

# AR 5050 STUDENT SUCCESS AND SUPPORT PROGRAM

**NOTE:** *The language in red ink is legally required or advised (if SEAP \$) and provides an illustrative model.*

❖ **From current SMC AR 4114 Student Success and Support Program**

## Student Success and Support Program

Student success is the responsibility of the student and the institution, supported by well-coordinated and evidence-based student and instructional services, policies and requirements to foster student academic success. The goal of the Student Success and Support Program (SSSP) is to increase California community college student access and success through the provision of core matriculation services, including placement, orientation, counseling, advising, and other educational planning services and academic interventions to provide students with the support services necessary to assist them in achieving their education goal and identified course of study.

The College will 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.

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

### **1. Components and Participation**

Following the submission of the admission application, all students will participate in the matriculation process unless specifically exempted from selected components of the process. Failure to fulfill the required components may result in a hold on a student's enrollment or loss of enrollment priority until the services have been completed. The matriculation components shall consist of Placement, Orientation, Counseling/Advising/Other Educational Planning Services/Education Plan Development (hereafter referred to as Counseling), and Follow-Up Services for at-risk students. Details concerning these components and exemptions are noted below.

### **2. Matriculation Status**

Matriculation status shall be established for all new students at the time they submit their application for admission to the College. Their status shall be either "matriculant" or "exempt matriculant."

Students are considered matriculants if they are enrolling at Santa Monica College for the first time and their goal is to earn a degree at SMC, transfer to a four-year college or university, or complete a career certificate.

### **3. Exempt Matriculants**

An "Exemption" is a waiver or deferral of a student's participation in assessment and placement, orientation, or counseling services, which are required of students.

Any student who is exempt from assessment and placement, orientation, and counseling will still be given the opportunity to participate in these services. Exempt students may be subjected to the loss of priority enrollment as noted in Section 4 below.

Information on exemptions and waivers is available in the College Catalog and the Schedule of Classes. Exemptions concerning assessment and placement testing are noted [below in the Mandatory Assessment, Course Placement, and Challenge Procedures](#) in AR 4111.4.

Once the period for exemption expires, students become matriculants, and must then meet any requirements from which they were initially exempted.

a. **Orientation and Counseling** (excluding education plan development)

Matriculants may be exempt from the orientation and the counseling component if they meet any of the following requirements:

- i. Have completed an Associate Degree or higher;
- ii. Have enrolled for a reason other than career development or advancement, transfer, attainment of a degree or certificate, or completion of basic skills or English as a Second Language course sequence;
- iii. Have enrolled solely to take courses that are legally mandated for employment as defined in Title 5, Section 55000 or necessary in response to a significant change in industry or licensure standards;
- iv. Are high school students concurrently enrolled at SMC (see [AR 5011 Admission and Concurrent Enrollment of High School and Other Young Students](#) AR 4113);
- v. Have previously attended SMC and are returning after a break in enrollment for no more than four semesters.

b. **Assessment and Placement**

Matriculants may be exempt from the assessment and placement component provided they meet the exemption criteria noted in ~~Administrative Regulation 4111.4~~ ([below in Section 3 of the Mandatory Assessment, Course Placement, and Challenge Procedures](#)).

c. **Education Plan Development**

Matriculants may be exempt from the student education plan development requirement (part of the Counseling component) only if they are not a first-time college student.

4. **Required Institutional Services** ([Title 5 Section](#) 55520)

Santa Monica College provides the following matriculation components:

a. **Orientation** ([Title 5 Section](#) 55521)

During orientation, students shall be provided with information on a timely basis regarding the following:

- i. Academic expectations and progress and probation standards
- ii. Maintaining enrollment priority
- iii. Prerequisites or co-requisite challenge processes
- iv. Maintaining Board of Governors (BOG) Fee Waiver eligibility
- v. Description of available programs, campus procedures, support services, financial aid assistance, campus facilities, and how they can be accessed
- vi. Academic calendar and important timelines
- vii. Enrollment and college fees
- viii. Available education planning services and any other appropriate matters.

b. **Assessment and Placement** ([Title 5 Section 55522](#))

Santa Monica College requires all matriculants to participate in English, ESL, and mathematics assessment and counseling prior to enrolling in courses. As noted in AR 4111.4 [the Mandatory Assessment, Course Placement, and Challenge Procedures \(below\)](#), Santa Monica College shall include, but not be limited to, all of the following:

- i. Utilizes assessment instruments that are approved by the California Community Colleges Chancellor's Office to assess students' English language proficiency and computational skills;
- ii. Utilizes multiple measures in combination with assessment tests to place students into courses.
- iii. Validates assessment and placement instruments for local use according to the CCC [California Community Colleges](#) Chancellor's Office guidelines for the validation of assessment tests to ensure they minimize or eliminate cultural or linguistic bias;
- iv. Undertakes studies to ensure that no assessment test, method, or procedure has a disproportionate impact on particular groups of students;
- v. Informs students of alternate means by which they may place into college courses;
- vi. Notifies students of assessment and placement requirements, including placement test preparation materials, resources and student support services.

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

- i. 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;
- ii. 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;
- iii. The College will 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.
- iv. The College shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

c. **Counseling, Education Plan Development, and Other Educational Planning Services** ([Title 5 Sections 55523](#) and [55524](#))

Santa Monica College provides a variety of [c](#)Counseling services to new and continuing students, including:

- i. Assistance to students in the exploration of education and career interests and aptitudes and identification of an education and career goal and course of study;
  - ii. The provision of information guided by sound counseling principles and practices, using a broad array of delivery, including technology-based strategies, to serve a continuum of student needs and;
  - iii. Opportunities to advise student to develop an education plan outlining a course of study related to a student's academic and career goal. All matriculants must develop a one or two term abbreviated education plan prior to enrollment in their first semester. All matriculants are required to complete a comprehensive education plan encompassing the required goal coursework after completing 15-degree applicable units or prior to the end of their third semester.
  - iv. **Each student, in entering into an educational plan, will do all of the following:**
    - a. identify an education and career goal;
    - b. identify a course of study;
    - c. be assessed to determine appropriate course placement;
    - d. complete orientation;
    - e. participate in the development of the student educational plan;
    - f. complete a student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework;
    - g. diligently attend class and complete assigned coursework; and
    - h. complete courses and maintain progress toward an educational goal.
- d. **Follow-up Services** ([Title 5 Section 55525](#))
- The College shall maintain a follow-up system that ensures regular monitoring for early detection of academic difficulty and provides students with advice or referral to specialized services or curriculum offerings when necessary. Follow-up services shall be targeted to at-risk students, specifically students enrolled in basic skills courses, students who have not yet identified an education goal and course of study, students who are on academic/progress probation, or who have been disqualified. Santa Monica College will refer students when appropriate to support services and will share information about curriculum offerings. These **counseling** services include, but are not limited to, **career exploration**, probation/disqualification interventions, academic early alert systems, and referral to other support services.
- i. **Probationary Students:**  
Santa Monica College requires students who are placed on academic and/or progress probation to enroll in a limited unit load and to meet with a counselor to develop intervention strategies and/or formulate an education plan to return to good standing.
  - ii. **Disqualified Students:**  
To return to good standing, disqualified students must meet with a counselor to develop intervention strategies and/or revise an education plan.
  - iii. **Undeclared Students:**

Matriculants who have not declared an educational goal must participate in career or academic selection counseling after completing 15 degree-applicable semester units or prior to the end of their third semester at Santa Monica College.

