

**College: Moreno Valley District: Riverside Community College**

<b>MATRICULATION PLAN COVER PAGE</b>
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College Name and Address:

Moreno Valley College

16130 Lasselle Street

Moreno Valley, California 92551

District Name and Address:

Riverside Community College District

4800 Magnolia Avenue

Riverside, California 92506

Signature of Interim Chancellor, Riverside Community College District

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Dr. Irving Hendrick

Signature of College President:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Dr. Monte Perez

Signature of College Academic Senate President:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Mr. Doug Beckstrom

Signature of Matriculation Coordinator's Supervising Administrator:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Dr. Lisa Conyers

Signature of College Matriculation Coordinator:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Dr. Daria Burnett

*RIVERSIDE COMMUNITY COLLEGE DISTRICT*



MORENO VALLEY  
MATRICULATION PLAN

Revised 2008  
Approved by Matriculation Advisory Committee

Approved by Board of Trustees in 2006

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MORENO VALLEY  
MATRICULATION ADVISORY COMMITTEE  
2008-2009

Ana Aguas

Ignacio Alvarez

Daria Burnett

Gail Byrne

Angela Creighton

Debbie DiThomas

Lori Fiedler

Michael Fiedler

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Frankie Moore

Maria Pacheco

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Latonya Parker

Larry Pena

Donna Plunk

Carmen Reaza

Joe Reynolds

Salvador Soto

Louis Tamayo

Lizette Tenorio

John Thrower

College: Moreno Valley District: Riverside Community College

<b>1. ADMISSIONS COMPONENT</b>
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<b><u>AB 3</u></b>	<b><u>Title 5</u></b>	<b><u>Component Standards</u></b>
78212(b)(1)	55520(a)	1. Provide a procedure for the processing of the admission application.
	55522	2. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
	55510(a)(4)	3. Utilize computerized information services to implement or support admissions services.

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**GOALS FOR THE ADMISSIONS COMPONENT:**

1. Maintain a student centered admission process that eliminates barriers to enrollment.
  - A. Continue the advertising of accessibility to online applications available in the community, including the local libraries.
  - B. Continue to direct enrollment services at Moreno Valley campus and community-based instructional sites.
  - C. Continue to make admissions processes easier to understand and complete for first time college students.
  - D. Maintain effective communications to student groups.
  - E. Continue the enhancement of the student services facilities to enhance student-centered goals.
2. Continue to provide admissions services to targeted student groups.
  - A. Continue to support a separate, personalized matriculation process for students with specific needs.
  - B. Maintain access to and perform research on application data in order to identify and support high-risk students.
3. Continue to utilize computerized information services to automate various admissions services.
4. Continue to work with Matriculation and Counseling staffs to enforce orientation, assessment and advisement components of Matriculation.
5. Maintain communication with administration, faculty, and staff regarding Admissions policies and procedures.
6. Ensure accuracy of Matriculation MIS data.

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**ACTIVITIES FOR THE ADMISSIONS COMPONENT:**

1. (Goals 1A and 6) Provide ongoing training for standardization of data collection and data entry. Ensure integrity of the data being collected. (Standard 1)
2. (Goals 1A and 6) Run MIS edit reports to show internal discrepancies and correct errors. (Standard 1)
3. (Goal 1B) Send the short schedule of classes to every home in Riverside County. Send currently enrolled students a current class schedule and send a postcard to every home in the District to let recipients know how to request a printed schedule or access the schedule on-line. (Standards 1 and 2)
4. (Goal 1B) Seek multi-lingual applicants for positions that serve non-native speakers of English. (Standard 2)
5. (Goal 1B) Utilize Outreach assistants at high schools to recruit concurrent admissions students. Encourage prospective students to use the RCCD website to access latest information regarding concurrent admissions. (Standard 1)
6. (Goal 1D) Participate in outreach and services such as “Day of the Lions” to address needs of matriculants who are first time college students. (Standard 1)
7. (Goal 1D) Review and revise application, class schedule, registration information and any other publications (including Admissions and Records forms) to ensure clarity. (Standards 1 and 2)
8. (Goal 2A) Assign special programs to full-time employees to monitor and provide the necessary training to ensure accurate data entry and collection of information. (Standard 2)
9. (Goal 2A) Provide support to enable early counseling and registration periods for Disabled Student Services, EOPS, Veterans and middle college high school (MCHS) programs. (Standard 2)
10. (Goal 2A) Provide on-going training to admissions staff regarding Limited English Proficient (LEP) students; issues regarding residency; needs of students with disabilities and other special populations. (Standards 1 and 2)
11. (Goal 2A) Identify Limited English Proficient (LEP) students and direct them to alternative or individualized assessment and/or orientation sessions. (Standard 2)
12. (Goals 2B and 3) Perform research using application data and student surveys to assess service to targeted student groups. (Standards 1 and 2)

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**ACTIVITIES FOR THE ADMISSIONS COMPONENT:**

13. (Goal 5) Continue to improve communication with faculty regarding record keeping and grade processing through faculty in-service and additions to the Faculty Handbook regarding the Admissions component. (Standard 3)
14. (Goals 1, 2 and 3) Continue to utilize technology to enhance the following admissions services: (Standard 3)
  - Degree Audit (Datatel Colleague)
  - Document Imaging System
  - TREG (Telephone Registration)
  - Photo I.D.
  - Web-services
  - Online Application Processing
  - Campus Access
15. (Goal 4) Provide students with a flyer that explains the matriculation process upon enrollment. (Standard 2)
16. (Goal 3) Inform exempt students that they may choose to participate in all matriculation components. (Orientation Standard 8)
17. (Goal 4) All first time college students who complete assessment, orientation and advisement will be cleared to register for classes. (Standard 3)
18. (Goals 2 and 4) Prior to the registration process, inform students of any existing prerequisites and block them from registration if the prerequisite has not been met. (Standards 1 and 3)
19. (Goal 6) Work with District Matriculation personnel to continue to monitor correct data entry, especially for information that is included in MIS reporting. (Standard 1)

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**STAFFING FOR THE ADMISSIONS COMPONENT:**

**Campus Staffing:**

Dean, Student Services, Moreno Valley (10%)	1
Student Services Supervisor (10%)	1
Matriculation Specialist (10%)	1
Student Services Specialist, Moreno Valley	1
Academic Evaluations Specialists, Moreno Valley	2
Student Services Technicians	3
1000 Hour employees, Moreno Valley	4

**District Staffing:**

Dean of Admissions & Records (2.06%)	1
Secretary to Dean of Admissions & Records (2.06%)	1
Academic Evaluations Specialist (20.60%)	1

