



STUDENT SUCCESS AND SUPPORT PROGRAM (SSSP)

2016 Program Handbook

SSSP Handbook

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Student Success and Support Handbook

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Chapter 1: Program Overview

History of the Student Success and Support Program (SSSP) Funding

Codes and Regulations

- Senate Bill 1456 - Seymour-Campbell Student Success Act of 2012
- California Education Code, sections 78210-78219
- California Code of Regulations (CCR), Title 5, section 55500
- CCR Title 5, sections 51024 and 55500-55534

Introduction

The purpose of the California Community College Chancellor's Office (CCCCO) Student Success and Support Program Handbook is two-fold. First, it offers the reader an overview of the history and goals of the Student Success and Support Program (SSSP), formerly known as the Matriculation Program. Second, it provides practical guidance to colleges about core services, program implementation and reporting requirements, including program and budget plans and funding guidelines. The handbook also includes references to important resources, including the relevant sections of the Education Code and Title 5 regulations.

Background and Legislative History

The Seymour-Campbell Student Success Act of 2012 established the SSSP "to increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other educational planning services, and academic interventions," or follow-up services for at-risk students. The Act emphasized support for "entering students' transition into college in order to provide a foundation for student achievement and successful completion of students' educational goals, with priority placed on serving students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement." These services must be well-coordinated and evidence based to foster academic success. The act replaced the Matriculation Program, with

the Student Success and Support Program, and refocused funding and resources on services to entering students while underscoring the responsibility of the institution as a whole for student success. Prior legislation, the Seymour-Campbell Matriculation Act of 1986, established the matriculation process for new and continuing students in credit courses in the community colleges to ensure equal education opportunity for all Californians, to ensure that students receive the educational services necessary to optimize their success, and to provide them with the information to establish realistic educational goals. In 1990, the Board of Governors (BOG) adopted formal regulations that delineated specific procedures and prohibited practices for implementing the matriculation process. In 1997-98, Assembly Bill (AB) 1542 and AB 107 were passed to extend services to students taking noncredit courses.

Purpose of the Student Success and Support Program

The purpose of the SSSP is to ensure that all credit and noncredit students promptly define their educational and career goals, complete their courses, persist to the next academic term, and achieve their educational objectives in a timely manner. The goal is for to increase student retention and to provide a foundation to support students by providing comprehensive and integrated delivery of services.

To accomplish this goal, the SSSP offers a variety of services that enhance student access to the California Community Colleges and foster student success. SSSP services are coordinated to assist students with defining and meeting realistic educational goals consistent with district and college academic programs. The program is designed to serve all students except those exempted under criteria established by the BOG.

Student success requires that colleges assist students with course placement and other educational choices, emphasizing the use of multiple assessment measures and targeted support services. Colleges must commit to interaction with students to strengthen student motivation, provide regular feedback concerning academic progress, and guide students in refining and persisting in meeting their educational goals. Colleges are further expected to offer clearly communicated processes for student exemptions and appeals. Students bear responsibility for participating in services, promptly identifying academic and career goals, maintaining academic progress, and completing coursework.

To support SSSP, college researchers must conduct studies to ensure that there is no disproportionate impact on any student groups. The assessment section in Chapter 2 provides more detail on disproportionate impact. In addition, colleges

and districts are required by title 5, section 55512 to “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.”

As stated above, student success is a joint responsibility of the student and the institution as a whole and works best when student services, instruction, and institutional research work in partnership. To further ensure integration of services, colleges should coordinate with Student Equity and Basic Skills initiatives.

SSSP Vision and Mission

VISION

SSSP is an exemplary student services model with an emphasis on at-risk students using evidence-based, innovative approaches that promote student access and success. SSSP integrates student and instructional services to promote institutional responsibility and accountability for student success.

MISSION

The mission of SSSP is to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. SSSP supports student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.

Noncredit SSSP

SSSP core services are offered to students enrolled in designated noncredit courses. Colleges with noncredit programs are required to complete an annual certification in order to receive noncredit SSSP funding. In the 2015-16 fiscal year, colleges were required to submit program and budget plans to receive funding (described in detail in Chapter 3, Reporting Requirements). The following are the designated noncredit categories for which SSSP services should be provided:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

Research on the Effectiveness of Integrated Services in Supporting Student Success

Various national and statewide research studies support the role of a well-orchestrated and institutionally integrated student services program in increasing student success. Two studies completed within the California Community Colleges are particularly noteworthy. A study conducted in 2010-11 (Martinez, D.) at Riverside Community College (RCC), using statewide management information system (MIS) data, investigated the effect of student success and support services on several outcomes among first-time college students in their first semester. Students who participated in orientation, assessment and counseling, and developed a student education plan (SEP), showed an increase in the number of degree-applicable units attempted, units earned, and their grade-point average (GPA). The data also showed that the interaction of orientation, assessment, and counseling has a significant effect on student persistence.

In addition, the California Community College (CCC) Research and Planning (RP) Group completed a multi-year study (2011-14) titled *Student Support (Re) defined* (Cooper, D. et al). The study was designed to understand how community colleges can feasibly deliver support both inside and outside the classroom to improve success for all students. The study identifies these six factors students should experience to successfully achieve their educational goals:

- **Directed:** students have a goal and know how to achieve it
- **Focused:** students stay on track—keeping their eyes on the prize
- **Nurtured:** students feel somebody wants and helps them to succeed
- **Engaged:** students actively participate in class and extracurricular activities
- **Connected:** students feel like they are part of the college community
- **Valued:** students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

SSSP services are vital to student success and are designed to provide the environment to direct, focus and nurture students, as well as to connect them to the larger college community.

Organizational Structure

The SSSP is implemented with the assistance and commitment of people representing many statewide and local organizations, colleges, and advisory committees.

THE CHANCELLOR’S OFFICE

The California Community Colleges Chancellor’s Office provides leadership, coordination, and administrative and fiscal oversight of the system’s SSSP and is responsible for convening advisory groups, allocating funds to the colleges, defining standards for and validating assessments for placement, and managing special grant projects and contracts. The Chancellor’s Office also provides technical assistance to local colleges and promulgates policies and guidelines that are consistent with the title 5 regulations, Education Code and Budget Act language that govern the program. Staff provides additional technical assistance through regional meetings, trainings, webinars, and conference participation. For example, the Chancellor’s Office holds an SSSP directors’ training each year. The Chancellor’s Office is also responsible for ensuring that colleges submit timely program and fiscal reports and for compiling this information and reporting it to the Legislature, the Department of Finance (DOF), the Governor’s Office, and the Legislative Analyst’s Office (LAO).

COLLEGE SSSP COORDINATORS/DIRECTORS

The college SSSP Coordinator or Director is responsible for ensuring that all of the SSSP components are effectively implemented for credit and noncredit students. The title of this position may vary at each college, and the position may be on a full-time or part-time basis. However, at a minimum, administrators, staff or faculty in this role are responsible for program oversight, ensuring implementation and compliance with state reporting requirements, and serving as the college’s primary contact with the Chancellor’s Office. SSSP Coordinators also facilitate local and regional collaboration, participate in regional meetings, and represent SSSP interests on their college and district advisory bodies. The majority of these positions are funded through the districts’ SSSP allocation.

THE STUDENT SUCCESS AND SUPPORT PROGRAM ADVISORY COMMITTEE (SSSPAC)

The Student Success and Support Program Advisory Committee is composed of the following 28 members:

- Regional Student Success and Support Program Representatives (College SSSP Coordinators) (10 members)
- Noncredit SSSP Staff (2 members)
- Academic Senate counseling faculty (2 members)
- Classified Senate (1 member)
- Chief Executive Officers (1 member)
- Chief Student Services Officers (2 members)
- Chief Instructional Officers (1 member)

- Chief Business Services Officers (1 member)
- Chief Information Systems Officers Association (1 member)
- CCC Student Success and Matriculation Professionals Association (1 member)
- California Association of Community College Registrars and Admissions Officers (1 member)
- Research and Planning Group (1 member)
- California Community Colleges Assessment Association (2 members)
- California Community Colleges Basic Skills Advisory Committee (1 member)
- Student Senate (1 member and 1 alternate)

The committee provides policy and programmatic advice to the Chancellor’s Office. It is co-chaired by a committee member and a representative from the Chancellor’s Office and meets at least quarterly. Members serve two-year terms unless the representative organization appoints members for a shorter term.

THE NONCREDIT STUDENT SUCCESS AND SUPPORT PROGRAM ADVISORY COMMITTEE (NSSSPAC)

The CCCCO has also convened a Noncredit Student Success and Support Program Advisory Committee. This committee has 19 members, as follows:

- Student Success and Support Program Advisory Committee (2 members)
- Association of Continuing and Community Education (1 member)
- Academic Senate instructional faculty—basic skills/ESL (1 member)
- Academic Senate instructional faculty—career technical education (1 member)
- Academic Senate counseling faculty (2 members)
- Classified Senate (1 member)
- Chief Executive Officer (1 member)
- Chief Student Services Officers (1 member)
- Chief Instruction Officers (1 member)
- Chief Business Services Officers (1 member)
- Chief Information Systems Officers Association (1 member)
- CCC Student Success and Matriculation Professionals Association (1 member)
- California Association of Community College Registrars and Admissions Officers (1 member)
- Research & Planning Group (1 member)
- California Community Colleges Assessment Association (1 member)
- Student Senate (1 member and 1 alternate)
- One representative from the Academic Affairs Division of the Chancellor’s Office

Similar in structure and function to the SSSPAC, the NSSSPAC committee also provides policy and programmatic advice to the Chancellor's Office. It is co-chaired by a committee member and a representative from the Chancellor's Office and meets at least quarterly. Members serve one-year terms, with a preference for serving two terms.

COMMUNITY COLLEGE REGIONS AND REGIONAL REPRESENTATIVES

California's community colleges are divided into ten SSSP regions. The colleges in each region select a representative to serve on the SSSPAC, which facilitates information sharing between the Chancellor's Office and the colleges. In addition, when the Chancellor's Office drafts policies and processes, or requires feedback on other programmatic issues, the regional representatives act as a conduit for input from the colleges within their region. The regional representatives also provide information and effective practices. The Chancellor's Office recommends that the colleges meet within their region at least once each quarter, or more frequently if they are able to do so.

The noncredit programs, which are fewer in number than credit programs and are also widespread throughout the state, do not currently have an organized regional structure specific to noncredit. However, a wide range of CCC stakeholders participate on the committee, including the Association of Continuing and Community Education (ACCE). ACCE addresses many noncredit issues and holds regional and statewide meetings annually. All noncredit SSSP staff are encouraged to attend these forums. Noncredit SSSP staff may also reach out to the specialists in the Chancellor's Office or the NSSSPAC members with issues or concerns. In addition, regions are encouraged to hold joint credit/noncredit SSSP meetings.

ASSESSMENT COMMITTEE

The Assessment Committee is composed of college assessment and research professionals. Members advise the Chancellor's Office on statewide assessment issues, update the standards, and conduct the biannual review of assessment instruments submitted by the colleges for Chancellor's Office approval. Membership is by appointment, and representation is reflective of constituent groups within the community college governance structure. Due to the technical nature and expertise required of the committee, members may serve terms of up to six years. This committee has 20 members, as follows:

- One appointee from the Student Success and Support Program Advisory Committee (SSSPAC)

- Three appointees from the Academic Senate from each content area – math, English (to include reading and writing), and English as a Second Language. One appointee from each area should represent noncredit programs
- Two appointees from the California Community Colleges Assessment Association
- One appointee from CACCRAO
- One appointee involved in assessment from the Classified Senate
- Two appointees representing Chief Student Services Officers
- Two appointees representing the Research & Planning Group with one preferably having experience with multiple measures
- One appointee representing the California Association of Community College Registrars and Admissions Officers
- One student representative and one alternate
- One representative from the Academic Affairs Division of the Chancellor’s Office
- One to two representative(s) from Technology, Research & Information Systems Division of the Chancellor’s Office

Members serve one-year terms, with a preference for serving two terms.

