

Student Services
DRAFT as of 1/10/14

This policy was revised in legal Update 23 (issued on November 11, 2013) to update the name of the Matriculation Plan.

BP 5050 **MATRICULATION STUDENT SUCCESS AND SUPPORT PROGRAM**

References:

Education Code Sections 78210 et seq.;
Title 5 Sections 55500 et seq.

NOTE: The following language in red, underlined ink is **legally required**.

The District shall provide matriculation Student Success and Support Program services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of matriculation the Student Success and Support Program is to bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements.

The Chancellor shall establish procedures to assure implementation of matriculation Student Success and Support Program services that comply with the Title 5 regulations.

❖ **From the current CLPCCD Policy 5610 titled Student Rights and Responsibilities**

~~In accordance with the provisions of Title 5, Section 55530 (d), the Chabot-Las Positas Community College District adopts the following policy.~~

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

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

accordance with the District Student Grievance Procedure as stated in the District Catalog.

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

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

❖ **From the current CLPCCD Policy 5612 titled Student Exemption**

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

Exemption from Orientation:

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

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

Exemption from Assessment:

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

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

Exemption from Counseling and Advising:

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

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

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

NOTE: The **red ink** signifies language that is **legally required** and recommended by the Policy and Procedure Service and its legal counsel. The language in **black ink** is from current Chabot-Las Positas CCD Policy 5610 titled Student Rights and Responsibilities adopted on March 19, 1996; current Chabot-Las Positas CCD Policy 5611 titled Student Exemption adopted on March 19, 1996; and current Chabot-Las Positas CCD Policy 5613 titled Student Educational Plan adopted on March 19, 1996. This revised document reflects the recommended revisions from legal Update 23 (issued on November 11, 2013).

Date Adopted:

(This policy replaces current CLPCCD Policies 5610, 5611, and 5613)

Legal Citations for BP 5050

EDUCATION CODE SECTIONS 78210 et seq.

EDUCATION CODE - EDC

TITLE 3. POSTSECONDARY EDUCATION [66000 - 101060]

(Title 3 enacted by Stats. 1976, Ch. 1010.)

DIVISION 7. COMMUNITY COLLEGES [70900 - 88651]

(Division 7 enacted by Stats. 1976, Ch. 1010.)

PART 48. COMMUNITY COLLEGES, EDUCATION PROGRAMS [78015 - 79210]

(Part 48 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 2. Courses of Study [78210 - 78300]

(Chapter 2 enacted by Stats. 1976, Ch. 1010.)

ARTICLE 1. Student Matriculation [78210 - 78219]

(Heading of Article 1 renumbered from Article 1.5 by Stats. 1993, Ch. 8, Sec. 35.)

78210.

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

(Amended by Stats. 2012, Ch. 624, Sec. 3. Effective January 1, 2013. Note: See provision in Section 78218 making operation contingent upon funding.)

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.

(Amended by Stats. 2012, Ch. 624, Sec. 4. Effective January 1, 2013. Note: See provision in Section 78218 making operation contingent upon funding.)

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.

(Amended by Stats. 2012, Ch. 624, Sec. 5. Effective January 1, 2013. Note: See provision in Section 78218 making operation contingent upon funding.)

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.

(Amended by Stats. 2012, Ch. 624, Sec. 6. Effective January 1, 2013. Note: See provision in Section 78218 making operation contingent upon funding.)

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.

(Amended by Stats. 2012, Ch. 624, Sec. 8. Effective January 1, 2013. Note: See provision in Section 78218 making operation contingent upon funding.)

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.

(Amended by Stats. 2012, Ch. 624, Sec. 9. Effective January 1, 2013. Note: See provision in Section 78218 making operation contingent upon funding.)

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.

(Amended by Stats. 2012, Ch. 624, Sec. 10. Effective January 1, 2013. Note: See provision in Section 78218 making operation contingent upon funding.)

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.

(Amended by Stats. 2012, Ch. 624, Sec. 11. Effective January 1, 2013. Note: See provision in Section 78218 making operation contingent upon funding.)

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.

(Amended by Stats. 2012, Ch. 624, Sec. 12. Effective January 1, 2013. Note: Operational conditions apply to Article 1, commencing with Section 78210.)

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.

(Added by Stats. 2011, Ch. 615, Sec. 1. Effective January 1, 2012. Section conditionally operative, by its own provisions.)

5 CCR § 55500
Cal. Admin. Code tit. 5, § 55500

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 6. Matriculation Programs
 📄 [Article 1](#). Scope and Definitions
 ➡ **§ 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.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 78210-78218, Education Code.

HISTORY

1. New section filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-5-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment of subsection (a) and repealer of subsection (c) filed 4-3-92; operative 5-4-92 (Register 92, No. 17).
3. Amendment of section and Note filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
4. Amendment of section heading and subsection (a) filed 9-19-2013; operative 10-19-2013. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2013, No. 38).

5 CCR § 55502
Cal. Admin. Code tit. 5, § 55502

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 6. Matriculation Programs
 📄 [Article 1](#). Scope and Definitions
 ➡ **§ 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.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 78212 and 78213, Education Code.

HISTORY

1. Amendment of subsection (a) and (b) and new subsections (g), (h), (i), (j) and (k) filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-6-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment of first paragraph and subsections (a) and (c)-(k) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
3. Amendment of first paragraph and subsections (b)-(c), repealer of subsection (d), subsection relettering and amendment of newly designated subsections (e)-(g) filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
4. Amendment of subsections (a)-(c), repealer of subsection (h) and subsection relettering filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).
5. Amendment filed 9-19-2013; operative 10-19-2013. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2013, No. 38).

5 CCR § 55510
Cal. Admin. Code tit. 5, § 55510

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 6. Matriculation Programs
☞ [Article 2](#). Planning and Administration
 ➡ **§ 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.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 78216, Education Code.

HISTORY

1. New section filed 6-5-90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7-5-90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).

2. Amendment filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 93, No. 42).

3. Amendment of subsection (a)(6), new subsection (a)(7) and subsection renumbering filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

4. Amendment of subsections (a)(4), (a)(6), (a)(7) and (c) filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

5. Amendment of section heading and section filed 9-19-2013; operative 10-19-2013. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2013, No. 38).