

RIVERSIDE CITY COLLEGE



MATRICULATION PLAN

Revised September 2008 – May 2009
Approved by Matriculation Advisory Committee
Date: October 17, 2008

Submitted by Riverside City College
Date: October 27, 2008

**MATRICULATION ADVISORY COMMITTEE
2008 – 2009**

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1. ADMISSIONS COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
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.

1.1 ACTIVITIES FOR THE ADMISSIONS COMPONENT:

(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

1. (Goal 5) Provide ongoing training for standardization of data collection and data entry. Ensure integrity of the data being collected. (Standard 1)
2. (Goals 5) Run the Management Information Systems (MIS) edit reports to show internal discrepancies and correct errors. (Standard 1)
3. (Goal 1B and 1D) Seek multi-lingual applicants for positions that serve non-native speakers of English. (Standard 2)
4. (Goals 1B, 1C and 1D) Provide an online application in Spanish. (Standard 2)
5. (Goal 1B) Utilize outreach ambassadors at high schools to promote future enrollment at Riverside City College. (Standard 1)
6. (Goal 1D and 1E) Provide automatic email responses to students who request information about special services, programming, support, etc. on the online application; the email responses address specific service areas. Mail follow up letters to students with their student ID#, WebAdviser User Name and RCC Email Address. (Standard 2 and 3)
7. (Goal 1D) Participate in outreach and services such as “Day of the Tiger” to address needs of matriculants who are first time college students (Standard 2)
9. (Goal 1C and 1D) Review and revise application, class schedule, registration information and any other publications (including Admissions and Records forms) to ensure clarity. (Standard 2)
10. (Goal 3) Provide training to departments who register students in special programs. (Standard 2)
11. (Goal 3) Provide support to enable early counseling and registration periods for Disabled Student Services, EOPS, and special needs groups. (Standard 2)
12. (Goal 3) 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)
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 (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

15. (Goals 1C, 1D and 3) Provide appropriate information to students seeking exemptions and inform exempt students that they may choose to participate in all matriculation components. In most cases, students will be directed to counseling. (Standard 2 and Orientation Standard 8)

16. (Goal 3 and 4) All first time college students who complete assessment, orientation, and advisement will be cleared to register for classes (Standard 3)

17. (Goals 3 and 4) Continue to inform students of any existing prerequisites and block them from registration if the prerequisite has not been met. (Standards 1 and 3)

18. (Goal 5) Work with Riverside City College and District Matriculation personnel to continue to monitor correct data entry, especially for information that is included in MIS reporting. (Standard 2)

1.2 GOALS FOR THE ADMISSIONS COMPONENT:

(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied)

1. Maintain a student centered admission process that eliminates barriers to enrollment.
 - A. Provide enrollment services at all Riverside City College and community-based instructional sites whenever feasible.
 - B. Continue to make admissions processes easier to understand for first time college students.
 - C. Improve effective communications to student groups.
 - D. Modify facilities to enhance student-centered goals.
2. Utilize computerized information services to automate various admissions services.
3. Work with Matriculation and Counseling staffs to enforce orientation, assessment and advisement components of Matriculation.
4. Maintain communication with administration, faculty, and staff regarding Admissions policies and procedures.
5. Ensure accuracy of Matriculation MIS data.

1.3 STAFFING FOR THE ADMISSIONS COMPONENT:

(Include job titles and numbers of positions involved with this component.)

Dean, Admissions and Records	1
Assistant Director of Admissions & Records	1
Student Services Supervisor	1
Application Support Technician	1
A&R Secretary	1
Outreach Coordinator	1
Outreach Secretary	1
Senior Evaluations Specialist	1
Academic Evaluations Specialist	1
Student Services Specialist	1
Veterans' Services Technician	1
Student Services Technicians (full time)	5
Student Services Technicians (Permanent Part-Time)	4
Dean of Student Services (10%)	1
Matriculation Specialist (10%)	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.

2. ORIENTATION COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212(b)(2)	55502(j)	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) 55510 (a)(5)	7. Adopt District governing board policies specifying criteria for exemption.
	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.

