



LOS ANGELES VALLEY COLLEGE

**MATRICULATION
PROGRAM PLAN
2005**

**COLLEGE MATRICULATION PLAN
COVER PAGE**

Region Number: 7

Submitted to: Arnold Bojorquez/ Sally J. Montemayor

College Name and Address: Los Angeles Valley College
5800 Fulton Ave Valley Glen, CA 91401

District Name and Address: _____

Signature of District Chancellor: _____
Name: _____ Date: _____

Signature of College President: _____
Name: _____ Date: _____

Signature of College Academic Senate President: _____
Name: _____ Date: _____

Signature of Matriculation Coordinator's Supervising Administrator: _____
Name: _____ Date: _____

Signature of College Matriculation Coordinator: _____
Name: _____ Date: _____

COLLEGE MATRICULATION PLAN PARTICIPANTS

Title 5 Section 55510 (b) requires that the matriculation plan for each district "be developed in consultation with representatives of faculty, students, and staff with appropriate expertise." Please list the persons who participated in the writing of this plan. Add more pages as needed.

<u>Florentino Manzano, Dean of Enrollment and Matriculation Chair</u>	(student, faculty, staff)
<u>Dr. Cherine Trombley, Associate Dean of Research and Planning</u>	(student, faculty, staff)
<u>Dr. Yasmin Delahoussaye, VP Student Services</u>	(student, faculty, staff)
<u>Dr. Sherri Rodriguez, Associate Dean Student Services</u>	(student, faculty, staff)
<u>Barbara Ralston, Associate Dean Financial Aid</u>	(student, faculty, staff)
<u>Dr. Bruce Thomas, Chair of Counseling</u>	(student, faculty, staff)
<u>Barbara Goldberg, Co-Chair of Counseling</u>	(student, faculty, staff)
<u>Ashley Dunn, International Student Coordinator</u>	(student, faculty, staff)
<u>Raquel Sanchez, Assessment Coordinator</u>	(student, faculty, staff)
<u>Rudy De La Torre, Admissions/AFT Classified</u>	(student, faculty, staff)
<u>Dr. Richard Pfefferman, Dean Academic Affairs</u>	(student, faculty, staff)
<u>Cheryl Stoneham, AFT College Guild</u>	(student, faculty, staff)
<u>Louis Garcia, Counseling</u>	(student, faculty, staff)
<u>Dr. Ron Mossler, Developmental Communications</u>	(student, faculty, staff)
<u>Katie Tejada-May, DSPS</u>	(student, faculty, staff)
<u>Dr. Al Zucker, English Department</u>	(student, faculty, staff)
<u>Alma Olivares-Luera, EOP&S</u>	(student, faculty, staff)
<u>Jessica Mintz, Supplemental Instruction/LRC</u>	(student, faculty, staff)
<u>Steve Castillo, Math Department</u>	(student, faculty, staff)
<u>Lynn Brower, Non-Credit Matriculation</u>	(student, faculty, staff)
<u>Deborah Harrington, Writing Center</u>	(student, faculty, staff)

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.)

Standard	Activity
1	Provide the required forms, data collection, data entry and storage retrieval to process all admission applications and other related forms.
2	Provide assistance to prospective students at the Student Information Counter. The Student Information Counter's multi-lingual and multi-ethnic staff assists students in filling out the college application, scheduling assessment appointments, counseling referrals, clarifying of college policies and procedures and referrals to college programs, institutional departments or outside agencies.
1 & 2	Publish timely and current information on the Matriculation process.
3	Most data applicable to admissions procedures is computerized including: Application information, matriculation status data, transcripts, course scheduling and registration information.
3	Utilize imaging technology to collect, record and process paper applications, forms, petitions, Add permits and drop cards.

1.2 GOALS FOR THE ADMISSIONS COMPONENT:

Goals
Improve current matriculation publications in other languages.
Link Admissions process to Financial Aid.
Improve computerized information services: <ul style="list-style-type: none">• Self-serve stations• Web-based admissions process (CCCAPPLY)

STAFFING FOR THE ADMISSIONS COMPONENT:

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

Position	# of positions
Dean Of Enrollment Management	1
Senior Admissions and Records Supervisor	1
Admissions and Records Assistants (A&B shift)	20
Admissions and Records Graduation Evaluator (A&B shift)	3

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.
	55201 (f),(g) 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.)*