*To ensure consistency throughout the District, additional support and oversight are provided by the Matriculation Program Assistant, Associate Vice Chancellor of Student Services and Operations, and her Administrative Assistant.*

<b>2. ORIENTATION COMPONENT</b>
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<b><u>AB 3</u></b>	<b><u>Title 5</u></b>	<b><u>Component Standards</u></b>
78212(b)(2)	55502(i)	1. Provide students and potential students with information concerning college programs, services, financial assistance, facilities and grounds, academic expectations, course scheduling and institutional procedures in a timely manner.
78212(a)	55530(b)(d)	2. Provide written definitions informing students of their rights and responsibilities.
	55003(m) 58106(c),(d),(e)	3. Promptly inform students of their right to challenge (on specified grounds) a pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.
	55534(b)	4. Inform students of procedure for alleging unlawful discrimination in the implementation of matriculation practices.
	55534(a)	5. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.
	55522	6. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students' and students with disabilities.
78214(b)(3)	55532(a)	7. Adopt District governing board policies specifying criteria for exemption.
	55510 (a)(5)	
	55532(c)	8. Make exempted students aware that they may choose whether or not to participate in this component.
	55532(d)	9. Ensure that exemptions from this component are not based upon specified sole criterion.
	55510(a)(4)	10. Utilize computerized information services to implement or support orientation activities.

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**GOALS FOR THE ORIENTATION COMPONENT:**

1. Provide all matriculants with an orientation to the college that includes information about college programs, services and facilities, academic expectations and procedures, in order to motivate students to set and achieve goals.
2. Inform students about RCC District and student rights and responsibilities. These include a) the right to appeal matriculation requirements and other legal rights concerning fair and equitable treatment, b) procedures for filing and processing complaints and for resolution of complaints, c) their right to challenge pre- or co-requisites and d) the right to file complaints of unlawful discrimination and the grounds for the challenge.
3. Adhere to District governing board policies for exemption from matriculation requirements.
4. Utilize available technologies to increase continuity in implementing the Orientation/Counseling sessions.
5. Ensure accuracy of Matriculation MIS data.

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**ACTIVITIES FOR THE ORIENTATION COMPONENT:**

1. (Goals 1, 2 and 4) Continue to provide orientation services to all new, non-exempt students. (Standards 1, 3, 4 and 5)
2. (Goals 1 and 4) Utilize a variety of alternative technologies to ensure consistency of information and capture student interest during the orientation. (Standard 1)
3. (Goal 1) Conduct orientations in facilities that are accessible to the disabled. (Standard 6)
4. (Goal 1) Continue to offer ESL One-Stops on site and at the Ben Clark Training Center to increase the college accessibility for the needs of Limited English Proficient students. (Standard 6)
5. (Goals 1, 2 and 4) Continue to offer Guidance 45, Introduction to College, through alternative delivery methods and at feeder high schools, as a means by which new matriculants meet matriculation regulations. (Standards 1 and 2)
6. (Goals 2 and 3) Continue to annually update the Student Handbook, Catalog and Class Schedule so that information provided to students regarding their rights and responsibilities, college policies and procedures is current and accurate. The Student Handbook is given to and reviewed by each student during the orientation session and in the Guidance 45 classes. The Handbook is also available through the Counseling Center at all campuses. Procedures for filing and processing complaints are included in the Handbook and students are directed to those pages by the orientation presenter. (Standards 2, 3, 4 and 5)
7. (Goals 2 and 3) Continue to make the appeal petitions available in the Counseling and Matriculation offices for students who wish to appeal prerequisites or to file complaints of unlawful discrimination. The Student Services Deans and the Deans of Instruction at each campus have the authority to take action on petitions. Completed petitions and responses will be kept on file in the Matriculation office for a period of up to three years. Permanent appeals are scanned and attached to the student's record. (Standards 3, 4 and 5)

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**ACTIVITIES FOR THE ORIENTATION COMPONENT:**

8. (Goal 1) Continue to enforce mandatory Assessment, Orientation & Counseling (AOC) for all first time college matriculants. (Standards 1, 8, 9 and 10)
9. (Goal 1) Continue to provide Assessment, Orientations & Counseling (AOC) for all first time college matriculants at the Ben Clark Training Center. (Standard 1, 8, 9 and 10)
10. (Goal 5) Upload student contact information from SARS to Datatel. Manually input any contacts that are not documented in SARS at the time of the SARS Upload. (Counseling/Advisement Standard 18)
11. (Goal 3) Use the following board approved criteria to exempt students from mandatory AOC Orientation/Counseling prior to registration: (Standards 7 and 9)
  - A. Students who have completed 60 or more units or who have graduated from an accredited U.S. college or university with an AA degree or higher.
  - B. Students who plan to enroll in five units or fewer and who have declared one of the following goals:
    - Advance in current career/job
    - Maintain certificate/license
    - Educational development
    - Complete credits for high school diploma
    - Students who are enrolled full time at another institution (high school or college) and will be taking five units or fewer.

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**STAFFING FOR THE ORIENTATION COMPONENT:**

**Campus Staffing:**

Dean, Student Services (5%)	1
Student Services Supervisor (5%)	1
Matriculation Specialist (10%)	1
Counseling Department (5%)	3
5 Counselors (30%)	5
Student Ambassadors (45%)	5
Instructional Media Center Services (5%)	1

**District Staffing:**

*To ensure consistency throughout the District, additional support and oversight are provided by the Matriculation Program Assistant, Associate Vice Chancellor of Student Services and Operations, and her Administrative Assistant.*

<b>3. ASSESSMENT COMPONENT</b>
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<b><u>AB 3</u></b>	<b><u>Title 5</u></b>	<b><u>Component Standards</u></b>
	55520(c)	1. Conduct assessment for all non-exempt students.
78212(b)(3)(A)		2. Administer assessment instruments to determine student competency in computational and language skills.
78212(b)(3)(B)		3. Assist students to identify their aptitudes, interests, and educational objectives.
78212(b)(3)(C)		4. Evaluate students' study and learning skills.
78213(a)	55521(a)	5. Use assessment instruments approved by the Chancellor.
	55521(a)(2)	6. Use assessment instruments only for purpose for which they were developed or validated.
	55521(a)(3)	7. Use multiple measures (other than two or more highly correlated instruments) for placement, required and appropriate referral, or subsequent evaluation.
78213(b)(2)		8. Use assessment instruments, methods or procedures in an advisory manner in the selection of academic courses and educational programs.
	55522	9. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
78214(b)(3)	55532(a)	10. Adopt District governing board policies specifying criteria for exemption.
	55510(a)(5)	
	55532(c)	11. Make exempted students aware that they may choose whether or not to participate in this component.
	55532(d)	12. Ensure that exemptions from this component are not based upon specified sole criterion.
	55510(a)(4)	13. Utilize computerized information services to implement or support assessment services.