- iv. **Students Enrolled in Basic Skills Courses:** ([Title 5 Section 55520](#))  
Santa Monica College shall provide Basic Skills students with the opportunity to participate in a variety of support services, such as counseling services, counselor outreach to Basic Skills courses, tutoring, and supplemental instruction.
- v. **Study and Learning Skills:**  
Santa Monica College shall provide an evaluation of study and learning skills for students.
- vi. **Referral of Students to Specialized Support Services:**  
Santa Monica College shall refer students as needed, including but not limited to, counseling, federal, state, and local financial assistance; health services; mental health services; campus employment services; Extended Opportunity Programs and Services; campus child care services; tutorial services; foster youth support services; veterans support services; and Disabled Students Programs and Services; and Curriculum offerings, including but not limited to, basic skills, noncredit programs, and English as a second language.

## 5. Accommodations

Accommodations for the select groups below may be provided by the College.

- a. **Students with Disabilities:**  
Santa Monica College shall provide reasonable accommodations to the disability-related needs of individual students. Such accommodation shall be determined through an interactive process and on a case by case basis. Participation in the Disabled Student Programs & Services (DSPS) program is voluntary and, therefore, no student with a disability shall be denied an accommodation for the assessment because he/ ~~er~~ she chooses not to use the services provided by that program. Consultation is available with the ADA 504 Compliance Officer, if necessary.
- b. **Extended Opportunity Programs and Services (EOPS):**  
EOPS is authorized to provide services that are over, above, and in addition to services otherwise provided to all credit-enrolled students. Participation in EOPS is voluntary and no student may be denied necessary support because he/ ~~er~~ she chooses not to use specialized services provided by this program.
- c. **English Language Learners:**  
Santa Monica College shall ensure that SSSP services are accessible for English language learners and are appropriate to their needs. Modified or alternative services for limited or non-English-speaking students may be provided in English as a Second Language programs.

## 6. Student Responsibilities: ([Title 5 Section 55530](#))

- a. All students shall be required to:
  - i. identify an education and career goal after completion of the 15th unit of degree-applicable coursework, or prior to the end of the third semester, whichever comes first. Failure to fulfill the mandatory SSSP requirements may result in a hold on a student's enrollment or loss of enrollment priority until the services have been completed.
  - ii. engage diligently in course activities and complete assigned coursework; and
  - iii. complete courses and maintain progress toward an education goal.
- b. Nonexempt first-time students, prior to their first enrollment, shall be required to:
  - i. identify an education goal;
  - ii. be assessed to determine appropriate course placement;
  - iii. complete online orientation;
  - iv. participate in counseling or other educational planning services to develop, at a minimum, an abbreviated student education plan. Failure to fulfill the required services may result in a hold on a student's enrollment or loss of enrollment priority until the services have been completed.

## 7. Program Effectiveness and Improvement

Santa Monica College shall establish a program of institutional research for the ongoing evaluation of the services funded through the Student Success and Support Program and use the research results as a basis to continuously improve services to students.

## 8. Violations and Appeals ([Title 5 Section](#) 55534)

Formal written complaints about the matriculation process may be filed with the administrator in charge of the Student Success and Support Program or designee. Records of all such written complaints shall be retained in the Student Success and Support Program administrator's office for at least 3 years after the complaint has been resolved or longer if necessary to meet other requirements.

When a complaint contains an allegation that the District has violated the provisions of the Assessment policy ([Title 5 Section](#) 55522(c)), the College shall advise the student, upon completion of the challenge procedure, that they may file a formal complaint of unlawful discrimination, pursuant to [Title 5](#) Section 59300.

❖ **From current SMC AR 4111.4 Mandatory Assessment, Course Placement, and Challenge Procedures New 5050.1#???**

## Mandatory Assessment, Course Placement, and Challenge Procedures

### 1. Compliance

In accordance with Title 5 Regulations ~~(Section 55522(a)(1))~~, Santa Monica College utilizes assessment tests that are approved by the California Community Colleges Chancellor's Office to assess students' English language proficiency and computational skills. Multiple measures are used in combination with assessment tests to place students in English, mathematics, English as a Second Language (ESL), and select chemistry courses.

#### a. Disproportionate Impact:

Assessment placement instruments used at the College should be validated locally using the CCC Chancellor's guidelines for the validation of assessment tests to ensure they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, SMC shall determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students. When there is a disproportionate impact on any such group, the College shall, in consultation with the Chancellor's Office, develop and implement a plan setting forth the steps the College will take to correct the disproportionate impact (Section 55522(a)(1)).

**b. Alternate Means to Assessing Readiness/Placement in College Courses:**

Santa Monica College may use any of the following methods to determine if a student meets the mandatory assessment requirement, or to place students into specific courses: 1) assessment test results from other institutions; 2) equivalent college-level coursework completed at other institutions; 3) Advanced Placement test scores; 4) the California State University's Early Assessment Program (or English Placement Test/Entry Level Mathematics test). Specific criteria are noted below (Section 55522(a)(2)).

**c. Student Notification of Assessment Requirement, Preparation, and Placement Decisions:**

All students applying to Santa Monica College will be notified by the Admissions Office if assessment is required. Students will also be informed of the availability of assessment test preparation materials, how test results will be used to inform placement decisions, and of the limits on re-testing (Section 55522(b)).

**2. Assessment Requirements for Non-Exempt Students**

All first-time college students (Matriculant 1; Enrollment Status 1) attending Santa Monica College who meet the criteria below will be required to complete both an English/ESL and a mathematics assessment test prior to enrolling in a fall or spring semester.

Enforcement will be carried out through the college's student information system at the time of enrollment and will result in an "assessment hold" being placed on the student's record. The hold shall be removed once both tests are completed at SMC or appropriate prerequisite waivers granted by a counselor or department chair (or designee) are entered into the enrollment system. Students with disabilities should contact the Center for Students with Disabilities regarding accommodations. Accommodations shall be determined on a case by case basis.

Mandatory assessment will be enforced in the following manner:

- a. All students enrolling in more than 6 units during their first semester (fall or spring) will be required to complete the assessment tests, regardless of their academic goals.
- b. Students enrolling in up to 6 units during their first semester (fall or spring) may enroll in such units without having to complete the assessment tests by the time the semester starts if English/ESL/math is not a prerequisite for the desired course(s). These students, however, will be required to complete both tests before enrolling in the next regular semester.

