, state, and local authorities involved in an audit or evaluation of compliance with education programs.
- To organizations conducting studies on behalf of educational institutions.
- To accrediting organizations in order to carry out accrediting functions.
- In compliance with a judicial order or subpoena.
- To appropriate parties in a health/safety emergency.
- To a court when the school initiates legal action against a student giving the student prior notice.
- To an alleged victim of a crime of violence or sexual harassment offense, as long as it contains only the results of an institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.
- Parents who claim the student as a dependent for tax purposes.

- Drug and alcohol violations can be disclosed to parents of students under 21 years of age.

Institutional Placement

The following figure outlines the placement of our SSS staff in relation to the TC administration.

Figure 6.



Staff

- 1) Program Director - Oversees the whole program and directly supervises all staff (also serves as the program Advisor).
- 2) Program Coordinator - Supervises all tutor staff, fills tutor requests, and checks out equipment to the students.
- 3) Educational Specialist- Serves as the lead tutor.
- 4) Professional Tutors- Serves in a part-time role as our professional English tutor.
- 5) SSS Coaches - Assists with student contacts and obtaining the grant objectives.

6) Peer Tutors - Provide academic assistance outside the class room. Hours vary, as some may tutor nights and weekends (see Appendix J).

SSS Workshops

Our SSS workshops are geared toward providing a foundation on which the student can progress throughout their collegiate career. Due to our open-enrollment standard, many students are nontraditional and have not been in a classroom setting since grade school. Common issues we have found revolve around test anxiety, time management issues, maintaining good grades, and career exploration. The following section provides an overview of our workshops we administer throughout the year.

Text Anxiety

Be aware of your negative thoughts and self-statements and challenge them with logic. For example, you might say to yourself, “I am going to fail.” Challenge the statement by saying, “How do I know I will fail?” or “Just because I did not do well on the last exam, does not mean that I will fail this exam.” Your self-worth should not depend on a test grade. There is no reward to negative thinking.

Relax your muscles and breathe. Inhale and exhale to a count of 5. As you do this, you receive more oxygen, thus relaxing you and helping to reactivate your memory. You can also try flexing the muscles in your feet, holding for a count of 10 and then relaxing. Move slowly up through your body contracting and relaxing your muscles.

Approach your studying seriously but think of the test as a game. Your goal is to collect as many points as you can in the time available. Don't obsess about a particularly difficult question. If you're unsure of the answer, guess and move on. Remind yourself that you can miss several questions and still do well.

Figure 7.

What is Test Anxiety?

- Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degree of stress and anxiety before and during exams, test anxiety can actually impair learning and hurt test performance.
- Test anxiety is a type of performance anxiety. In situations where the pressure is on and a good performance counts, people can become so anxious that they are actually unable to do their best.




Figure 8.

Overcoming Test Anxiety

- Establish a consistent pretest routine
- Learn what works for you, and follow the same steps each time you get ready to take a test. This will ease your stress level and help ensure that you're well-prepared.
- Study early and in similar places
- It's much better to study a little bit over time than cramming your studying all at once. Also, spending your time studying in the same or similar places that you take your test can help you recall the information you need at test time.




Cognitive Behavior Therapy Tips

With anxiety disorders, situations are perceived as more dangerous than they really are.

To someone with a germ phobia, for example, shaking another person's hand can seem life threatening. Although you may easily see that this is an irrational fear, identifying your own

irrational, scary thoughts can be very difficult. One strategy is to ask yourself what you were thinking when you started feeling anxious

Challenging your negative thoughts involves questioning the evidence for your frightening thoughts, analyzing unhelpful beliefs, and testing out the reality of negative predictions. Strategies for challenging negative thoughts include conducting experiments, weighing the pros and cons of worrying or avoiding the thing you fear, and determining the realistic chances that what you're anxious about will actually happen.

Once you've identified the irrational predictions and negative distortions in your anxious thoughts, you can replace them with new thoughts that are more accurate and positive. You can also come up with realistic, calming statements you can say to yourself when you're facing or anticipating a situation that normally sends your anxiety levels soaring.