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**GOALS FOR THE ASSESSMENT COMPONENT:**

1. Provide an assessment process to all matriculants and any students who can benefit from guidance in course placement.
2. Provide training to all counselors, English, reading, mathematics, and ESL instructors and necessary support staff on the use and interpretation of any newly adopted assessment/placement instruments.
3. Use multiple measure assessment captured through a designated software support to aid students in selecting courses and services that will enable them to achieve their educational goals.
4. Ensure that all assessment practices are consistent with state law and Riverside Community College District values and policies.
5. Utilize available technologies to increase efficiency in implementing the assessment/placement process.
6. Ensure accuracy of Matriculation MIS data.

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**ACTIVITIES FOR THE ASSESSMENT COMPONENT:**

1. (Goal 1) Provide all non-exempt students with a basic skills assessment in reading, English, and math prior to registration. Provide placement test results to students immediately following this assessment. (Standards 1, 5 and 13)
2. (Goal 1) Give all students the opportunity to choose **either** the Accuplacer English/Reading placement test or the Proficiency Test in English as a Second Language (PTESL) to place into English and reading classes or ESL classes. (Standards 1, 2, 3, 5 and 9)
3. (Goal 4) Conduct all tests in facilities that are accessible to the physically disabled. (Standards 1, 2, 3, 5 and 9)
4. (Goals 2 and 4) Standardize all test administration instructions and maintain a manual for test administrators describing the procedures for administering the test and standards for test decorum. (Standards 6 and 8)
5. (Goal 3) Using research that identifies the most appropriate multiple measures and test-scoring software, provide students with a weighted score that takes into consideration test scores and other academic criteria. Advise students via the Handbook, College Catalog and Orientation sessions that multiple measures are used for all placement decisions. (Standard 7)
6. (Goals 3 and 5) Provide students who took the Accuplacer test at another college within the last twelve calendar months, an opportunity to utilize their raw scores in RCC's placement process if they have not assessed at RCCD. (Standard 7)
7. (Goals 2 and 4) Remind students during assessment, orientation and counseling that placement is mandatory for those students who are not exempt. (Standards 1 and 13)
8. (Goals 5 and 6) Complete a daily upload of computerized test scores from the Web to the DATATEL (administrative software) so that all the necessary information is available for counseling, registration, research and other purposes by the day following the test. Manually enter corrections and placement results for all other tests. (Standard 13)
9. (Goal 4) Inform exempt students of their option to participate in matriculation services. (Standard 11)
10. (Goal 1) Continue to provide assessment services at feeder high schools. (Standards 1, 2, 3, 4, 5, 8, 9 and 13)

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**ACTIVITIES FOR THE ASSESSMENT COMPONENT:**

11. (Goals 5) Continue to implement timely updates or modifications to the manual and computerized testing as mandated by faculty. (Standard 13)
12. (Goals 1, 2 and 3) Provide assessment data to the Deans of Instruction and Student Services, and the Department Chairs of English, ESL, math, reading and Spanish to assist them in establishing academic courses and educational programs. (Standards 3 and 8)
13. (Goal 4) Adhere to a three year rotation to validate cut scores for English and reading, math, and ESL as approved by the academic senate. (Standards 5, 7, 8, 12, 13)
14. (Goal 3) Use the following board approved criteria to exempt students from mandatory Assessment prior to registration: (Standards 7, 9, 10 and 12)
  - A. Students who have completed 60 or more units or who have graduated from an accredited U.S. college or university with an AA degree or higher.
  - B. Students who have declared one of the following goals and are enrolled in fewer than 5 units:
    - Advance in current career/job
    - Maintain certificate/license
    - Educational development
    - Complete credits for high school diploma
    - Students who are enrolled full time at another institution (high school or college) and will be taking five units or less.

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**STAFFING FOR THE ASSESSMENT COMPONENT:**

**Campus Staffing:**

Dean, Student Services (5%)	1
Student Services Supervisor (5%)	1
Educational Advisor (50%)	1
Counseling Clerk (5%)	1
Matriculation Specialist (10%)	1
Temporary part-time staff variable hours	1.5
Student help hourly	3
Researcher (10%)	1
User Support Coordinator (10%)	1
Micro-Computer Support Services (10%)	2

**District Staffing:**

District Placement Services Coordinator	1
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*To ensure consistency throughout the District, additional support and oversight are provided by the Matriculation Program Assistant, Associate Vice Chancellor of Student Services and Operations, and her Administrative Assistant.*

**4. COUNSELING/ADVISEMENT COMPONENT**

<b><u>AB 3</u></b>	<b><u>Title 5</u></b>	<b><u>Component Standards</u></b>
78212(b)(3)(D)	55520(g)(1),(2)	1. Make appropriate referral(s) to available support services and curriculum offerings.
78212(b)(3)(E)	55520(d) 55523(a)(4)	2. Provide advisement concerning course selection.
78212(b)(4)	55523(a)(1)	3. Make reasonable efforts to ensure that probationary non-exempt students participate 55526 in counseling.
78212(b)(4)	55523(a)(2)  55526	4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.
78212(b)(4)	55523(a)(3) 55526	5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.
	55520(d) 55523(a)(4)	6. Make counseling or advisement available to all non-exempt students.
	55523(b)	7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.
	55520(e) 55525(a),(b) 55530(d)	8. Provide assistance in selection of a specific educational goal and development of the student educational plan, including student responsibilities
	55525(c)	9. Record the student educational plan in written or electronic form.
	55525(c)	10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students' needs.
	55003(m)(n) 58106(c),(d),(e)	11. Promptly inform students of their right to challenge (on specified grounds) a pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.
	55534(b) 55525(d)	12. Inform students of procedures for filing complaint alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of process for developing student educational plan.

