

AR 5050 STUDENT SUCCESS AND SUPPORT PROGRAM (NEW)

NOTE: *This procedure is **legally required**. Local practice may be inserted below. The following is provided as an illustrative model.*

NOTE: *The California Community Colleges Chancellor's Office is working on streamlining the reporting requirements for the Student Success and Support Program along with other programs. One change has been to submit information related to the Student Success and Support Program to the California Community Colleges Chancellor's Office as part of an "Integrated Plan." However, because Title 5 Regulations addressing Student Success and Support Programs have not been repealed, districts are still required to comply with the Student Success and Support Program requirements.*

The Student Success and Support Programs shall identify and work to close opportunity gaps that impact student success and improve the District's commitment to diversity, equity, and inclusion to better support student success. 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.

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

- identify an educational or career goal;
- identify a course of study;
- complete assessment to determine appropriate course placement;
- complete orientation;
- develop a student educational plan;
- to the maximum extent possible, complete a student educational plan no later than the end of the student's first academic year or sooner;
- engage in course activities and complete assigned coursework; and
- complete courses and maintain progress toward an educational goal.

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

- Orientation on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters
- Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
 - Administration of assessment instruments to determine student competency in computational and language skills
 - Assistance to students in the identification of aptitudes, interests, and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and vocational certificates and licenses
 - Evaluation of student study and learning skills
 - Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; mental health services; campus employment placement services; extended opportunity programs and services; campus child care; service programs that teach English as a second language; and disabled student services
 - Advisement concerning course selection
 - Follow-up services and required counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic notice.

The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

NOTE: The following language is legally advised if the District receives funding from the Student Equity and Achievement Program.

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

- Inform students of their rights to access transfer-level coursework in English, mathematics, credit English as a Second Language and of the multiple measures

placement policies or other college placement processes including the availability of challenge processes;

- Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;
- Provide annual reports to the California Community Colleges Chancellor's Office in a manner and form described by the California Community Colleges Chancellor's Office; and
- Publicly post the college's placement results, including the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity.

Mathematics, Engineering, Science Achievement (MESA) Program

The District shall operate a Mathematics, Engineering, Science Achievement (MESA) program consistent with Title 5 regulations.

References:

Education Code Sections 78210 et seq. and 88682;
Title 5 Sections 55500 et seq. and 56300 et. seq.;

Approved:

78100. Library Services [78100 - 78103]

The governing board of each community college district shall provide library services for the students and faculty of the district by establishing and maintaining community college libraries or by contractual arrangements with another public agency.

78101.

The board of governors shall adopt standards, rules, and regulations for community college library services.

78103.

The libraries shall be open for the use of the faculty and the students of the community college district during the day. In addition, the libraries may be open at other hours, including evenings and Saturdays, as the governing board may determine. Libraries open to serve students during evening and Saturday hours shall be under the supervision of academic personnel.

78210. Student Matriculation [78210 - 78219]

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

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.

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.

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.

Note: See provision in Section 78218 making operation contingent upon funding.)

78212.5.

It is the intent of the Legislature that, pursuant to Sections 78213 and 78213.1, all of the following are satisfied:

(a) All United States high school graduate students and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the California Community Colleges, shall be directly placed into, and, when beginning coursework in English or mathematics, shall be enrolled in, transfer-level English and mathematics courses if their program requires mathematics or English.

(b) California community colleges shall place and enroll students into transfer-level mathematics or English coursework that satisfies a requirement of the student's intended certificate or associate degree or a requirement for transfer within their intended major.

(c) When the California State University and University of California systems require mathematics or English prerequisites, both of the following apply:

(1) Community colleges shall determine the methods of fulfilling the prerequisite, whether it be through high school coursework, completion of corequisite coursework or concurrent support activity, credit by examination, credit for prior learning, or multiple measures placement into, or completion of, a course with the same or higher prerequisite.

(2) The California State University shall, and the University of California is requested to, work collaboratively with the California Community Colleges to maintain articulation of courses successfully completed at the California Community Colleges.

(d) California community colleges create the largest opportunities possible for access to transfer-level courses, ensure the greatest enrollment possible into those courses, and provide students the support they need to perform well and be successful in completing those courses.

(e) In order to protect the rights of students with disabilities to fully benefit from participation in postsecondary educational programs, students with documented disabilities shall retain access to educational assistance classes, as described in Section 56028 of Title 5 of the California Code of Regulations, that are offered to students who otherwise would not be able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.

(f) Notwithstanding this article, community colleges remain responsible for implementing state and federal laws pertaining to funding and providing services to students with disabilities, including, but not limited to, Chapter 14 (commencing with Section 67300) of Part 40 of Division 5, the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 701 et seq.), as amended, and the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), as amended.

Note: See provision in Section 78218 making operation contingent upon funding.)

78213.

(a) A community college district or community college shall not 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.

(b) The board of governors shall review all assessment instruments and shall consider for approval those that meet all of the following requirements:

(1) Assessment instruments shall meet established standards of validity and reliability.

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

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

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

(c) (1) A community college district or community college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the English and mathematics course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

(2) Community colleges shall use, in the placement and enrollment of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:

(A) High school coursework.

(B) High school grades.

(C) High school grade point average.

(3) When using multiple measures, colleges shall apply multiple measures in the placement and enrollment of all students in such a manner that all of the following occur:

(A) Low performance on one measure shall be offset by a higher performance on another measure.

(B) Multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it.

(C) Any one measure may demonstrate a student's preparedness for transfer-level coursework.

(D) The multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning.

(E) The multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

(4) For the purposes of this subdivision, using high school grade point average as a composite of student performance over multiple years of high school coursework is a sufficient use of multiple evidence-based measures.

(5) Community colleges shall use multiple evidence-based measures for placing students into English-as-a-second-language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.

(6) High school transcript data shall be used as the primary means for determining placement in English and mathematics courses. When high school transcript data is difficult to obtain, logistically problematic to use, or not available, a community college district or community college shall use self-reported high school information.

(7) (A) For students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information, community colleges may use guided placement or self-placement.

(B) The placement and enrollment resulting from the guided or self-placement method shall maximize the probability that students enter and complete transfer-level mathematics and English coursework that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

(C) A community college may use guided placement or self-placement to direct English language learners who are not United States high school graduates into credit ESL programs and shall maximize the probability that students in credit ESL programs enter and complete transfer-level English within a timeframe of three years.

(D) District placement methods based upon guided placement, including self-placement, shall not do either of the following:

(i) Incorporate sample problems, assignments, assessment instruments, or tests, including those designed for skill assessment.

(ii) Request students to solve problems, answer curricular questions, present demonstrations and examples of coursework designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

(8) The board of governors shall establish regulations governing the use of these and other measures, instruments, and placement models to ensure that the measures, instruments, and placement models selected by a community college demonstrate that they guide English and mathematics placements and enrollment to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major within a one-year timeframe and credit ESL students will complete transfer-level coursework in English within a timeframe of three years.

(9) A community college district or community college shall maximize the probability that a student will enter and complete college-level coursework in English and mathematics within a one-year timeframe that for students who seek a goal other than transfer, and who are in certificate or degree programs with specific mathematics and English requirements, as determined by the program's advisory board or accrediting body, that cannot be met with transfer-level coursework.

(10) Programs without mathematics or English requirements are exempt from this subdivision.

(d) A community college district or community college shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless both of the following are true:

(1) The student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework.

(2) The enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for credit ESL students, completing transfer-level coursework in English within a three-year timeframe.

(e) (1) By July 1, 2023, if a community college places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the community college shall show both of the following to verify the benefit of the coursework to students:

(A) The student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

(B) The enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.

(2) If the benefit of the coursework, as described in paragraph (1), is not verified, the college shall not recommend or require students to enroll in that course after July 1, 2024, and shall notify students who continue to enroll in the course that it is optional and does not improve their chances of completing subsequent coursework that satisfies a requirement for their intended certificate or associate degree, or a requirement for transfer within their intended major.

(f) (1) By July 1, 2024, for calculus-based associate degrees or transfer majors in science, technology, engineering, and mathematics (STEM), community colleges shall examine the impact of placing and enrolling students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, in order to verify the benefit of the coursework to students by showing all of the following:

(A) The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation.

(B) The enrollment will improve the student's probability of completing the first STEM calculus course.

(C) The enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

(2) If the benefit of the coursework, as described in paragraph (1), is not verified, the college shall not recommend or require students to enroll in that course after July 1, 2025, and shall notify students who continue to enroll in the course that it is optional and does not improve their chances of completing calculus for their STEM program.

(g) Community colleges are encouraged to explore the impact of concurrent support for the first STEM calculus course as an alternative to transfer-level preparatory courses that are not part of the STEM degree or transfer coursework for the STEM major.

(h) By July 1, 2023, a community college district or community college, when considering the placement and enrollment of a student into transfer-level English and mathematics, shall not rely upon any of the following as a justification for placing and enrolling a student into pretransfer-level mathematics or English coursework or into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's

intended certificate or associate degree, or a requirement for transfer within the intended major:

(1) The length of time between a student's enrollment date at the community college and the student's high school graduation date.

(2) Whether the student belongs to a special population, including, but not limited to, foster youth, veterans, economically disadvantaged students or those students who participate in extended opportunity programs and services, participants in disability services and programs for students, and students in Umoja, Puente, or Mathematics, Engineering, Science Achievement (MESA) programs.

(3) Whether the student can provide a high school transcript, self-reports high school information, or uses self-placement or guided placement.