CHANCELLOR’S OFFICE ADVISORY GROUP ON COUNSELING

The Chancellor’s Office also sponsors the Advisory Group on Counseling (COAGC). Comprised of counselors and administrators, the charge of the group is to keep the Chancellor’s Office informed of issues that affect the counseling, advising and education planning services. Further, this group provides a forum for counseling faculty and administrators to share their views on counseling, advisement, guidance, academic and vocational planning, course and career placement, and prerequisite recommendations. In addition to the co-chairs, the committee is comprised of twelve members:

- Five counseling faculty members appointed by the Statewide Academic Senate
- One representative of an active community college counseling association if available
- One representative of the California Association of Community College Registrars and Admissions Officers (CACCRAO) or with a specialization in Admissions and Records
- Two Chief Student Services Officers, appointed by the Executive Board of the Chief Student Services Officers Association
- Two Student Services Deans responsible for overseeing counseling
- One Student, appointed by the Statewide Student Senate

CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGE REGISTRARS AND ADMISSIONS OFFICERS (CACCRAO)

The Chancellor's Office has solicited the help of [CACCRAO](#) to act as a conduit between the college admission offices and the Chancellor's Office, and to discuss various admission topics and issues. Input from the CACCRAO Executive Board has helped to inform statewide policy on a myriad of issues, including credit course repeats and withdrawals, and priority registration. Other topics include document imaging and records retention, catalog rights, concurrent enrollment, residency, Dream Act (Assembly Bill 540) students, veterans, transfer, fees, visas, academic renewal, transcripts, education planning software, data collection and reporting, refunds, and subpoenas.

PROGRAM COMMUNICATIONS

Updates and information relating to SSSP are published on the [SSSP website](#) and posted to [listservs](#) for SSSP (CCC-MATRIC listserv), Noncredit SSSP (NONCREDITSSSP listserv), Chief Student Services Officers (CSSO), Assessment Directors (CCCAA Listserv), Early Assessment Program (EAP Listserv), Counselors and Counseling Deans (CCC-Counseling Listserv), and Admissions and Records Professionals (CCC-admissions listserv).

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Chapter 2: Core Services

Codes and Regulations

Senate Bill 946

Assembly Bill 484

Education Code, section 78212

Education Code, section 78219

CCR Title 5, section 55003

CCR Title 5, section 55502 and 55502(i)

CCR Title 5, section 55010

CCR Title 5, section 55520 - 26

CCR Title 5, section 55530 - 32

CCR Title 5, section 55534

CCR Title 5, section 58108

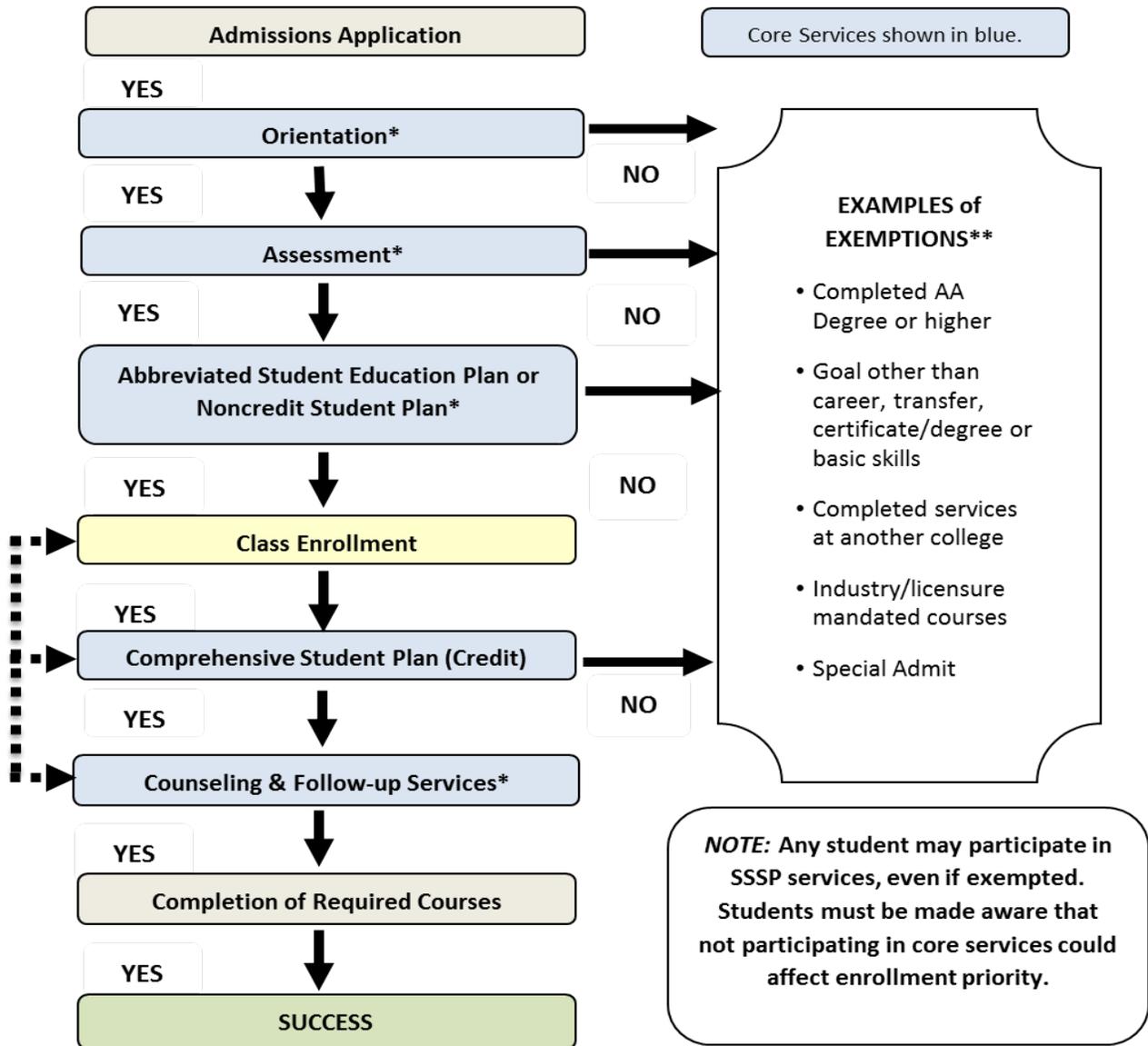
CCR Title 5, section 58621

Overview

This chapter describes the core SSSP services required by the Seymour-Campbell Student Success Act of 2012. These services include orientation, assessment for placement, educational planning, counseling, advising, and follow-up services. This chapter also includes information on prerequisites related to assessment. Unless specifically stated otherwise, the information on services provided applies to both credit and noncredit students.

Figure 1 provides an example of the progression of services that a typical student might experience. The administration of these services varies by college.

Figure 1: EXAMPLE OF SSSP PROCESS



* Core program services for credit and noncredit programs.

** See title 5, § 55532 for complete description of locally determined exemption criteria.

Admissions

Making the admissions process welcoming, understandable and seamless is essential to ensuring that students reach their goals successfully. Completing an application is generally the first official step in the process of enrolling as a student. The process at many colleges includes application, orientation, assessment and other steps in the process completed at the same time. Admissions and Records functions were originally part of the Matriculation Program, the precursor to the SSSP. While no longer considered a core service under SSSP, some Admissions and Records functions directly support the delivery of core SSSP services and are allowable expenditures of SSSP funds. These functions may include:

- Education planning technology tools/software/support
- Priority enrollment
- MIS data reporting related to core services
- Tracking of Academic and/or Progress probation
- Updating educational goal and course of study
- Transcript evaluation for education planning
- Degree audit functions and tools.

Expenditures for admissions functions that do not directly support core services are allowable in the required matching funds. Funding is discussed in greater detail in Chapter 4.

Orientation

While many colleges have long given orientations to incoming students, legislation and regulation now provide a consistent definition of orientation and its required topics to assure that all California Community College students are provided with a similar introduction to college life.

The purpose of orientation, as defined in title 5, section 55502, is to acquaint “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 title 5, section 55521.” Section 55521 specifies that colleges must provide all students with a timely orientation that addresses the following topics:

- (1) Academic expectations and progress and probation standards pursuant to section 55031.
- (2) Maintaining registration priority pursuant to section 58108.
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003.

- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621.
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed.
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services.
- (9) Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students.

Title 5, section 55530, also requires non-exempt, first time students to participate. A first-time student is one who enrolls at the college for the first time, excluding students who transferred from another institution of higher education and concurrent enrollment students in high school. Title 5, section 55532, governs exemptions. It also states that any students exempt from orientation must be notified of that fact and informed that they may participate if they choose. They must also be informed that they are not eligible for priority enrollment if they do not participate in core services (section 58108). More information on exemptions is also provided in Chapter 3.

Colleges may elect to disseminate any other information deemed appropriate during orientation, including additional information mandated by title 5. For example, colleges may provide students with information regarding their rights and responsibilities (section 55530), inform all students of relevant policies (section 55531), and ensure that policies are accessible and available to all students during or prior to enrollment. Other mandated information that may be appropriate for orientation includes informing students of district procedures for challenging alleged violations of title 5 regulations governing SSSP (section 55534), as well as information consistent with the federal Clery Act and the Violence Against Women Act.

Assessment and Placement

Student assessments should reflect a variety of informational reflecting academic strengths and weaknesses to ensure appropriate placement into coursework. To form a holistic "portrait" of each student, colleges may consider assessment test results as well as multiple measures, which can include educational background and performance, study and learning skills, aptitudes, and goals. Multiple measures may also include students' prior employment or academic experiences, interviews, GPA and transcripts.

Assessment is governed by the following title 5 regulations:

- Section 55502 (Definitions)
- Section 55520 (Required Services)
- Section 55522 (Assessment)
- Section 55526 (Accommodations)
- Section 55530 (Student Rights and Responsibilities)
- Section 55531 (Institutional Responsibilities)
- Section 55532 (Exemptions)

Section 55530 requires non-exempt, first-time students to participate in assessment. Assessment is also instrumental in the development of the student's education plan (as outlined in section 55524).

Colleges must adhere to the following regulations and guidelines when implementing and managing any assessment instrument used for course placement:

- Assessment instruments used in the placement of students must be approved by the CCCCCO (section 55522(a)).
- Colleges must evaluate assessment instruments to meet content validity, cut score validity, minimization of bias, reliability, and disproportionate impact standards provided in the [*Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges*](#) (section 55522(a)).
- Course placement recommendations must be based on multiple measures (sections 55502(i) and 55522(a)). Indicators of student readiness for math, English, and ESL course content can be used with or without placement test results. A minimum of two measures must be used to assess a student. This may include a test and another measure, such as GPA, or two other evidence-based multiple measures consistent with title 5 requirements.
- Placement assessment instruments must be used only for the purpose for which they were developed (section 55522(c)).
- Assessment instruments may not exclude a student from admission to the college, except that an approved test (used with multiple measures) may be used to assist in the admission process for a nursing program (sections 55522(c) and (e)).
- Assessment instruments may not exclude a student from a particular course or educational program; except that districts may establish appropriate course or program prerequisites (section 55522(c)).