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|-------------|-------------------------|---|
|             | 55534(a)<br>55525(d)    | 13. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints. |
|             | 55522                   | 14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.   |
| 78214(b)(3) | 55532(a)<br>55510(a)(5) | 15. Adopt District governing board policies specifying criteria for exemption.  |
|             | 55532(c)                | 16. Make exempted students aware that they may choose whether or not to participate in this component.  |
|             | 55532(d)                | 17. Ensure that exemptions from this component are not based upon specified sole criterion.   |
|             | 55510(a)(4)             | 18. Utilize computerized information services to implement or support counseling/advising activities.   |

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**GOALS FOR THE COUNSELING/ADVISING COMPONENT:**

1. Require all first time matriculants to meet with a counselor to develop an initial educational plan. Counseling, or advisement, will be available in individual or group formats for all matriculated students with regard to course placement.
2. Offer all matriculated students the opportunity to develop a full Student Educational Plan (SEP) that identifies an education objective and referral to services and programs to be used to achieve the objective.
3. Provide students an opportunity to meet with a counselor to monitor and update SEP's to reflect accurate and appropriate progress.
4. Provide counseling and advising to all students in special programs (for example, EOPS, Financial Aid, and the Puente Program) to support student success.
5. Provide counseling follow-up for students preparing for transfer, graduation, scholarship applications, EOPS, to review academic status (probation, dismissal), and provide occupational and career advisement.
6. Continue the efforts of the counseling staff and/or outreach staff to improve outreach with high schools and four-year colleges and universities.
7. Develop a means of systematic documentation of student use of support services.
8. Utilize technology to access information about students and on behalf of students in pursuit of educational objective.
9. Ensure accuracy of Matriculation MIS data elements.
10. Disseminate information, policies, procedures, rights and responsibilities.

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**ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:**

1. (Goal 2 and 10) Provide students appropriate referrals to student services during individual counseling sessions. (Standard 1 and 7)
2. (Goals 1 and 3) Direct all new matriculants with no previous college course work to attend freshman orientation/counseling session. During the group session, students receive general information regarding their goals and a one-semester plan identifying the courses to register for during the next term. Develop a full Student Educational Plan (SEP) for students enrolled in Guidance courses or during a 30-minute individual appointment. In addition, advise students not enrolled in Guidance courses to seek walk-in counseling services. (Standards 2, 3, 6, 7, 8 and 9)
3. (Goals 3, 4 and 5) Send all students with probationary status a letter from the Matriculation Office informing them of their status. Recommend probation students to attend a college success workshop. (Standard 3 and 7)
4. (Goals 3, 4 and 5) Provide online college success workshops through the academic year to students on probation. Inform the students of the reasons they are on a probation status and the support services available that will help them achieve good standing. (Standards 1, 2, 3, 6, 7, 18)
5. (Goals 3, 4 and 5) Send a letter to all students who are subject to dismissal from the Matriculation Office informing them of their status. Require students to complete an online success workshop. Students will then meet with a counselor to complete a readmit contract. (Standards 2 and 7)
6. (Goals 3, 4 and 5) Provide counseling sessions each fall and spring semester, during which continuing dismissal students are given the opportunity to develop a Readmit Contract for the following full-term semester. (Standards 1, 2, 6, 7, and 18)
7. (Goals 1, 2, 4 and 10) Inform students about career planning classes and Career/Transfer Center services such as On-line Eureka, Eureka, and scheduled workshops exploring careers/major options. (Standards 1, 7 and 18)
8. (Goal 3 and 5) Continue to inform students who have completed 15 units or more, but have not declared an educational goal, about the various workshops and counseling opportunities available to assist them in clarifying their goals. (Standards 1, 2, 4, 7 and 18)

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**ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:**

9. (Goal 4) Conduct presentations in all basic skills classes to inform students of college success strategies and availability of support services. At the conclusion of workshops, invite students to make individual counseling appointments. (Standards 5, 6 and 7)
10. (Goal 8) Use SARS scheduling software to facilitate student access to Counseling and Transfer Center appointments and other services such as DSPS, Workforce Preparation, Assessment Center, Puente and other programs. (Standard 18)
11. (Goals 7, 8 and 9) Automatically upload student contact information from SARS to Datatel and manually input any contacts that are not documented in SARS at the time of the SARS Upload. (Standard 18)
12. (Goal 6) Counseling faculty will continue to provide individual counseling sessions, classroom instruction and educational and vocational counseling. Educational advisors will provide assistance to students especially in Career/Transfer Center and Assessment Placement Services. Student ambassadors will provide general college information to students at outreach activities and in the Admissions and Counseling areas. (Standard 7 and 10)
13. (Goals 1, 4 and 5) Require students participating in Financial aid, EOPS, DSPS, and Athletics to maintain a current Student Educational Plan (SEP) on file. (Standards 2, 7, 8, 9 and 10)
14. (Goal 2) Inform students that successful completion of Guidance 45 will assist them in developing an SEP. (Standards 2, 7, 8, 9 and 10)
15. (Goals 7 and 8) Provide an SEP to each student, have original on file and scan the SEP into a digital form for storage. (Standard 9 and 18)
16. (Goal 1 and 6) Continue to offer Guidance 45, Introduction to College to seniors at feeder high schools. (Standards 5, 6, 7, 8 and 9)

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**ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:**

17. (Goals 10) Inform students during Assessment/Orientation, in Guidance 45, and in the Student Handbook, Class Schedule, and Catalog of: a) their right to appeal prerequisites. b) procedures for alleging unlawful discrimination. c) the District policies and related procedures relating to student grievance, sexual harassment, and discrimination. [All matriculation related complaints are kept on file in the office of the Dean, Student Services and are made available to any students who make a request to review the file. Copies of all District policies are available to students at the college libraries and in each Dean's office.] (Standards 11, 12, 13)
18. (Goals 2, 3, and 4) Special accommodations are available for all disabled students. All counseling activities take place in facilities that are accessible to physically disabled students. Bilingual personnel are available to assist Spanish speaking and other English as Second Language (ESL) students. (Standard 14)
19. (Goals 4, 8 and 10) Inform students about student services and counseling available to them via the Schedule of Classes, RCCD's website, Catalog, and the Student Handbook. (Standards 6, 7, 16 and 17)
20. (Goal 6) Utilize Educational Advisors and Outreach to coordinate assessment, orientation and initial counseling contacts for seniors at feeder high schools. (Standards 1, 4, 5, 6 and 7)
21. (Goals 4 and 6) Offer workshops on transfer, invite representatives from various four-year universities to RCCD-MV, and meet individually with students regarding transfer. (Standard 1, 2, 7, 8 and 10)
22. (Goals 7 and 8) Continue to utilize a document scanning system to facilitate electronic storage and retrieval of data. (Standards 9 and 18)
24. (Goals 1, 2 and 4) Use computerized career resources and standardized career interest inventories to provide services that assist students in identifying their aptitudes and educational objectives. Use computerized transfer resources (ASSIST) to provide services that assist students in their goal to transfer. (Standards 4, 8, 10 and 18)

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**ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:**

25. (Goal 3 and 10) Continue to use the following board approved criteria to exempt students from the Counseling Advisory Component of Matriculation prior to registration for classes: (Standards 7, 9, 15, 16 and 17)

- A. Students who have completed 60 or more units or who have graduated from an accredited U.S. college or university with an AA degree or higher.
- B. Students who plan to enroll in 5 units or fewer and who have declared one of the following goals:
  - Advance in current career/job
  - Maintain certificate/license
  - Educational development
  - Complete credits for high school diploma
  - Students who are enrolled full time at another institution (high school or college) and will be taking five units or fewer.
- C. Students who are transferring from another accredited college or university.