2.1 ACTIVITIES FOR THE ORIENTATION COMPONENT:

(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

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 orientation in facilities that are accessible to the disabled. (Standard 6)
4. (Goal 1) Continue to work closely with the ESL department to offer orientations suitable for the needs of ESL students including weekly “one-stop shop”. (Standard 6)
5. (Goals 1, 2 and 4) Continue to offer Guidance 45, Introduction to College, through alternative delivery methods, such as online and at feeder high schools, as a means for new matriculants to 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 consistent 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 always available through the Counseling Center. Procedures for filing and processing complaints are included in the Handbook and students are directed to those pages by the orientation presenter. Appeal petitions are also available at the Counseling Center for students who wish to appeal prerequisites. (Standards 2, 3, 4, and 5)
7. (Goal 1) Continue to offer supplemental orientation services to targeted students such as athletes, occupational, and international students. (Standard 1)
8. (Goal 1) Continue to assess student needs by gathering information from the One Semester Educational Planning Form administered during the Orientation/Counseling sessions and make appropriate recommendations and referrals. (Standard 1)
9. (Goal 1) Continue to provide Assessment, Orientation & Counseling (AOC) for all first time college matriculants. (Standards 1, 8, 9, and 10)
10. (Goal 3 and 5) Upload student contact information from SARS to Datatel. Manually input any contacts that are not documented in SARS. (Standard 10)

11. (Goal 3) Use the following board approved criteria to exempt students from mandatory AOC prior to registration. Exempt students will be offered a Student Handbook in the Counseling Center. (Standards 2, 3, 4, 5, 7, 9)
- a. Students with previous course work or graduates from an accredited U. S. college or university with an AA degree or higher.
 - b. Students who plan to enroll in five units or less 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 enrolled full time at another institution (high school or college) and taking five units or less.

2.2 GOALS FOR THE ORIENTATION COMPONENT:

1. Provide all matriculants with an orientation to college that includes information about programs, services and facilities, academic expectations and procedures, in order to motivate students to set and achieve goals.
2. Inform students about Riverside College 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) the right to challenge pre- or co-requisites
 - 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 current technologies to increase standardization in the Orientation/Counseling sessions.
5. Ensure accuracy of Matriculation MIS data.

2.3 STAFFING FOR THE ORIENTATION COMPONENT:

(Include job titles and numbers of positions involved with this component.)

Campus Staffing:

Counseling Department Clerks	4
Counselors (30%)	11
Instructional Media Center Services (5%)	1
Matriculation Specialist (10%)	1
Outreach Student Ambassadors (45%)	9
Outreach Specialist	2
Outreach Coordinator (28.7%)	1
Outreach Secretary	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.

3. ASSESSMENT COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
	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) 55510(a)(5)	10. Adopt District governing board policies specifying criteria for exemption.
	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.

3.1 ACTIVITIES FOR THE ASSESSMENT COMPONENT:

(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

1. (Goal 1) Provide all non-exempt students with basic skills assessment in reading, English, and math prior to registration. Provide placement test results to students immediately following this assessment. (Standards 1, 2, 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, 5 and 9)

3. (Goal 4) Conduct all tests in facilities that are accessible to the physically disabled. (Standards 1, 2, 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 these raw scores in RCCD's placement process if they have not assessed at RCCD. (Standard 7)

7. (Goal 2 and 4) Inform non-exempt students before assessment, orientation and counseling that placement is mandatory. (Standards 1 and 12)

8. (Goals 5 and 8) Complete a daily upload of Assessment test scores to the Datatel administrative software so that all the necessary information is available for counseling, registration, research and other purposes. This process includes manual entry of certain test; periodic corrections to data in error and ensuring all placements are uploaded with in 1-2 business days of test completion. (Standard 13)