(i) (1) By July 1, 2023, all United States high school graduates, and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the California Community Colleges, shall be directly placed into, and, when beginning coursework in English or mathematics, enrolled in, transfer-level English and mathematics courses.

(2) If the student has a declared academic goal, the mathematics and English coursework shall satisfy a requirement of the student's intended certificate or associate degree or a requirement for transfer within the intended major.

(3) A community college shall not require students to repeat coursework that they have successfully completed in high school or college or take coursework that repeats competencies that the student has demonstrated through other methods of credit for prior learning.

(4) A community college shall not enroll into noncredit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer-level English and mathematics coursework as described in paragraph (1) of subdivision (c).

(j) The following are exceptions to transfer-level placement and enrollment into mathematics and English coursework, as described in subdivision (i):

(1) Students who have not graduated from a United States high school or been issued a high school equivalency certificate.

- (2) Students enrolled in a certificate program without English or mathematics requirements.
- (3) Students enrolled in a noncredit ESL course who have not graduated from a United States high school or been issued a high school equivalency certificate.
- (4) Students with documented disabilities in educational assistance classes, as described in Section 56028 of Title 5 of the California Code of Regulations, who are otherwise not able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.
- (5) Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate.
- (6) Students enrolled in adult education programs who are enrolled in coursework other than mathematics or English.
- (7) Current high school students in dual enrollment or taking courses not available in their local high school.
- (8) The community college has provided local research and data pursuant to subdivisions (e) and (f) to verify the benefit of the placement and enrollment into transfer-level coursework that does not satisfy a requirement for the intended certificate or associate degree or a requirement for transfer within the intended major.
- (9) College-level placement and enrollment in lieu of transfer-level placement and enrollment may occur for:
 - (A) Students in career technical programs seeking a certificate or associate degree with specific requirements, as dictated by the program's advisory or accrediting body, that cannot be satisfied with transfer-level coursework
 - (B) Specific subgroups of students for whom a community college district or community college has provided local research and data meeting the evidence standards pursuant to subdivisions (e) and (f) that allow for the placement and enrollment of the student subgroup into pretransfer-level mathematics or English coursework.
 - (k) (1) For students who need or desire extra academic support when enrolled in transfer-level mathematics or English coursework, community colleges shall provide access to tutoring, support-enhanced transfer-level mathematics and English courses, concurrent low-unit credit or similar contact hour noncredit corequisite coursework for transfer-level mathematics and English, or other academic supports.

(2) A community college may require students to enroll in additional concurrent support, including additional language support for ESL students, during the same term that they take a transfer-level English or mathematics course, if it is determined that the support will increase the student's likelihood of passing the transfer-level English or mathematics course.

(3) Nothing in this subdivision shall be construed as limiting student access to additional concurrent support nor requiring students to enroll into concurrent supports.

(l) The Chancellor's Office of the California Community Colleges may require a community college or community college district to change or adopt a placement policy or practice identified by the chancellor's office to ensure that a community college or community college district's placement and enrollment of students into mathematics, English, and ESL is consistent with the requirements of this section.

(m) Nothing in this section is meant to add mathematics and English requirements to certificate programs that do not have mathematics or English requirements.

(n) For purposes of this section, the following definitions apply:

(1) "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.

(2) "Pretransfer level," with respect to courses, includes basic skills, remedial, and college-level courses.

(3) "Transfer-level written communication" and "transfer-level quantitative reasoning" have the same meaning as transfer-level English and transfer-level mathematics, respectively.

Note: See provision in Section 78218 making operation contingent upon funding.)

78213.1.

(a) Beginning July 1, 2023, the Chancellor's Office of the California Community Colleges shall make available on its internet website a dashboard containing multiyear data, beginning from 2015. The dashboard shall be updated annually pursuant to subdivision (b) and shall contain data submitted to the chancellor's office by community colleges on

student progression and completion of transfer-level English, mathematics, and ESL courses, disaggregated by community college and by all the following:

- (1) Age group.
- (2) Whether the student received corequisite support.
- (3) Receipt of disability services and programs for students.
- (4) Receipt of extended opportunity programs and services.
- (5) Ethnicity.
- (6) Foster youth status.
- (7) Gender.
- (8) Discipline–relevant high school performance bands.
- (9) Mathematics, Engineering, Science Achievement (MESA) program students.
- (10) Puente students.
- (11) Umoja students.
- (12) Veteran status.

(b) Beginning on December 1, 2024, and annually thereafter, the chancellor’s office shall update the dashboard, as established in subdivision (a), and inform the Assembly Committee on Higher Education, the Assembly Budget Subcommittee on Education Finance, the Senate Committee on Education, and the Senate Budget and Fiscal Review Subcommittee on Education of the update.

Note: See provision in Section 78218 making operation contingent upon funding.)

78213.2.

(a) As used in this section, the following definitions apply:

- (1) “Chancellor’s office” means the office of the Chancellor of the California Community Colleges.
- (2) “Community college” means a college of the California Community Colleges system or a community college district that maintains the college.
- (3) “Concurrent supports” includes, but is not limited to, corequisite courses, support-enhanced transfer-level mathematics or English courses, supervised tutoring, embedded

tutoring, coteaching courses, tutoring, or any other academic supports offered by a community college.

(4) “Equitable placement and completion policies and practices” means the placement and completion policies and practices described in Section 78213.

(5) “Program” means the California Community College Equitable Placement and Completion Grant Program established pursuant to this section.

(b) (1) The California Community College Equitable Placement and Completion Grant Program is hereby established under the administration of the chancellor’s office. Grants awarded to community colleges pursuant to this section are intended to ensure the implementation of equitable placement and completion policies and practices.

(2) The chancellor’s office shall distribute grants to community colleges that satisfy the requirements of this section, and any programmatic criteria and administrative guidelines developed by the chancellor’s office to implement the program.

(c) The chancellor’s office shall award grants to community colleges from the funds described in paragraph (2) of subdivision (b) as follows:

(1) Thirty-four percent of funds as a base allocation to all community colleges.

(2) Thirty-three percent of funds to community colleges with below average enrollment in transfer-level mathematics or English courses.

(3) Thirty-three percent of these funds shall be awarded to community colleges with below average success rates of students successfully completing transfer-level mathematics or English courses within one year of their first attempt in the discipline.

(d) Before the chancellor’s office may award a grant to a community college, the college shall demonstrate its commitment to implement equitable placement and completion policies and practices by submitting a detailed plan, on or before May 1, 2023, documenting changes in placement practices and curricular structures that the college will implement to reach the goal of full implementation of Sections 78212 and 78213.

(e) A community college may use the grant to implement equitable placement and completion policies and practices for limited-term purposes, including, but not limited to, any or any combination of the following:

(1) Faculty release time to design, implement, and evaluate corequisite transfer-level mathematics/quantitative reasoning and English courses at scale.

- (2) Professional development for faculty, including subject pedagogy, classroom climate, and corequisite implementation, including evaluation and iterative improvement of the effectiveness of the professional development.
- (3) Creation, implementation, and evaluation of concurrent supports or support services to increase throughput rates for transfer-level mathematics/quantitative reasoning and English courses.
- (4) Faculty release time to redesign, implement, and evaluate certificate and associate degree pathways to ensure mathematics/quantitative reasoning and English courses associated with the pathways are transfer-level courses.
- (5) Any other services suggested by community colleges and approved by the chancellor's office for which there is evidence of their likelihood of improving the successful completion of transfer-level mathematics/quantitative reasoning and English courses by students within a one year timeframe of their initial attempt in the discipline.
- (f) A community college that receives the grant shall use 10 percent of their grant for professional development in inclusive teaching practices and subject pedagogy. All faculty are encouraged to attend the professional development and it is the Legislature's intent for community colleges to require faculty who teach remedial mathematics/quantitative reasoning or English to attend the professional development courses offered pursuant to this subdivision.
- (g) (1) The chancellor's office shall report to the Director of Finance and the Legislature, pursuant to Section 9795 of the Government Code, as follows:
- (A) On or before September 1, 2023, a summary of the plans received by the chancellor's office pursuant to subdivision (d).
- (B) On or before July 1, 2025, provide an updated summary of each community colleges' progress in implementing its plan developed pursuant to subdivision (d).
- (C) On or before July 1, 2027, provide an additional updated summary of each community colleges' progress in implementing its plan developed pursuant to subdivision (d).
- (2) Each report submitted pursuant to paragraph (1) may include recommendations on any statutory or regulatory changes necessary to improve the ability of community colleges to implement their locally developed guided pathways programs.

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.

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.

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.

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. (SB 1456) 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.

78220. Student Equity Plans [78220 - 78222]

(a) As a condition for receiving Student Success and Support Program funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan that includes all of the following for each community college in the community college district:

(1) Campus-based research, as to the extent of student equity by gender and for each of the following categories of students, that uses the methodology established pursuant to subdivision (d) of Section 78221:

(A) Current or former foster youth.

(B) Students with disabilities.

(C) Low-income students.

(D) Veterans.

(E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

(i) American Indian or Alaska Native.

(ii) Asian.

(iii) Black or African American.

(iv) Hispanic or Latino.

(v) Native Hawaiian or other Pacific Islander.

(vi) White.

(vii) Some other race.

(viii) More than one race.

(F) Homeless students.

(G) Lesbian, gay, bisexual, or transgender students.

(H) Additional categories of students determined by the governing board of the community college district.

(2) To the extent that student data described in paragraph (1) has been collected, the office of the Chancellor of the California Community Colleges shall make the data available to community college districts for determining student equity and disproportionate impact.