College: Moreno Valley District: Riverside Community College

**STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:**

**Campus Staffing:**

Dean of Student Services (20%)	1
Instructional Department Specialist	1
Counselors (70%) (5 Full-time & 5 Adjunct as needed)	10
Counseling Department Chair (25%)	1
Educational Advisor (50%)	1
Counseling Clerk (50%)	1
Matriculation Specialist (15%)	1

**District Staffing:**

Outreach/Passport to College Coordinator (10.30%)	1
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*To ensure consistency throughout the District, additional support and oversight are provided by the Matriculation Program Assistant, Associate Vice Chancellor of Student Services and Operations, and her Administrative Assistant.*

<b>5. STUDENT FOLLOW-UP COMPONENT</b>
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<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212(b)(4)	55520(f) 55526 55523(a)(1-3)	1. Provide post-enrollment evaluation of each non-exempt student's academic progress enrolled under specific academic conditions.
	55526	2. Establish a follow-up system that ensures regular monitoring for early detection of academic difficulty.
	55520(g) 55526	3. Make referral to appropriate services and curricula as necessary.
	55522	4. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students with disabilities.
	55510(a)(4)	5. Utilize computerized information services to implement, support, monitor and/or track follow-up services.

**College: Moreno Valley District: Riverside Community College**

**GOALS FOR THE FOLLOW-UP COMPONENT:**

1. Devise and maintain a computerized follow-up system to ensure regular monitoring for early detection of academic difficulty for all students.
2. Provide appropriate follow-up services for students who are on academic and progress probation and dismissal.
3. Utilize technology to implement, support, monitor and/or track follow-up services.
4. Ensure accuracy of Matriculation MIS data,

**College: Moreno Valley District: Riverside Community College**

**ACTIVITIES FOR THE FOLLOW-UP COMPONENT:**

1. (Goals 1, 2, and 3) Send letters from the Matriculation Office informing probation students of their status. The students are invited to attend a college success workshop. (Standards 1, 2, 3, 4 and 5)
2. (Goal 2) Provide college success workshops during which students are informed of the conditions of probation and the appropriate course of action to achieve good standing.(Standards 1, 3, 4 and 5)
3. (Goals 1, 2, and 3) Send letters from the Matriculation Office informing dismissal students of their status. (Standards 1, 2, 3, 4 and 5)
4. (Goals 1, 2, and 3) Require dismissal students to complete online readmit workshop towards the appeal of their dismissal status. (Standards 1, 2, 4 and 5)
5. (Goal 2) Provide online readmit workshops during which dismissal students are informed of the conditions for their readmission and have the opportunity to develop a Readmit Contract. (Standards 1, 3, 4 and 5)
6. (Goal 2) Provide the opportunity for students whose petitions are denied to appeal to the Dean of Student Services at the campus to which the petition was submitted. The outcome of this appeal will be communicated in writing to the student and to the District Matriculation Office by the Dean. (Standards 1, 3, 4, and 5)
7. (Goal 3) Limit all probation and dismissal students up to thirteen (13) units during fall and spring semesters and up to seven (7) units during winter and summer semesters. (Standard 5)
8. (Goal 1) Students who have completed fifteen degree applicable units or more, but have not declared an educational goal will be contacted about the various workshops and counseling opportunities available to assist them in clarifying their goals. (Standards 1, 3, 4, and 5)
9. (Goal 1) Counselors and/or educational advisors will conduct counseling workshops in basic skills classes to inform students of college success strategies and availability of support services. At the conclusion of workshops, invite students to make individual counseling appointments. (Standards 1, 2, 3 and 5)

**College: Moreno Valley District: Riverside Community College**

**ACTIVITIES FOR THE FOLLOW-UP COMPONENT:**

10. (Goals 2, 3 and 4) Provide an Early Alert process which notifies students via their RCCD e-mail accounts who are showing signs of academic difficulty of programs and services that are available to help with future academic success. Early Alert students are identified for counselors in Datatel. (Standards 2, 3, and 5)
11. (Goal 3) Continue implementation of photo ID system using tracking system in areas where students do not log in to Datatel or SARS. (Standards 3 and 5)
12. (Goals 2 and 3) Continue SARS to Datatel upload process to ensure accurate tracking of student use of services. (Standard 5)

**College: Moreno Valley District: Riverside Community College**

**STAFFING FOR THE FOLLOW-UP COMPONENT:**

**Campus Staffing:**

Dean of Student Services (15%)	1
Student Services Supervisor (10%)	1
Matriculation Specialist (10%)	1
Support Services Technicians (10%)	1
Matriculation Committee (5%)	Varies
10 Counselors (20%) (5 Full-time and 5 Adjunct as needed)	10
Instructional Staff (Faculty-Variable)	
Research Staff (10%)	1
Information Services (10%)	1
Dean of Instruction	1
Students	Varies

**District Staffing:**

*To ensure consistency throughout the District, additional support and oversight are provided by the Matriculation Program Assistant, Associate Vice Chancellor of Student Services and Operations, and her Administrative Assistant.*

<b>6. COORDINATION AND TRAINING COMPONENT</b>
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<b><u>AB 3</u></b>	<b><u>Title 5</u></b>	<b><u>Component Standards</u></b>
78216(b)(c)(3)	55516 55510(a)(3) 55523(b)	1. Develop and implement a program for providing all faculty and staff with training appropriate to their needs with respect to provision of matriculation services.  a) Admissions  b) Orientation  c) Assessment  d) Counseling/Advisement  e) Follow-up  f) Research and Evaluation  g) Pre- and Co-requisites and Advisories
	55510(a)(4)	2. Utilize computerized information services to implement or support coordination and training activities.

**College: Moreno Valley District: Riverside Community College**

**GOALS FOR THE COORDINATION & TRAINING COMPONENT:**

1. Develop and implement an in-service training program that will enable appropriate faculty, counselors, administrators, student aides, trustees, and classified staff to provide students with high quality matriculation services.
2. Develop and systematize policies and procedures for matriculation services and inform all involved parties of processes.
3. Provide the budget and release time for counselors, instructors, administrators and other staff to attend conferences appropriate to their matriculation function, as funds permit.
4. To ensure more effective advisement, develop training materials for counselors and advisors and provide on-going training opportunities.
5. Systematically inform and solicit input from the teaching faculty and student body on the components of matriculation for accurate use of the matriculation process.