9. (Goal 4) Inform exempt students of their option to participate in matriculation services. (Standard 11)
10. (Goal 1) Continue to expand assessment services at feeder high schools. (Standards 1, 2, 5, 8, 9 and 13)
11. (Goals 1 and 5) Complete all activities necessary to provide assessment testing, including identifying appropriate locations; purchasing hardware and software; hiring staff; providing staff development; and customizing test administrative system. Continue to implement changes or modifications as necessary. (Standard 13)
12. (Goals 1 and 3) Provide assessment data to the appropriate Vice Presidents, Deans and Department Chairs to assist them in establishing academic courses and educational programs. (Standard 8)
13. (Goal 4) Provide support for revisions to cut scores and proposed changes to the cut score validation process. Implement approved changes as necessary. (Standards 6, 7, 8 and 13)
14. (Goal 4) Use the following board approved criteria to exempt students from mandatory Assessment prior to registration: (Standards 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 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
 - C. Students who are enrolled full time at another institution (high school or college) and will be taking five units or fewer
15. (Goal 2) Use multiple formats to distribute Assessment schedules and revisions to State, District and Campus polices and procedures. (5, 6, 8 and 13)
16. (Goal 9) Provide college success factors test to instructors of RCC guidance courses taught at local high schools. Provide scoring services and interpretation guidelines. (Standards 3 and 4)

3.2 GOALS FOR THE ASSESSMENT COMPONENT:

1. Continue to provide an assessment process to all matriculants and any students who can benefit from guidance in course placement.
2. Provide adequate information and training to all counselors, faculty and necessary support staff on the established assessment services and procedures.
3. Use multiple measure assessment information 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 federal, state and Riverside District/College values and policies.
5. Utilize available technologies to increase efficiency in implementing the assessment/placement process.
6. Monitor emerging technologies as possible enhancements/improvements to assessment process.
7. Utilize available technology to assist disciplines in establishing/validating interventions and prerequisite changes.
8. Ensure accuracy of Matriculation MIS data.
9. Continue to provide scheduling material and testing support for RCC guidance classes taught at local high schools.

3.3 STAFFING FOR THE ASSESSMENT COMPONENT:

(Include job titles and numbers of positions involved with this component.)

Campus Staffing:

Dean, Student Services	1
District Placement Services Coordinator (50%)	1
Assessment Educational Advisor	1
Counseling Clerks	4
Matriculation Specialist (15%)	1
Temporary Part-time staff	(varies)
Hourly Staff	(varies)

District Staffing:

District Placement Services Coordinator (50%)	1
Institutional Research, Associate Director (11.48%)	1
Micro-Computer Support Services	1
User Support Coordinator	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.

4. COUNSELING/ADVISEMENT COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
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) 55526	3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.
78212(b)(4)	55523(a)(2) 55526	4. Make reasonable efforts to ensure that non-exempt students without educational goals 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.
	55534(a) 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.

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| | 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)
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. |

4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:

(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

1. (Goal 7) Provide students appropriate referrals to student services during individual counseling sessions. (Standard 1)

2. (Goal 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 goal, course placement, and a one-semester plan identifying courses they may register for during the next term. (Standards 2, 3, 6, 8 and 9)

3. (Goal 3) Develop a full educational plan for students enrolled in Guidance Courses or during a 30-minute individual appointment. Direct other students with quick questions to walk-in counseling services. (Standards 2, 3, 6, 8 and 9)

4. (Goals 3 and 4) Send all students with probationary status a letter from the Matriculation Office informing them of their status. Recommend probation students to participate in an online college success workshop. (Standard 3)

5. (Goal 4) Provide college success workshops each fall and spring semesters to students on probation. Inform students why they are now on probation and inform them of the available support services to help them achieve good standing. (Standards 1, 2, 3, 6, 7, 18)

6. (Goal 4) Send all students who are subject to dismissal, a letter from the Matriculation Office informing them of their status. Require students to complete an interactive online readmit workshop and meet with a counselor for a readmit contract. (Standards 2 and 7)

7. (Goals 4 and 5) Send continuing dismissal students a blue reminder card to make a counseling appointment for the purpose of requesting a Readmit contract for the following full-term semester. (Standards 1, 2, 6, 7, and 18)