(3) Goals for access and retention, degree and certificate completion, English as a Second Language and foundational skills, completion, and transfer for the overall student population and for each population group of high-need or disadvantaged students, and a determination of what activities are most likely to effectively meet those goals.

(4) Whether significant underrepresentation is found to exist pursuant to paragraphs (1) and (3), based on the methodology established pursuant to subdivision (d) of Section 78221, measures for addressing the disparities in those areas, implementation activities designed to attain the goals specified in paragraph (3), including, but not limited to, the adoption of evidence-based models of remediation, implementation of placement and enrollment policies that more accurately predict student success and identify students' pretransfer needs, and a means of coordinating with, at a minimum, the following student equity-related categorical programs or campus-based programs:

(A) Students with disabilities.

(B) Extended Opportunity Programs and Services and Special Services.

(C) Fund for Student Success.

(D) Student Success and Support Program.

(E) Programs for foster youth.

(F) Programs for veterans.

(G) Special Services for CalWORKs Recipients.

(H) Student Financial Aid Administration.

(I) Student Success for Basic Skills Students.

(5) Sources of funds for the activities in the plan.

(6) A schedule and process for evaluation.

(7) An executive summary that includes, at a minimum, the student groups for whom goals have been set, the goals, the initiatives that the community college or community college district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the community college district official to contact for further information. Commencing with the 2016–17 academic year, the executive summary shall also include a detailed accounting of how funding was expended and an assessment of the progress made in achieving the identified goals.

(8) A description of the active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b), in developing the student equity plan.

(b) Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community.

(c) The plan shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges on or before January 1, 2015, who shall publish all executive summaries, sending copies to the appropriate policy and budget committees of the Legislature, the Department of Finance, every community college and community college district, each consultation group identified in subdivision (b) that so requests, and additional individuals and organizations as deemed appropriate.

(d) The plan shall be updated every three academic years and plan updates shall be submitted to the Chancellor of the California Community Colleges for publication and distribution as provided for in subdivision (c).

(e) (1) Funding included in the Budget Act for the Student Equity and Achievement Program may be used for the provision of emergency student financial assistance to help an eligible student overcome unforeseen financial challenges that would directly impact the student's ability to persist in the student's course of study. These challenges include, but are not limited to, the immediate need for shelter or food. Each community college district and

campus is encouraged to consider the unique characteristics of its student body in developing specific guidelines for further defining what constitutes an unforeseen financial challenge for its students.

(2) In order for emergency student financial assistance to be an allowable use of Student Equity and Achievement Program funds, emergency student financial assistance shall be included in the institution's plan for interventions to students.

(3) For purposes of this subdivision, the following terms are defined as follows:

(A) "Eligible student" means a student who has experienced an unforeseen financial challenge, who is making satisfactory academic progress, as defined by the college the student attends, and who is at risk of not persisting in the student's course of study due to the unforeseen financial challenge. For purposes of this paragraph, the definition of satisfactory academic progress used by the community college shall provide that homelessness, as defined as a "homeless individual" within the meaning of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11302(a)), or as defined as a "homeless child or youth," as defined in subsection (2) of Section 725 of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a(2)), is an extenuating circumstance for students who are otherwise unable to meet the requirements deemed to constitute "satisfactory academic progress" at that community college, and that extenuating circumstance may be considered by the institution to alter or excuse compliance with those progress requirements.

(B) "Emergency student financial assistance" means financial support to assist a student to overcome unforeseen financial challenges, including, but not limited to, direct aid in the form of emergency grants, housing and food assistance, textbook grants, and transportation assistance, so that the student can continue the student's course of study.

78221.

The Chancellor of the California Community Colleges shall allocate funds provided for purposes of successfully implementing the activities and goals specified in the student equity plans adopted pursuant to Section 78220, consistent with all of the following:

(a) The chancellor shall ensure a community college district has submitted a student equity plan that is consistent with Section 78220. For purposes of allocating funding appropriated in the 2014–15 Budget Act, a community college district that has not submitted a student equity plan shall provide the chancellor with an outline for the community college district's completion of the student equity plan on or before January 1, 2015.

(b) The chancellor shall ensure that community college districts that serve greater populations of students who are high-need students or disadvantaged students receive greater resources to provide services to students, consistent with the goals and activities specified in their student equity plans.

(c) The chancellor shall establish criteria for calculating the number of high-need and disadvantaged students in a community college district. For purposes of this article, “high-need students” mean students who have an expected family contribution, as defined in subdivision (g) of Section 69432.7, at any time during those students’ matriculation at the institution, that would qualify those students to receive federal Pell Grants and students from ZIP Codes in the bottom two quintiles of college attainment. The calculation of a student’s expected family contribution shall be based on the Free Application for Federal Student Aid (FAFSA) application or an application determined by the California Student Aid Commission to be equivalent to the FAFSA application submitted by that student. For purposes of this article, the determination of who are “disadvantaged” students shall take into account the college participation rate of the college-aged population of, and the socioeconomic status of, a community college district population.

(d) The chancellor shall establish a standard methodology, including guidelines, for measurement of student equity and disproportionate impact for disaggregated subgroups of the student population of the California Community Colleges. The chancellor shall establish the methodology for use in the student equity plans of community college districts.

(e) (1) The chancellor shall, consistent with the goal of eliminating any achievement disparities that are identified pursuant to the requirements of Section 78220, provide guidance to community college districts regarding expenditures and activities to ensure that funding is used to support evidence-based practices to implement student equity plan goals and coordinate services for the targeted student populations through evidence-based practices.

(2) (A) On or before March 15, 2016, and, except as provided in subparagraph (B), March 15 annually thereafter, the chancellor shall submit a report to the Department of Finance, the Legislative Analyst’s Office, and the appropriate policy and fiscal committees of the Legislature, on the expenditure of funds for purposes of this article during the previous fiscal year.

(B) Beginning in the 2025–26 fiscal year, the chancellor may submit the report described in subparagraph (A) annually, on or before March 1, to the Department of Finance, the

Legislative Analyst's Office, and the appropriate policy and fiscal committees of the Legislature.

78221.5.

As a condition for receiving funding pursuant to the Student Equity and Achievement Program established by Section 78222, a community college shall do all of the following:

(a) (1) Inform students of their rights to access transfer-level coursework and academic credit English as a second language (ESL) coursework, and of the multiple measures placement policies developed by the community college, as provided in Section 78213.

(2) The information described in paragraph (1) shall be communicated in language that is easily understandable, and shall be prominently featured in the community college catalog, orientation materials, information relating to student assessment on the community college's Internet Web site, and any written communication by a college counselor to a student about the student's course placement options.

(b) Annually report both of the following to the chancellor's office in a manner and form prescribed by the chancellor's office, consistent with the requirements of Section 78213:

(1) The community college's placement policies.

(2) (A) The community college's placement results. A community college shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit ESL coursework, disaggregated by race and ethnicity.

(B) For students placed in stand-alone English or mathematics pretransfer-level coursework, a community college district or college shall provide, based on local placement research, an explanation of how effective practices align with the regulations adopted pursuant to Section 78213.

(c) Publicly post its placement results, including the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit ESL coursework, disaggregated by race and ethnicity.

(d) Satisfy the requirements of this section by the implementation date, established by regulation pursuant to subdivision (d) of Section 78213, for purposes of compliance with the requirements of Section 78213.

(e) It is the intent of the Legislature that the chancellor's office shall make data collected pursuant to subdivision (b) publicly available, except for personally identifiable

information, which shall be deemed confidential, by posting the data on the Internet Web site of the chancellor's office or making it publicly available upon request.

78222.

(a) (1) The Student Equity and Achievement Program is hereby established.

(2) It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups by doing all of the following:

(A) Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.

(B) Ensuring students complete their educational goals and a defined course of study.

(C) Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

(b) As a condition of the receipt of funds for purposes of this section, a district shall comply with all of the following:

(1) Maintain a student equity plan pursuant to Section 78220 to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances.

(2) Provide student matriculation services pursuant to Section 78212, including implementation of orientation, counseling and advising, referral to specialized student support services, and other education planning services needed to assist a student in making informed decisions about the student's educational goal and course of study and in developing an education plan. The office of the Chancellor of the California Community Colleges shall establish guidelines on student matriculation services, including, but not limited to, the development of an education plan leading to a course of study.

Notwithstanding any other law, students who are exempted from matriculation services pursuant to Section 78215 are not subject to the requirements of this paragraph.

(3) Adopt and implement placement and enrollment policies consistent with the requirements of Section 78213.

(4) Provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college

certificate, or meet transfer requirements. Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph.

(5) Provide support to, or establish, on-campus food pantries or regular food distributions.

(6) Provide a report to the chancellor's office by January 1 of each year detailing how funding pursuant to this section was expended in the prior fiscal year and for what specific purposes. A district report shall also include an assessment of the progress in advancing the goals identified in paragraph (2) of subdivision (a).

(c) (1) If the total amount of funds appropriated for purposes of this section is equal to or greater than the amount of funds appropriated in the 2017–18 fiscal year for the Student Success and Support Program pursuant to Section 78212, the student equity plans pursuant to Section 78221, and the Student Success for Basic Skills program pursuant to Section 88815, the chancellor shall allocate to each district an amount equal to or greater than the amount allocated in the 2017–18 fiscal year.

(2) If the total amount of funds appropriated for purposes of this section is less than the amount of funds appropriated in the 2017–18 fiscal year for the Student Success and Support Program pursuant to Section 78212, the student equity plans pursuant to Section 78221, and the Student Success for Basic Skills program pursuant to Section 88815, the chancellor shall allocate to each district the pro rata share of the amount appropriated based on the amount allocated to each district in the 2017–18 fiscal year.