**College: Moreno Valley District: Riverside Community College**

**ACTIVITIES FOR THE COORDINATION & TRAINING COMPONENT:**

1. (Goals 1 and 4) Provide training on a regular basis to staff in Counseling, Assessment/Orientation, Admissions and other support services regarding matriculation regulations, activities and procedures especially probation, dismissal, assessment and prerequisites. (Standard 1a – 1g)
2. (Goals 1 and 5) Provide appropriate faculty, administrators and staff with updates regarding approved assessment instruments. (Standard 1c)
3. (Goals 1, 2, and 5) Conduct an annual presentation to the Department Chairs, Academic Senate, Cabinet and Board of Trustees to update them on the status of the Matriculation Program and their roles in Matriculation Components. (Standard 1a – 1g, 2)
4. (Goals 1 and 3) Participate in the counseling staff's annual meeting to develop goals and objectives for the year in compliance with program review. (Standard 1d)
5. (Goal 1) Develop and periodically review written procedures to insure proper test decorum and to protect the security and consistency of test administration. (Standard 1c)
6. (Goal 3) Attend regional and statewide meetings to gather and share matriculation related information and implementation strategies. (Standard 1a – 1.g)
7. (Goals 1, 2, 4 and 5) Disseminate matriculation related research to appropriate staff and provide training as to the implications of this research and implement necessary modifications to the matriculation process. (Standard 1.f)
8. (Goal 2) Revise the matriculation sections of the Faculty Handbook, Student Handbook and Catalog on an annual basis and the Schedule of Classes prior to each term. (Standards 1a – 1g and 2)
9. (Goals 2 and 5) Conduct Matriculation Advisory Committee meetings. (Standards 1a – 1g and 2)
10. (Goal 5) Produce and distribute a Matriculation newsletter for faculty and staff on a semi-annual basis. (Standards 1a – 1g and 2)
11. (Goals 1 and 2) Utilize technology to communicate with faculty, staff and students as well as conduct presentations. (Standards 1a – 1g and 2)

**College: Moreno Valley District: Riverside Community College**

**ACTIVITIES FOR THE COORDINATION & TRAINING COMPONENT:**

12. (Goals 1, 2 and 5) Attend necessary meetings and participate on appropriate college-wide committees including Curriculum Committee, Assessment Committee, COTF, SEM, weekly Dean's meetings, Board committee and regular Board meetings as necessary and Matriculation Advisory Committee. (Standards 1a – 1g)

**College: Moreno Valley District: Riverside Community College**

**STAFFING FOR THE COORDINATION & TRAINING COMPONENT:**

**Campus Staffing:**

Matriculation Specialist (5%)	1
Dean of Student Services (10%)	1
Counselors (10%)	3
Matriculation Committee (5%)	

**District Staffing:**

Dean/Asst. Director, Admissions & Records (Riverside)	1/1
Vice Chancellor, Academic Affairs	1

*To ensure consistency throughout the District, additional support and oversight are provided by the Matriculation Program Assistant, Associate Vice Chancellor of Student Services and Operations, and her Administrative Assistant.*

<b>7. RESEARCH AND EVALUATION COMPONENT</b>
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<b><u>AB 3</u></b>	<b><u>Title 5</u></b>	<b><u>Component Standards</u></b>
78214(a)	55512(a)	1. Establish and maintain institutional research for evaluating efficacy of matriculation services and remedial programs and services.
	55512(a)	2. Evaluate all assessment instruments to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner.
	55512(a)	3. Determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability; where unjustified disproportionate impact is found, develop plan to correct it.
	55512(a)(1)	4. Analyze degree of matriculation's impact on particular courses, programs and facilities.
78214(c)(1) 78214(b)(2)	55512(a)(2)	5. Analyze degree to which matriculation helps students to define their educational goals and objectives.
78214(b)(6)	55512(a)(3) 55514(d)	6. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.
78214(c)(2)	55512(a)(4)	7. Analyze degree to which matriculation assists district efforts to assess educational needs.
78214(c)(3)	55512(a)(5)	8. Analyze degree to which matriculation matches district resources with students' educational needs.
78214(b)(4)	55512(a)(6) 78214(c)(4) 55520(g)	9. Analyze degree to which matriculation provides students the specialized support services and programs to which they are referred.
	78214(b)(5)	10. Determine ethnicity, sex and age of credit students.
	55514(a)	11. Determine proportion of students of ethnic, gender, age and disability groups placed in pre-collegiate, associate degree-applicable, or transfer courses in reading, writing, computation, or ESL.

- 55514(b) 12. Determine proportion of students of ethnic, gender, age and disability groups who enter and complete pre-collegiate basic skills courses.
- 55514(c) 13. Determine proportion of students of ethnic, gender, age and disability groups who complete pre-collegiate basic skills course and who subsequently enter and complete associate degree-applicable courses.
- 55532(a) 14. Record number of students exempted by category and grounds  
55514(f) for exemption.
- 55514(g) 15. Maintain numbers of students filing complaints (re: 55534) and the bases of those complaints.
- 55514(h) 16. Document particular matriculation services received by each non-exempt student.
- 55510(a)(4) 17. Utilize computerized information services to implement or support research and evaluation activities.

**College: Moreno Valley District: Riverside Community College**

**GOALS FOR THE RESEARCH AND EVALUATION COMPONENT:**

1. Assess and report short-term and long-term student retention and persistence rates.
2. Evaluate matriculation components to assure their effectiveness in supporting student success.
3. Assess the effectiveness of the course placement program.
4. Develop a research component to evaluate the effectiveness of prerequisites and co-requisites in supporting student success.
5. Develop institutional capacity to match services to entering students.
6. Improve the college's ability to monitor student progress.
7. Encourage classroom and institutional research activities to improve the matriculation program.
8. Routinely collect data needed for program and service evaluation and create access to the data through Computing Services.
9. Update repository of MIS files used for tracking student cohorts on an ongoing basis.
10. Expand access to existing mainframe databases.