- c. Students who wish to enroll only in activity or performance courses may be exempt from mandatory assessment.

### 3. **Assessment of Exempted Students**

Matriculant 1 students who have previously completed college coursework at other institutions may be exempted from the mandatory assessment requirement in Section 2 above. However, students interested in enrolling in specific English, ESL, mathematics, chemistry, life science, or other courses where English language or computational skill prerequisites are enforced, are responsible for meeting such prerequisites. Thus, students may be required to take the appropriate assessment test prior to enrollment or seek a prerequisite/placement waiver based on completed coursework or Advanced Placement tests as noted below.

### 4. **Eligibility for English, ESL, and Mathematics Courses**

Ordinarily, before enrolling in any Santa Monica College English, ESL, or mathematics course, a student must complete the Santa Monica College English, ESL, or mathematics assessment test administered by the Assessment Center.

Santa Monica College assessment scores are valid for one year.

Students may have one or more assessment tests waived by a counselor or appropriate department chair or designee based on the following:

#### a. **Placement/Prerequisite Waivers Based on Completed College Coursework**

Placement recommendations and prerequisite waivers may be issued upon completion of relevant college-level prerequisite coursework with a grade of C or better. Students must present a transcript, course descriptions, and syllabi to a counselor or appropriate department chair (or designee) for verification and processing. The student must file an official transcript with the Admissions Office. A waiver will be valid for a period of two years.

#### b. **Waivers Based on Other Colleges' Assessment/Placement Programs**

Santa Monica College will accept placement test results from other colleges under the limited circumstances noted below, on a case-by-case basis. Only official test results mailed in or faxed by the institution will be accepted. Placement tests must have been completed within the last year preceding enrollment at Santa Monica College.

If granted, the placement waiver will be valid for a period of one year. ??

1. **Out-of-State and "Out-of-Area" Students Applying to SMC:** Out-of-state students may complete the English/ESL and mathematics placement test at a college of their choice to fulfill the SMC mandatory assessment requirement, provided the placement examinations are those in use at SMC. SMC cut scores and multiple measures will be applied in determining placement level eligibility.
2. **Students with Previous College Experience:** Students who previously attended and completed coursework other than English, ESL, or mathematics at another institution may complete the English/ESL and/or

mathematics assessment at that college, provided they are those in use at SMC. Additionally, students must have been in attendance at that college within the last year preceding SMC attendance. Local cut scores and multiple measures will be applied in determining placement level eligibility.

**c. Waivers Based on Advanced Placement Examinations**

College Board Advanced Placement test results may be used to determine a student's English, mathematics, and chemistry eligibility. Official AP results must be filed with the Admissions Office. Placement/prerequisite waivers may be issued in the manner outlined below. Unit credit applicable to the SMC Associate Degree requirements may also be granted. AP credit may be used for IGETC and CSU GE certifications; however, units granted by SMC do not reflect units granted by transfer institutions. Students are encouraged to discuss applicability of AP credit with a counselor.

If granted, the placement waiver will be valid for a period of two years.

1. A score of 3, 4, or 5 on the AP English Language and Composition or English Literature and Composition exam will qualify a student for English 2 and give 3 units of credit for English 1.
2. A score of 3 on the AP Calculus AB exam will qualify a student for Math 7 and give 5 units of credit for Math 2.
3. A score of 3 on the AP Calculus BC exam will qualify a student for Math 8 and give 5 units of credit for Math 7.
4. A score of 4 or 5 on the AP Calculus AB exam will qualify a student for Math 8 and give 5 units of credit for Math 7.
5. A score of 4 or 5 on the AP Calculus BC exam will qualify a student for Math 10, 11, 13, 15 and give 5 units of credit for Math 8.
6. A score of 3, 4, or 5 on the AP Statistics exam will give a student 4 units of credit for Math 54. Should the student desire to enroll in Math 54, a placement waiver for the mathematics assessment test may be issued for Math 54 only, provided the student has not been granted AP Statistics credit at SMC. Duplication of course credit (Advanced Placement and SMC coursework) will not be permitted.
7. A score of 3, 4, or 5 on the AP chemistry exam will qualify a student for Chemistry 11 and give 5 units of credit for Chemistry 10.

**d. Waivers Based on the CSU Early Assessment Program and CSU EPT/ELM**

Placement waivers for English and mathematics may be granted upon successful completion of the CSU Early Assessment Program, English Placement Test (EPT), or Entry Level Mathematics (ELM) tests. Specific procedures on the acceptance,

review, and processing of these waivers will be established by the Assessment Center in consultation with the English and Mathematics Departments.

If granted, the placement waiver will be valid for a period of one year. ??

#### **5. Retesting Policy for English, ESL, Mathematics, and Chemistry**

Students who are dissatisfied with their initial English, ESL, mathematics, or chemistry assessment(s) results may retest through the Student Success & Engagement Center as described below.

- a. Students may retest once any time after a two-week waiting period. Subsequent retesting is permitted once every year. ???
- b. Once a student enrolls in an English, ESL, mathematics, or chemistry course at SMC, the student may not retake the assessment for that subject area for a period of three years. ???

For circumstances not described above, students may submit a petition for special consideration through the Counseling Department, which may warrant retesting. Proper documentation in support of their petition may be required.

#### **6. English, ESL, Mathematics, and Chemistry Assessment Results Challenge Procedures**

Santa Monica College has in place a Prerequisites/Co-requisites policy (BP 5420 [4260](#)). Based upon the intent of such policy, the following procedure will be followed in granting challenge requests for students dissatisfied with their English, ESL, mathematics, and Chemistry 10 assessment scores:

- a. All students must have retested before going to the appropriate department to request an assessment test results challenge.
- b. If still dissatisfied with the scores of the second test, the student may request an assessment challenge with the appropriate department. The student must initially demonstrate how she/he has the knowledge or ability to succeed in the desired course. The department may then determine if the prerequisite challenge request is granted.
- c. Students may take an assessment challenge test only once.
- d. Students challenging their English or ESL retest results will be asked to complete a written exam in response to a topic of the department's choosing. The exam will be read and graded by a minimum of two faculty members, and will be assigned a placement recommendation.
- e. Students challenging their mathematics retest results will be asked to complete an exam(s) which will be scored by the department chair or designee. A score of 70% or better on the challenge test(s) is required to move to a higher-level course.
- f. Students challenging their Chemistry 10 retest results will be asked to complete an exam(s) that will be scored by the department chair or designee. A score of 70% or higher on the challenge test(s) is required to move to a higher-level course.
- g. Placement waivers will be issued by the department chair (or designee) to students who successfully complete the challenge exam. Waivers will be valid for a period of two years, and shall be final.