- Assessment procedures and policies, including test preparation (e.g., sample tests), how assessment results are used in the placement process, and student ability to retest, must be clearly communicated to students (section 55522(b)).
- In conducting placement assessment for students with disabilities, necessary accommodations must be provided (section 55526(a)).
- Assessments must be provided to all non-exempt students. Student exemption policies may be adopted pursuant to section 55532. Exempted students shall be notified of this status and may be given the opportunity to participate in placement assessment. Students must be made aware that they will lose their enrollment priority status if they do not participate in assessment, orientation, and education planning (section 58108).

The Common Assessment Initiative and Multiple Measures Assessment Project

Pursuant to the Education Code section 78219, the Chancellor's Office is currently overseeing the development of the Common Assessment Initiative (CAI) or CCCAssess. This comprehensive, common assessment system is being developed in collaboration with local colleges and will be based on test content specifications and the identified range of CCC student math, English, and ESL competencies. These instruments will be available to both credit and noncredit students. CCCAssess will be designed to improve the accuracy of student placement in math, English and ESL courses and reduce unnecessary remediation.

The Multiple Measures Assessment Project (MMAP) is a related effort of the CAI. MMAP is a collaboration of the RP Group, the CCC Technology Center, San Joaquin Delta Community College District, the Education Results Partnership and Cal-PASS Plus to create a data warehouse and analytical model for effective multiple measures assessment. It will be developed and tested in pilot colleges to refine the analytic models for use of effective, evidence-based multiple measures.

Assessment Test Validation Process

Assessment instruments must be evaluated for approval by the Chancellor's Office on a regular basis to ensure that they meet established criteria for validity and reliability, cultural/linguistic insensitivity and bias, and disproportionate impact. In collaboration with the Chancellor's Office psychometric consultants, the CCCCCO Assessment Committee (see Chapter 1), reviews materials submitted by colleges and second-party publishers in April

and November of each year and recommends the status of approval to the Chancellor's Office for the instruments in one of the following categories:

| Level of Approval | Effective Period |
|-------------------|------------------|
| Probationary | Two years |
| Provisional | One year |
| Full | Six years |

[*The Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges*](#) describes the studies that must be completed, documented, and submitted to the CCCCO to receive approval for use of assessment instruments. Colleges are required to validate a test's cut scores to ensure that students receive appropriate levels of course placement. The test evaluation process requires the participation of faculty and staff representing multiple offices and departments of the college. For guidelines and examples on how to conduct required studies effectively, please see the resources located on the CCCCO website on the [Assessment and Placement](#) pages.

Title 5, section 55522 requires the Chancellor's Office to maintain a list of instruments approved for use in community colleges. The list is published on the Chancellor's Office's SSSP website on the [Assessment and Placement](#) pages and is updated at the end of each test review period. Section 55522 also gives the Chancellor's Office latitude to identify other measures of readiness that the colleges may use to assess students. For example, the Chancellor's Office has determined that SAT, ACT, and EAP/CAASPP scores may be used as multiple measures for placement. See below for further information on EAP/CAASPP.

Below is a list of terms and definitions frequently used in relation to the assessment standards:

- 1) **Bias** refers to any cultural or linguistic partiality, insensitivity, or offensiveness in test content that could negatively impact specific student groups.
- 2) **Disproportionate impact** is defined in section 55502(e) of the title 5 regulations as "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.”

- 3) **Reliability** refers to the consistency of the measurement each time it is used under the same conditions with the same subjects.
- 4) **Validity** is the single most important concern when evaluating an assessment instrument. It is not actually the test itself that is validated but the use of the test information. Validity evidence must support the interpretation and intended use of the placement assessment results.

Colleges must provide two primary types of validity evidence:

- *Content-related validity evidence* which addresses the extent to which course prerequisite knowledge and skills are measured by the test for all courses into which the test places students.
- *Evidence addressing the adequacy of cut scores*, which may be demonstrated by either a judgmental approach (typically used for initial setting of cut scores) or one of the following two empirical approaches:
 - *Criterion-related validity evidence* (which is typically gathered when the test has *not* yet been used for course placement) addresses the extent to which scores on the placement assessment instrument are related to results of an appropriate criterion measure of student ability (e.g., final grade, midterm grade or test score, and instructor or student ratings of student’s abilities to meet course requirements).
 - *Consequential-related validity evidence* (which is gathered after students have been placed into courses; typically 4-5 weeks into the semester) must address *both* (1) an instructor evaluation of the readiness of individual students to undertake the material of his/her course, and (2) each student’s evaluation of the appropriateness of his/her placement into that course.

Early Assessment Program

Implemented jointly in 2004 by the California State University (CSU), the California Department of Education (CDE), and the State Board of Education, the Early Assessment Program (EAP) determines high school students’ readiness to take college-level English and math courses and offers them opportunities to improve skills during their senior year. The Community College Early Assessment Pilot Program (Senate Bill 946, Scott, 2008) enables

community colleges, local high schools and the local CSU campus to use the EAP to identify and address students unprepared for college courses. Section 99301 of the Education Code authorizes participating community colleges to use student EAP test results for placement in English and math courses.

The EAP was initially based on the Standards Testing and Reporting (STAR) accountability program for public K-12 schools. AB 484, effective January 1, 2014, eliminated the existing STAR accountability program (which included the California Standards Test (CST) and was the basis of the EAP) and established the California Assessment of Student Performance and Progress (CAASPP). AB 484 further authorized that, beginning with the 2014–15 school year, the augmented CSTs in English language arts and mathematics are to be replaced by the grade 11 consortium computer-adaptive assessments in English and math for purposes of the EAP. High school juniors who score “Standard Exceeded” on the new California Assessment of Student Performance and Progress (CAASPP) are considered “college ready” for EAP purposes and are exempt from taking the CSU and placement tests for English and math in participating community colleges. These students may directly enroll in transfer-level courses. Grade 11 students who score “Standard Met” are considered “conditionally ready” on the EAP and may take additional course work their senior year to be exempt from taking the CSU and participating California Community Colleges (CCC) placement tests for English and math.

Previously, only 11th grade students who were eligible to take the CST for Algebra II or Summative High School Mathematics were eligible to participate in the math portion of the EAP. The new assessment allows for the EAP to be embedded in the exam with no additional questions required. This change has allowed all California 11th grade students to participate in both sections of the EAP and receive early signals about their readiness for college level English and math courses.

Colleges accepting EAP results should keep their EAP Participation Surveys updated with the Chancellor’s Office, Student Services and Special Programs Division. Participating colleges must also designate an EAP Data College Administrator to access or assign access to the CCC EAP Online Databases to access reports and individual student score information.

Prerequisites and Corequisites

Title 5, section 55510 requires colleges to develop policies for establishing and periodically reviewing prerequisites. The section also requires colleges to consider student challenges to prerequisites. Course prerequisites identify

existing knowledge essential to succeed in that course. A single test score, or any other single assessment measure, cannot be used as a prerequisite.

Title 5, section 55003 allows colleges to base prerequisites in English, reading, or mathematics on content review or on content review with statistical validation. If a college intends to establish prerequisites by content review only, it must adopt a district board-approved plan that addresses specific criteria outlined in § 55003. Title 5, section 55003 ties the establishment of prerequisites with the Student Equity Plan to ensure that prerequisite requirements do not have a disproportionate impact on students in terms of race, ethnicity, gender, age, or disability.

The Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation contains detailed information on prerequisites and corequisites (see Chapter 5: Resources).

Counseling, Advising, and Other Education Planning Services

Student counseling, advising and education planning services are central to SSSP services. Title 5, section 55523, as well as Education Code section 78212, require colleges to provide counseling, advising, and other education planning services to provide 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. Counseling under SSSP includes general, transfer and career counseling. The ultimate goal of counseling, advising, and other education planning services is to support all credit and noncredit students in successfully meeting their educational and career goals.

Career counseling as it relates to identifying an education goal and course of study (that would include career exploration, career assessment, undecided workshops, etc.) is allowable and can be funded under counseling for SSSP. It could also be counted as follow-up for at-risk students (title 5, sec 55525) as students without an educational goal or course of study are considered at-risk. While career counseling is allowable, career services such as job search activities, assistance with resumes, interviewing, etc., are not fundable under SSSP but are allowable as match.

Similarly, counseling related to transfer is also allowable under SSSP. Counseling and student education plans created in the Transfer Center would count for SSSP and should be reported in the data elements. Transfer Center

activities unrelated to counseling are unallowable expenses. Examples may include Articulation Officers, general college fairs, etc. Those expenses are allowable as match.

Student Education Plan

Title 5, section 55520 includes preparation of a Student Education Plan (SEP) as a required service of the colleges' SSSP. In addition, section 55524 provides detail on expectations for the SEP and also requires colleges to assist students with SEP development. Section 55530 requires non-exempt, first-time students to participate in the development of an SEP. Nonexempt students are also required by section 55530 to "express at least a broad educational intent upon admission" and to identify a course of study "after completing 15 semester units or 22 quarter units of degree-applicable credit course work, or prior to the end of the third semester or fourth quarter of enrollment." These criteria were based on recommendations from the Student Success Task Force, which indicate that declaring a course of study earlier increases student success. Colleges, however, have the option to identify shorter timeframes in their policies.

The SEP is valuable for both planning and student progress as it may accomplish the following:

- Consolidates student information, including assessment results, in an electronic form accessible to students, staff and faculty.
- Promotes accountability of students and staff by recording specific objectives and responsibilities.
- Documents the criteria and rationale for establishing course and major recommendations.
- Facilitates referrals to other support services.
- Assists in the tracking of student performance in classes and referrals and in determining which services are beneficial.

Title 5, section 55524 also defines two types of SEPs:

- **Abbreviated** - which are one to two terms in length and designed to meet immediate scheduling needs or for students for whom a comprehensive plan is not appropriate. For example, abbreviated plans may be completed prior to course enrollment for students who are completing a short-term certificate program or new students who have not declared an educational goal or course of study.
- **Comprehensive** - which must cover all of the terms needed for students to achieve their course of study. The comprehensive plan addresses the education goal and course of study requirements, "such as the

requirements for the major, transfer, certificate, program, applicable course prerequisites or co-requisites, the need for basic skills, assessment for placement results, and the need for referral to other support and instructional services as appropriate. The comprehensive student education plan is tailored to meet the individual needs and interests of the student and may include other elements to satisfy participation requirements for programs such as EOPS, DSPS, CalWORKs, veterans' education benefits, athletics, and others."

Noncredit students should have a separate, designated noncredit student education plan (NSEP) to address their specific goals. Some colleges may elect to use the same format as the abbreviated credit SEP, or may choose to develop an individual plan format that better suits noncredit student needs. The noncredit plan should help students identify academic and career training pathways, in addition to fostering course completion and progress. The plan should also identify instructional and student support resources that facilitate students' goal attainment. The NSEP should be counted as a comprehensive plan until the noncredit SSSP data elements are fully implemented in 2017-18.

SEPs can either be program-specific or campus-wide, as described below. Colleges will need to consider campus and student needs, staff expertise and workload capabilities in choosing which is best for their students. Whether the SEP is developed through a specific program or through the institution as a whole, the SEP must be in electronic format and accessible to all necessary college staff, to avoid confusion for students from having multiple or duplicate SEPs.