**College: Moreno Valley District: Riverside Community College**

**ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT:**

1. (Goals 8 and 9) Assist in the process of collecting and reporting the number of student complaints and the basis of those complaints and make the information available as needed. (Standard 15)
2. (Goals 5 and 9) Collect and report the number of students exempted by exemption category. (Standard 14)
3. (Goals 5 and 6) Work with the Vice-President of Educational Services and Student Services Supervisor to establish a process to distribute information collected on the application and in assessment pertaining to specialized support services and programs to the appropriate department for follow-up with students for each term. (Standards 4, 6, 7, 8, 9 and 16)
4. (Goal 8) Provide descriptive information on RCCD students in publications such as the Factbook and Research Notes. (Standard 10)
5. (Goal 2) Present matriculation research requirements to an advisory committee to maintain the priority of evaluating the efficacy of matriculation. (Standard 1)
6. (Goals 8, 9 and 10) Utilize the MIS data repository and Datatel administrative computing system to track student academic performance and service use over time. (Standards 4-14, 16 and 17)
7. (Goal 3) Use assessment instruments on the Chancellor's Office approved list for placing students including periodic analysis of placement validation. Maintain locally developed ESL test on the Chancellor's Office approved list. (Standard 2)
8. (Goal 3) Evaluate, every three years, the placement process, including cut-scores and disproportionate impact, using faculty evaluations of student placement as the outcome variable. (Standards 3, 4 and 7)
9. (Goal 1) Report a variety of information including but not limited to retention rates, persistence rates, withdrawal data, and grade point averages. The information would be aggregated by various classification categories such as campus location, division, full or part-time status, day/evening status, first-generation status, matriculation status, matriculation services usage, basic skills enrollment, and various educational goals as well as the demographic variables of ethnicity, gender, age and disability. (Standards 4, 6, 10, 12 and 13)

**College: Moreno Valley District: Riverside Community College**

**ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT:**

10. (Goals 2, 5 and 6) Compare the matriculation goal of students with the student's goal upon initial entrance to the college by term. (Standards 4, 5 and 7)
11. (Goals 2, 5, 6 and 8) Deploy the Community College Student Engagement Questionnaire annually and include local questions to determine awareness of and satisfaction with various student services, including matriculation services, to better address students' needs. (Standards 4, 7 and 8)
12. (Goals 4, 8 and 9) Evaluate the impact of matriculation on basic skills, including the number of students recommended into basic skills courses, the completion and success rates of students enrolled in basic skills, and the progress of students from basic skills courses to associate degree-applicable courses. (Standards 4, 6, 11, 12 and 13)
13. (Goals 2, 5 and 9) Conduct research on recent high school graduates (those who graduated the previous year) and report aggregate performance information to local high schools including placement, retention, persistence and grade point average. (Standards 4, 6 and 16)
14. (Goals 5, 8 and 9) Conduct study of transfer readiness to identify points that may be barriers to transfer. The information would be aggregated by various classification categories such as department/discipline, full or part-time status, day/evening status, first-generation status, matriculation status, basic skills enrollment, and various educational goals as well as the demographic variables of ethnicity, gender, age and disability. (Standards 4, 6, 7 and 8)
15. (Goals 2 and 6) Maintain and improve the process if necessary to migrate data from SARS into Datatel for tracking of services requested and provided. (Standards 9, 16 and 17)

College: Moreno Valley District: Riverside Community College

**STAFFING FOR THE RESEARCH AND EVALUTAION COMPONENT:**

**Campus Staffing:**

Matriculation Specialists (5%)	1
Deans of Student Services (2.5%)	1
Student Services Supervisor (5%)	1
Faculty (participation in research activities)	Varies

**District Staffing:**

Director, Institutional Research	1
Assistant Director, Institutional Research (4.12%)	1
Research Specialists	2
Information Services Personnel	Varies

*To ensure consistency throughout the District, additional support and oversight are provided by the Matriculation Program Assistant, Associate Vice Chancellor of Student Services and Operations, and her Administrative Assistant.*

**8. PREREQUISITES, COREQUISITES AND ADVISORIES ON RECOMMENDED PREPARATION**

**AB 3                      Title 5                      Component Standards**

- |                         |  |
|-------------------------|--|
| 58106(b)                | <p>1. District ensures open enrollment subject to health and safety considerations, facility limitations, etc., consistent with Board-adopted policies that identify such limitations and which require fair and equitable procedures for determining who may enroll in such courses.</p> <p style="margin-left: 40px;">Local policies/procedures follow District Model exactly (see sections I.A. and II.C. of Model)<br/>Local policies/procedures differ from District Model (see attached)</p> |
| 55003(b)(1)             | <p>2. Board-adopted policy establishes the process for establishing necessary and appropriate prerequisites, corequisites and advisories and their respective level of scrutiny, including data collection where appropriate.</p> <p style="margin-left: 40px;">Local policies/procedures follow District Model exactly (see sections I.C., II.A. and II.B. of Model)<br/>Local policies/procedures differ from District Model (see attached)</p>  |
| 55002(a)(2)(D)          | <p>3. Curriculum committee reviews course outline of record to determine if associate degree credit course shall require pre- and co-requisite to enhance students' likelihood of success.</p> <p style="margin-left: 40px;">Local policies/procedures follow District Model exactly (see sections I.C.2. and I.C.3. of Model)<br/>Local policies/procedures differ from District Model (see attached)</p>   |
| 55003(e)<br>55510(a)(6) | <p>4. Communication or computation pre- or co-requisites for any course other than a communication or computation course are based on content review, sound data-gathering research practices, and demonstration that student is highly unlikely to succeed without the pre- or co-requisite.</p>  |

- \_\_\_\_\_ Local policies/procedures follow District Model exactly (see sections I.C.2., I.C.3., II.A.1.c., II.A.1.g., and [where appropriate] II.A. 1.d. and/or 1.e. and/or 1.f of Model)  
Local policies/procedures differ from District Model (see attached)
- 55002(a)(2)(E) 5.If the curriculum committee determines that success in associate degree credit course is dependent on communication or computation skills, it establishes eligibility for enrollment in associate degree credit course(s) in English and/or mathematics as pre- or co-requisite(s).
- \_\_\_\_\_ Local policies/procedures follow District Model exactly (see sections I.C.2., I.C.3., II.A.1.a. or 1.b. or 1.c. and 1.g., and [where appropriate] II.A. 1.d. and/or 1.e. and/or 1.f. of Model)  
Local policies/procedures differ from District Model (see attached)
- 55002(b)(2)(D) 6.Curriculum committee recommends establishment of pre- or co-requisite for non-degree-applicable course, where appropriate.
- \_\_\_\_\_ Local policies/procedures follow District Model exactly (see section I.C.2., I.C.3., II.A.1.b. or 1.c. and 1.g., and [where appropriate] II.A.1.d. and/or 1.f. of Model)  
Local policies/procedures differ from District Model (see attached)
- 55003(b)(3) 7.Board-adopted policy specifies the process for periodically reviewing pre- and co-requisites (at least once every six years) and advisories, including level of scrutiny and frequency of review.
- \_\_\_\_\_ Local policies/procedures follow District Model exactly (see section I.D. of Model)  
Local policies/procedures differ from District Model (see attached)
- 55002(a)(4)  
55002(b)(4) 8.District ensures that associate degree credit courses and precollegiate basic skills courses (including those with pre- and co-requisites) are taught by qualified

