



**MONTEREY PENINSULA**  
College

**ADMINISTRATIVE PROCEDURES**

**Chapter 5 Student Services**

**5050**

**AP 5050 Student Success and Support Program**

The Student Success and Support Program, currently referenced as the Student Equity and Achievement (SEA) Program, is a comprehensive set of student support services focused on preparing the student for the expectations of post-secondary enrollment and educational goal completion. The District shall provide SEA Program services to students to further equality of educational opportunity and academic success.

The Board expects the Student Success and Support Program to specifically 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.

This 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 District shall adopt a Student Equity Plan detailing the student success goals and accompanying activities intended to eliminate disproportionate impacts for students. The plan shall be developed, maintained, and updated by the Student Success Committee. The Student Success Committee is an institutional committee that includes representation and membership from student, faculty, staff, and administration groups.

The Student Success and Support Program will coordinate with the District's student equity plan to ensure that the College has identified strategies to monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement. The agreement between the student and the District is implemented by means of the student educational plan.

Each student, in entering into an educational plan, will do all of the following:

- complete orientation;
- be assessed to determine appropriate course placement;
- express at least a broad educational intent upon admission;
- identify a course or program of study and career goal;
- actively participate in the development of the student educational plan;
- complete an abbreviated student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework;
- complete a comprehensive student educational plan no later than the third term;
- complete a student educational plan no later than the 2<sup>nd</sup> term of enrollment (noncredit students);



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- diligently attend class and complete assigned coursework; and
- complete course(s) and maintain progress toward an educational goal.

In compliance with the State Student Success and Support Program, all non-exempt credit and noncredit students seeking to enroll in courses will participate in some or all of the Student Success and Support Program components. Student Success and Support Program services include, but are not limited to, all of the following:

- orientation and pre-orientation services designed to provide to students, on a timely basis, information regarding policies and procedures, including, but not limited to:
  1. the MPC New Student Steps to Success Program – application, financial aid, assessment, orientation, counseling and education planning, registration, set up of Lobos account;
  2. the academic calendar, including important dates and deadlines;
  3. academic expectations and progress and probation standards;
  4. important terms – prerequisite, corequisite, challenge, recommended preparation, grade points, withdrawal, transcript, course repetition, catalog rights, course numbering system;
  5. the registration process, college fees, and registration priority;
  6. prerequisite and corequisite challenge processes;
  7. the Board of Governors Fee Waiver and maintaining eligibility;
  8. financial aid;
  9. overview of available programs, support services, and campus facilities, and how they can be accessed;
  10. students' rights and responsibilities;
  11. available education planning services;
  12. "What's Next?" information on schedule building and educational planning workshops and visiting a counselor;
  13. *Not Anymore* sexual assault prevention, Title IX information;
  14. other issues, policies, and procedures the College determines as necessary to provide a comprehensive orientation to students
- assessment and counseling upon enrollment, including, but not limited to:
  1. administration of multiple measures assessment to determine student placement recommendations in English, English as a Second Language, and mathematics coursework;
  2. assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associate degrees, transfer for baccalaureate degrees, and vocational certificates and licenses;
  3. evaluation of student study and learning skills;



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4. 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; TRIO/SSS; campus child care services programs that teach English as a second language; and the Access Resource Center (disabled student services);
  5. advisement concerning course selection;
  6. the provision of information, guided by sound counseling principles and practices, using a broad array of delivery mechanisms, including technology based strategies to serve a continuum of student needs and abilities, that will enable students to make informed choices.
- follow-up services, including, but not limited to:
    1. post-enrollment evaluation of progress;
    2. required advisement or counseling for students enrolled in basic skills courses;
    3. required advisement or counseling for students who have not declared an educational objective as required; and
    4. required advising or counseling for students who are on academic or progress probation/dismissal.

**Orientation Exemptions and Waiver**

All students who enroll or plan to enroll for credit classes at Monterey Peninsula College are encouraged to make full use of all Student Success and Support Program services. A student may be exempt from Orientation if they meet one or more of the criteria below:

- earned an associate or higher degree;
- are a non-matriculating K-12 grade student;
- are concurrently enrolled in another college or university and are receiving matriculation services at that college or university;
- are taking courses for personal interest;
- are taking courses for advancement in current job/career (updating job skills); and/or
- are taking courses to maintain a certificate or license.

Students who meet the above criteria and would like to request exemption from orientation must submit an [orientation exemption form](#).



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If a student does not meet criteria for an exemption and does not have the appropriate means or time to complete the orientation, they may waive the orientation for up to eight weeks. In this case, students must submit an orientation waiver form.

**Assessment and Assessment Exemptions**

The District shall adopt procedures that are clearly communicated to students regarding the College's test preparation, how test results will be used to inform placement decisions, and the District's limits on the student's ability to retest pursuant to *Title 5 Section 55522*.

The District shall provide reasonable accommodations to the disability-related needs of individual students. Students requesting accommodations must contact the Access Resource Center.

The District shall not use any assessment instrument except those specifically authorized by the Board of Governors of the California Community Colleges Chancellor's Office.

Students may be exempt from some or all assessment if they meet one or more of the following criteria:

- Exemption from assessment
  1. are taking courses for personal interest that do not require an English or math course as a prerequisite;
  2. are taking courses for advancement in current job/career (update job skills) that do not require an English or math course as a prerequisite;
  3. are taking courses to maintain a certificate or license that do not require an English or math course as a prerequisite; and/or
  4. are concurrently enrolled at another college, or have assessed at another community college in California, and/or are taking courses that do not require an English or math course as a prerequisite.
- Exemption from English Assessment
  1. completion of a college level reading or writing course with a passing grade of "C" or higher;
  2. eligibility to receive English credit through completion of the CLEP (50th percentile); and/or
  3. completion of the College Board Advanced Placement exam in English Language or English Literature test with a score of 3 or higher.
- Exemption from Math Assessment
  1. completion of a college level math course with a passing grade of "C" or higher;



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2. eligibility to receive math credit through completion of the CLEP (50th percentile); and/or
3. completion of the College Board Advanced Placement Mathematics Test (AB or BC) with a score of 3 or higher.

See Board Policy 5050 - Student Success & Support Program

**References:** *Education Code Sections 78210 et seq;*  
*Title 5 Section 55500 et seq;*  
*ACCJC Accreditation Standard II.C.2*

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