(3) The board of governors may require districts or colleges to provide a local fund match for funding appropriated for purposes of this section.

(4) The chancellor shall provide guidance to districts regarding eligible expenditures and activities and integrated planning to ensure funding for the Student Equity and Achievement Program is used to support the goal of eliminating disparities pursuant to paragraph (2) of subdivision (a). It is the intent of the Legislature that colleges prioritize funding for high-need and disadvantaged students, as those terms are defined in subdivision (c) of Section 78221.

(5) (A) The chancellor may allocate up to 5 percent of the total funds appropriated for the purposes of this program for state administrative operations to carry out the intent of this section.

(B) Of the amount allocated pursuant to subparagraph (A), the chancellor shall allocate to a community college district no less than the amount that was provided to a district in the 2017–18 fiscal year pursuant to paragraph (1) of subdivision (b) of Section 88815 to carry

out faculty and staff development to improve curriculum, instruction, student services, and program practices in the areas of foundational skills and English as a second language program.

(6) (A) By April 1 of each year, except as provided in subparagraph (B), the chancellor's office shall submit a systemwide report to the Legislature and Department of Finance that provides a summary of the district reports referenced in paragraph (6) of subdivision (b).

(B) Beginning in the 2025–26 fiscal year, the chancellor's office shall submit the report described in subparagraph (A) annually, on or before March 1, to the Legislature and Department of Finance.

(C) A report to the Legislature pursuant to this paragraph shall be submitted in compliance with Section 9795 of the Government Code.

(d) (1) All districts receiving an allocation of funds pursuant to subdivision (c) shall comply with the requirements of Section 78214. In meeting this requirement, the Student Success and Support Program referenced in Section 78214 means the Student Equity and Achievement Program.

(2) For purposes of Section 87482.3, the Student Success and Support Program means the Student Equity and Achievement Program.

78223. Athletic Programs [78223- 78223.]

The governing board of a community college district may enforce rules and regulations relating to eligibility for and participation in intercollegiate athletics. The rules and regulations may include, but are not limited to, those adopted by a voluntary association, one of whose purposes is to govern intercollegiate athletics among schools and colleges.

78249. Work-Experience Education [78249- 78249.]

(a) Notwithstanding any provisions of this code or the Labor Code to the contrary, the community college district under whose supervision work-experience education, or occupational training classes held in the community, as defined by regulations adopted by the board of governors, are provided shall be considered the employer under Division 4 (commencing with Section 3200) of the Labor Code of persons receiving the training unless the persons during the training are being paid a cash wage or salary by a private employer, or unless the person or firm under whom those persons are receiving work experience or occupational training elects to provide workers' compensation insurance. An apprentice, while attending related and supplemental instruction classes, shall be considered to be in the employ of the apprentice's employer and not subject to this section, unless the apprentice is unemployed. Whenever the work-experience education, or occupational

training classes held in the community, are under the supervision of a regional occupational center or program operated by two or more community college districts pursuant to Section 52301, the district of residence of the persons receiving the training shall be deemed the employer for the purposes of this section.

(b) Sections 1292, 1293, and 1294 of the Labor Code shall not apply to work-experience education programs established pursuant to this article if the work-experience coordinator determines that the students have been sufficiently trained in the employment or work otherwise prohibited, if parental approval is obtained, and the principal or the counselor of the student has determined that the progress of the student toward graduation will not be impaired.

78260. Nursing Faculty [78260- 78260.]

(a) (1) In order to further the state's interests in a major expansion in the number of educated nurses in California, the Legislature finds that it is necessary to ensure a significant expansion in the number of qualified nursing faculty at California Community Colleges. Therefore, the Legislature hereby creates the California Community Colleges Nursing Faculty Recruitment and Retention Program in the Chancellor's Office of the California Community Colleges for purposes of facilitating the recruitment and retention of qualified nursing faculty. The Chancellor of the California Community Colleges shall allocate funds on a competitive grant basis to community college districts that commit to sustained increases in the number of full-time equivalent students taught in the district's nursing programs, as specified by the chancellor, and that also commit to the terms and conditions specified in this section.

(2) It is the intent of the Legislature that the grants awarded under this article should be one-time grants and that the total amount of the funding for this article in any fiscal year should be limited to the amount appropriated for that purpose in the annual Budget Act. The Legislature finds and declares that the initial funding for this article is the appropriation contained in paragraph (30) of subdivision (a) of Section 43 of Chapter 79 of the Statutes of 2006.

(b) (1) (A) The grant amount to each participating district shall be based on the number of full-time faculty at the district who are in their first through fifth year of service as an instructor in a California Community College registered nursing program in the fiscal year for which funds are disbursed. Notwithstanding any other provision of law, a community college district that receives an allocation for the making of grants under this article shall have up to five years to disburse these funds.

(B) Except as provided in paragraph (3), the amount granted to any person under this article shall not exceed a total of twenty thousand dollars (\$20,000) disbursed over a five-year period with a maximum of six thousand dollars (\$6,000) in any one year.

(2) Disbursements under this section shall be based on the following schedule:

(A) Six thousand dollars (\$6,000) for each instructor in his or her first year.

(B) Five thousand dollars (\$5,000) for each instructor in his or her second year.

(C) Four thousand dollars (\$4,000) for each instructor in his or her third year.

(D) Three thousand dollars (\$3,000) for each instructor in his or her fourth year.

(E) Two thousand dollars (\$2,000) for each instructor in his or her fifth year.

(3) Notwithstanding the amounts listed in paragraph (2), the amount granted to a person under this article may be supplemented, in any year of the five-year cycle of disbursements under paragraph (2), by up to one thousand dollars (\$1,000) in local matching funds, plus an equal amount of funds disbursed pursuant to this program.

(4) A person who receives a grant under this article shall not be eligible for participation in the State Nursing Assumption Program of Loans for Education Chapter 3 (commencing with Section 70100) of Part 42.

(c) Each district is authorized, through its shared governance and collective bargaining relationships, to allocate actual payments to faculty in their first through fifth years of service as a nursing instructor on a different basis if the district finds that its ability to recruit and retain nursing faculty is thereby enhanced.

(d) Each district may use a portion of the grant proceeds to offer incentives to either full-time or part-time nursing instructors for the purpose of instruction in clinical settings during weekends and evenings. This subdivision shall not be construed to be limited to faculty in their first through fifth years of service as nursing instructors.

(e) As a condition of receiving grant funds under this article, each district agrees to provide the chancellor with all data requested by the chancellor on the expenditure of funds and program outcomes.

(f) The chancellor shall report annually by March 1 to the Legislature and the Governor on program expenditures and outcomes by participating district and college.

78261. Nursing Students [78261 - 78261.5]

(a) The Legislature finds and declares both of the following:

(1) The Legislature intends to facilitate both the expansion of associate degree nursing programs and the improvement in completion rates in those programs.

(2) The Legislature also intends that community colleges employ nationally recognized diagnostic assessment tools that are aligned with national nursing licensure requirements. Both students and the state benefit when diagnostic assessments are supplemented with educational opportunities to assist students in meeting skill levels.

(b) It is the intent of the Legislature to create a Nursing Enrollment Growth and Retention program in the office of the Chancellor of the California Community Colleges. The purpose of this program shall be to provide grants to community college associate degree of nursing programs that meet either of the following conditions:

(1) The nursing program has low or moderate program attrition levels.

(2) The nursing program provides a comprehensive program of diagnostic assessment, prenursing preparation, and program-based support to students.

(c) (1) It is the intent of the Legislature that this program shall be funded, beginning in the 2006–07 fiscal year, by a redirection of the ten million dollars (\$10,000,000) provided annually pursuant to the Budget Act of 2005, along with an additional investment of two million eight hundred eighty-six thousand dollars (\$2,886,000) annually, for a total program budget of twelve million eight hundred eighty-six thousand dollars (\$12,886,000) annually. Unencumbered funds that were appropriated in the Budget Act of 2005 may be used for capacity building and equipment in the 2006–07 fiscal year.

(2) Up to 3 percent of the funds appropriated for this program may be used for statewide administration, program development, program evaluation, and program accountability. As used in this paragraph, “program development” includes, but is not limited to, activities related to partnerships or collaborations between community colleges and institutions of higher education offering baccalaureate degrees in order to increase the number of students completing bachelor of the science of nursing (BSN), master of the science of nursing (MSN), and master’s entry programs in nursing (MEPN) courses of study.

(d) The Board of Governors of the California Community Colleges may award grants to community college districts with associate degree nursing programs to expand enrollment, reduce program attrition, or both. Funds shall be used only for purposes of expanding enrollment, providing diagnostic assessments, and offering preentry coursework to prospective nursing students and diagnostic assessments and supportive services to enrolled nursing students. For purposes of this section, supportive services include, but are not limited to, tutoring, case management, mentoring, and counseling services. Funds may also be used to develop alternative delivery models such as part-time, evening,

weekend, and summer program offerings. In order to qualify for these funds, a community college associate degree nursing program shall do either of the following:

(1) Have a program attrition rate, as determined by the Board of Registered Nursing's Annual School Report or the Information Program Data System of the chancellor's office, of 15 percent or less for the year before application for funding.

(2) Commit to implement a comprehensive program of diagnostic assessment, prenursing enrollment preparation, and program-based support to enrolled students, as defined in this article.

