

**COMMITTEE MEMBERSHIP**

Esau Tovar  
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Counselor/Assessment Center  
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**Members**

Sara Boosheri  
Professor, Mathematics

Shannon Herbert  
Professor, English

Deyna Hearn  
Dean, Student Life

Denise Kinsella  
Associate Dean, IEC

Lucy Kluckhohn-Jones  
Professor, Microbiology

Alicia Villalpando  
Counselor, Transfer Center

**Student Representatives**

Tiffany Inabu  
Winnie Kakonge

**Interested Parties (non-voting)**

Benny Blaydes  
Counselor, Associated Students

Gail Fukuhara  
Counselor, International Counseling Center

Laurie Guglielmo  
Chair, Counseling Department

Nathalie Laille  
Counselor, Disabled Students Center

Annmarie Leahy  
Recording Secretary

Maribel Lopez  
Professor, Mathematics

**Fall 2014 Meetings**

2:00 – 3:45 p.m.  
HSS-261 (Academic Senate Conference Room)

September 9, 23  
October 7, 21  
November 4, 25

# JOINT ACADEMIC SENATE STUDENT AFFAIRS COMMITTEE

Santa Monica College

## AGENDA

SEPTEMBER 9, 2014

1. Public Comments
2. Approval of Minutes (May 20, 2014; p. 2)
3. Chair's Report
  - a. Administrative Regulations to Review and Revise in 2014-2015 (p. 3)
4. Old Business—Information Items Only
  - a. Academic Senate Feedback
    - i. AR4420—Enrollment Standards for Participation in Santa Monica College Student Government
    - ii. AR 4111.4—Mandatory Assessment, Course Placement, and Challenge Procedure
5. New Business
  - a. AR 4114—Matriculation (p.4-11; Title 5 Regulations 12-24)
6. Announcements

**Student Affairs Committee**

**Minutes Tuesday, May 20, 2014**

Attendees: Esau Tovar – Chair, Kiersten Elliott- Vice Chair, Deyna Hearn, Lucy Kluckhohn-Jones, Maribel Lopez, Alicia Villalpando, Laurie Guglielmo, Benny Blaydes, Sara Boosheri, Denise Kinsella, Nathalie Laille.

Excused/Absent: Tiffany Inabu (Student Rep), Winnie Kakonge (Student Rep), Pablo Garcia (Student Rep), Shannon Herbert, Gail Fukuhara.

**Agenda**

1. Call to order 2:10 pm
2. Minutes from April 22, 2014 approved as presented.
4. Old Business
  - a. Esau reviewed the Academic Senate Executive Committee Feedback on AR 4111.4—Mandatory Assessment, Course Placement, and Challenge Procedure
    - i. Esau is revising all references to Chem 11 in the AR to read Chem 10 per Jenny Merlic's feedback in the Academic Senate meeting.
    - ii. Esau clarified the statement #6 under "Waivers Based on Advanced Placement Examinations" to clarify what "A score of 3, 4, or 5 on the AP Statistics exam" means to a student, with the feedback Sara received from the Math Department.
  - b. Esau reviewed the Academic Senate Executive Committee feedback on AR4420—Enrollment Standards for Participation in Santa Monica College Student Government.
    - i. Esau updated the AR to reflect Ed Code Section 66016.3, which among other things clarified that any person who is exempt from nonresident tuition (e.g., AB540 students) may serve in any capacity in student government—including student trustee.
    - ii. The committee also decided to revert the student trustee semester unit requirement from 8 semester units back to 5 semester units, based on ed code and Deyna's feedback from the committee's last meeting.
5. New Business
  - a. Sub-Committees were established to Revise/Draft Administrative Regulations by the first week of Fall:
    - i. AR 4114—Matriculation Members: Laurie, Maribel, Kiersten.
    - ii. AR 4410—Rules for Student Conduct Members: Sara, Denise, Deyna, Lucy.
    - iii. AR 4411—Code of Academic Conduct Members: Denise, Sarah, Deyna, Lucy.
    - iv. AR 4331—Academic Renewal Members: Laurie, Alicia, Nathalie, Benny and Ronnie.
    - v. AR 4332—Progress Renewal Members: Laurie, Alicia, Nathalie, Benny.

- vi. AR 4405—Student Bill of Rights Members: Deyna, Lucy
- vii. AR 4435—Responsible Use of Computer Resources Members: Denise, Maribel, Kiersten.