Program-specific - the SEP can be developed by individual programs (e.g., Extended Opportunity Programs and Services, Disabled Students Programs and Services, Financial Aid, Veterans' Services, etc.) if it contains all of the required title 5 elements. Advantages include the ability to more closely tailor SEPs to address individual needs of students these programs serve and the ability to gather only the information directly needed by the programs' statutory charge. In addition, program staff are more likely to use the SEP in a comprehensive way since its application is immediately and practically evident. The disadvantage is that the SEP must be modified if a student transitions out of the program.

Campus-wide - with this approach, an all-inclusive SEP is developed for each student. The campus-wide approach requires programs and divisions to collaborate to identify common concerns and create a comprehensive SEP or NSEP.

Colleges can also implement a hybrid approach and develop a common SEP or NSEP for the general student population while allowing special programs to develop unique SEPs. The education plan should be a dynamic document reflecting changes in students' status, academic goals, major, and academic performance.

When formulating an education plan, some important questions should be considered:

- Does the plan clearly express what the student needs to be successful?
- Can the information be readily entered into the college's and the Chancellor's Office Management Information System (MIS)?
- Does the plan allow for modifications of a student's objectives?
- How long does it take to meet the student's goals?
- Does the plan allow for double majors, degrees and certificates or transfer?
- Is the plan available in different languages or are multi-lingual personnel available to assist with development?
- Can the plan be formatted to reflect regulations applicable to specific populations; for example, veterans?
- Does the plan document referrals?
- Can each relevant campus office access and provide input to the plan (e.g., Financial Aid, Extended Opportunity Programs and Services, Disabled Students Programs and Counseling)?

The Education Planning Initiative (EPI) is a five-year statewide initiative funded by the Chancellor's Office for the development of a comprehensive education planning system to increase student completion rates and improve operational efficiencies across the state. The EPI is managed by the CCC Technology Center. The EPI will develop a student services portal that will customize and sequence matriculation information and activities to lead students toward successful completion of their goals, and an Education Planning and Degree Audit System to provide transcript, articulation, and curriculum inventory elements to colleges and help college counselors reach more students. More information is available at the [EPI website](#).

Follow-Up for At-Risk Students

Title 5, section 55525, requires colleges to evaluate the academic progress of, and provide support services to, at-risk students. At-risk students are defined as those who are enrolled in basic skills courses, have not identified an education goal and/or course of study, are on academic and/or progress

probation, or are facing dismissal. For noncredit courses, follow-up should be directed to students who are enrolled in basic skills courses or students who have not identified an education goal and course of study. Colleges must track academic and progress probation and refer students experiencing academic difficulty to specialized services or curriculum offerings pursuant to title 5, section 55523. These services may include counseling, student success or probation workshops, and referral to other support services such as tutoring, child care, or financial aid. While the counseling and referral process are core services and allowable expenses under SSSP, the specialized services are not.

Many California community colleges have adopted computerized “early alert” systems that allow instructional faculty to report student difficulties in a consistent and timely manner, so follow-up services can be provided. The EPI has also included an early alert tool that will be incorporated into its final product.

Follow-up for noncredit students may also include review and update of existing NSEPs, informational sessions on specific career options and skills inventory tests, advice and resources for foreign degree or transcript evaluation, or addressing behavioral issues that interfere with student learning or classroom instruction, course progress (e.g., receipt of “no pass”) and repeatability limits.

Chapter 3: Reporting Requirements

Codes and Regulations

Education Code, section 78211.5(b)
Education Code, section 78213(a)
Education Code, section 78214(a)
Education Code, section 78215(a)
Education Code, section 78216(c)

CCR Title 5, section 55003
CCR Title 5, section 55510
CCR Title 5, section 55516
CCR Title 5, section 55520
CCR Title 5, section 55532
CCR Title 5, section 55534

Reporting

The Chancellor's Office, on behalf of the Board of Governors, is responsible to the California Legislature for ensuring that funds provided to districts are used for their intended purposes and that colleges operate their programs in accordance with state law and regulations. A summary of the Education Code and Title 5 regulations that relate to funding and reporting requirements for Student Success and Support Program (SSSP) is provided in the Appendix section.

The following sections of the Education Code provide detail on additional legislative requirements:

- Ed Code section 78213(a) provides information on assessment in the community colleges and also requires colleges to use only the assessment

instruments authorized by the Board of Governors. Approved instruments and assessment standards are listed on the [assessment web page](#).

- Ed Code section 78214(a) addresses research requirements.
- Ed Code section 78215(a) governs orientation, assessment and education plans.

The colleges must submit several key reports each year to the Chancellor’s Office regarding their credit and noncredit SSSP activities and expenditures. The reports and their due dates are shown in Tables 1 and 2. Reporting requirements are discussed in the sections below. Unless specifically stated otherwise, all reporting requirements and dates apply to both credit and noncredit SSSP.

Table 1 (2015-16)

| Required Documents and Reports | Due Dates (based on carryover authority) |
|--|---|
| Certification of Eligibility to Receive Noncredit SSSP Funds | August 17, 2015 |
| Student Success and Support Program Plans and Budget Plans | October 30, 2015 |
| Mid-Year Report -- Declaration of Unused SSSP Funds | March 25, 2016 |
| Management Information System (MIS) data reporting | 30 days after the end of each term; August 2016 for the final submission |
| SSSP Year-End Expenditures Report | February 10, 2017 |

Table 2 (2016-17)

| Required Documents and Reports | Due Dates |
|--|--|
| Certification of Eligibility to Receive Noncredit SSSP Funds | June 2016 |
| Student Success and Support Program Plans and Budget Plans | Suspended for 2016-17 |
| Mid-Year Report -- Declaration of Unused SSSP Funds | February 2017 |
| Management Information System (MIS) data reporting | 30 days after the end of each term; First Monday in August 2017 for the final, corrected submission |

| | |
|-----------------------------------|-----------|
| SSSP Year-End Expenditures Report | Fall 2017 |
|-----------------------------------|-----------|

Fiscal Reports

MID-YEAR REPORT (DECLARATION OF UNUSED SSSP FUNDS)

[The Mid-Year Report](#) is used to report and to request any unused SSSP funds. Unspent funds returned for reallocation to colleges will be distributed based on demonstrated need, consistent with the Student Success and Support Program Reallocation of Funds Policy described below.

YEAR-END EXPENDITURES REPORT

Colleges are also required to submit the [SSSP Year-End Expenditures Report](#). Separate reports must be completed for credit and noncredit SSSP and are due after the conclusion of the fiscal year. Due to carry-over in recent fiscal years, the report for fiscal year 2015-16 will be due by February 10, 2017. This report includes the actual expenditures of state funds and other resources to support the SSSP at the college.

Any changes in budgets for fiscal year 15-16 should be reported through December 31, 2016, due to six months of approved carry-over.

Student Success and Support Program Reallocation of Funds Policy

Funds returned to the Chancellor's Office prior to the end of the fiscal year will be reallocated to those colleges requesting reallocated funds, based on the established priorities for the year. The reallocated funds will be disbursed as equitably as possible based on the amount of funds available and the college's request. This policy will be implemented as follows:

1. Colleges will be requested to submit the Mid-Year Report listing any anticipated unspent funds for the 16-17 fiscal year to the Chancellor's Office in February 2017.
2. As part of the Mid-Year Report, colleges will also be asked to submit requests for reallocated funds no later than March 25, 2016. To be considered, the requests must include a breakdown of the activities to be funded with a description and corresponding dollar amount needed. There will be no limit set on the amount of funds a college may request.
3. The Chancellor's Office will review the requests for reallocated funds and recommend funding to implement SSSP core services. If the total requests for reallocated funds exceed the amount of unused funds available, then funding

will be distributed equitably among the approved requests. Colleges may be contacted for verification of need prior to receiving an award letter. Late requests will not be accepted unless available funds exceed requests.

4. Colleges receiving reallocated funds will be expected to spend or encumber the 2016-17 funds by June 30, 2017. Any unspent funds are to be returned to the Chancellor's Office. If a college spends the reallocated funds for non-core services, the college will be required to return those funds and will not be eligible during the next fiscal year for reallocated funds.

Any college that returns in excess of five percent of its previous year's allocation on its Year-End Expenditures Report will not be eligible to receive reallocated funds in the following year.

Reports due for SSSP are posted on the Chancellor's Office [website](#) and distributed to the SSSP listserv. Staff can subscribe to the [credit SSSP listserv](#) and [noncredit SSSP listserv](#). Please see Chapter 4 for further guidance in preparing these reports.

Certification of Eligibility to Receive Noncredit SSSP Funds

All colleges that offer noncredit programs must certify their eligibility on an annual basis to receive noncredit SSSP funds by submitting the [Certification of Eligibility to Receive Noncredit SSSP Funds](#). This information will be used to determine which colleges will receive an allocation of the noncredit SSSP funding for the next fiscal year.

Student Success and Support Program Plans

In 2015-16, each college completed an annual credit SSSP plan. Additionally, colleges that submitted a noncredit SSSP certification form completed a noncredit SSSP Plan. For the 2016-17 year, the Chancellor's Office has placed a temporary hold on submission of annual plans, including the SSSP Plan, in order to consolidate efforts and move toward a unified and integrated plan for SSSP, Student Equity and the Basic Skills Initiative, as well as other initiatives. Next year's integrated plans will be developed through consultation with representatives of the academic senate, staff, administrators and students. The revised plans will still require information on the delivery of SSSP services required by title 5, section 55520. A budget plan for program expenditures will also be required. All programmatic changes will be communicated to all stakeholders as they are finalized.

Core Services

Colleges must adequately plan delivery of the required SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students. Planning must consider the services provided, target student populations and estimate of the number served, service delivery strategies, partnerships with outside agencies, faculty and staff providing services, technology support, research conducted, and any additional policies and procedures relevant to SSSP services. In addition, colleges should consider delivery of abbreviated and comprehensive education plans, as well as related placement and assessment, including use of approved instruments and exemption and appeal policies.

Related Direct Program Services: Institutional Research and Technology

College should engage in comprehensive and strategic planning for the use of technology required to directly support the delivery of SSSP services. In addition, title 5, section 55512 requires colleges to research and evaluate SSSP services to determine areas of needed improvement. This regulation also requires the Chancellor to “establish a system for evaluation of the Student Success and Support Program on a statewide basis.”

Institutional research on SSSP varies widely across colleges and districts, depending on local needs and the resources available. Suggested areas of research include:

- Analysis of patterns of course success in relation to core SSSP services, with data disaggregated by ethnicity, gender, disability, age, and socioeconomic status.
- The impact of assessment test placement models and multiple measures on student progress toward educational goals.
- Evaluation of orientation programs and their ability to promote knowledge of the institution and its support services.
- The impact of prior educational experiences on assessment and placement systems, and course taking patterns.
- Tracking of particular cohorts of students to understand the impact of placement systems and key gatekeeper courses on the attainment of educational goals.
- Evaluation of the success of follow-up services and interventions designed to assist students on academic probation.

- Analysis of counseling visits and education planning systems and the value they add to a student's attainment of successful course and program outcomes.
- Analysis of staffing and service delivery patterns that documents, in a multivariate context, the important role that counselors and academic advisers play in key success metrics (i.e., the student-to counselor ratio or counseling visits per year as independent variables to explain course or program success).
- Assistance on developing a list of key performance indicators that can be used to track the success of support programs.
- Best practices that can be shared with faculty and staff involved in delivering SSSP programs.
- Tracking and evaluating students' progress towards achieving stated educational goals based on the information from students' education plans (abbreviated and comprehensive).
- Evaluation of different modalities or delivery methods (i.e., online vs. face-to-face counseling) and their impact on achievement.
- Identification of SSSP services most improve course and certificate completion or transitioning to credit or a degree pathway for noncredit students.
- Identification of language, cultural, and other barriers noncredit students encounter and what best practices for core services mitigate these barriers.

