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Kern Community College District  
**Administrative Procedure**  
Chapter 5 – Student Services

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**AP 5050 STUDENT SUCCESS AND SUPPORT PROGRAM**

**References:**

Education Code Sections 78210 et seq.;  
Title 5 Sections 55500 et seq.;  
WASC/ACCJC Accreditation Standard II.C.2

**NOTE:** *The language in red ink is **legally required** and provides an illustrative model. Local practice may be inserted here.*

The Student Success and Support Program brings the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The agreement is implemented by means of the student educational plan.

**NOTE:** *The language shown in **blue ink** below is from current KCCD Policies 4A2 and 4A3 and was moved to this new administrative procedure due to the detailed language contained therein.*

The District's Student Success and Support Program includes assessment, orientation, counseling/advising and the completion of a Student Educational Plan. Each College in the District shall develop, regularly update, and post to the District/College website a complete description of all of the opportunities available to students so that they can become fully matriculated in a timely manner.

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

**Assessment**

Administration of assessment instruments are used to determine student competency in computational and language skills. Students shall be required to complete assessment testing. Assessment is mandated for courses with assessment level prerequisites. The Colleges are authorized to develop and use assessment equivalencies. Assessment requirements shall be noted in appropriate College publications. The District shall not use any assessment

instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

### **Orientation**

Each College shall develop and offer orientation opportunities that provide students with information including, but not limited to, the college's programs, services, facilities, grounds, academic expectations, and institutional procedures. Orientation sessions include information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters.

### **Counseling/Advising**

Matriculating students in the following categories shall participate in counseling/advisement:

- students on probation
- students who have not declared a specific educational goal
- students who are enrolled in pre-collegiate basic skills courses

Each College shall develop and staff counseling and advising programs that provide appropriate support services to assist students in their academic and personal development. Counseling/advising services provide assistance to students by:

- Identifying aptitudes, interests, and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and career and technical education certificates and licenses;
- Evaluating student study and learning skills;
- Referring students to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; mental health services; campus employment placement services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and disabled student services;
- Advising students concerning course selection; and
- Providing follow-up services, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation.

### **Student Educational Plan**

Upon admission to the College, each student shall express at least a broad educational intent for attending College. All students are matriculating students unless exempt. Each matriculating student must identify a specific educational goal no later than the semester following the completion of 15 semester units. After specifying an educational goal, each matriculating student must develop a Student Educational Plan within 90 instructional days.

Each College shall provide resources for students to complete a Student Educational Plan which shall outline the courses necessary to satisfy a student's academic goal in a recommended term-by-term sequence.

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

- identify an education and career goal;
- identify a course of study;
- be assessed to determine appropriate course placement;
- complete orientation;
- participate in the development of the student educational plan;
- complete a student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework;
- diligently attend class and complete assigned coursework; and
- complete courses and maintain progress toward an educational goal

### **Priority Registration**

The District recognizes that matriculation enhances students' success in achieving their educational goals. The District shall provide priority registration to students who have completed the following matriculation components: assessment, orientation, counseling/ advising, and a Student Educational Plan. (See BP/AP 5055 titled Enrollment Priorities)

All students shall comply with attendance and progress requirements established by each College.

All students shall complete assigned work in a timely manner.

Student failure to take responsibilities as cited above may lead to disciplinary action as defined in Title 5.

### **Evaluation**

Each College shall annually evaluate the effectiveness of its Student Success and Support Program.

**NOTE:** *It is recommended that District leaders carefully review the language from current KCCD Procedure 4A3(a) below to validate its accuracy and necessity to retain it in an administrative procedure or consider placing it on a website and/or in another documents such as a Student Success and Support Program Plan.*

**❖ From current KCCD Procedure 4A3(a) titled Matriculation Component Exception Criteria**

**Matriculation Component Exemption Criteria**

Consistent with the provisions of AB 3, Sections 78212-78214, and Title 5, Section 55532, the following Exemption Procedures for Assessment, Orientation, and Counseling/Advising are in effect for the Colleges of the Kern Community College District.

Except as noted below, all students shall be required to complete the four (4) matriculation components: assessment, orientation, counseling/advising, and a Student Educational Plan (SEP). The Vice President, Student Services, or designee may, upon appeal, exempt students from the above-noted components, for circumstances not covered by this procedure.

Counseling/ Exemption Criteria	Assessment	Orientation	Counseling/ Advising	SEP
1 – Students who have completed an associate degree or higher	X	X	X	X
2 – Satisfactory completion of course work equivalent to college-level English and college-level math, or completion of State Approved Assessment.	X			

Approved by Chancellor's Cabinet 2/28/12

**NOTE:** *It is recommended that District leaders carefully review the language from current KCCD Procedure 4A3A below to validate its accuracy and necessity to retain it in an administrative procedure or consider placing it on a website and/or in another documents such as a Student Success and Support Program Plan.*

**❖ From current KCCD Procedure 4A3A titled Procedure for Adopting New Assessment Instruments**

**Procedure for Adopting New Assessment Instruments**

Only standardized assessment instruments which are on the State Chancellor's approved, provisional, or probationary list may be used as an indicator for placement into classes.