Time Management

1. Make Class time your best study time
 - Come Prepared
 - If you have no time to read the whole assignment – at least survey it
 - Review notes from previous class
 - Listen attentively
 - Paraphrase what the professor says in your own words
2. Make a daily list and prioritize the items
 - Keep it short (5 or 6 items: both academic and personal)
 - Set small specific goals – i.e., read five pages in psychology chapter

- Make a weekly schedule of all classes, work, extracurricular activities, housekeeping duties, sleeping, and eating. Schedule study time at a ratio of two hours of study per hour of class. You can always change your schedule if needed.
3. Use your daylight hours and minutes.
 4. Stay on campus.
 - Find a quiet place to study
 - Ease yourself into material by pre-reading first
 - Set up blocks of time for study
 - Use time in between classes
 - Review notes right before class
 - Review notes right after class
 - Memorize important terms (3 x 5 cards)
 - Make a list
 5. Make a semester calendar.
 - Wall or desk calendar for major exams, due dates, and meetings
 - Pocket calendar – reminder of classes, appointments, meetings, errands
 6. Don't procrastinate.
 - Don't let questions about material accumulate
 - Instead of trying to get it perfect – just do it
 7. Concentrate on one thing at a time.
 - Be active in what you are doing at the time
 - Plan and take study breaks, study 30-40 minutes with 5–10 minute breaks
 8. Use your weekly schedule. Learn to say “No.”

9. Set deadlines and reward yourself. It's okay to take breaks.
10. Be realistic in your expectations of yourself.

Figure 9.

What is Time Management?

- The control you can exercise over a series of events.
- You do not manage time!
- You CAN manage
 - Yourself
 - Others
 - Your work



Figure 10.

Urgent Isn't Necessarily Important

- Prioritize by Outcomes, Not Emotion
- Don't Avoid Something Because It is Boring

	Urgent	Not Urgent
Important	Do First • Crisis • Pressing Problems	Schedule • Preparation • Planning
Not Important	Quickly • Phone Calls • Other People's Issues	Limit • Facebook • Candy Crush

College Success Strategies

Our success strategies workshop focuses on the essential components needed to be an effective student. The following figures are taken from our PowerPoint presentation.

Figure 11.

1. Get Organized

- Know your syllabus! Dates, assignments, and important info are listed here.
- Planner, Post-it notes, dry erase board, or whatever works for you. Know when your assignments are due!
- Utilize apps on your phone:
- <https://www.outboundengine.com/blog/apps-to-keep-you-organized/>
- <https://blog.frontrange.edu/2017/02/08/5-apps-to-help-you-get-organized-in-college/>

Figure 12.

2. Be Successful in Class

- Be in class daily (online or in-person).
- Minimize useless distractions.
- You'll have more success by treating your classes like your job.
- Participate in class.
- Take responsibility for your grades!
- Get to know your instructors.



The illustration shows a person wearing a hard hat and safety glasses, sitting at a desk. On the desk are a laptop, a globe, and a smartphone. The person is holding a pen. Below the desk, the word 'SUCCESS' is written in large, bold, black letters. The word 'SUCCESS' is repeated in a smaller, lighter font below it, creating a reflection effect.

Figure 13.

3. Self-Assessment

- Know what you need to do to be successful in your chosen career:
(<https://www.bls.gov/ooh/>)
- Learn your academic strengths & weaknesses using the LASSI:
<https://guides.texarkanacollege.edu/sss>
- Market yourself and update your online resume:
www.linkedin.com
- Create a blog:
www.wordpress.org

**Figure 14.**

4. Get Help When You Need It!

- Speak with your instructor!
- Seek tutoring!
- Helpful websites for students:
 - www.chegg.com
 - www.coursehero.com
 - www.brainfuse.com
- Do not wait until it is too late...



Résumé Writing

Each spring semester, our department conducts a resume writing workshop so our upcoming graduates can enter the workforce with an online presence established via LinkedIn, as well as possess a physical document ready to be submitted to potential employers. Shown below are a few examples of the PowerPoint presentation we use.

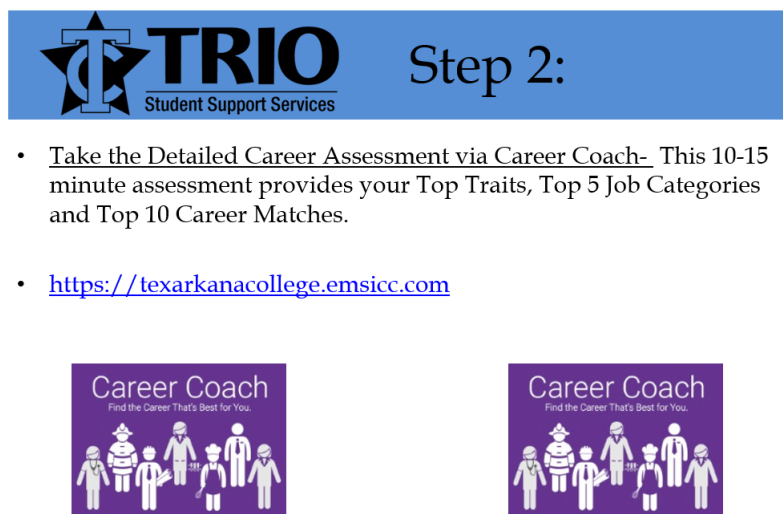
Figure 15.