6. Meeting Adjourned at 3:30pm

Respectfully submitted by Ann Marie Leahy

### **Administrative Regulations to Consider for Revision**

- AR 4114—Matriculation Members: Laurie, Maribel, Kiersten, Esau.  
(Date: Initial draft to committee: September 9)
- AR 4410—Rules for Student Conduct Members: Sara, Denise, Deyna, Lucy, Esau.  
(Date: Initial draft to committee: November 4)
- AR 4411—Code of Academic Conduct Members: Denise, Sarah, Deyna, Lucy, Esau.
- AR 4331—Academic Renewal Members: Laurie, Alicia, Nathalie, Benny and Ronnie.  
(Date: Initial draft to committee: October 7)
- AR 4332—Progress Renewal Members: Laurie, Alicia, Nathalie, Benny.  
(Date: Initial draft to committee: October 7)
- AR 4405—Student Bill of Rights Members: Deyna, Lucy
- AR 4435—Responsible Use of Computer Resources Members: Denise, Maribel, Kiersten.

**ARTICLE 4100**      **ADMISSION AND REGISTRATION**

**Rationale for Revisions:** This administrative regulation is being revised to bring us into compliance with the requirements enacted by the Student Success Act of 2012.

**Legend:** New Text Added by Sub-committee      ~~Deletions by Sub-committee~~  
New Text Added by Esau      ~~Deletion by Esau~~

**AR 4114**      **Matriculation Student Support and Success Program**

Student success is the responsibility of the institution and the student, supported by well-coordinated and evidence-based student and instructional services to foster student academic success. The goal of the Student Success and Support Program (SSSP) is to increase California community college student access and success through the provision of core matriculation services, including orientation, assessment and placement, counseling, advising, and other educational 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.

**1. Components and Participation**

All students will participate in the matriculation process unless specifically exempted from selected components of the process. The matriculation components shall consist of admission, orientation, assessment, counseling/advisement, and follow-up. All students shall complete the admissions component regardless of their matriculation status. All students enrolled in graded classes shall be included in the follow up component.

**Commented [T1]:** Why only follow-up?

Follow up services are only required for at risk students.

**2. Matriculation Status**

Matriculation status shall be established for all new students at the time they submit their applications. Their status shall be either matriculant or ~~deferred- exempt~~ matriculant.

Students are considered matriculants if they are enrolling ~~in college at Santa Monica College~~ for the first time ~~or and~~ their goal is to obtain an Associate of Arts degree, ~~or to transfer to a four-year college or university,~~ or to complete ~~an occupational goal, a career certificate.~~

International students who are studying on an F-1 visa are considered matriculants and shall not be exempted from any of the matriculation components.

**3. Exempt Matriculants**

Students who have had prior college experience and who do not plan to transfer, or complete an occupational course of study, or complete a basic skills or English as a Second Language course sequence may opt to defer select components of the matriculation process as noted below. until the semester before attempting their 16th unit of credit at Santa Monica College. Once the period for exemption expires, at which time they students become matriculants, and must then meet any requirements from which they were initially exempted.

**Commented [T2]:** According to Section 55532 (Exemptions), exemptions may be granted to students who have completed an associate degree or higher. I am not opposed though to any prior college experience.

**Commented [T3]:** Why not Associate degree?

**Commented [T4]:** This does not apply to assessment. We "exempt" students from mandatory assessment based on the 6 unit, one semester limitation.

An “Exemption” is a waiver or deferral of a student’s participation in orientation, assessment, and/or counseling, advising and other educational planning services which are required of other students.

- a. Matriculants are may be exempt from the orientation and the counseling/advisement component if they:
  - i. Have completed an Associate Degree or higher, or
  - ii. Have enrolled for a reason other than career development or advancement, transfer, attainment of a degree or certificate, or completion of basic skills or English as a Second Language course sequence, or
  - iii. Have enrolled solely to take courses that are legally mandated for employment as defined in Title 5, Section 55000 or necessary in response to a significant change in industry or licensure standards.
  - iv. Are high school students enrolled only in advanced placement classes, or
  - v. Have previously attended SMC and are returning after a break in enrollment for no more than four semesters.
- b. Matriculants may be exempt from the assessment component, provided they meet the exemption criteria noted in Administrative Regulation 4411.4 (Section 3).
- c. Matriculants may be exempt from the student education plan development component if he/she is not a first-time college student. No first time college student with a goal of transfer, associate degree/certificate of achievement attainment, or basic skills or ESL course completion interests may be exempt from education planning.

