



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

The District shall provide Student Success and Support Program services to students to further equality of educational opportunity and academic success. The Student Success and Support Programs shall identify and close opportunity gaps that impact student success and improve the District's commitment to diversity, equity, and inclusion to better support student success.

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

Each student shall cooperate in the development of their educational plan by doing the following, at a minimum:

- Identify an education and career goal, or Express at least a broad educational intent upon admission;
- Identify a course of study;
- Be assessed to determine appropriate course placement;
- Complete orientation;
- Participate in the development of the student educational plan;
- Complete a student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework;
- Diligently attend class and complete assigned coursework; and
- Complete courses and maintain progress toward an educational goal

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

- Orientation on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters.
- Assessment and counseling prior to or upon enrollment, which shall include, but not be limited to, all of the following:
  - Administration of assessment instruments to determine student competency in computational and language skills
  - Assistance to students in the identification of aptitudes, interests and educational objectives including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and vocational certificates and licenses
  - Evaluation of student study and learning skills

- Referral to specialized support services as needed including, but not limited to, federal, state, and local financial assistance; health services; mental health services; campus employment placement services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and disabled student services
- Advisement concerning course selection
- Post-enrollment evaluation of each student's progress, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation
- Research and evaluation to support Student Success and Support Program

The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges and that has been validated for purposes of delivering the services of Student Success and Support Program. Exemption from Student Success and Support Program services are specified in each college's Student Success and Support Program plan.

The District shall do all of the following:

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

Board approval date: 2/17/09  
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