

STUDENT SUCCESS AND SUPPORT PROGRAM

The District shall provide Student Success and Support Program services to students to further equality of educational opportunity and academic success. The 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 to better support student success. ~~The Student Success and Support Program will support the development of the student's educational goals.~~ **The Student Success and Support Program 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.** ~~Through the District's established programs, policies, and requirements, an agreement is implemented by means of the Student Educational Plan.~~

- A. Each student, in entering into an educational plan, is expected to do all of the following:
1. **identify an education and career goal;**
 2. **identify a course of study;**
 3. **be assessed to determine appropriate course placement;**
 4. **complete orientation;**
 5. **participate in the development of the student educational plan;**
 6. **complete a student educational plan with a counselor no later than the term after which the student completes 15 semester units of degree applicable credit coursework;**
 7. **diligently attend class and complete assigned coursework; and**
 8. **complete courses and maintain progress toward an educational goal**
1. ~~Express at least a broad educational intent upon admission;~~
 2. ~~Declare a specific goal no later than the term after which the student completes 15 semester units of degree applicable credit coursework;~~
 3. ~~Diligently attend class and complete assigned coursework;~~
 4. ~~Complete courses and maintain progress toward an educational goal;~~
 5. ~~Complete the District Placement Test or other assessments;~~
 6. ~~Participate in orientation;~~
 7. ~~Discuss educational/vocational choices and class selections with a counselor prior to registration; and,~~
 8. ~~Seek support services as needed and complete courses to maintain progress toward an educational goal.~~
- B. Student Success and Support Program services include, but are not limited to, all of the following:
1. ~~Processing of the application for admission;~~
 2. ~~Orientation and pre-orientation services designed to provide to students, on a timely basis, information concerning campus procedures, academic~~

- ~~expectations, financial assistance, and any other appropriate matters;~~
1. **Orientation on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters**
 2. Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
 - a. Administration of assessment instruments to determine student competency in computational and language skills;
 - b. 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 vocational certificates and licenses; and,
 - c. Evaluation of student study and learning skills
 - d. 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**
 - e. ~~Federal, state, and local financial assistance;~~
 - f. ~~Health services;~~
 - g. ~~Campus employment placement services;~~
 - h. ~~Extended Opportunity Programs and Services;~~

- ~~i. Access & Ability Center programs and services.~~
 - e. Advisement concerning course selection; and
 - f. 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.
3. ~~Post-enrollment evaluation of each student's progress, 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~~ **notice.**

~~Student Success and Support programs require that all students receive the benefit of orientation, assessment, and counseling which includes an educational plan. The student may choose not to participate in parts of this process if he/she meets any of the exemption criteria (see below). In addition, if a class has a prerequisite or co-requisite and the student has not been through the assessment process, the student may be blocked from enrollment.~~

~~**Assessment** - All new students or students wishing to enroll in a course with a math or English prerequisite, unless exempted, are required to take placement tests in order to enroll in appropriate English and math classes. The District shall only use assessment instruments specifically authorized by the Board of Governors of the California Community Colleges.~~

The District shall do all of the following:

1. **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;**
2. **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;**
3. **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**
4. **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.**

Mathematics, Engineering, Science Achievement (MESA) Program

The District shall operate a Mathematics, Engineering, Science Achievement (MESA) program consistent with Title 5 regulations.

~~**Orientation**—All new students are expected to participate in an orientation to District~~

~~services and educational programs. Orientation content will be determined and updated by findings from satisfaction surveys and focus groups from randomly selected students who have completed orientation.~~

~~There will be three two available options for students to fulfill their orientation requirement:~~