8. (Goals 1, 2 and 4) Inform students about career planning classes and Transfer/Career Center services such as Eureka Online and Choices. In addition, offer online assessments for students. (Standards 1, 7 and 18)

9. (Goal 5) Inform students who have successfully completed 15 academic units or more, but have not declared an educational goal, with information about the various workshops, counseling opportunities, and career center services available to assist them in clarifying their goals. (Standards 1, 4, 16 and 18)

10. (Goal 4) Conduct presentations in basic skills classes to inform students of college success strategies and availability of support services. Student Service Program Director's/Dean's will submit a copy of the information sent to students to the Dean of Student Services to be kept on file in office. At the conclusion of workshops, invite students to make individual counseling appointments and provide follow-up from student survey. (Standards 5 and 6)

11. (Goal 8) Use SARS scheduling software to schedule counseling appointments. (Standard 18)

12. (Goals 7, 8 and 9) Upload student contact information from SARS to Datatel and manually input any contacts that are not documented in SARS. (Standard 18)

13. (Goal 6) Utilize a) counseling faculty to provide individual counseling sessions, classroom instruction, group workshops, educational and vocational counseling, and interpretation of career assessments; b) educational advisors to provide assistance for students especially in Transfer/Career Center and Assessment Placement Services; and c) student ambassadors to provide general college information to students at outreach activities, in the Admissions and Counseling areas, and high schools in our service area. (Standard 7)

14. (Goals 1, 4 and 5) Require financial aid students, EOPS, DSPS, and athletes to maintain a current Student Educational Plan (SEP). (Standards 2, 7, 8, 9 and 10)

15. (Goals 1, 2, 4 and 7) Provide a written record of the SEP to students; scan electronic copy of the SEP in Datatel. (Standard 9)

16. (Goal 1) Offer Guidance 45, Introduction to College to seniors at feeder high schools in our service area. In the class, students complete a Study Skills Inventory and a Student Educational Plan. Inform students that successful completion of Guidance 45 will meet the Orientation/Counseling requirement. (Standards 5, 6 7, 8 and 9)

17. (Goal 1, 6) Design and implement an evaluation process for adjunct and high school Guidance 45 teachers which will provide follow-up and evaluation to ensure course objectives are being met and SEP's are on file for all students. (Standards 5, 6 7, 8 and 9)

18. (Goals 3 and 4) 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 of 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 website.] (Standards 11, 12, 13)

19. (Goals 1, 3, and 4) All counseling activities take place in facilities that are accessible to physically disabled students. Bilingual clerical, paraprofessional and professional counseling staff are available to assist Spanish speaking students. Special accommodations are available for all disabled students. (Standard 14)

20. (Goals 4 and 8) Encourage students through the Schedule of Classes, Student Handbook, website, and other information media to meet with counselors regularly. Exemption from initial assessment, orientation and counseling is not an exclusion from counseling services. (Standards 16 and 17)

21. (Goal 6) Utilize Educational Advisors to coordinate Assessment, Orientation and initial counseling contacts for seniors at high schools in our service area. (Standards 1, 4, 5 and 6)

22. (Goals 1, 2, 4, 6 and 8) Address transfer needs by developing articulation agreements with four-year universities, offering workshops in the mechanics of transfer, inviting representatives from various four-year universities to campus to speak to RCC students, and through direct communication with students. (Standard 1, 2, 8, 10 and 18)

23. (Goals 2, 3, 5, 6, and 8) Implement a Transfer Advisory Council with representatives from the four year universities, faculty across disciplines, administrators, and counselors to develop a Three Year Transfer Center Plan. Include research for continual monitoring of goals and objectives to ensure best practices are in place to support student success with services from Transfer Center. (Standards 1, 7, 8, 9, 10, and 18)

24. (Goals 3 and 4) Initiate contact with students outside the counseling area by providing workshops in classrooms. (Standards 1, 3, 4, 5 and 6)

25. (Goals 7 and 8) Utilize a document scanning system to facilitate electronic storage and retrieval of data. (Standards 9 and 18)

26. (Goals 1, 2 and 4) Use computerized career resources and standardized online career interest inventories to provide services that assist students in identifying their aptitudes and educational objectives. Use internet transfer resources (ASSIST, Eureka) to provide services that assist students in their goal to transfer. (Standards 4, 8, 10 and 18)

27. (Goal 3) Use the following board approved criteria to exempt students from the Counseling Advisory Component of Matriculation prior to registration for classes: (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 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.