## 7. Chemistry Challenge Examination Results and Request for Waivers

Students wishing to enroll in Chemistry 11 must first complete Chemistry 10 or successfully complete the Chemistry Challenge Examination. Students may retest once only after an initial waiting period of two weeks following the first examination.

### References:

Education Code Sections 78210 et seq.:

Title 5 Sections 51024, 59300, 55502, 55520-26, 55530-55534, 55500 et seq.:

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**NOTE:** The **red ink** signifies language that is **legally required** and recommended by the Policy and Procedure Service and its legal counsel (Liebert Cassidy Whitmore). This regulation reflects updates/revisions from the Policy & Procedure Service in February 2008, October 2013, and April 2015. The language in **black ink** is from current SMC AR 4111.4 Mandatory Assessment, Course Placement, and Challenge Procedures approved on December 13, 2006 and revised on July 22, 2008 and September 30, 2014 and AR 4114 Student Success and Support Program approved on April 29, 2003 and revised on November 25, 2014 and February 17, 2016. The language in **blue ink** is included for consideration. The language in **yellow highlighting** is included to draw the reviewers' attention, and this language will be removed upon final approval.

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**Revised:** September 30, 2014 (for AR 4111.4); February 17, 2016 (for AR 4114);

(Replaces SMC AR 4111.4 and AR 4114) League Revised 3/19; 10/19

### 78210.

This article shall be known and may be cited as the Seymour-Campbell Student Success Act of 2012.

### 78211.

It is the intent of the Legislature to do all of the following:

- (a) Ensure equal education opportunity for all Californians.
- (b) Provide students with the resources and support to establish informed educational choices aligned with their academic and career goals.

(c) Ensure that students receive the educational services necessary to optimize their opportunities for success in completing their educational goals and courses of study.

(d) Recognize that 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.

(e) Target state resources on the provision of critical student services, such as counseling and student advising, and identify a broad array of service delivery mechanisms that can effectively reach a greater number of students.

(f) Recognize the importance for community college districts of establishing local and regional partnerships with school districts, workforce agencies, and other system partners to leverage resources to assist students in exploring career options, preparing for college, and developing and achieving educational goals and plans.

### 78211.5.

(a) The purpose of the Seymour-Campbell Student Success Act of 2012 is to increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other education planning services, and academic interventions. The focus of the Seymour-

Campbell Student Success Act of 2012 is on the entering students' transition into college in order to provide a foundation for student achievement and successful completion of students' educational goals, with a priority toward serving students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement. The Seymour-Campbell Student Success Act of 2012 targets state resources on core matriculation services that research has shown to be critical in increasing the ability of students to reach their academic and career goals. **By focusing funding in these core areas and leveraging the use of technology to more efficiently and effectively serve a greater number of students, the goal of the Seymour-Campbell Student Success Act of 2012 is to provide students with a solid foundation and opportunity for success in the California Community Colleges.**

(b) Any college or district receiving funding under this article shall agree to carry out its provisions as specified, but shall be bound to that agreement only for the period during which funding is received pursuant to this article. The obligations of the college or district under the agreement shall include, but not be limited to, the expenditure of funds received pursuant to this article for only those services approved by the board of governors and the contribution toward the purposes of this article of matching funds as the board of governors may require pursuant to Section 78216.

**78212.**

(a) (1) For purposes of this article, "matriculation" means a process that brings a college and a student into an agreement for the purpose of achieving the student's educational goals and completing the student's course of study. The agreement involves the responsibilities of both parties to attain those objectives through the college's established programs, policies, and requirements including those established by the board of governors pursuant to Section 78215.

(2) The institution's responsibility under the agreement includes the provision of student services to provide a strong foundation and support for their academic success and ability to achieve their educational goals. The program of services funded through the Seymour-Campbell Student Success Act of 2012, which shall be known and may be cited as the Student Success and Support Program, shall include, but are not necessarily limited to, all of the following:

(A) Orientation services designed to provide to students, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other matters the college or district finds appropriate.

(B) Assessment before course registration, as defined in Section 78213.

**(C) Counseling and other education planning services, which shall include, but not necessarily be limited to, all of the following:**

**(i) Counseling and advising.**

**(ii) Assistance to students in the exploration of educational and career interests and aptitudes and identification of educational objectives, including, but not limited to, preparation for transfer, associate degrees, and career technical education certificates and licenses.**

(iii) 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.

(iv) Development of an education plan leading to a course of study and guidance on course selection that is informed by, and related to, a student's academic and career goals.

(D) Referral to specialized support services as needed and available, including, but not necessarily limited to, federal, state, and local financial assistance; health services; career services; veteran support services; foster youth services; extended opportunity programs and services provided pursuant to Article 8 (commencing with Section 69640) of Chapter 2 of Part 42 of Division 5; campus child care services provided pursuant to Article 4 (commencing with Section 8225) of Chapter 2 of Part 6 of Division 1 of Title 1; programs that teach basic skills education and English as a second language; and disabled student services provided pursuant to Chapter 14 (commencing with Section 67300) of Part 40 of Division 5.

(E) Evaluation of each student's progress and referral to appropriate interventions for students who are enrolled in basic skills courses, who have not declared an educational goal as required, or who are on academic probation, as defined by standards adopted by the Board of Governors of the California Community Colleges and community college districts.

(3) The student's responsibilities under the agreement include, but are not necessarily limited to, the identification of an academic and career goal upon application, the declaration of a specific course of study after a specified time period or unit accumulation, as defined by the board of governors, diligence in class attendance and completion of assigned coursework, and the completion of courses and maintenance of academic progress toward an educational goal and course of study identified in the student's education plan. To ensure that students are not unfairly impacted by the requirements of this chapter, the board of governors shall establish a reasonable implementation period that is phased in as resources are available to provide nonexempt students with the core services pursuant to this section.

(b) Funding for the Student Success and Support Program shall be targeted to fully implement orientation, assessment, counseling and advising, and other education planning services needed to assist a student in making an informed decision about his or her educational goal and course of study and in the development of an education plan.

**78213.**

(a) No district or college may use any assessment instrument for the purposes of this article without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments pursuant to the policies and procedures developed pursuant to this section and the intent of this article. The board of governors may waive this requirement as to any assessment instrument pending evaluation.

(b) The board of governors shall review all assessment instruments to ensure that they meet all of the following requirements:

(1) Assessment instruments shall be sensitive to cultural and language differences between students, and shall be adapted as necessary to accommodate students with disabilities.

(2) Assessment instruments shall be used as an advisory tool to assist students in the selection of appropriate courses.

(3) Assessment instruments shall not be used to exclude students from admission to community colleges.

(c) The board of governors shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges pursuant to this article.

(d) For purposes of this section, “assessment” means the process of gathering information about a student regarding the student’s study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

**78214.**

(a) All participating districts shall, with the assistance of the chancellor, establish and maintain institutional research to evaluate the effectiveness of the Student Success and Support Program described by this article and of any other programs or services designed to facilitate students’ completion of their educational goals and courses of study.