**Commented [T5]:** We need to add this component to the exemptions. I opted to add it with orientation since it seems to be pretty broad with the exemptions. I did not include educational planning since we are still defining that, but will likely have a different set of exemption criteria for it.

Any student who is exempt from orientation, assessment, counseling, advising, or student education plan development will still be given the opportunity to participate in these services. Exempt students may be subjected to the loss of priority enrollment as noted in Section 4 below. Information on exemptions and waivers is available on the Assessment Center website, the Schedule of Classes and the College Catalog.

#### **4. Required Institutional Services: (55520)**

All matriculants are required to participate in the following components. Failure to fulfill the required services may result in a hold on a student’s registration enrollment or loss of registration enrollment priority until the services have been completed.

##### a. Orientation (55521)

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

- i. Academic expectations and progress and probation standards
- ii. Maintaining registration enrollment priority
- iii. Prerequisites or co-requisite challenge processes

- iv. Maintaining Board of Governors (BOG) Fee Waiver eligibility
- v. Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed
- vi. Academic calendar and important timelines
- vii. registration enrollment and college fees
- viii. Available education planning services

b. Assessment (55522)

Santa Monica College requires all matriculants to participate in English, ESL and math assessment, prior to enrolling in those classes. Students are exempt from the assessment component if they have relevant assessment results from or have met the course prerequisites at another accredited college. Students may use the assessment score from another college for initial placement recommendation only, provided that an equivalent course can be identified by the department.

c. Educational Planning and other Counseling/Advisement (55523/4)

Santa Monica College requires that all matriculants develop an abbreviated education plan prior to enrollment in their first semester. All matriculants are required to complete a comprehensive education plan after completing 15 units of degree applicable semester units or prior to the end of their 3rd semester.

d. Follow-up Services (55525)

The College shall maintain a follow-up system that ensures regular monitoring for early detection of academic difficulty and provide students with advice or referral to specialized services or curriculum offerings where necessary. Follow-up services shall be targeted to at risk students, specifically students enrolled in basic skills courses, students who have not yet identified an education goal and course of study, or students who are on academic or progress probation or facing dismissal. Santa Monica College will refer students when appropriate to support services and will share information about curriculum offerings. These services include, but are not limited to, academic or progress probation interventions, academic early alert systems, and referral to other support services.

## 5. Accommodations

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

a. Students with Disabilities:

Santa Monica College shall make modifications to the services provided or use alternative tests, methods or procedures to accommodate the needs of students with disabilities. Documentation that an accommodation is needed will be required. Participation in the DSPS program is voluntary and no student may be denied necessary accommodations in the assessment process because he or she chooses not to use specialized services provided by these programs.

b. Extended Opportunity Programs and Services (EOPS):

EOPS is authorized to provide services that are over, above, and in addition to service

otherwise provided to all credit-enrolled students. Participation in EOPS is voluntary and no student may be denied necessary supports because he or she chooses to not use specialized services by this program.

—English Language Learners:

Santa Monica College shall ensure that SSSP services are accessible for English language learners and are appropriate to their needs. Modified or alternative services for limited or non-English-speaking students may be provided in English as a Second Language programs.

**6. Student's Rights and Responsibilities: (55530)**

**a. All students shall be required to:**

- i. identify an education and career goal by the 15th unit of degree applicable units or prior to the end of the student's third semester. Failure to fulfill the required services may result in a hold on a student's registration enrollment or loss of registration enrollment priority until the services have been completed.**
- ii. diligently engage in course activities and complete assigned coursework; and**
- iii. complete courses and maintain progress toward an education goal and completing a course of study.**

**b. Nonexempt first time students, prior to their first enrollment, shall be required to:**

- i. identify a course of study;**
- ii. be assessed to determine appropriate course placement;**
- iii. complete online orientation;**
- iv. participate in counseling or another educational planning service to develop, at a minimum, an abbreviated student education plan. When a student would like to revise or alter their official educational plan on record, they must meet with a counselor. Failure to fulfill the required services may result in a hold on a student's registration enrollment or loss of registration enrollment priority until the services have been completed.**

**c. Student Follow-Up**

Santa Monica 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.

**i. Probationary Students:**

Santa Monica College requires students who are placed on academic and/or progress probation to enroll in a limited unit load and are expected to meet with a counselor to develop intervention strategies and/ or a revised education plan for returning to good standing.

