



P&P Chapter Lead Recommendation
San Bernardino Community College District

Current Step:
PPAC Approves Review
Level

Point Person	Date Requested	Anticipated Date of Recommendation:	Recommendation Received:
N Ornelas	9/13/2022	Recommendation Received	7/31/2023
Reason(s) for Review/Changes			
> Legal Update 38: The Service updated this policy to add optional language to highlight diversity, equity, and inclusion issues. (2022-23 carryover)			

Review Level

Level 3

Anticipated AP2410 Schedule (for info on this process, visit <https://sbccd.edu/ap2410>)

- 08/21/2023 PPAC Approves Review Level
- 09/06/2023 Level 3 First Anticipated AS Review
- 09/11/2023 Level 3 PPAC Reviews Constituent & Initial AS Feedback
- 09/20/2023 Level 3 Second Anticipated AS Review
- 10/09/2023 PPAC Reviews Second AS Feedback
- 11/09/2023 BOT First Reading
- 12/08/2023 BOT Final Approval

Action Requested

1. Please review this Chapter Lead recommendation based on the reasons above.
2. Staff recommended changes are **shown in red**.
3. Legal changes are **shown in blue** and should only be considered **optional** if indicated.
4. If there are no changes showing, this item is being presented for information only.
5. For questions on this recommendation, please contact J Torres or kgoodric@sbccd.edu.

RECOMMENDATION STARTS ON NEXT PAGE



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Student Success for San Bernardino Community College District students means more than just obtaining degrees, transfer, certificate, or career advancement. It also means the achievement of the individual student’s self-established educational goals including completing a specific course, program, career and/or technical education to maximize the skills necessary to become a better person, worker, and/or citizen. Student Success is not merely an outcome, but also a process. It’s a journey that encompasses multiple levels of achievement and milestones such as the abilities to: analyze, synthesize, and evaluate information; effectively communicate with others; achieve proficiency in various disciplines; collaboratively work in culturally diverse settings; be leaders who see projects through to completion; be responsible decision makers who are self-motivated; be active civic participants; and be ethical individuals who are committed to their families, communities, and others.

The Board’s commitment to Student Success is to ensure the availability of resources for the colleges to achieve the goals and objectives as stated in their college planning documents.

The District shall provide Student Success and Support Program services to students for the purpose of furthering equality of educational opportunity and academic success. ~~Optional: The Board expects the Student Success and Support Programs to specifically 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 purpose of Student Success and Support Program services is to bring the student and the District into agreement regarding the student’s educational goal through the District’s established programs, policies, and requirements.

The Chancellor is responsible for establishing procedures to assure implementation of Student Success and Support Program services that comply with the Title 5 regulations.

References:

Education Code Sections 78210 et seq.;

Title 5 Sections 55500 et seq.

ACCJC Accreditation Standard II.C.2.

End of Recommendation for BP 5050 Student Success and Support Program



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> Legal Update 38: The Service updated this procedure add optional language to highlight diversity, equity, and inclusion issues. (2022-23 carryover)

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, in entering into an educational plan, will do all of the following:

- identify an education and career goal;
- 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 upon enrollment, which shall include, but not be limited to, all of the following:
 - Administration of [approved AB705](#) 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 student accessibility services.
 - Advisement concerning course selection.
 - Follow-up services, and required advisement or counseling for students who are enrolled in basic skills courses, who have not declared an educational objective as required, or who are on academic probation.
 - an ongoing institutional research program to determine the effectiveness of Student Success and Support Programs, services, and processes.
 - faculty and staff training to assist with implementation of Student Success and Support Program requirements.



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

The District shall:

- 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.

Matriculation is a process that brings a district college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational goal through the college's established programs, policies, and requirements.

A. The student's responsibilities under this agreement include:

1. the expression of at least a broad educational intent upon enrollment;
2. the declaration of a specific educational objective after completion of 15 semester units of degree applicable credit coursework;
3. diligence in class attendance and completion of assigned coursework;
4. the completion of courses and maintenance of progress toward an educational goal, according to standards established by the college, the district, and the state.

B. The responsibilities of a district college under this agreement will entail providing appropriate matriculation services that shall include:

1. the processing of applications for admission in a timely manner;
2. orientation and pre-orientation services designed to provide, on a timely basis, needed information about instructional programs, course prerequisites, student services, college regulations, and student rights and responsibilities;
3. assessment of students to determine student competency in computational and language skills; to identify aptitudes, interests, and educational objectives and to evaluate study and learning skills. Multiple assessment measures may include State approved tests, prior academic history, work experience, personal responsibilities/circumstances, maturation, desire and determination.
4. counseling and advising to assist students in interpreting test results, and in developing and updating their educational plans; referral of students to:

 - a. support services which may be available including, but not limited to, counseling/advising, transfer services, financial aid, campus employment placement services, extended opportunity programs & services, campus child care services, tutorial services and disabled student programs and services; and
 - b. specialized curriculum offerings including, but not limited to, pre-collegiate basic skills courses and programs in English as a second language;
5. a follow up system to detect and correct early signs of academic difficulty, and to ensure the academic progress of each student;
6. an ongoing institutional research program to determine the effectiveness of matriculation programs, services, and

Recommended Changes (shown in red); if there are no changes showing, this item is being presented for information purposes only. Legally required changes (shown in blue) should not be considered optional unless so indicated. For more on SBCCD's process, visit <https://sbccd.edu/ap2410>.



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procedures:

7. faculty and staff training to help them implement matriculation requirements.

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C. EXEMPTIONS

Although all students are given the opportunity to participate, each college has elected to exempt certain students from orientation, assessment and counseling/advisement (Title 5 Section 55532(a)). Exempted students are identified and informed through the matriculation process. Exemption criteria are outlined in the Matriculation Plan for each college.

D. PREREQUISITES AND ENROLLMENT LIMITATIONS

1. All courses shall be open for enrollment to any student who has been admitted to a district college except that students may be required to meet necessary and valid prerequisites. Additionally, a college may also limit enrollment in a course based on health and safety considerations, facility limitations, faculty workload, availability of qualified instructors, funding limitations, constraints of regional planning or legal requirements imposed by status, regulations or contracts (Title 5 Section 58106(a)).
2. Prerequisites for a course shall be clearly related to course content and must be valid as being necessary for success in such course. Prerequisites shall be developed and established in full compliance with Title V 5 Regulations, Section 58106. Violations, waivers and appeals will be addressed and resolved through the established District Grievance Policy.
3. Each college will have a matriculation plan which clearly addresses each of the matriculation mandates. Compliance with these requirements will be monitored by the State Chancellor's Office as stipulated by the Seymour Campbell Matriculation Act.
4. By this statement, the Board acknowledges the intent of the Seymour Campbell Matriculation Act and agrees to implement its regulations to the extent possible and as appropriate.

References:

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

End of Recommendation for AP 5050 Student Success and Support Program