Services Allowed for District Match

Education Code section 78211.5(b) permits districts to expend SSSP categorical funds only on core services approved by the Board of Governors. However, districts may count other approved expenditures for services, including Admissions and Records, Transfer and Articulation Services, Career Services and other unrelated Institutional Research. In addition, colleges may include institutionally-funded tutoring and supplemental instruction costs for at-risk students as match. The college's Year-End Expenditures Report will be monitored for appropriateness. Please refer to Chapter 4, *Funding Requirements*, for more information on matching funds for credit and noncredit SSSP.

Policies: Exemptions, Appeals and Prerequisites

SSSP legislation and regulations require districts to establish clear and equitable policies and procedures for program implementation. These policies and procedures must address exemptions, appeals, and prerequisites. Title 5, section 55532 lists the criteria for policies that exempt a student from orientation, assessment, counseling, advising, or student education plan development. Title 5, section 55534 addresses student appeal policies and procedures regarding alleged violations in student services programs. Colleges must also have procedures for

establishing and reviewing prerequisites as well as for considering challenges to the prerequisites. Title 5, section 55003 establishes criteria for prerequisites, corequisites, and advisories on recommended preparation.

Professional Development

Title 5, section 55516 requires each community college district to implement a professional development program for staff and faculty providing SSSP services. Professional development is important to ensure that staff and faculty are up to date with credit and noncredit SSSP practices and policies. Part-time and adjunct faculty should be included in the professional development activities of the college. Examples of professional development services include:

- SSSP training during new faculty and staff orientations and FLEX activities.
- Attending SSSP-related activities, meetings and conferences.
- Dedicating a section of departmental newsletters and updates to SSSP.
- Widely disseminating SSSP-related research and reports.
- Including SSSP information in staff, student, and faculty handbooks.
- Including SSSP presentations at departmental and division meetings as well as Academic Senate meetings.
- Providing SSSP information to student groups and organizations.
- Incorporating SSSP into student learning outcomes and assessments.

Integrated Planning

Credit and noncredit SSSP staff should be coordinating their efforts, as appropriate, as well as coordinating with other campus programs and efforts. This includes Student Equity, Institutional Effectiveness, the Basic Skills Initiative, the Regional Adult Education Consortium, Career Technical Education, other categorical programs (EOPS, DSPS, CalWORKS, etc.), accreditation, self-study, educational master plans, strategic plans, and departmental program review.

Management Information Systems (MIS) Data Reporting

Student success data reported through the California Community Colleges Management Information System (MIS) must be accurate and complete to be used for funding allocation, for institutional and statewide research efforts and to inform vital policy and budget discussions.

All students are reported in SS01. Credit students are reported within SS02 – SS11 and noncredit students are reported within SS12 – SS20. Below is the list of the credit (SS) data elements currently required to be reported:

SS01 STUDENT EDUCATIONAL GOAL
SS02 STUDENT COURSE OF STUDY
SS03 STUDENT INITIAL ORIENTATION EXEMPT STATUS
SS04 STUDENT INITIAL ASSESSMENT EXEMPT STATUS
SS05 STUDENT EDUCATION PLAN EXEMPT STATUS
SS06 STUDENT INITIAL ORIENTATION SERVICES
SS07 STUDENT INITIAL ASSESSMENT SERVICES PLACEMENT
SS08 STUDENT COUNSELING/ADVISEMENT SERVICES
SS09 STUDENT EDUCATION PLAN
SS10 STUDENT ACADEMIC-PROGRESS PROBATION SERVICE
SS11 STUDENT-CREDIT-SUCCESS-OTHER-SERVICES

Please note that the elements were revised for noncredit SSSP reporting in 2015-16. Colleges will be allowed one year to update their reporting systems to accommodate the changes. Reporting for the new noncredit SSSP elements will be required in 2017-18 as the noncredit SSSP formula will be applied in 2018-19. For 2015-16 and 2016-17, noncredit SSSP data will be counted using the current data elements (SS01-SS11); however, colleges are encouraged to report through the new noncredit elements, though the data will not be used for funding purposes this year.

Students who are taking credit and noncredit courses will be reported based on the number of credit hours they are enrolled in. Noncredit students enrolled in fewer than six credit hours during the year are included in the noncredit count for allocation purposes. Below is the list of new noncredit (SS) data elements:

SS12 STUDENT-NONCREDIT-COURSE-OF-STUDY
SS13 STUDENT-NONCREDIT-INITIAL-ORIENTATION-EXEMPT-STATUS
SS14 STUDENT-NONCREDIT-INITIAL-ASSESSMENT-EXEMPT-STATUS
SS15 STUDENT-NONCREDIT-EDUCATION-PLAN-EXEMPT-STATUS
SS16 STUDENT-NONCREDIT-INITIAL-ORIENTATION-SERVICES
SS17 STUDENT-NONCREDIT-INITIAL-ASSESSMENT-SERVICES-PLACEMENT
SS18 STUDENT-NONCREDIT-COUNSELING/ADVISEMENT-SERVICES
SS19 STUDENT-NONCREDIT-EDUCATION-PLAN
SS20 STUDENT-NONCREDIT-SUCCESS-OTHER-SERVICES

Services for all students, whether new or continuing, must be reported in the term in which they are received. For example, services provided to students in the summer term in preparation for fall term should be reported in the summer term. Students served between terms must be recorded in the subsequent term. For example, if summer term formally ends on Sunday, August 14, and a student meets with a counselor on Monday, August 15, the service will be counted for fall term.

Detail on Reporting Elements

For complete explanations of each element, and the appropriate coding into the MIS, please refer to [the Chancellor's Office Data Element Dictionary under "Student Success Data Elements."](#) Additional detail on reporting services can also be found in Chapter 4. However, in response to a number of questions the Chancellor's Office has received on SS06-SS11, more clarification is provided below:

- Student Initial Orientation Services (SS06/SS12). This service should only be reported once under SS06 for credit (or SS12 for noncredit) during the time the student is served by the college if all elements listed under title 5, section 55521 are incorporated (see also p. 2.2). Any subsequent orientation would be reported in SS11 for credit or in SS20 for noncredit.
- Student Initial Assessment Services (SS07/SS14). This element indicates if a student received assessment services for initial course placement. This service should only be reported once during the time the student is served by the college. Any subsequent assessment would be reported in SS11 for credit (or in SS20 for noncredit).

Note: in addition to reporting on SS07, colleges must also report separate information in the MIS on student assessment tests administered during the prior year.

SA01 STUDENT ASSESSMENT INSTRUMENT

SA03 STUDENT-ASSESSMENT-ACCOMMODATION

SA04 STUDENT ASSESSMENT PURPOSE

SA05 STUDENT ASSESSMENT DATE

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Chapter 4: Funding Requirements

Codes and Regulations

Senate Bill 1456
2014-15 Budget Trailer Bill (SB 860)

Education Code, section 84754.5

CCR Title 5, section 55000(m)
CCR Title 5, section 55150
CCR Title 5, section 55155
CCR Title 5, section 55510
CCR Title 5, section 55518
CCR Title 5, section 55520-25

Funding Overview

Funding for SSSP is targeted to fully implement core services: orientation; assessment; counseling, advising, and other education planning services; and follow up for at-risk students. In accordance with SB 1456, the formula to allocate funds for the program includes the following elements:

- The number of students to receive services at each college.
- The number of students who received orientation; assessment; counseling, advising, and other educational planning services; and follow up for at-risk students.

Although SB 1456 does not explicitly include follow-up in the funding elements the Board of Governors used its authority to include follow-up as a required and fundable service under title 5, section 55520.

SSSP funds may only be used for core services, whether they are provided in-person or through technology mediated strategies. Board of Governors maintains the authority to identify other support services that can be funded.

In addition to providing all core services, colleges must meet other requirements to receive SSSP funding. Districts and colleges must agree to implement CCCAssess, produced by the Common Assessment Initiative, once CCCAssess is adopted, if an assessment test is used for placement. A second added requirement under the 2014-15 Budget Trailer Bill (SB 860) is the development of a Student Equity Plan. Finally, implementation of the Board of Governors' accountability scorecard is also mandatory, pursuant to the Education Code, section 84754.5.

Allocation Process and Timeline

Program funding is always contingent on the State's annual Budget Act appropriation. In recent years, the Budget has been enacted before June 30 for the following year. Based on the appropriation, the Chancellor's Office allocates the appropriated credit and noncredit program funds to colleges using the approved formulas described below.

The data necessary to administer the allocation formula are transmitted by districts through the Chancellor's Office MIS system by the first Monday in August and are not available for allocation purposes before August 30. Colleges can generally expect notification of their final allocation in early October.

Allocation notices are sent out via the Student Success and Support Program listservs and also are posted on the Chancellor's Office Student Success and Support Program [webpage](#).

Funds are transmitted to community college districts throughout the year via the apportionment process. The apportionment timeline is as follows:

- Advance Apportionment: July
- First Principal Apportionment (P1): September
- Second Principal Apportionment (P2): February
- Final Recalculation (R1): December

Definitions

Appropriations - funds provided to the Chancellor's Office by the State.

Allocations - the annual total of funds for a categorical program that the Chancellor's Office transmits to colleges from the State appropriation.

Apportionment - payments transmitted to districts over the course of the fiscal year that add up to the total college allocations.

Data Elements and Credit Funding Formula

Starting in the summer of 2014, new Student Success (SS) data elements replaced the Student Matriculation (SM) data elements reported previously. The SS data element definitions and descriptions are found in the [MIS Data Element Dictionary](#). The SS data elements are used to generate allocations using the credit SSSP funding formula. Allocations for noncredit SSSP remain based on headcount until 2018-19. Allocations for the fiscal year are based on data submitted in the prior year; therefore, it is important for program staff to work with their information technology staff to ensure the data reported is accurate and complete by the final submission deadline of the first Monday in August each year. Data for services are reported for the term in which the services were provided.

CREDIT SSSP FUNDING FORMULA

The credit funding formula depicted in Exhibit 1 is based on the following considerations:

- Base funding of \$35,000 or 10 percent of the total credit SSSP appropriation, whichever is greater, provides baseline funding protection for small colleges. This funding is calculated by dividing the SSSP credit appropriation by 113 (representing 112 colleges and the Compton Center). Colleges are guaranteed a minimum of \$35,000 for base funding.
- The 40:60 split in the formula for base funding/unduplicated headcount vs. services gives a proportionate share of base funding to colleges with larger student populations while creating an incentive for colleges to serve greater numbers of students.
- The unduplicated headcount (i.e., the potential population of students to be served) for credit students is calculated using students designated as CA residents for fee purposes (MIS Data Element SB09) who are enrolled as of census in at least 0.5 credit units (MIS Data Element STD7) with a headcount status of "A," "B," "C".
- For the 60 percent dedicated to services, funding is based on the college's prorated share of total count of services provided for all colleges, as reported in the MIS. Of that 60 percent, 30 percent is specifically targeted

to provide one-time services to new students (i.e., initial orientation, initial assessment, and abbreviated SEPs).