**ii. Disqualified Students:**

Santa Monica College requires students who have been disqualified to meet with a counselor, upon returning to the College, to develop intervention strategies and/or a revised education plan for returning to good standing.

iii. Undeclared Students:

Santa Monica College requires matriculants who have not declared educational goals to participate in career or academic selection counseling after completing 15 degree applicable semesters units or prior to the end of their 3rd semester at Santa Monica College.

iv. Students enrolled in basic skills, noncredit programs and English as a Second Language: (55520)

Santa Monica College requires matriculants who are enrolled in basic skills course to plan with their instructors the next courses in the instructional sequence and may see counselors to develop a program for the ensuing semester.

**Commented [T6]:** This is not entirely accurate. We do not require such meeting. We should rephrase.

**7. Program Effectiveness and Improvement**

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

**8. Violations and Appeals (55534)**

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

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

~~1. Student Matriculation Rights~~

~~All students who participate in the matriculation process are entitled to the following:~~

- ~~A. Admission to the College subject to Federal, State of California and Santa Monica College Board of Trustees policies and regulations, and the availability of classes.~~
- ~~B. Information about the SMC campus and its satellite locations, the enrollment process, the matriculation process, and the Santa Monica College Board of Trustees policies relating to students.~~
- ~~C. Access to a matriculation process that will facilitate participation in all components.~~
- ~~D. An English/ESL and/or math assessment instrument approved by the Chancellor's Office of the California Community Colleges.~~



~~E. An English/ESL and/or math assessment recommendation that utilizes information and advisement based upon multiple measures.~~

~~F. Counseling assistance in the selection and enrollment of approved student classes.~~

~~G. Information about special programs, prerequisites, corequisites, advisories, and procedures.~~

~~H. Information and referrals regarding Santa Monica College student support services, such as financial aid.~~

~~I. Follow up counseling services to enhance academic and personal performances and identify skill deficiencies that impact their academic performances.~~

~~J. Matriculation services for ethnic, language minority students and students with disabilities appropriate to their needs, and where necessary, modifications in the matriculation process or use of alternative instruments and/or methods or procedures to accommodate the needs of these students.~~

## 2. General Student Matriculation Responsibilities

~~All students are responsible for the following:~~

~~A. Declaring specific educational goals no later than the semester before attempting their 16th unit of credit at Santa Monica College.~~

~~B. Meeting with a counselor within 90 days of declaring their educational goals to develop educational plans that shall include (a) the courses required to meet the matriculants' educational goals and (b) any special programs and/or student services that would support the attainment of those educational goals.~~

~~C. Attending class and completing assigned course work.~~

~~D. Completing courses and pursuing educational plans to reach their academic or career goals.~~

~~E. Meeting with counselors whenever there is a change in their existing educational plans and creating revised educational plans consistent with their new academic or career goals.~~

## 3. Special Matriculation Responsibilities

~~Matriculants have the following responsibilities in order to ensure that they achieve their educational and personal goals:~~

~~A. Probationary students—Santa Monica College requires students who are placed on academic and/or progress probation (as stated in SMC Board Policies) to develop contracts with counselors for returning to good standing.~~

~~B. Undeclared Students—Santa Monica College requires matriculants who have not declared educational goals to participate in career or academic selection~~

counseling no later than the semester before attempting their 16th unit of credit at Santa Monica College.

- C. Students Enrolled in Pre-College Courses—Santa Monica College requires matriculants who are enrolled in pre-college courses to plan with their instructors the next courses in the instructional sequence and to see counselors to develop a program for the ensuing semester.

#### 4. Matriculants (Deferred)

Students who have had prior college experience and/or who do not plan to transfer or complete an occupational course of study, may opt to defer their matriculation process until the semester before attempting their 16th unit of credit at Santa Monica College, at which time they become matriculants. Information on exemptions and waivers is available in the *Assessment Brochure*, the *Schedule of Classes* and the college website.

Deferred matriculants shall:

- A. Complete the admissions component;
- B. Be given orientation materials at the time of application submission;
- C. Be exempt from English or ESL and math assessment unless they plan to take English/ESL or math classes;
- D. Be permitted to participate in counseling and advisement.

#### 5. Matriculation Components and Participation

All students will participate in the matriculation process unless specifically exempted from selected components of the process. The matriculation components shall consist of admission, orientation, assessment, counseling/advisement, and follow-up. All students shall complete the admissions component regardless of their matriculation status. All students enrolled in graded classes shall be included in the follow-up component.

All matriculants are required to participate in the following components:

- A. English, ESL or math assessment, prior to enrolling in those classes.
- B. Orientation

Santa Monica College requires all matriculants to participate in the orientation component.