4.2 GOALS FOR THE COUNSELING/ADVISEMENT 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 educational plan that identifies an educational objective and the courses, 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 supplemental counseling and advising for targeted groups of students to support student success.
5. Provide Counseling follow-up for students at critical points in their progress toward their goals.
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 objectives.
9. Ensure accuracy of Matriculation MIS data elements.

4.3 STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:

(Include job titles and numbers of positions involved with this component.)

Campus Staffing:

Secretary to the Dean of Student Services	1
Counselors (70%)	11
Counseling Clerks (90%)	4
Dean of Student Services	1
Educational Advisors	2
Instructional Department Specialist	1
Matriculation Specialist (15%)	1
Student Services Supervisor	1

District Staffing:

Articulation Officer (34.43%)	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.

5. STUDENT FOLLOW-UP COMPONENT

<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.

5.1 ACTIVITIES FOR THE FOLLOW-UP COMPONENT:

(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

1. (Goals 1, 2, and 3) Continue sending letters from the Matriculation Office informing probation students of their status. Students are invited to attend college success workshops. (Standards 1, 2, 3, 4 and 5)

2. (Goal 2) Continue to offer online 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) Continue sending letters from the Matriculation Office informing dismissal students of their status. (Standards 1, 2, 3, 4 and 5)

4. (Goals 1, 2, and 3) Continue to require dismissal students to complete online readmit workshop towards the appeal of their dismissal status. (Standards 1, 2, 4 and 5)

5. (Goal 2) Continue providing online readmit workshops where students are informed of the conditions for their readmission and upon completion have the opportunity to meet with a counselor to develop a Readmit Contract. (Standards 1, 3, 4 and 5)

6. (Goal 2) Continue to 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) Continue to limit all probation and dismissal students to 13 units during fall and spring semesters and 7 units during winter and summer semesters. (Standard 5)

8. (Goal 1) Students who have completed 15 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 continue to conduct counseling workshops 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 1, 2, 3 and 5)

10. (Goals 2, 3 and 4) Continue the Early Alert process which notifies students 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 to research possibility of implementing appointment tracking system using student photo ID in lieu of logging in to SARS or Datatel. (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)

5.2 GOALS FOR THE FOLLOW-UP COMPONENT:

1. Continue to maintain and improve Early Alert process 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.

5.3 STAFFING FOR THE FOLLOW-UP COMPONENT:

(Include job titles and numbers of positions involved with this component.)

Campus Staffing:

Secretary to Dean of Student Services	1
Counselors (20%)	11
Educational Advisors	2
Career/Transfer Center Counselor	1
Dean of Student Services (15%)	1
Matriculation Specialist (10%)	1
Counseling Clerk I	1
Counseling Clerk II	2
Counseling Clerk III	1
Student Workers	Varies
Information Services (10%)	Varies
Instructional Staff	faculty-Variable

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.

6. COORDINATION AND TRAINING COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
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.

6.1 ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT:

(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

1. (Goals 2 and 4) Provide training on a regular basis to faculty and staff and other support services regarding matriculation regulations, activities and procedures especially probation, dismissal, assessment and prerequisites. (Standard 1a – 1g)

2. (Goals 2 and 4) Provide appropriate faculty, administrators and staff with updates regarding approved assessment instruments. (Standard 1c)

3. (Goals 2 and 4) Conduct an annual presentation to the Academic Planning Committee, Academic Senate and President's Cabinet to update them on the status of the matriculation program. (Standard 1a – 1g, 2)

4. (Goals 1, 2 and 4) Develop and periodically review written procedures to ensure proper test decorum and to protect the security and consistency of test administration. (Standard 1c)