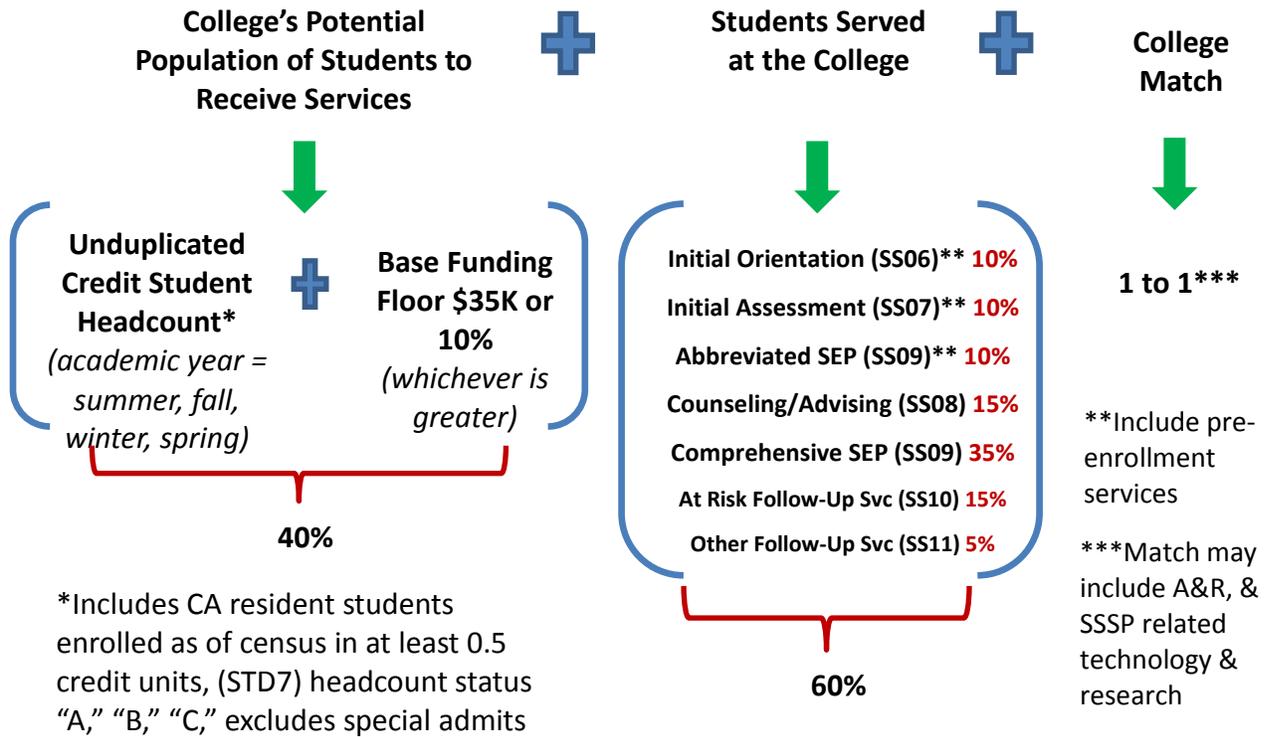
- Given the importance of ensuring students identify a course of study and develop an SEP, a greater weight was placed on the comprehensive SEP required for first time students who earn 15 degree-applicable semester units or before the end of their 3rd term, pursuant to title 5, section 55530. The weight also reflects the cost of counseling expertise needed to support the development of comprehensive SEPs.

Note: To incentivize programs to transition high school seniors to college, pre-enrollment services may be funded for orientation, assessment, and abbreviated SEPs provided to high school students who were served by the college and applied, even if they subsequently did not enroll. To count services for these students, a college application must be completed to create a basic student record ([see MIS Basic student record data element definitions](#)). Please note, however, that SSSP services cannot be funded for dual enrollment students.

Example of
Base Funding
Floor
Calculation

\$35K base per college multiplied by the number of colleges operating SSSPs equals \$3,955,000. Ten percent of the SSSP (credit) appropriation of \$89,802,000 equals \$8,980,200. When divided by 113, the per-college amount would be \$79,470. The greater per-college amount in this scenario would be \$79,470.

EXHIBIT 1 – SSSP CREDIT FUNDING FORMULA



Note: each college will be allocated funding based on its prorated share of the state's total count of services provided as reported in the MIS in each of the service categories listed in Exhibit 2 below.

EXHIBIT 2 – ALLOCATION FORMULA AND MIS DATA ELEMENT

| Service | % | MIS Data Element | Frequency in Formula |
|--------------------------------------|----------|-------------------------|---|
| Initial Orientation | 10% | SS06 | once during time student is served by the college [†] |
| Initial Assessment | 10% | SS07 | once during time student is served by the college [†] |
| Abbreviated Student Education Plan | 10% | SS09 | once during time student is served by the college [†] |
| Counseling/Advising | 15% | SS08 | once per year per student during time student is served by the college |
| Comprehensive Student Education Plan | 35% | SS09 | once during time student is served by the college [†] (revisions or a new SEP in subsequent terms are counted under “other follow-up service”) |
| Academic/Progress Probation Services | 15% | SS10 | once per term during time student attends the college (after first term) |
| Student Success Other Services | 5% | SS11 | up to four times during the year during time student attends the college |

† A student re-enrolling at the reporting college after an absence of six or more primary semesters, or nine or more primary quarters, or the equivalent of 3 academic years may be considered a new student for funding purposes.

Fundable Services

Services can be provided, reported and funded on the basis described below:

- Initial orientation: for first time students.
- Initial assessment: for math, English and ESL for first time students.
- Abbreviated SEP: a one- to two-term SEP that may precede a comprehensive SEP or serve as the only SEP needed for a student whose program can be accomplished in one or two semesters.
- Counseling and advising: counseling or advising to a student or group of students.
- Comprehensive SEP: an education plan that is at least two terms in length and reflects the number of terms required to achieve the student’s declared course of study (title 5, section 55524); a student who has a

clearly defined educational goal and course of study at the time he or she applies and enrolls in courses at a college may not need an Abbreviated SEP and may immediately develop a comprehensive SEP. The noncredit SEP is counted in MIS as a comprehensive SEP.

- Follow-up services for students on academic or progress probation: one-on-one or group counseling sessions, student success workshops, referrals to other services, etc.
- Other student success services: subsequent orientations, other assessments (career and interest assessments, placement assessments for subjects other than entry-level math, English or ESL, or re-testing); revision or development of an additional SEP beyond the initial abbreviated and/or comprehensive SEP (if the student changes course of study, or there are other changes that necessitate a revised or new SEP); student success workshops, etc. In general SSSP service interactions that include a two-way interaction of an unspecified duration meet the intent of a service and can be reported for funding. Actions that do not qualify for funding as follow-up services are those that are a one-sided action on the part of the college and those that are primarily administrative or clerical.

Funding Formula Timeline by Fiscal Year (July 1-June 30)

FY 2015-16

The new SSSP formula was used to calculate allocations based on the 2014-15 MIS SS data submitted to the Chancellor's Office in August 2015. Because data to generate the allocations is not available until after the start of the fiscal year, colleges received 100 percent of their previous year's allocation in the Advance Apportionment in June 2015. Allocations were issued in September 2015. The funding formula provides for a guarantee at 80 percent of a college's prior year allocation to allow colleges to adjust to the new funding formula without destabilizing programs.

FY 2016-17

The advance issued in July 2016 was based on 80 percent of the total allocation received in 2015-16. The SSSP formula is used to calculate allocations based on prior year MIS SS data reported by the college in August 2016. The minimum funding guarantee drops to 50 percent of 2014-15 funding.

FY 2017-18 AND FOLLOWING YEARS

The SSSP formula continues to be used to calculate allocations based on the prior year's MIS data reported by the college each year in August. Provided

the budget appropriation allows it, funding will be guaranteed at 95 percent of the prior year's allocation to provide stability from year to year.

Noncredit SSSP Funding

The California Community Colleges have received a separate allocation for noncredit matriculation services since 1997-98. Because not all colleges have noncredit programs, a separate certification form is required for colleges that wish to receive noncredit funding. Until 2018-19, when the noncredit SSSP funding formula is employed, noncredit SSSP allocations continue to be based on the current formula, which is calculated based on the following considerations:

- Based 100 percent on a weighted noncredit student headcount.
- The weight of .5 is assigned to students enrolled in fewer than 48 noncredit hours.
- Students enrolled in 48 or more noncredit hours are assigned a weight of 1.0.
- Noncredit students who enroll in fewer than six credit hours at any location in the district during the year are included in the noncredit count for allocation purposes. Conversely, noncredit students who enroll in six or more credit hours during the year are excluded from the noncredit count as these students are counted in the credit SSSP allocation.
- All students with at least one hour of attendance in a fundable noncredit course section (see bullet below for list of approved courses and programs) during the academic year are counted in the noncredit funding formula, unless they also attempted six or more units of credit coursework during the year.

Noncredit SSSP funds can be used to provide core services to students enrolled in only the following areas:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-Term Vocational
- Workforce Preparation

Starting with the required implementation of the new data elements in 2017-18, to better align with the goals of fostering student success and coordinating with the Program and Course Approval Handbook, a program in the four areas listed above that are eligible for noncredit SSSP funding will be required to meet all the following new qualifications:

- Meet the definition of program under title 5, section 55000(m);
- Have a sequence of at least two courses leading to a certificate or diploma;
- Submit an annual noncredit SSSP funding certification form; and
- Be approved by the Chancellor's Office in accordance with title 5, section 55150 or 55155, whichever is applicable.

As previously stated, the colleges have a match requirement of 1:1 for noncredit SSSP. The noncredit formula does not provide a funding guarantee related to a college's prior year noncredit allocation. However, colleges are permitted to use credit SSSP funds to support services for noncredit students.

Revised Noncredit SSSP Data Elements and Funding Formula

In 2014, the Chancellor's Office convened the Noncredit SSSP Ad Hoc Workgroup to revise the noncredit SSSP plan and the corresponding funding formula. Represented on the workgroup were faculty, counselors, deans, chief student services officers, chief instructional officers and other key stakeholders in noncredit programs. The revised noncredit funding formula will be implemented in 2018-19 to allow the districts time to train relevant staff and implement budgetary changes and modifications to MIS due to the proposed new formula and required data collection. The corresponding MIS data elements have been introduced to the colleges and are optional for 2016-17. Colleges will be required to submit data for these elements beginning in 2017-18 as the data will be used to generate allocations, using the new funding formula, beginning in 2018-19. The new funding formula will be calculated as follows:

- Base of 5 percent of the total allocated for noncredit SSSP divided by the number of eligible noncredit programs
- Thirty-five percent using unduplicated noncredit student headcount
- Sixty percent of the SSSP (credit) total state appropriation dedicated to colleges will be allocated based on core services provided to students:
 - 15 percent for initial orientation
 - 15 percent for initial assessment
 - 30 percent for noncredit SEP
 - 20 percent for counseling/advising
 - 20 percent for follow-up and other services

Noncredit Funding Formula Timeline by Fiscal Year (July 1-June 30)

FY 2015-16

In June, colleges received 95 percent of their prior year's allocation in the advance apportionment because data to generate the allocations is not available until after the start of the fiscal year. Allocations were issued in October. The Noncredit SSSP funding for 2015-16 is calculated based on the current formula, detailed above. New noncredit SSSP elements for MIS were introduced to collect data that will be used to calculate noncredit allocations beginning in 2018-19.

FY 2016-17

In July, the colleges received an advance equal to 80 percent of their total allocation for 2015-16. Colleges must ensure they update their systems to accommodate the changes to noncredit SSSP elements for MIS. The allocations will continue to be based on the current formula.