(e) Notwithstanding Section 78213 or any other law, before awarding any funds to be used for reducing program attrition, the chancellor's office shall do all of the following:

(1) Identify, in collaboration with community college associate degree nursing programs, nationally recognized diagnostic assessment tools that determine the likelihood of academic success in community college registered nursing education programs.

(2) Establish, in collaboration with community college associate degree nursing programs, the systemwide proficiency level necessary for academic success for each diagnostic assessment tool.

(3) Define the kinds of educational and support services that qualify for funding under this program.

(f) As a condition of receiving grants under paragraph (2) of subdivision (d), a community college district shall, at a minimum, do all of the following:

(1) Use diagnostic assessment tools before enrollment to determine readiness for community college associate degree nursing programs.

(2) Offer, or identify, educational preentry coursework, including, but not limited to, tutorials, instructional resources, or noncredit instruction, aligned to the entry level nursing standards and curriculum for students who fail to demonstrate readiness based upon the diagnostic assessment tools.

(3) Provide access to prenursing coursework for all students who do not demonstrate readiness based upon the diagnostic assessment tools.

(4) Require that students demonstrate readiness through the diagnostic assessment or successful completion of the prenursing coursework specified above before commencing the registered nursing program.

(5) Ensure that students that participate in educational preentry coursework in order to demonstrate readiness based upon the diagnostic assessment tools are not disadvantaged in the program enrollment process.

(g) As a condition of receiving grant funds pursuant to paragraph (2) of subdivision (d), each recipient community college district shall report to the chancellor's office the following data for the academic year on or before a date determined by the chancellor's office:

(1) The number of students enrolled in the nursing program.

(2) The number of students taking diagnostic assessments.

(3) The number of students failing to meet proficiency levels as determined by diagnostic assessment tools.

(4) The number of students failing to meet proficiency levels that undertake preentry preparation classes.

(5) The number of students who successfully complete preentry preparation coursework.

(6) The average number of months between initial diagnostic assessment, demonstration of readiness, and enrollment in the nursing program for students failing to meet proficiency standards on the initial diagnostic assessment.

(7) The average number of months between diagnostic assessment and program enrollment for students meeting proficiency standards on the initial diagnostic assessment.

(8) The number of students who completed the associate degree nursing program and the number of students who pass the National Council Licensure Examination (NCLEX).

(h) (1) Data reported to the chancellor under this article shall be disaggregated by age, gender, ethnicity, and language spoken at home.

(2) The chancellor's office shall compile and provide this information to the Legislature and the Governor by July 1 of each year, except as provided in paragraph (3).

(3) Beginning in the 2025–26 fiscal year, the chancellor's office shall submit the report described in paragraph (2) biennially, on or before March 1, to the Legislature and the Governor, and may submit this report with the report required by subdivision (a) of Section 88826.5.

(i) It is the intent of the Legislature that, pursuant to funding to be provided in the annual Budget Act, in the 2009–10 academic year, the California Community Colleges should increase the statewide enrollment of full-time equivalent registered nursing students by

450 and, beginning in the 2010–11 academic year and continuing each academic year thereafter, add 900 new full-time equivalent registered nursing students.

78261.3.

Notwithstanding any other provision of law:

(a) Any community college district, irrespective of whether it participates in the program established by this article, may use any diagnostic assessment tool that is commonly used in registered nursing programs and is approved by the chancellor.

(b) If, after using an approved diagnostic assessment tool, a community college registered nursing program determines that the number of applicants to that program exceeds its capacity, the program is authorized to use additional multicriteria screening measures. This subdivision does not prohibit or prevent a community college registered nursing program from using an approved diagnostic assessment tool before or during a multicriteria screening process.

(c) A community college district may not do either of the following:

(1) Exclude an applicant to a registered nursing program on the basis that the applicant is not a resident of that district or has not completed prerequisite courses in that district.

(2) Implement policies, procedures, and systems, including, but not limited to, priority registration systems, that have the effect of excluding an applicant or student who is not a resident of that district from a registered nursing program of that district.

78261.5.

(a) A community college registered nursing program that determines that the number of applicants to that program exceeds its capacity may admit students in accordance with any of the following procedures:

(1) Administration of a multicriteria screening process, as authorized by Section 78261.3, in a manner that is consistent with the standards set forth in subdivision (b).

(2) A random selection process.

(3) A blended combination of random selection and a multicriteria screening process.

(b) A community college registered nursing program that elects, on or after January 1, 2008, to use a multicriteria screening process to evaluate applicants pursuant to this article shall apply those measures in accordance with all of the following:

(1) The criteria applied in a multicriteria screening process under this article shall include, but shall not be limited to, all of the following:

(A) Academic degrees or diplomas, or relevant certificates, held by an applicant.

(B) Grade-point average in relevant coursework.

(C) Any relevant work or volunteer experience.

(D) Life experiences or special circumstances of an applicant, including, but not limited to, the following experiences or circumstances:

(i) Disabilities.

(ii) Low family income.

(iii) First generation of family to attend college.

(iv) Need to work.

(v) Disadvantaged social or educational environment.

(vi) Difficult personal and family situations or circumstances.

(vii) Refugee or veteran status.

(viii) Living in a medically underserved area or population, as designated by the federal Health Resources and Services Administration.

(E) Proficiency or advanced level coursework in languages other than English. Credit for languages other than English shall be received for languages that are identified by the chancellor as high-frequency languages, as based on census data. These languages may include, but are not limited to, any of the following:

(i) American Sign Language.

(ii) Arabic.

(iii) Chinese, including its various dialects.

(iv) Farsi.

(v) Russian.

(vi) Spanish.

(vii) Tagalog.

(viii) The various languages of the Indian subcontinent and Southeast Asia.

(ix) The various languages of the African continent.

(2) Additional criteria, such as a personal interview, a personal statement, letter of recommendation, or the number of repetitions of prerequisite classes, or other criteria, as approved by the chancellor, may be used, but are not required.

(3) A community college registered nursing program using a multicriteria screening process under this article may use an approved diagnostic assessment tool, in accordance with Section 78261.3, before, during, or after the multicriteria screening process.

(4) As used in this section:

(A) “Disabilities” has the same meaning as used in Section 2626 of the Unemployment Insurance Code.

(B) “Disadvantaged social or educational environment” includes, but is not limited to, the status of a student who has participated in Extended Opportunity Programs and Services (EOPS).

(C) “Grade-point average” refers to the same fixed set of required prerequisite courses that all applicants to the nursing program administering the multicriteria screening process are required to complete.

(D) “Low family income” shall be measured by a community college registered nursing program in terms of a student’s eligibility for, or receipt of, financial aid under a program that may include, but is not limited to, a fee waiver from the board of governors under Section 76300, the Cal Grant Program under Chapter 1.7 (commencing with Section 69430) of Part 42 of Division 5, the federal Pell Grant program, or CalWORKs.

(E) “Need to work” means that the student is working at least part time while completing academic work that is a prerequisite for admission to the nursing program.

(5) A community college registered nursing program that uses a multicriteria screening process pursuant to this article shall report its nursing program admissions policies to the chancellor annually, in writing. The admissions policies reported under this paragraph shall include the weight given to any criteria used by the program, and shall include demographic information relating to the persons admitted to the program and the persons of that group who successfully completed that program.

(c) The chancellor is encouraged to develop, and make available to community college registered nursing programs by July 1, 2008, a model admissions process based on this section.

(d) (1) The chancellor shall submit a report on or before March 1, 2015, and on or before each March 1 thereafter, to the Legislature and the Governor that examines and includes, but is not necessarily limited to, both of the following:

(A) The participation, retention, and completion rates in community college registered nursing programs of students admitted through a multicriteria screening process, as described in this section, disaggregated by the age, gender, ethnicity, and the language spoken at the home of those students.

(B) Information on the annual impact, if any, the Seymour-Campbell Student Success Act of 2012 had on the matriculation services for students admitted through the multicriteria screening process, as described in this section.

(2) The chancellor shall submit the annual report required in paragraph (1) in conjunction with its annual report on associate degree nursing programs required by subdivision (h) of Section 78261.

(e) This section shall remain in effect only until January 1, 2030, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2030, deletes or extends that date.

78262. Nursing Resource Centers [78262- 78262.]

(a) The Chancellor's Office of the California Community Colleges shall fund the development of regional nursing resource centers that bring together school, hospital, and faculty needs and availability in a regionalized, online format to help schools match their student clinical needs to available openings, assist hospitals to manage their clinical rotation schedules, and facilitate the filling of vacant nursing faculty positions.

(b) The chancellor's office shall fund regional nursing resource center startup grants to develop clinical placement and clinical faculty resource systems. Each startup grant shall last for no more than 30 months. An applicant for a grant under this article shall do all of the following:

(1) Select an entity for managing the grant.

(2) Ensure the participation of at least 75 percent of the nursing programs and hospitals in the coverage area.

(3) Provide matching funds on a 1:1 basis.

(4) Demonstrate the sustainability of the system after the grant terminates.

(c) The chancellor's office shall be responsible for developing a request for funding application from hospital and school regional partnerships seeking grant funds and providing technical assistance to communities for the purpose of developing proposals.

78263. Allied Health Programs [78263 - 78263.3]

As used in this article, "allied health program" means a community college program that offers certificates or degrees related to allied health professionals, as defined in Section 295p of Title 42 of the United States Code.

Effective January 1, 2025. Repealed as of January 1, 2030, pursuant to Sec. 78263.3.)

78263.1.