(b) The metrics for this research shall include, but not be limited to:

(1) Prior educational experience, including transcripts when appropriate, as determined by the chancellor.

(2) Educational goals and courses of study.

(3) Criteria for exemption from orientation, assessment, or required counseling or advisement, if applicable.

(4) Need for financial assistance.

(5) Disaggregated data by ethnicity, gender, disability, age, and socioeconomic status, to the extent this information is available.

(6) Academic performance, such as the completion of specified unit thresholds, success in basic skills courses, grade point average, course completion outcomes, transfer readiness, and degree and certificate completion.

(7) Any additional information that the chancellor finds appropriate.

(c) The evaluation provided for by this section shall include an assessment of the effectiveness of the programs and services in attaining at least the following objectives:

(1) Helping students to define their academic and career goals and declare a course of study.

(2) Assisting institutions in the assessment of students’ educational needs and valid course placement.

(3) Helping support students’ successful course completion and goal attainment.

(4) Matching institutional resources with students’ educational needs.

**78215.**

(a) The Board of Governors of the California Community Colleges, in consultation with students, faculty, student service administrators, and other key stakeholders, shall establish policies and processes for all of the following:

(1) Requiring all nonexempt students to complete orientation and assessment and to develop education plans.

(2) Exempting students from participation in orientation, assessment, or required education planning services under this article.

**(3) Requiring community college districts to adopt a student appeal process.**

(b) To ensure that students are not unfairly impacted by the requirements of this chapter, these policies and processes shall be phased in over a reasonable period of time as determined by the board of governors in consideration of the resources available to provide the core services identified in Section 78212.

(c) It is the intent of the Legislature that these policies and processes be developed and implemented only as resources are provided and utilized by community college campuses to provide the student support services, individual counseling and advising, and **technology-based strategies necessary to ensure that students can successfully meet the requirements** of this section.

#### **78216.**

(a) The Legislature recognizes that community college districts are currently funding various components of student matriculation through existing orientation, counseling and advising, education planning, assessment, and other student services, but that adequate student matriculation and implementation of the Student Success and Support Program strategies cannot be realized without supplemental funding support.

(b) The board of governors shall develop a formula for allocating the funding for the Student Success and Support Program to implement the services identified in Section 78212 at community colleges. The formula shall include the requirement that the districts or colleges contribute matching funds in an amount to be established by the board of governors in each case, and shall reflect, but not be necessarily limited to, other considerations as follows:

(1) The number of students to receive services at each college.

(2) The number of students who received orientation, assessment, counseling and advising, and other education planning services.

(3) The requirement that funds for the Student Success and Support Program services be expended only for services approved by the board of governors.

(4) The requirement that any district or college receiving funding pursuant to this section agree to implement this article, implement the board of governors' system of common assessment, if using an assessment instrument for placement, and implement the board of governors' accountability scorecard, pursuant to Section 84754.5, when established during the period in which it receives that funding.

(5) Insofar as a community college district is able to fully implement in-person or technology strategies for orientation, assessment, and education planning services, the **board of governors may identify other noninstructional support services that can be funded through this article.**

(c) The board of governors shall require participating colleges to develop a Student Success and Support Program plan that reflects all of the following:

(1) A description of the Student Success and Support Program services identified in Section 78212 to be provided.

(2) A description of the college's process to identify students at risk for academic or progress probation and the college's plan for interventions or services to students.

(3) The college budget for the state-funded Student Success and Support Program services pursuant to Sections 78212 and 78214.

(4) The development and training of staff and faculty to implement the Student Success and Support Program services.

(5) In multicampus districts, the coordination of the college Student Success and Support Program plan with other college plans within the district.

(6) Technology services and institutional research and evaluation necessary for implementation of this article.

(7) Coordination with college student equity plans to ensure that the college has identified strategies to monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement.

(8) The extent to which the community college is able to develop partnerships with feeder high school districts, workforce agencies, and other community partners to assist entering students in career and educational exploration and planning and leverage resources to support a successful transition to college and career.

(d) The board of governors may allocate up to 5 percent of the total funds appropriated for the Student Success and Support Program for state administrative operations to carry out the intent of this article, subject to the review of the annual budget process.

#### 78218.

In the 2012–13 fiscal year and each fiscal year thereafter, this article shall be operative only if funds are specifically appropriated for the purposes of this article.

#### 78219.

(a) The Board of Governors of the California Community Colleges shall establish a common assessment system to be used as one of multiple measures, consistent with existing regulations, for the purposes of community college placement and advisement. The system shall include all of the following objectives:

(1) Selection of an existing commercially available and centrally delivered system of student assessment that provides a single common assessment instrument for use by community colleges in the curriculum areas of English, mathematics, and English as a second language.

(2) Creation of a secure, centrally housed assessment test data warehouse that shall collect all of the following:

(A) All available assessment scores generated by assessed students at all community colleges.

(B) All available K–12 assessment data for students at all community colleges. The use of this data shall be limited to placing and advising community college students to enhance their success with and completion of their postsecondary education objectives.

(C) Other data or student transcript information that is used for the purpose of student placement.

(3) Creation of an Internet Web portal that can be accessed by community college personnel and students and that provides all of the following:

(A) An assessment profile, generated for each student upon request, that includes all assessment information available in the data warehouse created pursuant to paragraph (2). This profile shall be accessible for counseling, matriculation, and course placement purposes.

(B) A pretest application that emulates the structure of the student assessment created pursuant to paragraph (1) that students can practice on and familiarize themselves with before taking future assessments.

(C) An advisement tool that provides students with information about the importance of taking the common assessment to be placed in college-level courses in English, mathematics, or English as a second language and the historical success rates of students who place in various levels of remedial coursework.

(b) In developing the common assessment, the Office of the Chancellor of the California Community Colleges shall work in collaboration with the State Department of Education and the California State University when developing a common college-readiness standard that will be reflected in the creation of assessment instruments.

(c) The Office of the Chancellor of the California Community Colleges shall submit a report to the Legislature and the Governor on the progress of the implementation of the common assessment system by December 31, 2012.

(d) The provisions of this section shall be operative upon the receipt of state, federal, or philanthropic funds sufficient to cover the costs of the common assessment system

#### →§ 55500. Scope and Intent.

(a) This chapter implements and should be read in conjunction with the provisions of the Seymour-Campbell Student Success Act of 2012, codified as Education Code sections 78210, et seq., which recognizes that 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 purpose of this subchapter is to implement the Student Success and Support Program to increase California community college student access and success through the provision of core matriculation services, including orientation, assessment and placement, counseling, advising, and other education planning services, with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of study.

(b) The requirements of this subchapter apply only to districts receiving funds pursuant to Education Code section 78216 for the period of time during which such funds are received.

