

# AP 5050 Student Success and Support Program

## References

*Education Code Sections 78210 et seq.;*

*Title 5 Sections 55500 et seq.;*

*ACCJC Accreditation Standard II.C.2*

*Note: The California Community Colleges Chancellor's Office is working on streamlining the reporting requirements for the Student Success and Support Program along with other programs. One change has been to submit information related to the Student Success and Support Program to the California Community Colleges Chancellor's Office as part of an "Integrated Plan." However, because Title 5 Regulations addressing Student Success and Support Programs have not been repealed, districts are still required to comply with the Student Success and Support Program requirements.*

The District shall provide Student Success and Support Program services to students to further equality of educational opportunity and academic success. Student Success and Support Programs shall identify and close opportunity gaps that impact student success and improve the District's commitment to diversity, equity, and inclusion. Student Success and Support Program (SSSP) is a comprehensive student success program involving the entire campus community. SSSP is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of SSSP are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the matriculation process. It is Taft College's way of supporting the student's right to succeed in college. Taft College recognizes that student success is the responsibility of the institution and the student, supported by well coordinated and evidence based student and instructional services to foster academic success.

SSSP is a partnership/agreement between students and Taft College. The agreement includes the provision of core matriculation services, including an admission process, college orientation, pre-enrollment assessment and placement, advisement and counseling for course selection, educational planning services, a suitable program of study, and follow-up on student progress.

The student agrees to express a broad education goal at entrance, declare a course of study within a reasonable period of enrollment, attend class and complete coursework diligently, and maintain progress toward an education goal.

**Student's responsibilities include:**

1. Identify an education and career goal upon application.
2. Identify a course of study;
3. Complete an orientation activity provided by the college.
4. Be assessed to determine appropriate course placement.
5. Participate in counseling, advising, or another education planning service to develop, at minimum an abbreviated student education plan.
6. Declare a specific course of study after completion of 15 semester units of degree applicable credit coursework.
7. Diligently engage in course activities and complete assigned coursework.
8. Complete courses and maintain progress toward an education goal and completing a course of study, according to standards established by the college, the District, and the state.
9. Cooperation in the development of a comprehensive student educational plan by the end of the second semester in attendance.

Taft College agrees to provide a strong foundation and support for academic success, providing and mandating the services necessary for students to achieve their educational goals and complete their course of study. Taft College will ensure information regarding its matriculation policies are accessible and available to all students during or prior to enrollment.

The district shall do **all** of the following:

Inform students of their rights to access transfer-level coursework in English, mathematics (or quantitative reasoning), credit English as a Second Language and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;

Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;

Provide annual reports to the California Community Colleges Chancellor's Office in a manner and form described by the California Community Colleges Chancellor's Office; and

Publicly post the college's placement results, including the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity.

**College responsibilities include:**

1. Orientation services designed to provide, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and other matters.
2. Counseling, advising, or other education planning services to assist students with guided and self-placement processes following the state chancellor's published default placement rules.
3. Assistance in the development of a student education plan identifying the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.
4. Follow-up services to evaluate the academic progress of, and provide support services to, at risk students, students enrolled in basic skills courses, who have not declared an educational goal as required, or who are on academic probation, as defined by the college, the District, and the state.
5. Referral of students to: support services that may be available, including, but not limited to, counseling, financial aid, health and mental health services, campus employment placement services, Extended Opportunity Programs and Services, campus child care services, tutorial services, foster youth support services, veterans support services, and Disabled Students Program and Services; and curriculum offerings which may be available, including but not limited to, basic skills, noncredit programs, and English as a Second Language.

**Exemption Criteria**

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

## **Exemptions from Orientation Services**

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

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

## **Exemptions from Counseling, Advising, and Other Education Planning Services**

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

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

## **Violations**

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