The image shows a blue banner with the TRIO Student Support Services logo on the left and the text "Step 1:" on the right. Below the banner, there is a bulleted list with two items: "Create a LinkedIn Profile- This will be your digital resume. Many employers and job opportunities are available via this portal." and a URL "https://www.linkedin.com". Below the list is the LinkedIn logo, which consists of the word "LinkedIn" in white on a blue square background, followed by a group of stylized blue human figures of various sizes.

- Create a LinkedIn Profile- This will be your digital resume. Many employers and job opportunities are available via this portal.
- <https://www.linkedin.com>

Figure 16.



The image shows a blue banner with the TRIO Student Support Services logo on the left and the text "Step 2:" on the right. Below the banner, there is a bulleted list with two items: "Take the Detailed Career Assessment via Career Coach- This 10-15 minute assessment provides your Top Traits, Top 5 Job Categories and Top 10 Career Matches." and a URL "https://texarkanacollege.emsicc.com". Below the list are two identical purple square icons. Each icon has the text "Career Coach" at the top, followed by "Find the Career That's Best for You." and a group of stylized white human figures of various sizes.

- Take the Detailed Career Assessment via Career Coach- This 10-15 minute assessment provides your Top Traits, Top 5 Job Categories and Top 10 Career Matches.
- <https://texarkanacollege.emsicc.com>

Figure 17.**Main Sections:**

- The Objective Statement
- Contact Information
- Education
- Experience
- Honors and Activities

**Financial Freedom**

Taken from the book *Your Money or Your Life*, our department provides financial literacy information that assists the student in making educated financial decisions for their future. The following figures are examples of the content we provide.

Figure 18.

Figure 19.

WHAT IS MONEY?

- Merriam-Webster.com defines it as: something generally accepted as a medium of exchange, a measure of value, or a means of payment.
- Businessdictionary.com defines it as: Anything of value that serves as a (1) generally accepted medium of financial exchange, (2) legal tender for repayment of debt, (3) standard of value, (4) unit of accounting measure, and (5) means to save or store purchasing power.
- Investinganswers.com defines it as: Money is a medium of exchange for goods or services within an economy.
- Wikipedia.com defines it as: Money is any item or verifiable record that is generally accepted as payment for goods and services and repayment of debts, such as taxes, in a particular country or socio-economic context.
- 1 Timothy 6:10 defines it as: For the love of money is the root of all evil: which while some coveted after, they have erred from the faith, and pierced themselves through with many sorrows.
- How do you define money?

Figure 20.

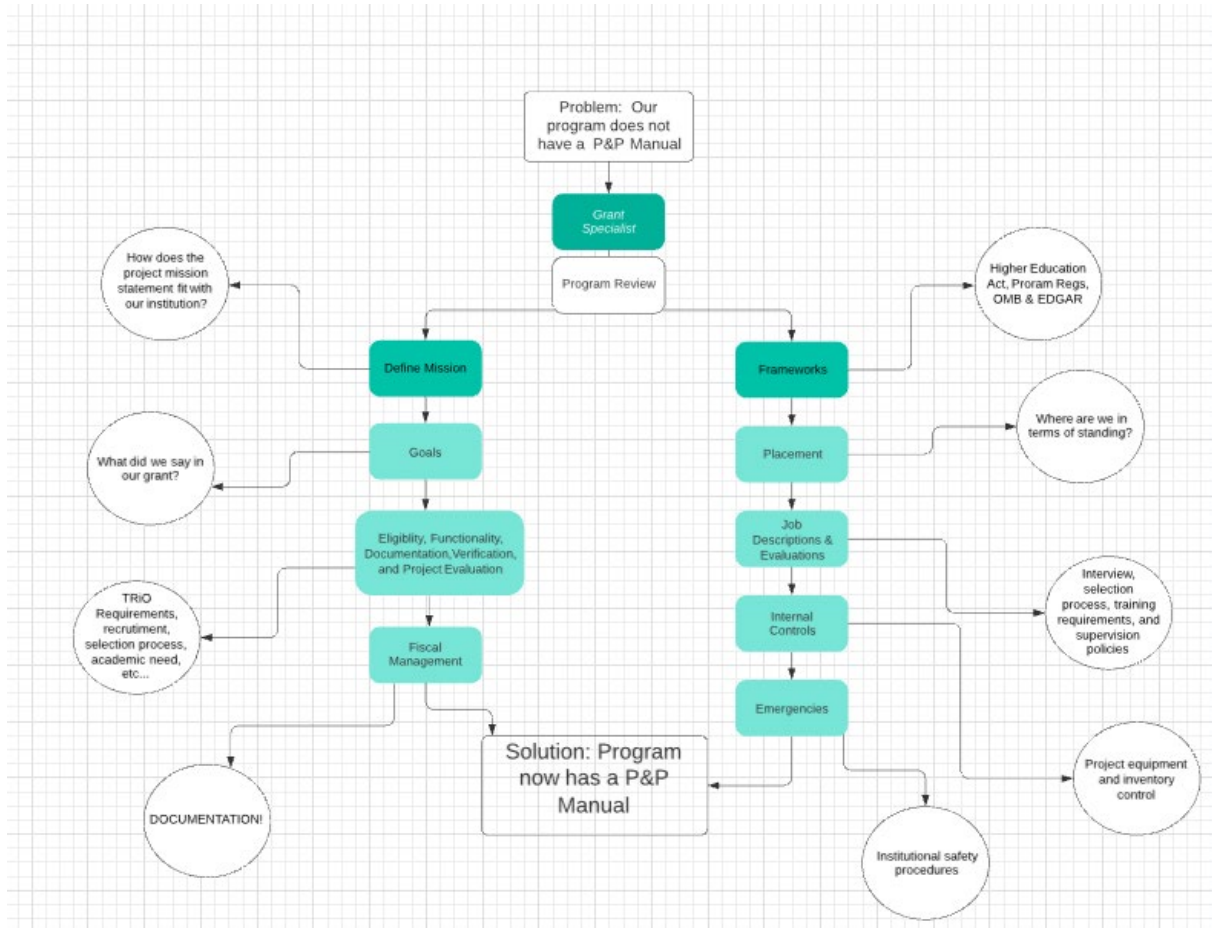
YOUR MONEY OR YOUR LIFE...?