#### § 55502. Definitions.

For purposes of this subchapter, the following definitions shall apply:

(a) “Assessment for placement” hereinafter referred to as “assessment” is the process of gathering information about individual students in order to identify their skill level and appropriately direct them to courses for which they are prepared. Information used in the assessment process may include, but is not limited to, information regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning

skills, career aspirations, academic performance, and need for special services. Assessment involves the collection of such information for purposes of course placement.

(b) “Assessment test” is a validated, standardized, or locally-developed test used **in addition to other measures** in the course placement process.

(c) “Career Goal” is the student's stated occupational interest upon application and is **periodically updated** during the student's continued enrollment at the college.

(d) “Course of Study” is the student's chosen educational program; major or area of emphasis; or course sequence for transfer preparation, career preparation or advancement, completion of basic skills, or English as a Second Language proficiency to achieve the student's education goal.

(e) “Disproportionate impact” in broad terms is a condition where access to key resources and supports or academic success may be hampered by **inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group**. For the purpose of assessment, disproportionate impact is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group, who are directed to a particular service or course placement based on an assessment test or other measure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment test or other measure is a valid and reliable predictor of performance in the relevant educational setting.

(f) “Education goal” is the student's stated intent to earn a degree or career technical education certificate, prepare for transfer to a four-year college or university, improve math or English basic skills or English language proficiency, or pursue career advancement or occupational training or retraining, or other educational interest. The education goal is initially identified during the application process and updated throughout the student's academic career at the college during subsequent course registration or education planning processes.

(g) “Exemption” is a waiver or deferral of a student's participation in orientation, assessment and/or counseling, advising, and other education planning services required pursuant to section 55520.

(h) “Matriculation” is a process that brings a college and a student into an agreement for the purpose of achieving the student's education goals and completing the student's course of study.

(i) “Multiple measures” are a required component of a district's assessment system and refer to the use of more than one assessment measure in order to assess the student. Other measures that may comprise multiple measures include, but are not limited to, interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience.

(j) “Orientation” is a process that acquaints students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic

expectations, institutional procedures, and other appropriate information pursuant to section 55521.

(k) "Student Success and Support Program Services" are those services listed in section 55520

**§ 55510. Student Success and Support Program Plans.**

(a) Each college shall adopt a Student Success and Support Program plan describing the services to be provided to its students. The plan shall include, but not be limited to:

- (1) a description of the methods by which required services identified in section 55520 will be delivered;
- (2) a description of the college's process to identify students at risk for academic or progress probation and the college's plan for referral to appropriate interventions or services and coordination with the college's development of its student equity plan.
- (3) a description of partnerships among colleges and with high school districts, workforce agencies, or other community partners to deliver required services pursuant to 55520.
- (4) the college's budget for services funded through the Student Success and Support Program;
- (5) plans for professional development related to implementation of the Student Success and Support Program;
- (6) a description of the technology support and institutional research necessary to implement this subchapter;
- (7) a description of the college's adopted criteria for exempting students from participation in the required services listed in section 55520 consistent with the requirements of section 55532;
- (8) a description of the college's assessment for placement process, including but not limited to:
  - (A) a list of any assessment test(s) and other measures used for English, mathematics, and English as a Second Language course placement pursuant to section 55522.
  - (B) a description of the college's policy on the portability of student assessment scores and placement results for colleges outside the district and for colleges within a multi-college district.
  - (C) a description of the college's assessment procedures on pre-test practice, re-take, and recency.
- (9) a description of policies for establishing and periodically reviewing prerequisites pursuant to section 55003 and considering student challenges to prerequisites established pursuant to section 55003; and
- (10) a description of the college's student appeal policies and procedures related to the Student Success and Support Program; and
- (11) in districts with more than one college, arrangements for coordination of the Student Success and Support Program plans of its various colleges.

(b) The plan shall be developed through consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise, pursuant to section 51023 et seq.

(c) Such plans shall conform to the requirements of this subchapter and shall be submitted to the Chancellor for review and approval. The Chancellor may require periodic updates of such plans.

**§ 55511. Program Reporting, Data Collection, and Audits.**

(a) Each college shall annually report its expenditure of Student Success and Support Program and matching funds in a manner established by the Chancellor.

(b) Using the Chancellor's Office state management information system, each college shall report data, including, but not limited to, student education goals, courses of study, exemptions, development of student education plans, and services provided that are funded through the Student Success and Support Program or through matching funds. The Chancellor will use data reported by the college to report system and institutional level performance in the Accountability Report for Community Colleges Scorecard and other reports as needed to meet legislative reporting requirements and to monitor compliance with the requirements of this subchapter.

(c) Each district shall also, as part of its annual financial audit, provide for a review of the revenue and expenditures of the Student Success and Support Program.

**§ 55512. Program Effectiveness and Improvement.**

(a) Each district or college shall establish a program of institutional research for the ongoing evaluation of the services funded through the Student Success and Support Program.

Colleges shall use the results of its institutional research as a basis to continuously improve services to students.

(b) The Chancellor shall establish a system for evaluation of the Student Success and Support Program on a statewide basis.

**§ 55516. Professional Development.**

Each community college district shall develop and implement a program for providing professional development for the provision of Student Success and Support Program services

**§ 55518. Funding.**

(a) The Chancellor shall adopt a funding formula, consistent with the requirements of this section, for allocating Student Success and Support Program funds to community college districts complying with the requirements of this subchapter. Student Success and Support Program funds shall be allocated according to the number of students to receive services at each college and the number of students who received services funded through this subchapter.

(b) Each dollar of state credit Student Success and Support Program funding shall be matched by three dollars, or a lesser amount as determined by the Chancellor, of other district resources devoted to the Student Success and Support Program.

(c) Community college districts that receive Student Success and Support Program funding shall agree to implement the Board of Governors' system of common assessment, if using a standardized assessment test for placement, and implement the Board of Governors' Accountability Scorecard, pursuant to Education Code section 84754.5.

**§ 55520. Required Services.**

At a minimum, each community college district shall provide students, except as exempted pursuant to section 55532, with all of the following Student Success and Support Program services:

(a) orientation on a timely basis, pursuant to section 55521.

(b) assessment for all nonexempt students pursuant to section 55522;

(c) counseling, advising, or other education planning services for nonexempt students pursuant to section 55523;

(d) assistance in developing a student education plan pursuant to section 55524, which identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them;

(e) follow-up services, pursuant to section 55525, to evaluate the academic progress of, and provide support services to, at risk students; and

(f) referral of students to:

(1) 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 Programs and Services; and

(2) curriculum offerings which may be available, including but not limited to, basic skills, noncredit programs, and English as a Second Language.

### **§ 55521. Orientation.**

Each college shall provide all students with information on a timely basis, as determined by the college, regarding policies, procedures and information, including but not limited to:

(1) Academic expectations and progress and probation standards pursuant to section 55031;

(2) Maintaining registration priority pursuant to section 58108;

(3) Prerequisite or co-requisite challenge process pursuant to section 55003;

(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612.