FY 2017-18

Colleges will be required to submit data for the noncredit MIS elements. The allocations will continue to be based on the current formula; however, funding will only be available to programs meeting the new qualifications listed above.

FY 2018-19 AND FOLLOWING YEARS

The new noncredit SSSP funding formula will be implemented for programs meeting the qualifications listed in the section above. The allocations will be based on prior year's data submitted to MIS.

Allowable Use of Student Success and Support Program Funds

General Rules

Program funds can only be used to support and meet the costs of the service components described in title 5, sections 55520-25, and in accordance other provisions of title 5 governing SSSP (sections 51024 and 55500-55534). Any changes to colleges' budgets for the 2015-16 fiscal year must be approved by the Chancellor's Office.

All expenses charged to SSSP must be justifiable and reasonable. "Justifiable" means that expenditures are consistent with program goals and activities delineated in the SSSP plan. "Reasonable" means that expenditures will be made prudently and with every effort to utilize funds efficiently.

Funds for the approved purchase of equipment, supplies, etc., can be encumbered if the purchase order is dated on or before the final day of the

fiscal year in which the funds were allocated. In the event that a local policy governing encumbrances has been officially adopted by the district, the terms and restrictions of that policy prevail. In the event of carry-over, funds must be expended by the end of the carry-over period and cannot be encumbered beyond the carry-over date.

For the 2015-16 fiscal year, the noncredit program requires a minimum of ninety percent of the funds to be expended on direct services to students. This requirement has been removed beginning with the 2016-17 fiscal year.

Allowable Expenditures

1. **SSSP PROGRAM DIRECTOR/COORDINATOR AND STAFF**
SSSP director/coordinator who has direct responsibility for coordinating the college's SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports. Staff who work directly in the program -- classified, faculty or administrative -- must directly support program services, as reflected in job descriptions and included in the SSSP Plan. The college must be able to document staff time charged to the program. Costs may include salaries or wages and employee benefits. Costs must be prorated for employees who are assigned to SSSP on a part-time basis.
2. **OFFICE SUPPLIES AND POSTAGE**
Direct cost of office supplies and postage related to SSSP activities.
3. **SSSP PUBLICATIONS AND OUTREACH MATERIALS**
Reasonable costs to develop and produce materials to promote SSSP services and activities. Examples include materials for orientation and assessment workshops at high schools, guides for creating an education plan, brochures about supportive services, etc.
4. **IN-STATE TRAVEL AND TRAINING**
Expenses may include workshop/conference fees, and travel and lodging according to district travel guidelines to allow program staff to attend SSSP-related training conferences and workshops in California. Funds should not be used to pay for out-of-state travel.

5. **COMPUTER HARDWARE AND SOFTWARE AND EQUIPMENT**

Colleges may use program funds to purchase computer hardware, software, and equipment to assist colleges in the delivery of SSSP services if the purchases are included in the SSSP Program Plan. These could include education planning or degree audit software and licensing. Equipment purchased by the program that is no longer needed or is being replaced cannot be donated to another area of campus. District policies regarding the use and disposal of surplus equipment must be followed. No more than ten percent of the college's noncredit allocation may be used for costs related to equipment or research activities.

6. **FOOD AND BEVERAGES**

Categorical funds can be used to provide food or non-alcoholic beverages for students or staff, provided that there is no local Board of Trustees' policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of SSSP. Funds cannot be used to pay for general campus activities, such as open houses or other events not directly related to SSSP.

7. **COUNSELING, ADVISING, AND OTHER STUDENT EDUCATION PLANNING SERVICES**

Colleges may use funds to pay for counseling, advising, and other education planning services provided to students. This may include salary and benefit costs of staff who provide these services, costs related to the provision of workshops, group counseling or advising sessions, online advising, etc., unless those workshops or group sessions are part of a course that generates FTES. SSSP funds cannot be used to pay for services that are provided through an apportionment generating activity.

8. **FOLLOW-UP SERVICES**

Colleges may use program funds to pay for communication or early alert systems designed to notify students of their academic standing or intervention services that may include related workshops targeting students on probation or facing dismissal.

9. **ORIENTATION SERVICES**

Development and delivery of orientation services: this may include staff and materials costs to deliver group orientations, workshops, development of online orientation resources, etc.

10. **ASSESSMENT FOR PLACEMENT SERVICES**

Purchase of assessment tests and the implementation of multiple measures used for course placement, career assessments, assessment center staff, test proctors, communication to students, practice tests, etc. This may include admissions office evaluators or other staff who collect and review of multiple measures data, such as transcripts from other colleges and high schools, military service and work experience, and specialized certificates and licenses.

11. **RESEARCH, ADMISSIONS AND TRANSFER FUNCTIONS DIRECTLY RELATED TO FUNDABLE SSSP SERVICES**

Colleges may use program funds to pay for research, admissions and records and transfer related staff time dedicated to evaluating the effectiveness of SSSP core services, or directly contributing to or providing SSSP core services.

Expenses Not Allowed

1. **CONSTRUCTION**
Funds may not be used for construction work, remodeling, wiring, or renovation.
2. **GIFTS**
Public funds, including SSSP funds, may not be used for gifts or monetary awards of any kind.
3. **STIPENDS FOR STUDENTS**
Funds cannot be used to pay stipends to students for attendance at SSSP classes or workshops.
4. **OFFICE FURNITURE**
The cost of office furniture (desks, chairs, bookcases, etc.) is not allowed.
5. **OTHER STAFF SALARIES AND BENEFITS**
Program funds cannot be used to pay for any staff that do not directly support SSSP services described in the college's approved plan, such as budget office staff, business office staff, etc.
6. **POLITICAL OR PROFESSIONAL DUES, MEMBERSHIPS, OR CONTRIBUTIONS**
Funds cannot be used for these activities.
7. **RENTAL OF OFF-CAMPUS SPACE**
Use of funds to pay for off-campus space is not allowed.
8. **LEGAL AND AUDIT EXPENSES**
Program funds may not be used to pay for legal or audit expenses.
9. **INDIRECT COSTS**
Program funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. **UNRELATED TRAVEL COSTS**
Program funds may not be used for the cost of travel not directly related to program activities or functions.

11. **VEHICLES**

Program funds may not be used to purchase vehicles.

12. **CLOTHING**

Program funds may not be used to purchase clothing such as jackets, sweatshirts, socks or tee shirts.

13. **COURSES**

Program funds may not be used to deliver courses that generate FTES.

14. **ADMISSIONS AND RECORDS OFFICES**

In general, program funds cannot be used to fund operations of Admissions and Records (A&R) Offices. This does not preclude the use of funds for specific functions performed in A&R that are directly related to the delivery of Student Success and Support Program services. For example, SSSP funds could be spent for transcript analysis for the purpose of course placement. These functions and staff must be identified in the college's SSSP program and budget plans.

15. **RESEARCH OFFICES**

Institutional research not directly related to the provision or evaluation of SSSP services.

Allowable Expenditures for College Match

From the beginning, legislative funding related to matriculation services was intended to supplement institutional expenditures for student support services, not cover the full costs. Matching requirements reflect the expectation that colleges have primary responsibility for student success services and SSSP funds are supplemental to ongoing college expenditures.

In the past, title 5, section 55518 required that each dollar of state credit SSSP funds be matched by three dollars of other district resources devoted to SSSP, with the exception of other categorical funding. However, since district general fund budgets did not have corresponding increases, districts expressed concern about matching funding for credit SSSP at the 3:1 rate. In response, the BOG amended title 5 in 2014 and authorized the Chancellor to reduce the credit match requirement. The 2014-15 match requirement was reduced to 2:1 while the requirement; for 2015-16 the match requirement was reduced to 1:1; and for 2016-17 for credit and noncredit SSSP it will

remain at 1:1. Matching funds must directly benefit the program. Institutions can count:

- Expenditures from non-program fund sources (excluding State student services categorical funds) for core services and related direct program costs, such as:
 - Orientation
 - Assessment for placement
 - Student Education Planning
 - Counseling and Advising
 - Follow Up Services
 - Institutional research directly related to the provision or evaluation of SSSP services
 - SSSP Technology directly related to the delivery of services, such as online orientation, advising and student education planning
- Cost of a FTES-generating course: the counseling faculty member's salary and benefits, where the outcome of the course is the completion of the students' orientation and/or an education plan. (Example: A counseling faculty member who is assigned to teach a Student Success course cannot be paid from SSSP funds for that portion of his or her workload related to the FTES-generating course. However, if at the end of the course students have completed their orientation or produced education plans, the cost of the course, including the counseling faculty member's compensation for teaching the course, can be included in the college's SSSP match.)
- Due to the influx of SSSP funding in recent years, districts may also count expenditures for matching funds in these four specific areas:
 - Admissions and Records
 - Transfer and Articulation Services
 - Career Services
 - Institutional Research
- In addition, institutionally-funded tutoring and supplemental instruction costs for at-risk students may also be counted as match.

All matching funds must be described in the program plan and are considered to be part of the overall funds supporting the SSSP. They are subject to audit. If the matching funds are not found to be allowable, or if they are less than the required match, adjustments to the SSSP allocation will be made as appropriate.

The costs covered through the match must be identified and reported as part of the budget of the program plan and ultimately reported as expenditures on the SSSP Year-End Expenditure Reports.

Eligible sources of funding for the match include, but are not limited to the following:

- Federal, State and local funds—Funds under the control or jurisdiction of the district as long as these funds are not expressly restricted for use.
- Private or Non-Profit funds—Private contributions or grants used to support the SSSP.

Additionally, SSSP funds may not be used as match for any other categorical program.

Expenditures Not Allowed for College Match

Ineligible sources of matching funds and expenditures include, but are not limited to:

- Except for the services specifically listed as allowable match costs, expenditures that are not allowed with SSSP funds are also not allowed to be counted towards the district match requirement of 1:1.
- Categorical Programs—State student services categorical program expenditures, such as those for EOPS, DSPS, CARE, Student Equity or Board Financial Assistance Program-Student Financial Aid Administrative Allowance (BFAP-SFAA) may not be reported as part of the district match requirements. These program funds are earmarked exclusively for their expressed purposes as authorized in the Education Code. One exception is the federally-funded TRIO program.

While there is flexibility identifying various sources of matching funds, it is important to adhere to the governing provisions for the match funding source when determining if funds are appropriate to support one or more of the Student Success and Support Program components.

Supplanting Funds

SSSP funding may not be used to supplant district funds currently expended on SSSP activities or staffing.

Fees

Districts may not charge fees to students for the provision of specific SSSP related services, such as assessment testing for placement purposes. Fees may be charged only when required or authorized by law. For additional information regarding student fees, the reader may reference the Chancellor's Office Student Fee Handbook, which is housed under the [Legal Department website](#):

Chapter 5: Resources

Chapter 1

Chancellor's Office Management Information System (COMIS) Data Element Dictionary, [Course Data Elements \(CB 22\)](#) for descriptions of these noncredit categories.

[Program and Course Approval Handbook](#) and the Chancellor's Office website for curriculum and instruction.

The study [Student Support \(Re\) defined](#) (Cooper, D., et. al.)