In 1989, the District Student Services Committee recommended, and the Colleges concurred in the selection of ASSET assessment instruments for use in placing students in courses. ASSET is approved by the State Chancellor's Office as an assessment instrument. All three Colleges use ASSET for course placement purposes.

To change to other State approved assessment instruments is permissible, but only after due process.

Locally developed, College specific, assessment instruments which are approved by the State Chancellor's Office may also be used for placement purposes.

Each year ACT furnishes reports to the Colleges and the District with respect to the validity of the ASSET tests being used as compared with course grades.

### **Adopting New Assessment Instruments Already on the State Approved List**

- 1) A College may experiment with a State approved assessment instrument not currently in use by conducting a validity study that demonstrates that the proposed test or combination of tests is a significantly better placement instrument than the one currently in use for a course or a group of courses.

This validity study would first be presented to the College Student Services Committee for information, discussion, and recommendation. Any action recommending the use of an assessment instrument not currently in use will be forwarded to the District Student Services Committee for consideration and possible decision.

- 2) On a pilot project basis, the District Student Services Committee may authorize the use of an assessment instrument(s) that is already on the State Chancellor's approved, provisional, or probationary list in order to determine whether or not this instrument is a better predictor of success than ASSET.

If the pilot project provides evidence of predictive validity that is equal or superior to those developed for ASSET, it will become a matter for the District Student Services Committee to decide whether or not to adopt the new instrument District-wide, or to permit local option.

Suggested criteria that might become factors in a recommendation or decision are:

- Predictive validity and reliability
- Cost
- Compatibility with computer assessment
- Compatibility with BANNER
- Ease of administration and scoring
- Time needed for testing
- Power test versus timed test

### **Adopting New Assessment Instruments that are Not on the State Approved List**

If a College proposes to the District Student Services Committee an assessment instrument that is not on the State Chancellor's List, the steps required by the State

Chancellor's Office must be followed in order to gain provisional or probationary status for that particular instrument for purposes of a pilot study.

Approved by Chancellor's Cabinet  
January 28, 1997

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**NOTE:** The **red ink** signifies language that is **legally required** and recommended by the Policy & Procedure Service and its legal counsel (Liebert Cassidy Whitmore). This procedure reflects updates/revisions from the Policy & Procedure Service in February 2008, October 2013, and April 2015. The language in **black ink** is from current KCCD Procedure 4A3(a) titled Matriculation Component Exception Criteria approved on February 28, 2012 and Procedure 4A3A titled Procedure for Adopting New Assessment Instruments approved on January 28, 1997. The language in **blue ink** is included for consideration.

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**Approved:**

*(Replaces Procedures 4A3(a) and 4A3A)*

## Legal Citations for AP 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).

5 CCR § 55521

Cal. Admin. Code tit. 5, § 55521

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 [Article 3](#). Matriculation Services

 **§ 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.

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

5 CCR § 55522  
Cal. Admin. Code tit. 5, § 55522

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Article 3. Matriculation Services

➡ **§ 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 totitle 20 United States Code section 1091(d).

(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.

Note: Authority cited: Section 11138, Government Code; and Sections 66700 and 70901, Education Code. Reference: Section 11135, Government Code; and Sections 72011, 76002, 78211, 78212, 78213 and 78261, Education Code.

#### HISTORY

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

2. Change without regulatory effect amending section and Note filed 3-15-2006 pursuant to section 100, title 1, California Code of Regulations. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

3. Renumbering of former section 55522 to section 55526 and renumbering of former section 55524 to new section 55522, including amendment of section and Note, filed 9-19-2013; operative 10-19-2013. Submitted to OAL for printing only pursuant to Education Code section 70901.5

5 CCR § 55525  
Cal. Admin. Code tit. 5, § 55525

Title 5. Education  
Division 6. California Community Colleges  
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☞ [Article 3](#). Matriculation Services

☛ **§ 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.

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

5 CCR § 55530  
Cal. Admin. Code tit. 5, § 55530

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☞ [Article 4](#). Rights and Responsibilities, **Exemptions**, and Appeals

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

(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.

(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.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 76000, 76001 and 78212, Education Code.

#### HISTORY

1. Amendment 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 subsection (b) filed 4-3-92; operative 5-4-92 (Register 92, No. 15).

3. Amendment of subsections (a), (b) and (d) 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).

4. Change without regulatory effect amending section and Note filed 3-15-2006 pursuant to section 100, title 1, California Code of Regulations. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

5. Amendment of subsections (a) and (d) 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).

6. Amendment of article 4 heading and repealer and new 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).

## **Title 5. Education**

### **Division 6. California Community Colleges**

#### **Chapter 6. Curriculum and Instruction**

##### **Subchapter 6. Matriculation Programs**

###### **Article 4. Rights and Responsibilities, Exemptions, and Appeals**

#### **5 CCR § 55532**

### **§ 55532. Exemptions.**

(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.

Note: Authority cited: Sections 66700, 70901, and 78215, Education Code. Reference: Section 78215, Education Code.

#### **HISTORY**

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

2. Amendment of subsections (a) and (b), new subsection (d)(3), subsection renumbering and amendment of subsection (e) 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).

3. 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).

## **WASC/ACCJC Accreditation Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at



levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### **C. Student Support Services**

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.