(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;

(6) Academic calendar and important timelines.

(7) Registration and college fees.

(8) Available education planning services.

(9) Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students.

### **§ 55522. Assessment.**

(a) The Chancellor shall establish and update, at least annually, a list of approved assessment tests for use in placing students in English, mathematics, or English as a Second Language (ESL) courses and guidelines for their use by community college districts. When using an English, mathematics, or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures.

(1) Districts and colleges are required to use the Chancellor's guidelines for the validation of all assessment tests used for placement to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, the district or college shall determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district or college shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(2) The Chancellor may identify other measures of a student's college readiness that community college districts may use for student placement into the college's curriculum.

(b) Each community college district shall adopt procedures that are clearly communicated to students, regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test.

(c) Community college districts shall not, except as provided in subdivision (d), do any of the following:

(1) use an assessment test for placement which has not been approved by the Chancellor pursuant to section 55522, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;

(2) use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;

(3) use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter; or

(4) use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003.

(5) use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.

(d) Notwithstanding the provisions of subdivision (c)(1) and (2), assessment tests approved by the Secretary of the United States Department of Education may be used to determine "ability to benefit" in the process of establishing a student's eligibility for federal financial aid pursuant to title 20 United States Code section 1091(d). Are we doing?

(e) Notwithstanding paragraphs (1), (2), (3) or (5) of subdivision (c) or the provisions of sections 55003 or 55522, a community college district may use an assessment test to select students for its nursing program, provided that:

(1) the district complies with all other provisions of this subchapter;

(2) the assessment test or other measures are used in conjunction with other assessment test, methods, or procedures to select students for enrollment in the nursing program; and

(3) the Chancellor has determined that the assessment test predicts likelihood of success in nursing programs, has approved use of the assessment test for that purpose and has established statewide proficiency cut-off scores for that test pursuant to Education Code section 78261.

### **§ 55523. Counseling Advising, and Other Education Planning Services.**

(a) Counseling, advising, and other education planning services shall include, but are not necessarily limited to, the following:

(1) Assistance to students 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.

(2) The provision of information, guided by sound 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.

(3) Development of an education plan to accomplish a course of study related to a student's education and career goals.

(b) Each college shall make reasonable efforts to do all of the following:

(1) ensure that all nonexempt students who are on academic or progress probation or facing dismissal participate in counseling as provided in section 55023;

- (2) ensure that all nonexempt students who do not have a course of study participate in counseling, advising, or other education planning services to assist them in the process of selecting an education goal and course of study pursuant to section 55530;
- (3) ensure that all nonexempt students who are enrolled in nondegree-applicable basic skills courses participate in counseling, advising, or other education planning services; and
- (4) ensure all nonexempt students described in (b)(1), (b)(2), and (b)(3) receive counseling services, pursuant to section 51018.

(c) Colleges are required to notify students who are at risk of losing Board of Governors Fee Waiver eligibility due to being placed on academic or progress probation for two consecutive terms. Pursuant to section 58108, colleges are required to notify students who are at risk of losing enrollment priority due to being placed on academic or progress probation or due to exceeding a unit limit. Colleges shall ensure that, within a reasonable time of receiving such notice, students shall have the opportunity to receive appropriate counseling, advising, or other education planning services in order to provide students with an opportunity to maintain fee waiver eligibility and enrollment priority.

#### **§ 55524. Student Education Plan.**

(a) Each district or college shall establish a process that takes into consideration the student services and instructional resources available for assisting students to select an education goal and course of study within a reasonable time after admission as required by section 55530(d). This shall include, but not be limited to, the provision of counseling as required by section 55523.

(b) Districts or colleges shall provide students with an opportunity to develop student education plans that are either:

(1) **Abbreviated**. Abbreviated student education plans are one to two terms in length designed to meet the immediate needs of students for whom a comprehensive plan is not appropriate;

or

(2) **Comprehensive**. Comprehensive student education plans take into account a student's interests, skills, career and education goals, major, potential transfer institutions, and the steps the student needs to take on their educational path to complete their identified course of study. The comprehensive plan helps the student achieve their course of study. The comprehensive plan includes, but is not limited to, addressing the education goal and course of study requirements, such as the requirements for the major, transfer, certificate, program, applicable course prerequisites or co-requisites, the need for basic skills, assessment for placement results, and the need for referral to other support and instructional services as appropriate. The comprehensive student education plan is tailored to meet the individual needs and interests of the student and may include other elements to satisfy participation requirements for programs such as EOPS, DSPS, CalWORKs, veterans education benefits, athletics, and others.

(c) Once a continuing nonexempt student has selected an education goal and course of study, the district shall make a reasonable effort to afford the student the opportunity to develop a comprehensive student education plan describing the responsibilities of the student, the requirements he or she must meet, and the courses, programs, and services required and available to achieve the stated goal.

(d) The student education plan developed pursuant to subdivision (b) shall be accessible, timely, and recorded in electronic form. The plan and its implementation shall be reviewed as necessary to ensure that it continues to accurately reflect the needs and goals of the student. Districts or colleges shall make a reasonable effort to not duplicate education planning processes including for students participating in special programs.

(e) If a student believes the district or college has failed to make good faith efforts to develop a plan, has failed to provide programs and services specified in the student education plan, or has otherwise violated the requirements of this section, **the student may file a complaint pursuant to section 55534(a).**

**§ 55525. Student Follow-up.**

Each college **shall evaluate the academic progress of, and provide support services to, at risk students.** The college shall monitor the academic progress of each student to detect early signs of academic difficulty and provide students with advice or referral to specialized services or curriculum offerings where necessary pursuant to section 55523. **Follow-up services shall be targeted to at risk students, specifically students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students who are on academic or progress probation or facing dismissal. These services include, but are not limited to, academic or progress probation interventions, academic early alert systems, and referral to other support services.**

**§ 55526. Accommodations.**

(a) Student Success and Support Program services for students with disabilities shall be appropriate to their needs, and **colleges shall, where necessary, make modifications to the services provided or use alternative tests, methods, or procedures to accommodate the needs of such students.** Colleges may require students requesting such accommodations to provide proof of need. Disabled Students Programs and Services (DSPS) is authorized, consistent with the provisions of subchapter 1 (commencing with section 56000), to provide specialized services and modified or alternative services as identified in 55520.

**Notwithstanding this authorization, participation in the DSPS program is voluntary and no student may be denied necessary accommodations in the assessment process because he or she chooses not to use specialized services provided by these programs.**

(b) Student Success and Support Program services for students served by the Extended Opportunity Programs and Services (EOPS) who are disadvantaged by economic, social, and educational status shall be appropriate to their needs, and colleges shall, where necessary, make modification to the services provided or use alternative supports to meet the needs of such students. EOPS is authorized, consistent with the provisions of subchapter 2.5 (commencing with section 56200) of chapter 7 to provide services that are over, above, and in addition to services otherwise provided to all credit-enrolled students. Notwithstanding this authorization, participation in the EOPS program is voluntary and no student may be denied necessary supports because he or she chooses to not use specialized services provided by this program.