An excellent resource for [additional studies](#) is the comprehensive literature review conducted by the RP Group, available at:

[Matriculation Outcomes: A Statewide Study](#), Daniel Martinez (2011)

Chapter 2

Chancellor's Office [Admissions and Records website](#)

Chancellor's Office [Effective Practices website](#)

[Education Planning Initiative](#)

The [Success Center for California Community Colleges](#)

[Can Improved Student Services Boost Community College Student Success?](#) (2010)

[Promoting Partnerships for Student Success](#) (2009)

[Getting Back on Track: Effects of a Community College Program for Probationary Students](#) (2009)

The [Common Assessment Initiative](#)

The [Multiple Measures Assessment Project](#)

[California Community College Assessment Association](#)

CCCAA Listserv: contact Mark Samuels at msamuels@swccd.edu

[Use of Multiple Measures in Common Statewide Assessment Exams](#) (2013)

[A Framework for Evaluating the Technical Quality of Multiple Measures Used in California Community College Placement](#) (2012)

[Assessment Questions and Answers](#) (2005)

[SSSP/Matriculation Resources and Matriculation Research Monographs](#) on the Chancellor's Office website.

Chancellor's Office [EAP website](#)

[Participation Survey and College Administrator forms](#)

[List of community colleges accepting EAP test results](#)

A [doctoral dissertation](#) conducted at California State University Fresno in 2013 examines the validity of the Early Assessment Program English examination relevant to community college student success.

An [evaluation of the Early Assessment Program](#) was completed in 2012 by Policy Analysis for California Education (PACE)

[Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation](#) (2012)

[Student Success: The Case for Establishing Prerequisites Through Content Review](#) (2010)

[Advancing Student Success in the California Community Colleges](#) (2012)

[The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges](#) (2012)

[Scaling Community College Interventions](#) (2011)

[Consultation Council Task Force on Counseling](#) (2003)

Chapter 3

The [plan templates](#) are available on the Chancellor's Office SSSP webpage:

[Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation](#) (2011)

[Report on the California Community Colleges Student Success Initiative Professional Development Committee](#) (2013)

[California Community Colleges Chief Student Services Administrators Association](#)

[Student Equity website](#) and plan template

[Student Success Scorecard](#)

[Guidelines for Measuring Disproportionate Impact in Equity Plans](#) (2013)

[Student Equity: from Dialog to Access to Action](#) (2010)

The Academic Senate for California Community Colleges has published [several papers](#) on the student equity planning process that provide useful background information and guidance.

[Basic Skills and English as a Second Language website](#)

[Adult Education Block Grant \(AEBG\) website](#)

[Institutional Effectiveness website](#)

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Appendix

Education Code

Sections 78210-78219

78210. This article shall be known and may be cited as the **Seymour-Campbell Student Success Act of 2012**.

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.

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.

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.

78213. (a) No district or college may use any assessment instrument for the purposes of this article without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments pursuant to the policies and procedures developed pursuant to this section and the intent of this article. The board of governors may waive this requirement as to any assessment instrument pending evaluation.

(b) The board of governors shall review all assessment instruments to ensure that they meet all of the following requirements:

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

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

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

(c) The board of governors shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges pursuant to this article.

(d) For purposes of this section, "assessment" means the process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized

tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

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.

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.

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.

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.

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.

Title 5 of the California Code of Regulations

Sections 51024 - 55534

Title 5. Education

Division 6. California Community Colleges

Chapter 2. Community College Standards

Subchapter 1. Minimum Conditions

§ 51024. Student Success and Support Program

The governing board of each community college district shall:

- (a) adopt and submit to the Chancellor a Student Success and Support Program plan as required under section 55510;
- (b) evaluate its Student Success and Support Program and participate in statewide evaluation activities as required under section 55512(c);
- (c) provide Student Success and Support Program services to its students in accordance with sections 55520-55525;
- (d) establish procedures for waivers and appeals in connection with its Student Success and Support Program in a manner consistent with section 55534; and
- (e) substantially comply with all other provisions of Subchapter 6 (commencing with section 55500) of Chapter 6 of this Division.

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

§ 55500. Scope and Intent

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

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

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

§ 55502. Definitions

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

- (a) "Assessment for placement" hereinafter referred to as "assessment" is the process of gathering information about individual students in order to identify their skill level and appropriately direct them to courses for which they are prepared. Information used in the assessment process may include, but is not limited to, information regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment involves the collection of such information for purposes of course placement.
- (b) "Assessment test" is a validated, standardized, or locally-developed test used in addition to other measures in the course placement process.
- (c) "Career Goal" is the student's stated occupational interest upon application and is periodically updated during the student's continued enrollment at the college.
- (d) "Course of Study" is the student's chosen educational program; major or area of emphasis; or course sequence for transfer preparation, career preparation or advancement, completion of basic skills, or English as a Second Language proficiency to achieve the student's education goal.
- (e) "Disproportionate impact" in broad terms is a condition where access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group. For the purpose of assessment, disproportionate impact is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group, who are directed to a particular service or course placement based on an assessment test or other measure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment test or other measure is a valid and reliable predictor of performance in the relevant educational setting.
- (f) "Education goal" is the student's stated intent to earn a degree or career technical education certificate, prepare for transfer to a four-year college or university, improve math or English basic skills or English language proficiency, or pursue career advancement or occupational training or retraining, or other educational interest. The education goal is initially identified during the application process and updated throughout the student's academic career at the college during subsequent course registration or education planning processes.
- (g) "Exemption" is a waiver or deferral of a student's participation in orientation, assessment and/or counseling, advising, and other education planning services required pursuant to section 55520.

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

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

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

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

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

§ 55510. Student Success and Support Program Plans

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

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

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

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

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

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

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

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

- (8) a description of the college's assessment for placement process, including but not limited to:
- (A) a list of any assessment test(s) and other measures used for English, mathematics, and English as a Second Language course placement pursuant to section 55522.
 - (B) a description of the college's policy on the portability of student assessment scores and placement results for colleges outside the district and for colleges within a multi-college district.
 - (C) a description of the college's assessment procedures on pre-test practice, re-take, and recency.
- (9) a description of policies for establishing and periodically reviewing prerequisites pursuant to section 55003 and considering student challenges to prerequisites established pursuant to section 55003; and
- (10) a description of the college's student appeal policies and procedures related to the Student Success and Support Program; and
- (11) in districts with more than one college, arrangements for coordination of the Student Success and Support Program plans of its various colleges.
- (b) The plan shall be developed through consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise, pursuant to section 51023 et seq.
 - (c) Such plans shall conform to the requirements of this subchapter and shall be submitted to the Chancellor for review and approval. The Chancellor may require periodic updates of such plans.

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

§ 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.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 78214, Education Code.

§ 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.

Note: Authority cited: Sections 66700, and 70901, Education Code. Reference: Section 78214, Education Code.

§ 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.

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

§ 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.

Note: Authority cited: Sections 66700, 70901, 78216 and 84754.5, Education Code. Reference: Section 78216, Education Code.

§ 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.

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

§ 55521. Orientation.

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

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

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

§ 55522. Assessment

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

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

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

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

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

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

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

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

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

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

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

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

(1) the district complies with all other provisions of this subchapter;

(2) the assessment test or other measures are used in conjunction with other assessment test, methods, or procedures to select students for enrollment in the nursing program; and

(3) the Chancellor has determined that the assessment test predicts likelihood of success in nursing programs, has approved use of the assessment test for that purpose and has established statewide proficiency cut-off scores for that test pursuant to Education Code section 78261.

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

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

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

(1) Assistance to students in the exploration of education and career interests and aptitudes and identification of an education and career goal and course of study, including, but not limited to, preparation for transfer, associate degrees, and career technical education certificates and licenses.

(2) The provision of information, guided by sound counseling principles and practices, using a broad array of delivery, including technology-based strategies, to serve a continuum of student needs and abilities to enable students to make informed choices.

(3) Development of an education plan to accomplish a course of study related to a student's education and career goals.

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

(1) ensure that all nonexempt students who are on academic or progress probation or facing dismissal participate in counseling as provided in section 55023;

(2) ensure that all nonexempt students who do not have a course of study participate in counseling, advising, or other education planning services to assist

them in the process of selecting an education goal and course of study pursuant to section 55530;

(3) ensure that all nonexempt students who are enrolled in nondegree-applicable basic skills courses participate in counseling, advising, or other education planning services; and

(4) ensure all nonexempt students described in (b)(1), (b)(2), and (b)(3) receive counseling services, pursuant to section 51018.

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

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

§ 55524. Student Education Plan

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

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

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

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

satisfy participation requirements for programs such as EOPS, DSPS, CalWORKs, veterans education benefits, athletics, and others.

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

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

(e) If a student believes the district or college has failed to make good faith efforts to develop a plan, has failed to provide programs and services specified in the student education plan, or has otherwise violated the requirements of this section, the student may file a complaint pursuant to section 55534(a).

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

§ 55525. Student Follow-up

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

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

§ 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.

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

§ 55530. Student Rights and Responsibilities

(a) All students shall be required to:

- (1) identify an education and career goal;
- (2) diligently engage in course activities and complete assigned coursework; and
- (3) complete courses and maintain progress toward an education goal and completing a course of study.

(b) Nonexempt first time students shall, within a reasonable period of time, be required to:

- (1) identify a course of study.
- (2) be assessed to determine appropriate course placement.
- (3) complete an orientation activity provided by the college.
- (4) participate in counseling, advising, or another education planning service pursuant to section 55523 to develop, at a minimum, an abbreviated student education plan.

(c) For the purposes of this section, a first time student is a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education. For purposes of this section, first time enrollment does not include concurrent enrollment during high school. To the extent that a college has the capacity to require and provide the services identified in (b)(1) through (4) to other students, nothing in this section would preclude a college from doing so.

(d) Nonexempt students who have completed the services identified in (b)(1) through (4) shall be required to complete a comprehensive education plan after completing 15 semester units or 22 quarter units of degree applicable credit course work or prior to the end of the 3rd semester or 4th quarter of enrollment, or a shorter period if required by district or program policy.

(e) Failure to fulfill the required services listed in (b) may result in a hold on a student's registration or loss of registration priority pursuant to section 58108 until the services have been completed.

(f) Information obtained from the matriculation process shall be considered student records and shall be subject to the requirements of subchapter 6 (commencing with section 54600) of chapter 5.

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

§ 55531. Institutional Responsibilities

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

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

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

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

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

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

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

§ 55532. Exemptions

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

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

(1) has completed an associate degree or higher;

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

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

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

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

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

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

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

§ 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.

Note: Authority cited: Section 11138, Government Code; Sections 66700 and 70901, Education Code. Reference: Sections 11135-11139.5, Government Code; Sections 78211 and 78213, Education Code.

2014-15 Budget Trailer Bill (SB860)

Student Success and Support Program: Student Equity

SEC. 6.

Article 1.5 (commencing with Section 78220) is added to Chapter 2 of Part 48 of Division 7 of Title 3 of the Education Code, to read:

Article 1.5. Student Equity Plans

78220.

(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:

(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.

(2) Goals for access to, and completion of, basic skills, career technical education and workforce training, and transfer courses 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.

(3) Whether significant underrepresentation is found to exist pursuant to paragraphs (1) and (2), measures for addressing the disparities in those areas, implementation activities designed to attain the goals specified in paragraph (2), including, but not limited to, the adoption of evidence-based models of remediation, implementation of placement tests and policies that more accurately predict student success and identify students' remedial 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.

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

(5) A schedule and process for evaluation.

(6) An executive summary that includes, at a minimum, the students 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 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.

(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).

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) (1) The chancellor shall establish a list of eligible and ineligible expenditures and activities to ensure that funding is used to support the implementation of student equity plan goals and the coordination of services for the targeted student populations.

(2) Notwithstanding Section 10231.5 of the Government Code, by March 15, 2016, and by March 15 annually thereafter, the chancellor shall report to the Department of Finance, the Legislative Analyst, 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.