

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

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. Complete an orientation activity provided by the college.
3. Be assessed to determine appropriate course placement.
4. Participate in counseling, advising, or another education planning service to develop, at minimum an abbreviated student education plan.

5. Declare a specific course of study after completion of 15 semester units of degree applicable credit coursework.
6. Diligently engage in course activities and complete assigned coursework.
7. 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.
8. 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.

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. Assessment of students using State Chancellor-approved tests to determine student competency in computational and language skills; to identify aptitudes, interests, and educational objectives; and to evaluate study and learning skills.
3. Counseling, advising, or other education planning services to assist students in interpreting test results, exploring educational and career interests and aptitudes, identifying educational objectives, and in developing and updating of an education plan.
4. 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.
5. 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.

6. 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, and 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 Assessment 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.

3. Students who have previously been assessed within the last two years from a California Community College, California State University, or University of California and have written verification of placement and scores. Taft College multiple measures will be applied.
4. Students who submit Early Assessment Program (EAP) results that have achieved 'college readiness' or 'conditional readiness' for English and/or math. High school transcript required for 'conditional readiness'.
5. Students who submit Advanced Placement (AP) results with a score of '3' or higher for English and/or math.
6. Students who submit College Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES) results with a score of 50 or higher. College Algebra, College Math, Pre-Calculus or Calculus exam or the College Composition/Modular exam.
7. Students who submit SAT results with a score of 570 or higher on the math section of the exam or 550 or higher on the Evidence Based Reading and Writing (EBRW) section of the exam. Students with a score of 520-570 on the math section of the exam or 510-550 on the EBRW section of the exam and an approved senior year-long math/English course completed with a "C" or higher.
8. Students who submit ACT results with a math exam score of 23 or higher or an English exam score of 22 or higher. Students with a score of 20-22 on the math exam or 19-21 on the English exam and an approved senior year-long math/English course completed with a "C" or higher.
9. Students who submit International Baccalaureate (IB) Math HL exam or HL English A: Language and Literature exam with a score of 5 or higher.
10. Students who have previously taken an English and/or math class from another college or university and provide documentation/transcripts.

Students will only be exempt from the section of the assessment test that documentation is submitting for (i.e. Writing, Reading, and/or Math). The College will make reasonable efforts to ensure that all exempt students are provided the

opportunity to participate in the assessment component 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.

Conditions for Appeal

Assessment Appeal

After meeting with a counselor and discussing overall placement level recommendations, a student may be referred back to the Testing Center to re-test. There is no waiting period required between re-tests, and no other conditions a student must meet to be allowed to test again. A student may also challenge a course and/or program pre-requisite, co-requisites or any other limitation on enrollment, per Administrative Procedure 4260.

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.