(c) Colleges **shall ensure that Student Success and Support Program services are accessible for English language learners and are appropriate to their needs. Colleges shall, where necessary, make modifications to the services provided to accommodate the needs of such students. Modified or alternative services for limited or non-English-speaking students may be provided in English as a Second Language programs.**

**§ 55530. Student Rights and Responsibilities. Confirm**

(a) All students shall be required to:

- (1) identify an education and career goal;
- (2) diligently engage in course activities and complete assigned coursework; and
- (3) complete courses and maintain progress toward an education goal and completing a course of study.

- (b) Nonexempt first time students shall, within a reasonable period of time, be required to:
- (1) identify a course of study.
  - (2) be assessed to determine appropriate course placement.
  - (3) complete an orientation activity provided by the college.
  - (4) participate in counseling, advising, or another education planning service pursuant to section 55523 to develop, at a minimum, an abbreviated student education plan.
- (c) For the purposes of this section, a first time student is a student who enrolls at the college for the first time, **excluding students who transferred from another institution** of higher education. For purposes of this section, first time enrollment **does not include concurrent enrollment during high school**. To the extent that a college has the capacity to require and provide the services identified in (b)(1) through (4) to other students, nothing in this section would preclude a college from doing so.
- (d) Nonexempt students who have completed the services identified in (b)(1) through (4) shall be **required to complete a comprehensive education plan after completing 15 semester units or 22 quarter units of degree applicable credit course work or prior to the end of the 3rd semester or 4th quarter of enrollment, or a shorter period if required by district or program policy**.
- (e) Failure to fulfill the required services listed in **(b) may result in a hold on a student's registration** or loss of registration priority pursuant to section 58108 until the services have been completed. **Banner?**
- (f) Information obtained from the matriculation process shall be considered student records and shall be subject to the requirements of subchapter 6 (commencing with section 54600) of chapter 5.

#### **§ 55531. Institutional Responsibilities.**

- (a) The governing board of each community college district shall adopt policies reflecting the provisions of section 55530, Student Rights and Responsibilities. Colleges shall take steps to ensure that information regarding its matriculation policies are accessible and available to all students during or prior to enrollment (e.g., during orientation) and are included in class schedules, catalogs, or other appropriate communications **describing student rights and responsibilities under this subchapter**.
- (b) Once the student has identified a course of study and completed 15 semester units or 22 quarter units of degree applicable course work, **the college must provide the student with an opportunity to develop a comprehensive student education plan** pursuant to section 55524 within a reasonable time period. Student responsibilities shall also be identified in the student's education plan developed pursuant to section 55524.
- (c) Colleges are required to provide nonexempt students with the services specified in sections 55520, 55521, 55522, 55523, and 55524. Initial implementation of these services is required for first time students identified in section 55530(b) by the fall 2015 term. Beginning with the spring 2015 term, districts shall notify students of the requirements established by this subchapter.
- (d) Districts may establish a policy providing that **a nonexempt student will have a hold placed on registration or lose registration priority pursuant to section 58108 if a student fails to fulfill the responsibilities set forth in section 55530(b) and (c)**.
- (e) Districts and colleges shall make reasonable efforts to avoid duplication of the orientation, assessment, counseling, advising, or other education planning services, and development of student education plans funded through this subchapter or funded through other programs.

(f) It is the intent of this subchapter that instructional and student services departments at each college shall use multiple sources of data from student education planning efforts and identified courses of study to coordinate course scheduling.

**§ 55532. Exemptions.** Confirm

(a) Community college districts may elect to exempt certain students from participation in orientation, assessment, counseling, advising, or student education plan development, as required by subdivisions (a), (b), (c), or (d) of section 55520. Each district shall establish policies specifying the grounds for exemption. Such policies shall be identified in the Student Success and Support Program plan required under section 55510 and the number of students so exempted shall be reported, by category, to the Chancellor pursuant to section 55511.

(b) Districts may adopt policies that exempt a student from orientation, assessment, counseling, advising, or student education plan development if the student:

(1) has completed an associate degree or higher;

(2) has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence;

(3) has completed these services at another community college within a time period identified by the district;

(4) has enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards.

(5) has enrolled at the college as a special admit student pursuant to Education Code section 76001.

(c) Any student exempt from orientation, assessment, counseling, advising, or student education plan development shall be notified and may be given the opportunity to participate in those services.

(d) District policies shall not exempt a student solely because a student has not selected an education and career goal or course of study.

**§ 55534. Violations and Appeals.**

(a) Each community college district shall establish written procedures by which students may challenge any alleged violation of the provisions of this subchapter. Districts shall investigate and attempt to resolve any such challenges and complaints in a timely manner. Procedures may be consolidated with existing student grievance procedures by action of the governing board. Records of all such complaints shall be retained for at least three years after the complaint has been resolved or longer if necessary to meet other requirements and shall be subject to review by the Chancellor as part of the statewide evaluation required under section 55511.

(b) When a challenge contains an allegation that a community college district has violated the provisions of section 55522(c), the district shall, upon completion of the challenge procedure established pursuant to this section, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10. Completion of the challenge procedure shall be deemed to be an effort at informal resolution of the complaint under section 59327.

**§ 59300. Purpose.**

The purpose of this subchapter is to implement the provisions of California Government Code sections 11135 through 11139.5, the Sex Equity in Education Act (Ed. Code § 66250 et seq.), title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d), title IX of the Education

Amendments of 1972 (20 U.S.C. § 1681), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), the Americans with Disabilities Act of 1990 (42 U.S.C. § 12100 et seq.) and the Age Discrimination Act (42 U.S.C. § 6101), to the end that no person in the State of California shall, in whole or in part, on the basis of ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, be unlawfully denied full and equal access to the benefits of, or be unlawfully subjected to discrimination under any program or activity that is administered by, funded directly by, or that receives any financial assistance from, the Chancellor or Board of Governors of the California Community Colleges.

**§ 51024. Student Success and Support Program.**

The governing board of each community college district shall:

- (a) adopt and submit to the Chancellor a Student Success and Support Program plan as required under section 55510;
- (b) evaluate its Student Success and Support Program and participate in statewide evaluation activities as required under section 55512(c);
- (c) provide Student Success and Support Program services to its students in accordance with sections 55520-55525;
- (d) establish procedures for waivers and appeals in connection with its Student Success and Support Program in a manner consistent with section 55534; and
- (e) substantially comply with all other provisions of Subchapter 6 (commencing with section 55500) of Chapter 6 of this Division.