

CCLC Update 35 – No Changes to the BP. The AP was updated to add optional language for districts that receive funding from the Student Equity and Achievement Program consistent with new requirements of Title 5 Section 55522 subdivision (i).

AP 5050 Student Success and Support Program

Reference: ***Education Code Section 78210 et seq.;***
Title 5 Section 55500 et seq.; ACCJC Accreditation
Standard II.C.2

Date Issued: January 7, 2009 Revised: [Enter board date]
Reviewed: July 16, 2019

The Student Success and Support Program, which includes components of matriculation, 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 student, in entering into an educational plan, will do all of the following:

- Identify education and career goals
- Identify a course of study
- Be assessed in computational and language skills to determine appropriate course placement
- Complete orientation
- Participate in the development of the student educational plan
- Complete a student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework
- Diligently attend class and complete assigned coursework
- Complete courses and maintain progress toward an educational goal~~identified goals~~

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:
 - ♦ The use of multiple measures to assess student's academic skills and abilities
 - ♦ Administration of assessment instruments to determine student competency in computational and language skills

- ♦ ~~Assistance 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~~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
- ♦ ~~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 services; programs that teach English as a second language; and disabled student services~~
- ♦ Advisement concerning course selection
- ♦ Assistance in creating a student education plan.
- ♦ Follow-up services, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation

~~The District shall not use any assessment instrument except one specifically authorized~~Only assessment instruments authorized by the Board of Governors of the California Community Colleges shall be used within the District.

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 (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;
- 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.

EXEMPTIONS

A student may be exempted from certain Student Success and Support Program requirements based on one or more of the following criteria;

- Has completed an associate degree or higher;
- 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;
- Has completed these services at another community college;
- Is enrolling at the college to take a course that is legally mandated for employment or in response to a significant change in industry or licensure standards;
- ~~Is a special admit student pursuant to Education Code 76001.~~

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

VIOLATIONS AND APPEALS

Each college catalog shall describe the policies and procedures by which students may challenge any alleged violation of the provisions of this administrative policy. Records of such challenges shall be retained for at least three years after the challenge 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 Title 5 Section 55511.