- Money is something we choose to trade our life energy for. Our life energy is our allotted time here on Earth, the precious hours left available to us. When we go to our jobs we are trading our life energy for money.
- So, while money has no intrinsic reality, our life energy does.. It's tangible, and it's finite. It is precious because it is limited and irretrievable and because our choices about how we use it express the meaning and purpose of our time here on Earth...
- Money is something you consider valuable enough to spend easily a quarter of your allotted time here on earth getting, spending, worrying about, fantasizing about or in some other way reacting to.
- So, How are you spending your life energy?
- <https://yourmoneyoryourlife.com/book-summary/>

References

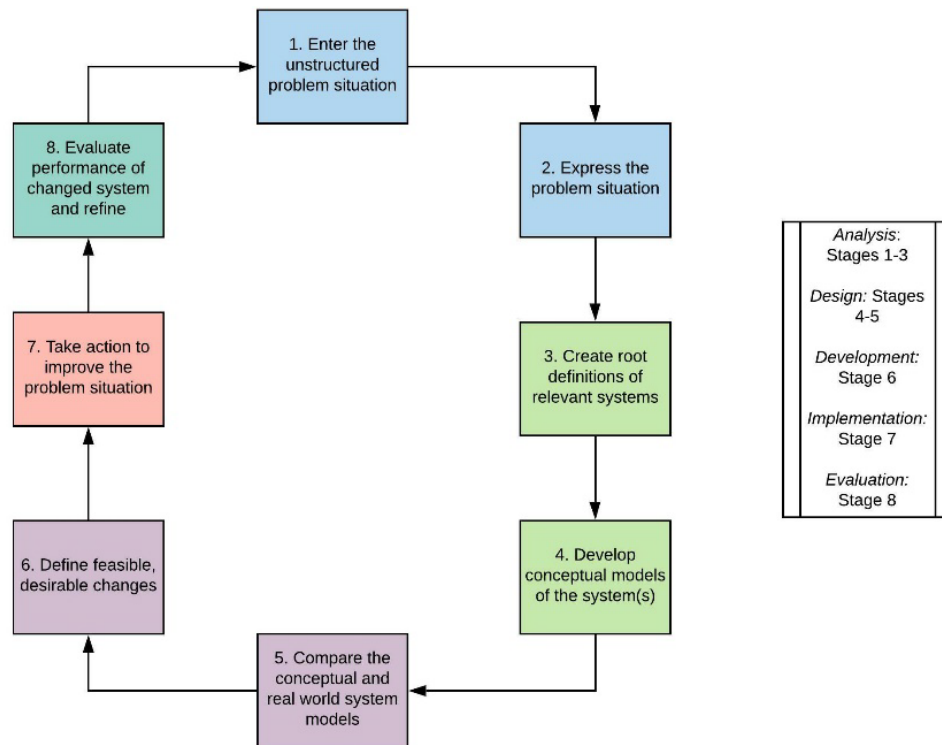
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Appendix A