(a) A community college allied health program that determines that the number of applicants to that program exceeds its capacity may admit students in accordance with any of the following procedures:

(1) Administration of a multicriteria screening process, if authorized by Section 78263.2, in a manner that is consistent with the standards set forth in subdivision (b).

(2) A random selection process.

(3) A blended combination of random selection and a multicriteria screening process.

(b) A community college allied health program that elects to use a multicriteria screening process, including a blended combination of random selection and a multicriteria screening process, to evaluate applicants pursuant to this article shall apply those measures in accordance with all of the following:

(1) The criteria applied in a multicriteria screening process under this article shall include, but not be limited to, all of the following criteria:

(A) Academic degrees or diplomas, or relevant certificates, held by an applicant.

(B) Grade point average in relevant coursework.

(C) Any relevant work or volunteer experience.

(D) Life experiences or special circumstances of an applicant, including, but not limited to, any, or any combination of, the following experiences or circumstances:

(i) Disabilities.

(ii) Low family income.

(iii) First generation of family to attend college.

(iv) Need to work.

(v) Disadvantaged social or educational environment.

(vi) Difficult personal and family situations or circumstances.

(vii) Refugee or veteran status.

(viii) Living in a medically underserved area or population, as designated by the federal Health Resources and Services Administration.

(E) Proficiency or advanced level coursework in languages other than English. Credit for languages other than English shall be received for languages that are identified by the chancellor as high-frequency languages, as based on census data. These languages may include, but are not limited to, any of the following languages:

(i) American Sign Language.

(ii) Arabic.

(iii) Chinese, including its various dialects.

(iv) Farsi.

(v) Russian.

(vi) Spanish.

(vii) Tagalog.

(viii) The various languages of the Indian subcontinent and Southeast Asia.

(ix) The various languages of the African continent.

(2) Additional criteria, such as a personal interview, a personal statement, letter of recommendation, or the number of repetitions of prerequisite classes, or other criteria, as approved by the chancellor, may be used, but are not required.

(3) A community college allied health program using a multicriteria screening process under this article may use an approved diagnostic assessment tool, in accordance with Section 78263.2, before, during, or after the multicriteria screening process.

(c) A community college allied health program that uses a multicriteria screening process pursuant to this article shall report its allied health program admissions policies to the chancellor annually, in writing. The admissions policies reported under this subdivision shall include the weight given to any criteria used by the program, and shall include

demographic information relating to both the persons admitted to the program and the persons of that group who successfully completed that program.

(d) The chancellor is encouraged to develop and make available to community college allied health programs by July 1, 2025, a model admissions process based on this section.

(e) (1) The chancellor shall submit a report on or before March 1, 2026, and each March 1 thereafter, to the Legislature and the Governor that examines and includes, but is not limited to, both of the following:

(A) The participation, retention, and completion rates in community college allied health programs of students admitted through a multicriteria screening process, as described in this section, disaggregated by the age, gender, ethnicity, and language spoken at the home of those students.

(B) Information on the annual impact, if any, the Seymour-Campbell Student Success Act of 2012, established pursuant to Article 1 (commencing with Section 78210), had on the matriculation services for students admitted through the multicriteria screening process, as described in this section.

(2) The chancellor may incorporate the annual report required in paragraph (1) into the annual report required by subdivision (d) of Section 78261.5.

(3) The chancellor shall submit the annual report required in paragraph (1) in conjunction with its annual report required by subdivision (h) of Section 78261.

(f) For purposes of this section, the following definitions apply:

(1) "Disabilities" has the same meaning as used in Section 2626 of the Unemployment Insurance Code.

(2) "Disadvantaged social or educational environment" includes, but is not necessarily limited to, the status of a student who has participated in Extended Opportunity Programs and Services.

(3) "Grade point average" refers to the same fixed set of required prerequisite courses that all applicants to the allied health program administering the multicriteria screening process are required to complete.

(4) "Low family income" shall be measured by a community college allied health program in terms of a student's eligibility for, or receipt of, financial aid under a program that may include, but is not necessarily limited to, a fee waiver from the board of governors under Section 76300, the Cal Grant Program under Chapter 1.7 (commencing with Section 69430) of Part 42 of Division 5, the federal Pell Grant program, or CalWORKs.

(5) “Need to work” means that the student is working at least part time while completing academic work that is a prerequisite for admission to the allied health program.

Effective January 1, 2025. Repealed as of January 1, 2030, pursuant to Sec. 78263.3.)

78263.2.

Notwithstanding any other law:

(a) A community college district may use any diagnostic assessment tool that is commonly used in allied health programs and is approved by the chancellor.

(b) If, after using an approved diagnostic assessment tool, a community college allied health program determines that the number of applicants to that program exceeds its capacity, the program may use additional multicriteria screening measures. This subdivision does not prohibit or prevent a community college allied health program from using an approved diagnostic assessment tool before or during a multicriteria screening process.

(c) A community college district shall not do either of the following:

(1) Exclude an applicant to an allied health program on the basis that the applicant is not a resident of that district or has not completed prerequisite courses in that district.

(2) Implement policies, procedures, and systems, including, but not limited to, priority registration systems, that have the effect of excluding an applicant or student who is not a resident of that district from an allied health program of that district.

Effective January 1, 2025. Repealed as of January 1, 2030, pursuant to Sec. 78263.3.)

78263.3.

This article shall remain in effect only until January 1, 2030, and as of that date is repealed.

78275. Teacher Preparation Programs [78275- 78275.]

(a) The Legislature finds and declares all of the following:

(1) There is a significant teacher shortage in California and the nation.

(2) The teacher shortage is exacerbated by the lack of minority teacher candidates.

(3) In California, it is estimated that there will be a shortfall of between 260,000 and 300,000 teachers during the first decade of the 21st century. Nationwide, the teacher shortfall is estimated to be between 2,000,000 and 2,200,000 during that same timeframe.

(b) It is, therefore, the intent of the Legislature to create a larger pool of potential teachers in California by establishing a teacher preparation curriculum in the California Community Colleges, expanding financial incentives for community college students who wish to become teachers, and guaranteeing the transfer of students who successfully complete the community college teacher preparation curriculum to appropriate status in teacher preparation programs of the California State University.

78300. Community Service Classes [78300- 78300.]

(a) The governing board of a community college district may, without the approval of the board of governors, establish and maintain community service classes in civic, vocational, literacy, health, family and consumer sciences, technical, and general education, including, but not limited to, classes in the fields of visual and performing arts, handicraft, science, literature, nature study, nature contacting, aquatic sports, and athletics. These classes shall be designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in them.

(b) Community service classes shall be open for the admission of adults and of those minors who, in the judgment of the governing board, may profit from them.

(c) Governing boards shall not expend General Fund moneys to establish and maintain community service classes. Governing boards may charge students enrolled in community service classes a fee not to exceed the cost of maintaining community service classes, or may provide instruction in community service classes for remuneration by contract, or with contributions or donations of individuals or groups. The board of governors shall adopt guidelines defining the acceptable reimbursable costs for which a fee may be charged, and shall collect data and maintain uniform accounting procedures to ensure that General Fund moneys are not used for community service classes.

88680. Mathematics, Engineering, Science, Achievement (MESA) Program [88680 - 88682]

This part shall be known, and may be cited, as, the Mathematics, Engineering, Science, Achievement (MESA) Program.

88681.

As used in this part, the following definitions apply:

(a) “Four-year higher education institution” means a four-year baccalaureate degree program offered at the University of California, the California State University, or an independent institution of higher education, as defined in Section 66010.

(b) “MESA programs” means Mathematics, Engineering, Science, Achievement programs established at community colleges to help underserved and underrepresented students majoring in calculus-based science, technology, engineering, and mathematics academic fields who seek to transfer to four-year higher education institutions.

(c) “STEM majors” means calculus-based science, technology, engineering, and mathematics academic fields.

88682.

(a) (1) It is the intent of the Legislature that the California Community Colleges recognize the responsibility for supporting programs that enhance educational opportunities for STEM majors, and produce a diverse pool of baccalaureate degree graduates in STEM majors by preparing students for transfer to four-year higher education institutions.

(2) It is the intent of this part to encourage community college districts to establish and implement MESA programs at community colleges that are directed at identifying students affected by social, economic, and educational disadvantages, including disproportionately impacted students, increasing the number of eligible MESA program students served, and increasing student success in transferring and completing baccalaureate degree programs in STEM majors at four-year higher education institutions.

(3) The Legislature further intends that MESA programs are not viewed as the only means of providing services to socially, economically, and educationally disadvantaged students pursuing STEM majors who are eligible to transfer to four-year higher education institutions, or of meeting-related student and employee diversity objectives.

(4) The Legislature further intends that the categorical funding for MESA programs provided in the annual Budget Act for community colleges be used to establish, expand, and develop MESA programs and services for the purpose of enhancing California’s STEM workforce while aiding the state and nation in reducing equity and achievement gaps.

(b) The Board of Governors of the California Community Colleges shall adopt regulations for the operation of MESA programs at community colleges that align with the programmatic components of MESA programs. The operation of MESA programs and the regulations adopted by the board of governors shall accomplish all of the following goals:

(1) Increasing the number of socially, economically, and educationally disadvantaged students pursuing baccalaureate degrees in STEM majors who are eligible to transfer to four-year higher education institutions.

(2) Implementing efficient processes and practices and using existing college transfer centers to achieve greater MESA program student transfers to four-year higher education institutions.

(3) Implementing strategies to increase the rate at which MESA program students are deemed transfer-ready in STEM majors to four-year higher education institutions.

(4) Improving the academic performance of MESA program students.