5. (Goals 3 and 4) Attend regional and statewide meetings to gather and share matriculation related information and implementation strategies. (Standard 1a – 1.g)

6. (Goals 1, 2 and 4) 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 1f)

7. (Goals 1 and 2) Utilize research to adjust policy and procedures if necessary. (Standard 1)

8. (Goal 1, 2 and 4) 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 1, 2 and 4) Conduct Matriculation Advisory Committee meetings. (Standards 1a – 1g and 2)

10. (Goals 1, 2 and 4) Produce and distribute a matriculation newsletter for faculty and staff on a semi-annual basis. (Standards 1a – 1g and 2)

11. (Goals 1, 2, and 4) Utilize technology to conduct presentations and communicate with faculty, staff and students. (Standards 1a – 1g and 2)

12. (Goals 1, 2 and 4) Attend necessary meetings and participate on appropriate college-wide committees including Curriculum Committee, Assessment Committee, Core Operations Task Force (COTF), Strategic Enrollment Management (SEM), Vice President meetings, Board committee and regular Board meetings as necessary and Matriculation Advisory Committee. (Standards 1a – 1g)

6.2 GOALS FOR THE COORDINATION/TRAINING COMPONENT:

1. To maintain continuity amongst the colleges as it relates to district Matriculation policies, procedures and regulations the Campus Dean of Student Services will meet with the Associate Vice Chancellor of Student Services and Operations on a regular basis.

2. The Associate Vice Chancellor of Student Services and Operations and Deans of Student Services will work together to ensure that all parties including the Matriculation Advisory Committee, involved in the delivery of Matriculation Services are informed.

3. Support will be provided from Matriculation budget for Matriculation-related training.

4. The Dean of Student Services and the Associate Vice Chancellor of Student Services will be actively involved in Campus, District, Regional and Statewide Matriculation events, coordination and training.

6.3 STAFFING FOR THE COORDINATION AND TRAINING COMPONENT:

(Include job titles and numbers of positions involved with this component.)

Campus Staffing:

Counselors (10%)	4
Dean of Instruction	1
Dean of Student Services (10%)	1
Matriculation Specialist (5%)	1
Matriculation Committee (5%)	

District Staffing:

Associate Director, Institutional Research	1
District Services Placement Coordinator	1
Dean/Asst. Director, Admissions & Records	1/1

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.

7. RESEARCH AND EVALUATION COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
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) 78214(c)(4)	55512(a)(6) 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) 55514(f)	14. Record number of students exempted by category and grounds 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.

7.1 ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT:

(After each activity, where appropriate, indicate the legislative and regulatory requirement satisfied by its implementation.)

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) Continue to distribute information collected on the application and in the placement process 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 the campus advisory committee to maintain the priority of evaluating the efficacy of matriculation. (Standard 1)
6. (Goals 8, 9 and 10) Use 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) Evaluate, every three years, the placement process, including cut-scores and disproportionate impact, using faculty evaluations of student placement as the outcome variable and incorporate student feedback to assess consequential validity. (Standards 3, 4 and 7)
8. (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)

9. (Goals 2, 5 and 6) Collect both the informed educational goal of students and students' goal upon initial entrance to the college. (Standards 4, 5 and 7)

10. (Goals 2, 5, 6 and 8) Report results from the Community College Student Engagement Questionnaire that includes 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) This will continue until we have CSSEE in place.

11. (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)

12. (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)

13. (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)

14. (Goals 2 and 6) Maintain and improve the process to migrate data from SARS into Datatel for tracking of services requested and provided. (Standards 9, 16 and 17)

15. (Goal 11) Continue to monitor the accuracy of MIS data. (Standards 14, 16 and 17)

16. (Goal 11) Contribute to District, Regional and State research projects. (Standard 14, 16 and 17)

7.2 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. 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.
11. Work within District region and state to conduct Matriculation effectiveness research projects.

7.3 STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT:

(Include job titles and numbers of positions involved with this component.)