Appendix B

Eight step soft systems methodology model



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Dr. Scott J. Warren 2018

Appendix C

Texarkana College TRiO Student Support Services Intake Form

Texarkana College TRiO- SSS Program, 2500 N. Robison Road, Texarkana, Texas 75599, 903-823-3381

Name: _____ TC ID-Number: _____
 (First) (M.I.) (Maiden) (Last)

Email Address: _____@_____ Phone: (____) ____ - _____

Mailing Address: _____ Birth date: ____/____/____

_____, _____, _____
 (City) (State) (Zip code)

Are you a U.S. Citizen or Permanent Resident? ____ Yes ____ No Gender? ____ Male ____ Female

Are you of Hispanic/Latino descent? ____ Yes ____ No

Ethnicity (Please mark all that apply): ____ Asian ____ Black/African American ____ Hispanic/Latino
 ____ Native American/Alaskan Native ____ Native Hawaiian or Islander ____ White

Are you currently enrolled at Texarkana College (TC)? ____ Yes ____ No

What is your highest level of education?

____ Less than H.S. Diploma/GED

____ Some College, No Degree

____ H.S. Diploma/GED

____ Assoc. /Bachelor's Degree Earned

Do you plan to transfer to a four-year university to earn a Bachelor's degree? ____ Yes ____ No ____ Undecided

Are you planning to complete an Associate's degree at Texarkana College within three years? ____ Yes ____ No

Are you in a Workforce/Certificate Program at Texarkana College? ____ Yes ____ No

Have you declared a major? ____ Yes ____ No If yes, what is your chosen major? _____

If no, what major(s) are you considering? _____

Are you planning to transfer to a 4-year university *prior* to graduating from TC? ____ Yes ____ No ____ Undecided

If yes, where? _____

Are you planning to transfer to a four-year university *after* graduating from TC? ____ Yes ____ No ____ Undecided

If yes, where? _____

Are you required to take any Developmental Education (003#) level courses? ____ Yes ____ No

Do your parents have a bachelor's degree? ____ Yes ____ No

Do you have a documented disability? ____ Yes ____ No

Do you qualify for Pell Grants? ____ Yes ____ No ____ Don't Know

Academic Success Strategies

- ☐ Study Skills
- ☐ Time Management Skills
- ☐ Test Taking/Test Anxiety
- ☐ Reading Comprehension
- ☐ Critical Thinking
- ☐ Note Taking/Organization

Career Development Skills

- ☐ Interest Inventory
- ☐ Career Information
- ☐ Resume Design
- ☐ Job Interview Preparation

Advising

- ☐ Choosing a Major
- ☐ Degree Planning
- ☐ FAFSA Assistance
- ☐ Transfer Information/Trips
- ☐ Enrollment Help
- ☐ Course Selection

Personal Development

- ☐ Tutoring
Subject area(s) of need: _____
- ☐ Financial Literacy Education
- ☐ Referral for Personal Problems

Student Support Services, supported by federal funding, officially accepts 225 students into its program. The program may provide priority tutoring, free copies, free transfer trips to four-year institutions, and special workshops. **If you wish to be considered for free admission to this program, please fill out the following survey in addition to the first page. Thank you.**

Needs Survey

- | | | |
|---|----------|---------|
| 1. My GPA was below 3.0 in High School. | ____ Yes | ____ No |
| 2. My ACT or SAT score was below 23 ACT/1070 SAT. | ____ Yes | ____ No |
| 3. I need to retake or score higher on placement tests. (Not TSI met) | ____ Yes | ____ No |
| 4. My college GPA is below a 2.0. | ____ Yes | ____ No |
| 5. I am currently on Academic Probation/Suspension. | ____ Yes | ____ No |
| 6. I am returning to college after five or more years away. | ____ Yes | ____ No |
| 7. English is my second language. | ____ Yes | ____ No |
| 8. I need help choosing a major or career field. | ____ Yes | ____ No |
| 9. I need tutoring to raise my grade in a required course for my major. | ____ Yes | ____ No |
| 10. I am enrolled as a part-time student this semester. | ____ Yes | ____ No |
| 11. I work more than 20+ hours a week. | ____ Yes | ____ No |
| 12. I have a history of withdrawals and/or incompletes. | ____ Yes | ____ No |
| 13. Circumstances outside school could interfere with class attendance. | ____ Yes | ____ No |
| 14. I do not understand the requirements to meet my career goals. | ____ Yes | ____ No |
| 15. Do you own a personal computer (laptop or desktop)? | ____ Yes | ____ No |

Student Signature (Required) _____

Date _____

This is to certify that the above information is true and correct to the best of my knowledge. I give Student Support Services my permission to receive copies of my educational records and other material necessary for participation in the Student Support Services Program. I grant permission for the TRIO Student Support Services program to use quotes or words I used in addition to photographs of myself produced at any Texarkana College program for publication or promotional pieces. Furthermore, I understand that further documentation of income may be needed and all my records will be kept in confidence and in accordance with the Privacy Act of 1974.