(5) Increasing the leadership skills and raising the educational expectations of MESA program students.

(6) Strengthening relationships with educators and prospective employers in business and industry to establish student internships, scholarships, and other career opportunities for MESA program students.

(7) Establishing partnerships with University of California and California State University Mathematics, Engineering, Science, Achievement programs and Mathematics, Engineering, Science, Achievement College Preparatory programs, California Alliance for Minority Participation programs, or similar programs in an effort to provide optimal student support services.

(8) Implementing strategies to collaborate with campus programs, such as the Student Equity and Achievement Program established in Section 78222 and the Student Success and Support Program established in Article 1 (commencing with Section 78210) of Chapter 2 of Part 48, to leverage additional resources and opportunities for MESA program students and ensure that MESA programs are integrated into campus culture and infrastructure.

(c) MESA program support provided by a community college shall supplement, but not supplant, the regular educational programs offered by the college to encourage and support the enrollment of MESA program students who seek a baccalaureate degree in STEM majors at four-year higher education institutions.

(d) The governing board of a community college district shall not use any funds received from the state for the operation and administration of MESA programs to supplant existing college resources, programs, or services. The governing board may use MESA program funds to meet the matching requirements to receive federal funds, or funds granted by nonprofit foundations, designated for the same purposes as described in this part.

(e) Beginning in the 2026–27 fiscal year, the Chancellor of the California Community Colleges shall reserve no more than 3.5 percent of the funds appropriated for MESA programs on administrative and discretionary costs of supporting MESA programs. The chancellor may allocate these reserved funds, in consultation with the Community College

Association of MESA Directors, solely for statewide coordination and enhancement of MESA programs.

88750. Pathways to Law School Programs [88750- 88750.]

(a) Upon appropriation in the annual Budget Act or another statute, the office of the Chancellor of the California Community Colleges shall allocate funding to community colleges for the purpose of expanding pathways to law school programs, which may include, but is not limited to, all of the following:

(1) Supporting opportunities for dual enrollment partnerships between community colleges and local high school law academies.

(2) Implementing partnerships with the California State University system that incorporate associate degree for transfer pathways that will prepare students for a career in the legal profession.

(3) Expanding existing transfer agreements with the University of California that will prepare students for a career in the legal profession.

(4) Providing student advising and guidance to help participants in the Community College Pathway to Law School initiative successfully transfer into the California State University or the University of California.

(b) The Board of Governors of the California Community Colleges, or its authorized designees, may contract with a third-party entity for the purpose of providing administrative support for the expansion of pathways to law school programs.

(c) (1) On or before July 1, 2025, the Office of the Chancellor of the California Community Colleges shall submit a report to the appropriate budget and policy committees of the Legislature regarding outcomes resulting from the use of funds pursuant to this section, including, but not limited to, the number of students participating in pathways to law school programs, the demographics, graduation, and success rates of those students, and transfer pathways established.

(2) This subdivision shall remain in effect only until January 1, 2026, and as of that date is repealed.

§ 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 78222 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;

§ 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.

(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.

§ 55512. Program Effectiveness and Improvement.

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

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

§ 55516. Professional Development.

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

§ 55518. Funding.

(a) The Chancellor shall adopt a funding formula, consistent with the requirements of this section, for allocating Student Success and Support Program funds to community college

districts complying with the requirements of this subchapter. Student Success and Support Program funds shall be allocated according to the number of students to receive services at each college and the number of students who received services funded through this subchapter.

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

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

§ 55520. Required Services.

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

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

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

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

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

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

(f) referral of students to:

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

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

§ 55521. Orientation.

Colleges shall provide students with timely information during orientation related to the following subjects:

- (1) academic expectations and progress and probation standards described in section 55031;
- (2) registration and enrollment procedures;
- (3) prerequisites, co-requisites, and advisories on recommended preparation adopted under section 55003, if any;
- (4) maintaining Promise Grant eligibility pursuant to section 58612;
- (5) descriptions of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) academic calendars and important timelines;
- (7) registration processes and college fees;
- (8) available education planning services;
- (9) in collaboration with campus-based and community-based recovery advocacy organizations, educational and preventative information provided by the State Department of Public Health about opioid overdose and the use and location of fentanyl test strips and opioid overdose reversal medication on campus; and
- (10) other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students.

§ 55522. English and Mathematics Placement and Assessment.

(a) Scope and intent.

- (1) For students with a goal of transfer to a four-year institution, increase the number of students who enter and complete transfer-level English and mathematics (or quantitative reasoning) within one-year;
- (2) For students with a goal of earning a certificate or a local associate degree, increase the number of students who enter and complete transfer-level or the required college-level English and mathematics (or quantitative reasoning) within one-year;
- (3) Minimize disproportionate impacts on students caused by traditional placement practices.

(b) Placement Data

(1) Districts shall use all available high school performance data as the primary means for placement in English and mathematics (or quantitative reasoning). Such data includes the following elements:

(A) High school coursework;

(B) High school grades;

(C) High school grade point average; and

(D) High school equivalency exams approved by the California Department of Education or equivalent exams from other states.

(2) If high school performance data is unavailable from student transcripts or electronic data sources, districts must accept self-reported high school performance data.

(c) Placement Methods

(1) Districts shall use a placement method for English and mathematics (or quantitative reasoning) identified below:

(A) Any Chancellor's Office placement method published by the Chancellor's Office to implement Education Code section 78213.

(B) A district placement method based upon localized research using high school performance data, including self-reported high school performance data.

(i) A district placement method using localized research may utilize multiple measures to increase a student's placement recommendation, but may not lower it, and must allow high performance on one measure to offset low performance on other measures.

(ii) A district placement method using localized research must be supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course (or college-level courses where appropriate). Such data and research must be validated within two years of adoption of the method. The Chancellor shall regularly publish throughput rates achieved by direct placement into transfer-level courses (or college-level courses where appropriate), based upon the best available research at the time of publication.

(C) A district placement method may be based upon guided placement, including self-placement, if a student's high school performance data is not available or usable with reasonable effort. District placement methods based upon guided placement, including self-placement, shall not:

(i) incorporate sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, unless approved by the Chancellor; or (ii) request students to solve problems, answer curricular questions, present demonstrations/examples of course work designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

(2) Placement methods authorized by this section shall be designed to maximize the probability that students will enter and complete transfer-level coursework in English, mathematics (or quantitative reasoning) within one year. Placement methods shall not authorize placement of students into a remedial sequence or pre-transfer coursework in English or mathematics (or quantitative reasoning) unless:

(A) the student is highly unlikely to succeed in the transfer-level course; and

(B) enrollment in pre-transfer-level coursework will improve the student's likelihood of completing transfer-level courses in one-year.

(3) Districts adopting a district placement method under subparagraph (c)(1)(B) or (c)(1)(C) shall, by July 1, 2019, provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method and why the district believes it will be effective. Within two years of the adoption of a district placement method, the district shall report to the Chancellor on the method's efficacy. The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under any of the following circumstances:

(A) the district's failure to report within two years of adoption;

(B) the district's failure to demonstrate that the local placement method meets or exceeds the throughput rate of a placement method published by the Chancellor's Office.

(4) Districts shall provide new placement recommendations for students placed into pretransfer-level English, mathematics (or quantitative reasoning) courses prior to July 1, 2019, in compliance with this section. Districts shall disclose their plans to implement retroactive placement recommendations as part of the adoption plan described in subparagraph (c)(3).

(5) Any placement for the fall semester or quarter of 2019 must comply with this section and California Education Code section 78213.

(d) Assessment

The Chancellor shall establish and update, at least annually, a list of the approved assessment tests and instruments for use in placing students in English, mathematics (or

quantitative reasoning), or English as a Second Language (ESL) courses and guidelines for their use by community college districts. When using an English, mathematics (or quantitative reasoning), 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.

(e) Each community college district utilizing approved assessment tests or instruments 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.

(f) Community college districts shall not, except as provided in subdivision (g), 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;

(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; or

(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.

(g) Notwithstanding the provisions of subdivision (f)(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).

(h) Notwithstanding paragraphs (1), (2), (3) or (5) of subdivision (f) 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.

(i) Colleges or districts that receive funding from the Student Equity and Achievement Program shall do the following pursuant to Education Code section 78213:

(1) Inform students of their rights, pursuant to Education Code section 78213, to access transfer-level coursework in English, mathematics (or quantitative reasoning), credit English as a Second Language and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;

(2) Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;

(3) Annually report all of the following to the Chancellor's Office in a manner and form described by the Chancellor's Office:

(A) The college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity; and

(B) For students placed in stand-alone English or mathematics pretransfer-level coursework, colleges shall provide, based on local placement research, an explanation of how effective practices align with the regulations adopted pursuant to Section 78213.

(4) Publicly post the college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity.

(j) The Chancellor shall provide districts with notice and an opportunity to cure actions found to be out of compliance with this section. The Chancellor may use any means authorized by law to obtain compliance in the event of a failure or refusal to cure.

§ 55522.5. English as a Second Language Placement and Assessment.

(a) Scope and Intent

(1) Instruction in credit English as a Second Language (ESL) is distinct from remediation in English.

(2) Students enrolled in ESL coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both.

(3) ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English within a three-year timeframe of declaring a transfer- or degree-seeking goal.

(4) Credit ESL placement methods should minimize disproportionate impacts on students.