- ~~1. Online, interactive orientation~~
- ~~2. First Giant Step Giant Days Orientation to be held just prior to the beginning of the Fall Semester and will consist of a large group general session followed by small group breakout sessions for the following areas:
 - ~~a. General college information~~
 - ~~b. Educational program review: Certificates and Degrees~~
 - ~~c. Graduation Requirements~~
 - ~~d. Transfer General Education requirements with online resource information~~
 - ~~e. Campus tours of support services~~
 - ~~f. Distance access skill development for college website~~
 - ~~g. Student support cohorts for follow-up interventions during the semester with advisors~~
 - ~~h. Registration for first semester classes~~
 - ~~i. Title IX requirements~~~~
- ~~3. Face-to-Face Orientation during the first two weeks of Fall and Spring semester~~

~~Students completing one of the Orientation options (listed above) are enrolled in IS 220 (Orientation) and will receive .5 unit of credit for the process and will be billed~~

accordingly.

All students will be able to register for classes their first semester but must take Orientation prior to registering the second semester at the college.

Counseling – New students must complete a student educational plan before registering for their second semester. This provides the new students with some flexibility in meeting the enrollment requirements. Returning students are encouraged to see a counselor prior to registration. **All students are strongly encouraged to meet with a counselor prior to registration.** Counselors will recommend appropriate courses based on assessment results. Some categorically or grant-funded programs have specific counseling requirements which are stated in the program's mutual responsibility contract.

EXEMPTION CRITERIA

Any student who has completed an associate degree or higher is exempt from the orientation, assessment, and counseling requirements. However, all students are required to meet course prerequisites, which may require placement testing.

Additional exemption criteria are as follows:

Assessment Exemption: (Note: Students receiving Veterans' educational benefits must take the appropriate placement tests before enrolling in remedial (300-level) Math or English courses.)

The District does not accept placement test results from other colleges unless the tests are the same as used by the District. All placement test cut-off scores are validated against District courses per Matriculation regulations.

A. Math Test: Students are exempt from the Math Test if:

1. Not enrolling in a math class or a class that lists a math prerequisite and/or advisory AND student is not working toward a certificate, degree or transfer program; or
2. Enrolling in a Pre-Algebra Math 360 or Math 365; or
3. Presenting a valid college transcript demonstrating successful completion (grade "C" or higher) of math courses equivalent to courses offered at the District; or
4. Presenting a valid score report reflecting a score of 3, 4 or 5 on the AP Calculus AB or the AP Calculus BC test, or the AP Statistics Exam.
5. Presenting CSU EAP score report indicating "Ready for CSU college-level math course."

B. English Test: Students are exempt from the English Test if:

1. Not enrolling in an English class or a class that lists an English prerequisite and/or advisory and not working toward a certificate, degree or transfer program; or
2. Presenting a valid college transcript demonstrating successful completion

~~(grade "C" or higher) of English courses equivalent to courses offered at the District;
or~~

- ~~3. Presenting a valid score report reflecting a score of 3, 4, or 5 on the AP Language Composition or the AP Literature and Composition test.~~
- ~~4. Presenting CSU EAP score report indicating "Ready for CSU college-level English course."~~

Orientation Exemption: ~~Students are exempt from the orientation requirement if:~~

- ~~1. Previously participated in a District orientation; or~~
- ~~2. Transferring to the District from another college; or~~
- ~~3. Enrolling in 6 units or less and have no plan to obtain a degree, certificate or participate in a transfer program. It is highly recommended that students who qualify for an exemption participate in the online Orientation as a guest.~~

Counseling Exemption: ~~(Note: Students receiving Title IV Financial Aid and/or Veterans' educational benefits are not exempt from counseling requirement.) Students are exempt from the counseling requirement if:~~

- ~~1. Transferring to the District from another college; or~~
- ~~2. Enrolling in 6 units or less and have no plan to obtain a degree, certificate or participate in a transfer program.~~

EXEMPTION PROCEDURES

~~Any student who is considered nonexempt from the student success and by District criteria (mentioned previously), yet wishes to be considered for exemption for one or more of the activities, shall be directed to the Admissions and Records Office.~~

Reference: Educ. Code Sections 78210 et seq.; Title 5, Section 55500

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