Appendix D



_____ First generation college student (5 points)

_____ Income meets or is lower than 150% of poverty level (low income definition) (5 points)

_____ First generation AND low income (10 points)

_____ Student has a documented disability (5 points)

_____ Student is enrolled as a full-time student (10 points)

_____ Student indicates a desire to graduate with an Associate's Degree within six semesters (5 points)

_____ Student indicates a desire to transfer to a four year university (5 points)

_____ Student indicates a desire to graduate with an Associate's Degree AND transfer to a four year institution within six semesters (10 points)

_____ Student indicates a need for at least five of the services provided by the program (10 points)

_____ Student indicates a need/desire for tutoring (5 points)

_____ Student indicates at least three of the criteria on the Needs Survey (5 points)

Total points:

Appendix E

LASSI PLUS+

Student Instructions

*Diagnose**Prescribe**Evaluate*

LASSI PLUS+ has three parts:

First, take a LASSI: www.collegelassi.com

School Number: 31276

User Name: cykp

Password: gw4y

Next, do Prescriptions: www.collegelassi.com/lassiPrescriptions/

Find your log-in info for the Prescriptions right below your LASSI scores.

Then, take a Post-Test: www.collegelassi.com

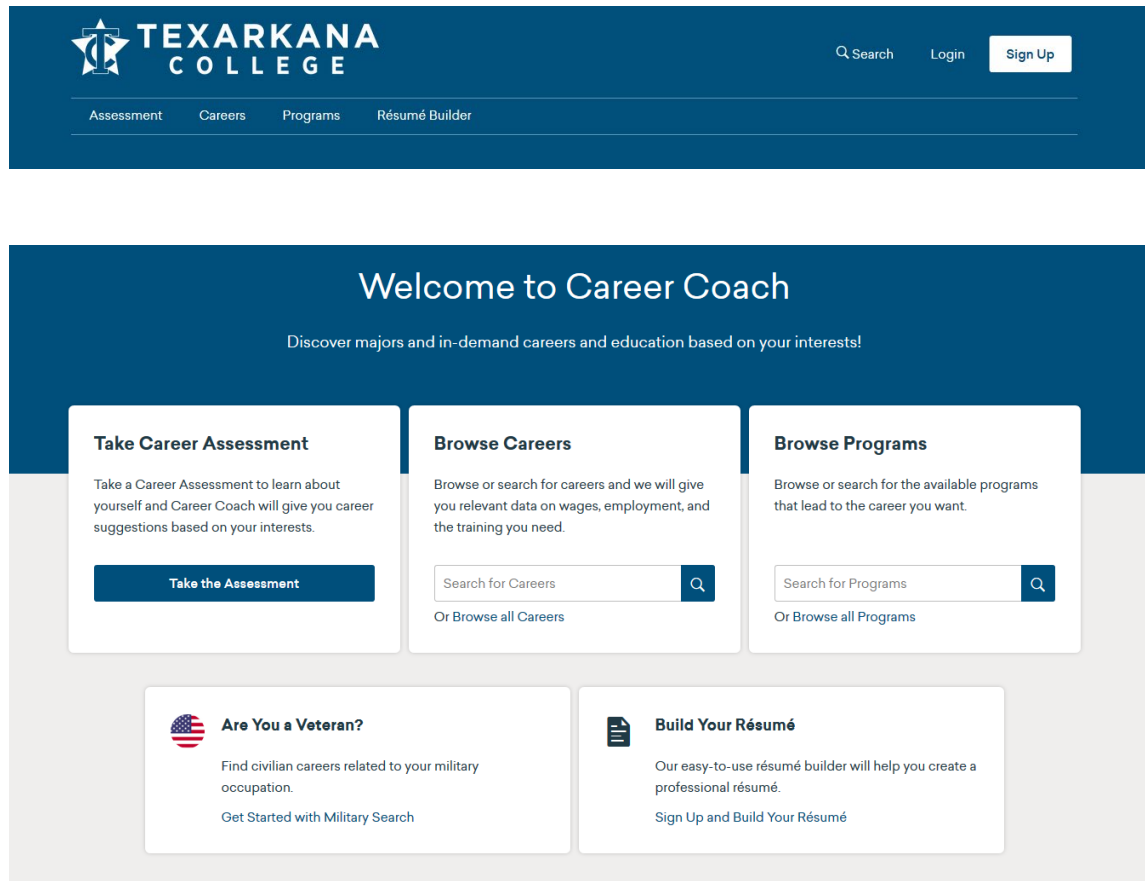
Use the same school number and the student key located at the top of your LASSI results. Put this info into the box marked "Second Administration."