55003(b)(2)	instructors and in accord with course outline of record, particularly those aspects of the course that are the basis for the pre- or co-requisite.
_____	Local policies/procedures follow District Model exactly (see section I.F. of Model)
	Local policies/procedures differ from District Model (see attached)
55003(l)	9. District determines students' satisfaction of a prerequisite prior to enrollment or permits enrollment pending verification, and ensures that enrollment fees are promptly refunded to students who are involuntarily dropped from course for failure to successfully complete the prerequisite.
_____	Local policies/procedures follow District Model exactly (see section I.E. of Model)
	Local policies/procedures differ from District Model (see attached)
58106	10. District establishes procedures for determining who may enroll in courses for which there are limitations on enrollment, provides for student challenges to the limitations on the grounds specified in Title 5, handles challenges to enrollment limitation in a timely manner, and waives the enrollment limitation if the challenge is upheld.
_____	Local policies/procedures follow District Model exactly (see section I.A.2. and I.B. of Model)
_____	Local policies/procedures differ from District Model (see attached)
55003(m)	11. College resolves challenges (made on specified grounds) to pre- and co-requisites in a timely manner and, if the challenge is upheld, the student is allowed to enroll in the course or program.
_____	Local policies/procedures follow District Model exactly (see section I.A.2. and I.B. of Model)
_____	Local policies/procedures differ from District Model (see attached)

55003(f) 12. Pre- and co-requisites and advisories are identified in college publications and in the respective course outline(s) of record.  
\_\_\_\_\_ Local policies/procedures follow District Model exactly (see section I.A. and I.C. of Model)  
\_\_\_\_\_ Local policies/procedures differ from District Model (see attached)

College publications will reflect new policies/procedures by Fall 1994 catalog and course schedule, or by: (date)\_\_\_\_\_.

55003(i) 13. District ensures that precollegiate basic skills reading, writing or math courses that serve as pre- or co-requisites are offered with reasonable frequency and that the number of available sections is reasonable given student need.  
\_\_\_\_\_ Local policies/procedures follow District Model exactly (see section II.A.2. of Model)  
\_\_\_\_\_ Local policies/procedures differ from District Model (see attached)

College: Moreno Valley District: Riverside Community College

**GOALS FOR THE PREREQUISITES, COREQUISITES AND ADVISORIES ON RECOMMENDED PREPARATION COMPONENT:**

1. Provide definitions for prerequisites, corequisites and advisories in the Catalog, Schedule of Classes, Faculty and Student Handbooks.
2. Continue to review and evaluate the challenge process for students who have not met prerequisites but wish to challenge based on Title 5 provisions.
3. Enforce all prerequisites and corequisites during student registration.
4. The Curriculum Committee will establish all prerequisites, corequisites and limitations on enrollment in accordance with Title 5 regulations and will review them on a six year cycle.

**College: Moreno Valley District: Riverside Community College**

**ACTIVITIES FOR THE PREREQUISITES, COREQUISITES AND ADVISORIES ON RECOMMENDED PREPARATION COMPONENT:**

1. (Goal 1) Provide the following information online, in the Schedule of Classes, the College Catalog and the Student Handbook: (Standard 12)
  - Prerequisites
  - Corequisites and limitations on enrollment
  - The process for challenging prerequisites
  - The grounds on which that challenge may take place
2. (Goal 3) Provide students the opportunity to submit a form to validate a prerequisite or corequisite. Make Matriculation Appeals Petitions available to students through the Counseling Department. (Standard 11)
3. (Goal 2) While the challenge is being considered, allow students to enroll in the course, if space is available and if the petition is filed prior to the first day of classes. If the challenge is upheld, allow the student to remain in the class. If the challenge is denied, drop the student from the class with a full refund. (Standards 9, 10 and 11)
4. (Goal 4) Establish all prerequisites, corequisites, and advisories on recommended preparation in compliance with Title 5, upon recommendation of the Technical Review Committee and approval of the Curriculum Committees and Board of Trustees. (Standards 1 and 7)
5. (Goal 4) Develop and implement a process to review each prerequisite, corequisite, and advisory every six years to ensure that it is still supported by the faculty in the discipline or department and by the Curriculum Committee and Technical Review Committee and is still in compliance with the provisions of the Board approved policy and the law. (Standards 1 and 2)
6. (Goal 3) Continue to enforce prerequisites, corequisites and limitations on enrollment in a consistent manner during registration. (Standards 1 and 9)
7. (Goal 4) Work with Vice President of Educational Services to ensure that all faculty are given outlines for all courses that they teach and to ensure that all faculty teach courses for which prerequisites or corequisites are established in accordance with the course outline of record. (Standard 8)

College: Moreno Valley District: Riverside Community College

**ACTIVITIES FOR THE PREREQUISITES, COREQUISITES AND ADVISORIES ON RECOMMENDED PREPARATION COMPONENT:**

8. (Goal 4) Continue to work with Curriculum Committee and Technical Review Committee to ensure that the levels of scrutiny for the establishment of prerequisites, corequisites and limitation on enrollment are adhered to by the faculty. (Standards 5, 6 and 7)
9. (Goal 4) Work with faculty on a course-by-course basis to establish any communication or computation skills prerequisites. Prerequisites and/or corequisite courses in communication or computation skills are not established across the curriculum. (Standards 2, 4 and 5)
10. (Goal 4) The Technical Review Committee determines if research is warranted (computational/communication skills) and serves faculty in the process of establishing all prerequisites and corequisites and advisories and limitations on enrollment. Technical Review Committee has been established as a sub-committee of the curriculum committee. (Standard 4)

College: Moreno Valley District: Riverside Community College

**STAFFING FOR THE PREREQUISITES, COREQUISITES AND ADVISORIES ON RECOMMENDED PREPARATION COMPONENT:**

**Campus Staffing:**

Dean/Asst. Director, Admissions & Records (5%)	2
Dean of Student Services (10%)	1
Matriculation Specialist (30%)	1
Student Services Secretary (25%)	1
Evaluator (40%)	1
Dean of Instruction (5%)	1
Administrative Assistant to Dean of Instruction (5%)	1
Department Chairs (5%)	Varies
Curriculum Committee	Varies
Student Services Technicians (30%)	3

**District Staffing:**

District Placement Services Coordinator	1
Assistant Director, Institutional Research (4.12%)	1
Articulation Coordinator (12.4%)	1

*Consistency throughout the District, additional support and oversight are provided by the Matriculation Program Assistant, Associate Vice Chancellor of Student Services and Operations, and her Administrative Assistant.*