

Student Services

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](#)

The Student Success and Support Program (SSSP) aims to increase student access and success by providing essential services to all first-time, non-exempt students defined by Title 5 as students who enroll at the College for the first time.

Student success is the responsibility of the institution and student, supported by well-coordinated and evidence based student and instructional services to foster academic success. The District shall provide all students required matriculation services include orientation; assessment and placement; and counseling, advising, and other educational planning with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of study.

Matriculation brings the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The agreement is implemented by means of the student educational plan.

Each student, in entering into an educational plan, will do all of the following prior to their first semester:

- identify an education and career goal;
- identify a course of study;
- be assessed to determine appropriate course placement;
- complete orientation;
- participate in the development of the student educational plan;
- complete a student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework;
- develop an initial abbreviated education plan;
- ~~diligently attend class and complete assigned coursework; and~~
- ~~complete courses and maintain progress toward an educational goal.~~

Student Success and Support Program services include, but are not limited to, all of the following:

- Orientation on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters.

- Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
 - Administration of assessment instruments to determine student competency in computational and language skills
 - Assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and career/technical certificates and licenses
 - Evaluation of student study and learning skills
 - Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; mental health services; campus employment placement services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and disabled student services
 - Advisement concerning course selection
 - Follow-up services, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation.

Each student during the course of their studies, will be supported to do the following:

- complete a comprehensive education plan no later than accomplishing 15 semester units of degree applicable credit coursework, or during the second semester;
- diligently attend class and complete assigned coursework; and
- complete courses and maintain progress toward an educational goal.

Counseling and advising and other education planning services shall include, but not be limited to the following:

- Assistance to student in the exploration of education and career interests and aptitudes and identification of an education and career goal and course of study, including but not limited to preparation for transfer, associate degrees, and career technical education certificates and licenses;
- The provision of information, guided by counseling principles and practices using a broad array of delivery, including technology-based strategies, to serve a continuum of student needs and abilities to enable students to make informed choices; and
- Development of an education plan to accomplish a course of study related to a student's education and career goals.

~~The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.~~

All students who enroll in college credit courses shall have the right to:

1. Participate in any Student Success and Support Program activity regardless of exemption status.
2. Challenge course placement based upon the results of assessment procedures.
3. Enroll in courses for which prerequisites can be met.
4. File grievances regarding state-mandated Student Success and Support Program requirements as outlined in the Administrative Rules and Regulations disseminated to all students. The grievance will be filed in accordance with the District Student Grievance Procedure as stated in the District Catalog.

All students who enroll in college credit courses shall have the responsibility to:

1. Participate in all Student Success and Support Program activities, except those from which they have been exempted.
2. Adhere to all Student Success and Support Program requirements as outlined in the Administrative Rules and Regulations disseminated to all students.
3. Submit final transcripts of high school(s) and/or college(s) attended in accordance with the District Admissions Policy.

All students enrolling in credit courses may be exempted from Student Success and Support Program requirements based upon the following criteria.

Exemption from Orientation:

1. Completion of an Associate of Arts or higher degree from an accredited institution of higher education.
2. Enrollment in only one activity or performance class.
3. Enrollment as a nonexempt, returning student who attended Chabot or Las Positas College within the last two years.

All exempt students have the right to participate in orientation activities regardless of exemption status.

Exemption from Assessment:

1. Completion of an Associate of Arts or higher degree from an accredited institution of higher education.
2. Enrollment in only one activity or performance class.
3. Enrollment as a nonexempt, returning student who has attended Chabot or Las Positas College within the last two years.
4. Evidence of assessment results from instruments administered within the past two years. These instruments must be listed on the State Chancellor's list of approved instruments.
5. Proof of completion of equivalent level college courses.

All exempt students have the right to participate in assessment activities regardless of exemption status.

Exemption from Counseling and Advising:

1. Completion of an Associate of Arts or higher degree from an accredited institution of higher education.
2. Enrollment in only one activity or performance class.

All exempt students have the right to participate in counseling and advisement activities regardless of exemption status.

Procedures associated with exemption from orientation, assessment, or counseling and advisement will be outlined in Administrative Rules and Procedures and will be disseminated to students and published in the College catalogs. In all cases, guidelines established in Education Code Section 78214 and Title 5 Sections 55532 (a) and (b), will apply.

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.

Also see BP 5050 Student Success and Support Program.

Approved: March 18, 2014

(~~This new procedure r~~Replaces former Administrative Rules and Procedures 5611 and 5613)

Revised: _____