Appendix F

CAREER COACH

<https://texarkanacollege.emsicc.com>

(Or, under the Academics tab on TC's homepage)



1. **Get started:** Take an assessment that matches you up with careers. Or just search for any program or career.
2. **View your matches:** Explore broad career pathways that match your strengths and interests.
3. **Explore careers:** Compare careers within a pathway: salaries, required education, and more.
4. **Find the right program:** Explore the programs that will train you for your favorite career. Quickly apply for programs by jumping over to the institution's program page.
5. **Take the next step:** Create a profile and quickly craft your résumé. Career Coach will even suggest tasks and skills to include based on your work experience. Ready to apply? Upload your résumé directly to employers within Career Coach!

Appendix G



Advising Syllabus

Student Support Services (SSS)
Texarkana College

Dean:
Dr. Tonja Mackey
903-823-3028
tonja.mackey@texarkana
college.edu

Director:
Lance Whisenant
903-823-3254
lance.whisenant@texarkan
acollege.edu

SSS Coaches:
Connie Gass
903-823-3381
Bea Ross
903-823-3312

Education Specialist
Gabriel Avila
903-823-3253

Texarkana College Mission Statement:

- Advancing our community through attainable higher education and lifelong learning.

TC Core Values and Beliefs- Opportunity, Excellence, Community, and Success

Student Support Services Mission Statement:

- Student Support Services at Texarkana College is committed to increasing the persistence and completion rates of eligible students by providing individualized support from admission through graduation.

Daily Student Responsibilities:

- Bring all relevant advising materials, financial aid documents, and questions to your appointments. Bring your syllabus and course materials if you have questions about a specific class. Show up on time!
- Monitor your TC e-mail account because we often send mass e-mails through this system. If you do not check this account regularly, please forward your TC e-mail to another account.
- Seek tutoring or other help as needed.
- Attend class or notify your professor if unable to attend.
- Ask questions if you encounter something you do not understand.

Your Advising Relationship:

The purpose of SSS advising is to develop student-centered relationships with the goal of helping to develop skills and behaviors to become successful. This process is designed to engage the student so their time at TC may be a fulfilling experience.

You will ...	TRiO SSS will ...
Attend two events per semester and maintain regular contact with the SSS department.	Meet with you and remain available for questions.
Learn about college policies, procedures, and degree requirements.	Explain how the college functions, and refer you to campus and community resources to promote your success.
Contact your advisor for support when experiencing academic or personal difficulties.	Teach you strategies to improve your grades and refer you to professors and tutors as needed.
Achieve major GPA requirements, remain in good academic standing with the University by earning at least a 2.00 GPA, and maintain satisfactory academic progress for financial aid.	Monitor your grades, financial aid eligibility, and progress toward graduation; and suggest strategies for improvement.
Complete financial aid and scholarship applications and retain important academic and financial aid documents.	Assist you with completion of financial aid and scholarship applications, and keep your academic, financial, and personal information confidential.
Utilize SSS and campus resources.	Refer you to campus resources to promote your success.
Make informed decisions, and take responsibility and ownership for your choices.	Provide information and direction to empower you to make informed decisions.
Graduate within eight semesters or less.	Celebrate your graduation and your achievements.

**Student Support Services
Academic Learning Commons**
903-823-3381
Lance.whisenant@texarkanacollege.edu

Student Learning Outcomes:

- As a result of SSS advising, students will develop critical thinking and research skills to support life-long learning.
- As a result of SSS advising, students will explore educational and career options to determine post graduate direction.
- As a result of SSS advising, students will develop strategies and use available resources to succeed academically at TC and graduate.
- As a result of SSS advising, students will participate in events to increase their culture and educational capital.
- As a result of SSS advising, students will increase their financial literacy knowledge.
- As a result of SSS advising, students planning to transfer will learn how to research and apply to four-year institutions.
- As a result of SSS advising, students planning to enter the job market will learn how to research and apply for jobs.

Student Support Services is a grant funded by the United States Department of Education to support first-generation, lower-income students in attaining a higher education credential. This program is limited to 225 students per year. All services are provided at no cost to students.