Matriculants are exempt from the orientation component if they

- (1) have completed an AA Degree or higher, or

- ~~(2) — are enrolled only in ungraded classes, or~~
- ~~(3) — are high school students enrolled only in advanced placement classes, or~~
- ~~(4) — are enrolled only in not-for-credit classes, or~~
- ~~(5) — have previously attended SMC and are returning after discontinued enrollment for no more than one semester.~~

~~C. — Assessment~~

~~Santa Monica College requires all matriculants to participate in English, ESL or math assessment, prior to enrolling in those classes. Students are exempt from the assessment component if they have assessment results from or have met the course prerequisites at another accredited college. Students may use an assessment score from another college for initial placement recommendation only, provided that an equivalent course can be identified by the department.~~

~~D. — Counseling and Advisement~~

~~Santa Monica College requires that all matriculants update their student educational plans with their counselors no later than the semester before attempting their 16th unit of credit.~~

~~E. — Follow-up~~

~~The College shall maintain a follow-up system that ensures regular monitoring for early detection of academic difficulty.~~

6. Prerequisite Challenges

~~— See SMC Board of Trustees Policy Section 5120 on Prerequisites/Corequisites.~~

7. Student Matriculation Complaints

~~Formal written complaints about the matriculation process may be filed with the administrator in charge of matriculation. These complaint forms can be obtained from the Matriculation Office. Records of all such written complaints shall be retained in the matriculation administrator's office for at least 3 years after the complaint has been resolved and shall be subject to review by the Chancellor as part of the statewide evaluation required under Section 55512 of Title 5.~~

Reference: California Code of Regulations, Title 5, Sections 55500 ~~—~~ 55534, 55532  
55502, 55510, 55511, 55512, 55516, 55518, 55520, 55521, 55522, 55523, 55524, 55525, 55526,  
55530, 55531, 55532, 55534

*Reviewed and/or Updated: 4/29/03*

**§ 55500. Scope and Intent.**

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

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

**§ 55502. Definitions.**

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

(a) "Assessment for placement" hereinafter referred to as "assessment" is the process of gathering information about individual students in order to identify their skill level and appropriately direct them to courses for which they are prepared. Information used in the assessment process may include, but is not limited to, information regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment involves the collection of such information for purposes of course placement.

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

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

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

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

demonstrating that the assessment test or other measure is a valid and reliable predictor of performance in the relevant educational setting.

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

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

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

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

(j) "Orientation" is a process that acquaints students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information pursuant to section 55521.

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

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

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

(1) a description of the methods by which required services identified in section 55520 will be delivered;

(2) a description of the college's process to identify students at risk for academic or progress probation and the college's plan for referral to appropriate interventions or services and coordination with the college's development of its student equity plan.

(3) a description of partnerships among colleges and with high school districts, workforce agencies, or other community partners to deliver required services pursuant to 55520.

(4) the college's budget for services funded through the Student Success and Support Program;

(5) plans for professional development related to implementation of the Student Success and Support Program;

(6) a description of the technology support and institutional research necessary to implement this subchapter;

(7) a description of the college's adopted criteria for exempting students from participation in the required services listed in section 55520 consistent with the requirements of section 55532;

(8) a description of the college's assessment for placement process, including but not limited to:

(A) a list of any assessment test(s) and other measures used for English, mathematics, and English as a Second Language course placement pursuant to section 55522.

(B) a description of the college's policy on the portability of student assessment scores and placement results for colleges outside the district and for colleges within a multi-college district.

(C) a description of the college's assessment procedures on pre-test practice, re-take, and recency.

(9) a description of policies for establishing and periodically reviewing prerequisites pursuant to section 55003 and considering student challenges to prerequisites established pursuant to section 55003; and

(10) a description of the college's student appeal policies and procedures related to the Student Success and Support Program; and

(11) in districts with more than one college, arrangements for coordination of the Student Success and Support Program plans of its various colleges.

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

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

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

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

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

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

**55512. Program Effectiveness and Improvement.**

(a) Each district or college shall establish a program of institutional research for the ongoing evaluation of the services funded through the Student Success and Support Program. Colleges shall use the results of its institutional research as a basis to continuously improve services to students.

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

**55516. Professional Development.**

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

**55518. Funding.**

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

(b) Each dollar of state credit Student Success and Support Program funding shall be matched by three dollars of other district resources devoted to the Student Success and Support Program.