Standard	Activity
1 & 2	Provide students and potential students with campus policies, guidelines and information regarding: <ul style="list-style-type: none"> • Campus resources • Educational programs • Student educational plans • Registration/scheduling procedures • School policies • Survival tips, e.g. time management • Discuss and explain students' with English and math placement results • Review matriculation guidelines
1& 2	Provide catalog and a schedule of classes to students.
1& 2	Produce and distribute student handbook.
5 & 3	State in the college catalog, the schedule of classes and student handbook students' rights to challenge any prerequisite which they feel violates district policy, state law, is discriminatory, unavailable, or unnecessary because the student feels capable of succeeding without the pre-requisite. Inform students that they must provide documentation.
4	Inform students in the college catalog, schedule of classes and student handbook of procedures For alleging unlawful discrimination in the implementation of matriculation practices.
6	Provide students with accessible alternate formats.
10	Counselors, faculty advisors and paraprofessionals access the district-wide Students Information System to determine the orientation exemption status of each student. They document via computer any orientation service provided for each student.

2.2 GOALS FOR THE ORIENTATION COMPONENT:

Goals
Further develop matriculation publications in other languages.
Develop online orientation to increase student access to college information.
Offer orientations in other languages. Primarily the languages of our largest ESL populations.
Review orientation student evaluations to improve program.
Increase the number of senior day orientations for incoming freshman.

STAFFING FOR THE ORIENTATION COMPONENT:

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

Position	# of positions
Counselors	9.5

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(b)	6. Use assessment instruments only for purpose for which they were developed or validated.
	55521(c)	7. Use multiple measures (other than two or more highly correlated instruments) for placement, required and appropriate referral, or subsequent evaluation.
78213(b)(2)	55521(e)	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.)

Standard	Activity
2 & 8 & 5	Assess English as a Native Language (ENL) students in reading and writing using ACCUPLACER Online published by The College Board. Assess students' math skills using ACCUPLACER Online.
2 & 9 & 5	Assess English as a Second Language students in reading skills. Language use and sentence meaning using ACCUPLACER Online published by The College Board. ACCUPLACER Online assessment Levels of English Proficiency Tests (LOEP).
13	Data from most activities related to assessment is computerized and used by college personnel. The assessment status (exempt/nonexempt) of each student is stored in a district-wide database. Written assessment results for each student are scored and stored in district database and used along with data from the student's Educational Planning Questionnaire, which is also computerized. Additionally, placement recommendations are computerized and are used by counselors, Instructors and other authorized college personnel who document on the computer any assessment Service provided to students.
7	Provide Educational Planning Questionnaire for students on ACCUPLACER online to meet multiple measures for placement, referral or evaluation.
9	Provide accommodations for students with disabilities and tests in alternate formats.

3.2 GOALS FOR THE ASSESSMENT COMPONENT:

Goals
Provide training to campus personnel on current assessment process.
Administer computerized English as a Second Language assessment.
Administer computerized Ability To Benefit tests for English as a Second Language students.

- **STAFFING FOR THE ASSESSMENT COMPONENT:**
(Include job titles and numbers of positions involved with this component.)

Position	# of positions
Assessment Coordinator (SSP)	1
Part-time Examination Proctor	0.4
Student Workers	2

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 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.
grounds	55201(f),(g) 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 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.
	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.)*

Standard	Activity
1	Survey needs and interests during counseling or advisement sessions and refer to appropriate resources and curriculum offerings such as Personal Development courses, tutorials and other non-degree applicable courses.
1	Provide students with self assessment and career exploration to facilitate career decision making.
1	Provide students with services and information related to career and transfer options.
1	Continue teaching personal development courses to students. Create curriculum to include personal, academic or career planning and decision making skills.
8	Send letters, make counseling appointments and provide educational sessions for new non-exempt Students. Provide for SEP completion toward specific educational goal and inform students of their rights and responsibilities during appointments, group sessions an in Personal Development 1, 20 and 4, extended orientation and career planning courses.
11	Inform students through the college catalog, schedule of classes and student handbook distributed During orientation, of their right to appeal the requirements of any pre-requisites , co-requisite or Limitation on enrollment which violates state law, district policy, is discriminatory, unavailable or unnecessary because the student feels they have the skills to succeed without a pre-requisite. Inform students during orientation, Personal Development courses and counseling sessions that are responsible for showing grounds for challenges and that they may file complaints of unlawful Discrimination.
12	Inform students in the college catalog, schedule of classes and student handbook that they may file A complaint alleging unlawful discrimination in the implementation of matriculation practices.
14	Provide modified or alternate services for the matriculation process (if necessary) for ethnic and Language minority students and students with disabilities in accordance with Title V Regulations Section 56220 Article 2 and Section 56026 Article 1 of the California Code of Regulations.
18	Use SARS-GRID software to schedule counseling and orientation appointments.