Information about expectations for student conduct and other policy matters affecting students are described in the Student Handbook. <https://www.texarkanacollege.edu/catalog/files/2018/07/2018-Catalog-and-Student-Handbook.pdf>

Dr. Strutton is our part-time Licensed Professional Counselor, and she provides counseling services in the areas of education, career and personal issues.
903-823-3143 / joan.strutton@texarkanacollege.edu

TC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Human Resources Director, 2500 N. Robison Rd., Texarkana, TX, 75599, (903) 823-3017, human.resources@texarkanacollege.edu

Appendix H

Guideline for 1st & 2nd Year SSS Students

First Year Student:

- How To Get Good Grades in College Workshop
- Test Anxiety Workshop
- Time Management Workshop
- TUTORING
- Find a place to study (Library)
- Get organized
- Get involved with student organizations
- Meet your professors and know the syllabus
- Meet with your Advisor
- Exercise

Second Year Student:

- Résumé Workshop
- TUTORING
- Meet with your Advisor to discuss degree plan
- Financial Lit Modules
- Visit the Transfer Coordinator if interested in TAMUT
- Research four-year colleges that interest you, and become familiar with their transfer policies
- Learn what financial aid opportunities are available, begin collecting applications, ask for letters of recommendation, request transcripts, and keep track of deadlines
- Submit your transfer and financial aid application
- Apply for graduation
- Graduate!

Appendix I



Student Support Services at Texarkana College is committed to increasing the retention and completion rates of eligible students by providing individualized support from admission through graduation.

**Contact:**

Lance Whisenant, Program Director
903-823-3254

Dr. Tonja Mackey, Dean of Library
903-823-3028

Student Support Services is a grant funded by the United States Department of Education to support first-generation, lower-income students in attaining a higher education credential. This program is limited to 225 students per year. All services are provided at no cost to students.



Student Support Services at Texarkana College



Let us support you along your path!



TEXARKANA COLLEGE

Success in the first semester of college has less to do with academics than with learning how to navigate the college process, and determine the proper path to take.

TRIO Student Support Services is here to walk you through that process.

DISARM



Establish a one-on-one relationship with a team that will support you through graduation.

DISCOVER



Learn to use your strengths, skills, and abilities to their full potential.

DREAM



Envision your hopes and dreams for your future.

DESIGN



Create a plan for making your dreams a reality.



2018 students attended a Broadway production of The Lion King in Little Rock, Arkansas.

DELIVER



Follow through with your plan created in the design phase with support.

DON'T SETTLE



Set high expectations.



Faculty and staff at Texarkana College who are First-Generation college students.

- One-on-One Coaching
- Intensive Advising
- Goal Setting
- Free Tutoring
- Exam Prep
- Financial Literacy Workshops
- Scholarship/Grant Assistance
- Career Exploration
- Leadership Development
- Transfer School Exploration
- Student Activities
- Trips to Museums and Plays
- Social, Educational, and Cultural Programs



Appendix J



Student Support Schedule

Student Support Services
Palmer Memorial Library
Mon.-Thur. 8:00-9:00
Fri: 8:00-4:00

**Gabriel Avila**

Educational Specialist

Mon: 8:00-5:00
Tue: 8:00-5:00
Wed: 8:00-5:00
Thu: 8:00-5:00
Fri: 8:00-4:00

Tatianna Mathis

Comp 1&2, essay reviews, College Algebra

Sun: 2:00-9:00
Mon: 2:00-9:00
Wed: 1:00-9:00
Thu: 1:00-8:00

Javan Patterson

College Algebra, Cal I, Comp 1&2

Sun: 2:00-9:00
Tue: 2:00-9:00
Wed: 12:00-9:00
Fri: 9:30-4:00

Helen McCauley

Chemistry, Physics, Biology, College Algebra, Cal I

Mon: 1:00-9:00
Tu: 5:00-9:00
Thu: 5:00-9:00

Kindra Smith

Comp 1&2 and other essay reviews

Mon: 9:00-11:00 / 1:00-5:00
Tues: 1:00-5:00
Wed: 9:00-11:00 / 1:00-5:00

Holly Cook

Comp 1&2 and other essay reviews

Sun: 2:00-9:00
Mon: 1:30-9:00
Tues: 1:30-9:00
Wed: 1:30-9:00
Thu: 1:30-9:00

Connie Gass

Success Coach

Mon: 9:30-3:00
Tues: 9:30-3:00
Wed: 9:30-3:00
Thu: 9:30-3:00

Bea Ross

Success Coach

Tues: 9:00-4:00
Wed: 9:00-4:00
Thu: 9:00-3:30

Lance Whisenant

Director

M-Th: 8:00-5:00
Fri: 8:00-4:00