Campus Staffing:

District Dean/Asst. Director, Admissions & Records (5%)	2
Deans of Student Services (2.5%)	1
Faculty (participation in research activities)	Varies
Matriculation Specialists (5%)	1
District Placement Services Coordinator	1

District Staffing:

Associate Director, Institutional Research (11.48%)	1
Director, Institutional Research	1
Information Services Personnel	Varies
Research Specialists	1
Dean, Institutional Reporting & Academic Services	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.

8. PREREQUISITES, COREQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION
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Title 5 **Component Standards**

- 58106(b) 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.
- _____ Local policies/procedures follow District Model exactly
(see sections I.A. and II.C. of Model)
- _____ Local policies/procedures differ from District Model (see attached)
- 55003(b)(1) 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.
- _____ Local policies/procedures follow District Model exactly
(see sections I.C., II.A. and II.B. of Model)
- _____ Local policies/procedures differ from District Model (see attached)
- 55002(a)(2)(D) 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.
- _____ Local policies/procedures follow District Model exactly
(see sections I.C.2. and I.C.3. of Model)
- _____ Local policies/procedures differ from District Model (see attached)
- 55003(e)
55510(a)(6) 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.
- _____ 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)
55003(b)(2) 8. District ensures that associate degree credit courses and precollegiate basic skills courses (including those with pre- and co-requisites) are taught by qualified 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)

8.1 ACTIVITIES FOR THE PRE- AND CO-REQUISITES, ADVISORIES, AND LIMITATIONS ON ENROLLMENT COMPONENT:

(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

1. (Goal 1) Provide the following information online, in the Schedule of Classes, the College Catalog and the Student Handbook: (Standard 12)
 - Prerequisites and corequisites
 - Advisories 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 (Matriculation Appeals Petition or Student Request for Prerequisite) to validate a prerequisite or corequisite. Ensure both forms are available to students through the Counseling Department. (Standard 11)

3. (Goal 2) While the challenge is being considered, provide a challenge process to allow students to enroll in the course, only if space is available and the petition was 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, advisories, and limitations 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, advisory, and limitation every six years to ensure that it is still supported by the faculty in the discipline or department, the Curriculum Committee, the 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, advisories, and limitations on enrollment in a consistent manner during registration. (Standards 1 and 9)

7. (Goal 4) Work collaboratively with the Vice President of Academic Affairs to ensure that Academic Services provides all faculty given course outlines and to ensure that all faculty teach courses in accordance with the course outline of record. (Standard 8)

8. (Goal 4) Continue to work with the Curriculum Committee and the Technical Review Committee to ensure that the levels of scrutiny for the establishment of prerequisites, corequisites, advisories, and limitations 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. Ensure that 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, corequisites, advisories, and limitations on enrollment. (Standard 4)

11. (Goal 4) Provide pilot testing to assist in the validation of procedures and challenges for students who wish to challenge a course prerequisite. (Standard 10)

8.2 GOALS FOR THE PRE- AND CO-REQUISITES, ADVISORIES, AND LIMITATIONS ON ENROLLMENT COMPONENT :

1. Provide definitions for prerequisites, corequisites, advisories, and limitations in the college catalog, schedule of classes, and the 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, advisories, and limitations on enrollment in accordance with Title 5 regulations and will review them on a six year cycle.

8.3 STAFFING FOR THE PRE- AND CO-REQUISITES, ADVISORIES, AND LIMITATIONS ON ENROLLMENT COMPONENT:

(Include job titles and numbers of positions involved with this component.)

Campus Staffing:

Dean of Student Services (10%)	1
Dean of Instruction (5%)	1
Evaluator (40%)	2
Matriculation Specialist (30%)	1
Secretary to Dean of Instruction (5%)	1
Secretary to Dean of Student Services	1
Student Services Supervisor	1
Student Services (30%)	1
Student Services Technician	7
Curriculum Committee	Varies
Department Chairs (5%)	Varies

District Staffing:

District Placement Services Coordinator	1
Assistant Director, Institutional Research (11.48%)	1
Articulation Coordinator (34.43%)	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.