(b) Placement Methods

(1) Districts shall place students who are English language learners using evidence based multiple measures from the placement methods for ESL identified below:

(A) Any Chancellor's Office ESL placement method published by the Chancellor's Office to implement Education Code section 78213;

(B) An evidence-based district placement method collected from local research using high school performance data, including self-reported high school performance data;

(C) A district placement method based upon guided placement, including self-placement;
or

(D) Methods based on articulation agreements between the district and partners as defined in section 55003.

(2) Students who have acquired a United States high school diploma or the equivalent shall be placed according to section 55522.

(3) Placement methods authorized by this section shall be designed to maximize the probability that transfer- or degree-seeking students enrolled in credit ESL will enter and complete a transfer-level English composition or an equivalent ESL course within a three-year timeframe.

(4) Districts adopting a district placement method under subparagraph (b)(1)(B) or (b)(1)(C) shall, by July 1, 2020, provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method, the evidence to be collected, and why the district believes it will be effective. Within two years of the adoption of a district placement method, the district shall report to the Chancellor on the method's efficacy. The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under either of the following circumstances:

(A) The district's failure to report within two years of adoption; or

(B) The district's failure to demonstrate that the local placement method meets or exceeds the credit ESL throughput rate(s) of a placement method, once published, by the Chancellor's Office.

(5) Districts must inform students placed into credit ESL coursework prior to fall 2020 of their right to access the newly adopted placement processes that comply with this section and students who have completed a United States high school diploma or the equivalent shall be placed according to section 55522. Districts shall disclose their plans to implement retroactive placement recommendations as part of the adoption plan described in subparagraph (b)(4).

(6) Any placement for the fall semester or quarter of 2020 must comply with this section and Education Code section 78213.

(c) Assessment

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

(2) 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.

(3) 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.

(d) Each community college district utilizing approved assessment tests or instruments 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.

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

(1) Use an assessment test for placement which has not been approved by the Chancellor pursuant to this section, 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;

(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; or

(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.

(f) Colleges or districts that receive funding from the Student Equity and Achievement Program shall do the following pursuant to Education Code section 78213:

(1) Inform students of their rights, pursuant to Education Code section 78213, to access transfer-level coursework in English or in credit academic ESL and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;

(2) Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;

(3) Annually report the college's placement results to the Chancellor's Office, in a manner and form described by the Chancellor's Office. Colleges shall include the number of students assessed and the number of students placed into transfer-level English composition or ESL equivalent, transfer-level English composition or ESL equivalent with concurrent support or transfer-level or credit academic ESL coursework, disaggregated by race and ethnicity; and

(4) Publicly post the college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level English composition or ESL equivalent, transfer-level English composition or ESL equivalent with concurrent support, or transfer-level or credit academic ESL coursework, disaggregated by race and ethnicity.

(g) The Chancellor shall provide districts with notice and an opportunity to cure actions found to be out of compliance with this section. The Chancellor may use any means authorized by law to obtain compliance in the event of a failure or refusal to cure.

(h) The Chancellor's Office shall collect and analyze all placement methods and their impact on throughput rates for ESL students with a goal of transfer to a four-year institution or an associate degree, and produce a report for the Board of Governors by January 30, 2023. This report will inform a re-evaluation of credit ESL placement methods by the Chancellor's Office, and whether this section should be amended.

§ 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 California College Promise Grant 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 for assisting students to identify an education goal and course of study as soon as possible after admission as required by section 55530. This shall include, but not be limited to, counseling, advising, and other education planning services as required by section 55523.

(b) Districts or colleges shall provide all non-exempt students with student education plans that are either:

(1) Abbreviated. Abbreviated student education plans are one to two terms in length and 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, course placement, credit for prior learning, potential transfer institutions, and the steps the student needs to take on their educational path to complete their identified course of study. The comprehensive student education plan helps the student achieve their educational goal and course of study by delineating all course, program, and other requirements for the certificate, degree, and transfer; applicable course prerequisites or co-requisites; and any support or instructional services available, needed, or required to achieve the stated goal. 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) To the maximum extent possible, districts or colleges shall provide a comprehensive education plan to non-exempt students before the end of their first academic year, or a shorter period if required by district or program policy.

(d) The student education plan developed pursuant to subdivision (b) shall be accessible, timely, and recorded in electronic form. The student education plan and its implementation shall be reviewed as necessary to ensure that it continues to accurately reflect the program progress, 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 and provide a student education 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) Non-exempt first time students shall be required to:

- (1) identify a course of study.

§ 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 a non-exempt student has completed the items identified in subdivision (b) pursuant to section 55530, the district or college shall provide the student with a comprehensive education plan as required by section 55524.

(c) Colleges are required to provide non-exempt students with the services specified in sections 55520, 55521, 55522, 55523, and 55524. Districts shall notify students of the requirements established by this subchapter.

(d) Districts may establish a policy providing that a non-exempt student will have a hold placed on registration 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

(2) participate in the course placement process.

(3) complete an orientation activity provided by the college.

(4) participate in counseling, advising, or other education planning services to receive a student education plan pursuant to section 55523 and section 55524.

(c) For the purposes of this section, a first time student is a student who enrolls at the college for the first time, excluding exempt students pursuant to section 55532. To the extent that a college has the capacity to require and provide the services identified in subdivision (b) to other students, nothing in this section would preclude a college from doing so.

(d) Failure to fulfill the requirements listed in subdivision (b) may result in a hold on a student's registration pursuant to section 58108 until the services have been completed.

(e) 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.

§ 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.

§ 56300. Purpose of MESA Program.

Community college districts are encouraged to establish Mathematics, Engineering, Science Achievement (“MESA”) programs to enhance opportunities for science, technology, engineering, and math (“STEM”) students, and to help prepare a diverse pool of candidates for transfer to four-year institutions to pursue baccalaureate degrees in STEM majors. MESA programs shall identify and include students affected by social, economic, and educational disadvantages, including disproportionately impacted students, increase the number of MESA-eligible students served, and increase transfer success rates for STEM majors. MESA programs shall provide students with academic, career, and personal support to help them achieve transfer success and accomplish their other academic goals.

§ 56301. Definitions.

The following definitions apply to this subchapter, unless otherwise specified:

(a) Students who are “socially, economically, and educationally disadvantaged,” are first generation students, whose parents do not have a baccalaureate degree or higher level of education in any country, and who fall into one of the following categories:

(1) students whose high school graduation or math performance rates are red or orange on the California Department of Education's Graduation Rate Indicator Dashboard;

(2) up to 10 percent of students per college who are qualified by special circumstances and approved by the college district MESA project director and their supervising administrator;

(3) students who are recipients of the California promise grant, PELL grant, Cal grant, California Dream Act, Federal Work Study, Cal Fresh, GI Bill or another need-based/subsidized Financial Aid;

(4) students who participate in the Extended Opportunity Programs and Services program, the Cooperative Agencies Resources for Education program, the CalWORKs Program, or the federal TRIO Program;

(5) students whose household income is at or below 150% of federal poverty guidelines; or

(6) students who are current or former foster youth.

(b) “Four-year higher education institution” means a four-year baccalaureate degree offered at the University of California, the California State University, or an independent institution of higher education, as defined in Education Code section 66010.

(c) “MESA” means Mathematics, Engineering, Science Achievement programs established at community colleges to help underserved and underrepresented students majoring in calculus-based science, technology, engineering, and mathematics academic fields who seek to transfer to four-year higher education institutions.

(d) “STEM majors” means students pursuing calculus-based science, technology, engineering, and mathematics academic fields as evidenced by their declared field of study in their education plan.

§ 56302. MESA Program Operations.

District governing boards shall adopt policies or procedures for MESA programs that accomplish the following:

(a) Extend eligibility to participate to all socially, economically and educationally disadvantaged students with a declared STEM major.

(b) Adopt strategies to increase the number of socially, economically and educationally disadvantaged students pursuing baccalaureate degrees in STEM majors who are eligible to transfer to four-year higher education institutions, including outreach to unified school districts and the promotion of dual enrollment.

(c) Implement efficient processes, practices, strategies and partnerships to:

(1) decrease the time for MESA students to become transfer ready;

(2) increase the number of MESA program student transfers to four-year higher education institutions;

- (3) improve the academic performance of MESA students; and
- (4) increase the leadership skills and educational expectations of MESA students.
- (d) Develop strong relationships with educators and prospective employers in business and industry to establish, increase and improve student internships, scholarships and other career opportunities for MESA students.
- (e) Establish partnerships with University of California and California State University Mathematics, Engineering, Science, Achievement programs and Mathematics, Engineering, Science, Achievement College Preparatory programs, California Alliance for Minority Participation programs or similar programs in an effort to provide optimal student support services.

§ 56303. Integration of MESA Program with Other District Activities.

To integrate MESA programs into campus culture and infrastructure, colleges shall integrate MESA programs with other available activities, when feasible, including the following:

- (a) the Student Equity and Achievement Program and the Student Success and Support Program;
- (b) academic, career, and personal counseling;
- (c) student leadership development;
- (d) college transfer centers and related college and transfer readiness programming; and
- (e) any other activities the local governing board affirms as STEM transfer student improvements.

§ 56304. MESA Program Funding.

- (a) Districts accepting state funds for MESA programs shall provide sufficient staffing and administrative support to meet MESA program criteria established in this subchapter and must abide by the anti-supplantation provisions of Education Code section 88682. The Chancellor's Office may condition the receipt of grant funding on additional program-specific requirements to advance the purposes of this subchapter.
- (b) District acceptance of categorical funding for MESA programs through the annual Budget Act must be used in compliance with this subchapter to establish, expand and develop MESA programs and services to enhance California's STEM workforce and reduce equity and achievement gaps