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

**55520. Required Services.**

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

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

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

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

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

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

(f) referral of students to:

(1) support services that may be available, including, but not limited to, counseling, financial aid, health and mental health services, campus employment placement services, Extended Opportunity Programs and Services, campus child care services, tutorial services, foster youth support services, veterans support services, and Disabled Students Programs and Services; and

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

**55521. Orientation.**



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

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612.
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services.
- (9) Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students.

**55522. Assessment.**

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

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

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

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

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

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

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

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

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

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

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

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

- (1) the district complies with all other provisions of this subchapter;
- (2) the assessment test or other measures are used in conjunction with other assessment test, methods, or procedures to select students for enrollment in the nursing program; and
- (3) the Chancellor has determined that the assessment test predicts likelihood of success in nursing programs, has approved use of the assessment test for that purpose and has established statewide proficiency cut-off scores for that test pursuant to Education Code section 78261.

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

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

- (1) Assistance to students in the exploration of education and career interests and aptitudes and identification of an education and career goal and course of study, including, but not limited to, preparation for transfer, associate degrees, and career technical education certificates and licenses.
- (2) The provision of information, guided by sound counseling principles and practices, using a broad array of delivery, including technology-based strategies, to serve a continuum of student needs and abilities to enable students to make informed choices.
- (3) Development of an education plan to accomplish a course of study related to a student's education and career goals.

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

- (1) ensure that all nonexempt students who are on academic or progress probation or facing dismissal participate in counseling as provided in section 55023;
- (2) ensure that all nonexempt students who do not have a course of study participate in counseling, advising, or other education planning services to assist them in the process of selecting an education goal and course of study pursuant to section 55530;
- (3) ensure that all nonexempt students who are enrolled in nondegree-applicable basic skills courses participate in counseling, advising, or other education planning services; and
- (4) ensure all nonexempt students described in (b)(1), (b)(2), and (b)(3) receive counseling services, pursuant to section 51018.

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

**55524. Student Education Plan.**

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

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

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

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

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

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

(e) If a student believes the district or college has failed to make good faith efforts to develop a plan, has failed to provide programs and services specified in the student education plan, or has otherwise

violated the requirements of this section, the student may file a complaint pursuant to section 55534(a).

**55525. Student Follow-up.**

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

**55526. Accommodations.**

(a) Student Success and Support Program services for students with disabilities shall be appropriate to their needs, and colleges shall, where necessary, make modifications to the services provided or use alternative tests, methods, or procedures to accommodate the needs of such students. Colleges may require students requesting such accommodations to provide proof of need. Disabled Students Programs and Services (DSPS) is authorized, consistent with the provisions of subchapter 1 (commencing with section 56000), to provide specialized services and modified or alternative services as identified in 55520. Notwithstanding this authorization, participation in the DSPS program is voluntary and no student may be denied necessary accommodations in the assessment process because he or she chooses not to use specialized services provided by these programs.

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

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

**55530. Student Rights and Responsibilities.**

(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.

**55531. Institutional Responsibilities.**

(a) The governing board of each community college district shall adopt policies reflecting the provisions of section 55530, Student Rights and Responsibilities. Colleges shall take steps to ensure that information regarding its matriculation policies are accessible and available to all students during or prior to enrollment (e.g., during orientation) and are included in class schedules, catalogs, or other appropriate communications describing student rights and responsibilities under this subchapter.

(b) Once the student has identified a course of study and completed 15 semester units or 22 quarter units of degree applicable course work, the college must provide the student with an opportunity to develop a comprehensive student education plan pursuant to section 55524 within a reasonable time period. Student responsibilities shall also be identified in the student's education plan developed pursuant to section 55524.

(c) Colleges are required to provide nonexempt students with the services specified in sections 55520, 55521, 55522, 55523, and 55524. Initial implementation of these services is required for first time students identified in section 55530(b) by the fall 2015 term. Beginning with the spring 2015 term, districts shall notify students of the requirements established by this subchapter.

(d) Districts may establish a policy providing that a nonexempt student will have a hold placed on registration or lose registration priority pursuant to section 58108 if a student fails to fulfill the responsibilities set forth in section 55530(b) and (c).

(e) Districts and colleges shall make reasonable efforts to avoid duplication of the orientation, assessment, counseling, advising, or other education planning services, and development of student education plans funded through this subchapter or funded through other programs.

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

**55532. Exemptions.**

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

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

(1) has completed an associate degree or higher;

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

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

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

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

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

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

**55534. Violations and Appeals.**

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

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