4.2 GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT:

Goals
Increase success rate in providing transfer information to underrepresented populations.
Further develop intervention strategies for high risk students.
Increase student satisfaction on available services.
Explore offering web advising model.
Provide an electronic SEP and be compliant with section 508 of the Rehabilitation Act.

4.3 STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:

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

Position	# of positions
Department Chair	1
Counselors	9
Senior Office Assistant	1
Office Assistant	1
Counseling Guidance Career Assistant	1
Student Workers	2

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.)

Standard	Activity
2	<p>Ensure early detection of students experiencing academic difficulty by the first census. Admissions Staff, faculty, matriculation and college and district information technology staff are involved in the monitoring.</p> <ul style="list-style-type: none">• Admissions is responsible for issuing and collecting Exclusion/Early Alert rosters.• Faculty are asked to do the following:<ul style="list-style-type: none">○ Identify students performing unsatisfactory up to and prior to the end of the 4th week of each semester.• Provide advisement and assistance for identified students and/or refer them to appropriate resources.• Discuss the problem with the student. Provide advisement and assistance or notify the student if a referral to campus resources is being made.

5.2 GOALS FOR THE FOLLOW-UP COMPONENT:

Goals
Improve the present early alert plan
Develop an online early alert plan.
Require probation student to meet with their counselors prior to their second semester and create holds for them.
Records data to evaluate early alert plan on an annual basis.
Re-structure current early alert plans' goals and activities for follow-up.
Dev Com 23 Study skills can be used as a retention tool.
Assign a counselor who will coordinate Follow-Up for the campus.

5.3 STAFFING FOR THE FOLLOW-UP COMPONENT:

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

Position	# positions
Dean of Enrollment Management	1
Student Services Specialist	1

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.)*

Standard	Activity
1	<ul style="list-style-type: none"> • The Strategic Team for Advancement and Retention of students (STARS) continuously provides workshops for faculty, staff and students. • Opening Day is an annual event designed to welcome back and provide training work shops to faculty members. Faculty attend workshops conducted by Admissions, Research and Evaluation, Counseling etc... • Various publications are produced for faculty, staff and students. • Web-based information <ul style="list-style-type: none"> ○ STARS ○ Staff Development ○ Faculty and Staff Resources
	Provide modified or alternate services for the matriculation process (if necessary) for ethnic and Language minority students and students with disabilities in accordance with Title V Regulations Section 56220 Article 2 and Section 56026 Article 1 of the California Code of Regulations.
	Provide publications in alternate formats.

6.2 GOALS FOR THE COORDINATION/TRAINING COMPONENT:

Goals
Utilize the STARS program as a means of training faculty and staff regarding the matriculation process.
Identify "informal" activities to promote student success.
Publicize Newsletter and make it available in alternate formats.
Improve web-based information and review electronic information for compliance with the Rehabilitation Act Section 508.

6.3 STAFFING FOR THE COORDINATION AND TRAINING COMPONENT:

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

Position	# of Positions
Dean of Enrollment Management	1

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.)

Standard	Activity
1 & 16	The Office of Research in Planning was established in February 2000 and maintains research For all areas in matriculation.
2 & 3	Evaluate all assessment instruments and conduct annual studies of disproportionate impact. Collect Faculty and staff feedback in addition to data collection to validate assessment Instruments for ENL, ESL and math.
4 & 5	Provide analysis on the impact of various matriculation component's impact on courses and programs.
6	Conduct research on student outcomes, persistence, skill improvement, grade distributions, Success rates, retention rates and goal attainment. This data is published annually in the Fact Book and Effectiveness Manual available online and in hardcopy. Data is also published in the a annual Student Profile Brochure and Student Profile Bookmark.
10	Conduct and publish research on student demographic data including, age, gender, ethnicity, citizenship and primary language. This data is published annually in the Fact Book and Effectiveness Manual and online.
11 & 12	Conduct and publish research on student success rates and retention rates by course and by Demographic data. This data is published on a bi-annual basis. The Research office also Publishes reports on placement data by demographic variable. The Disabled Students Program (DSPS) Is also available with an annual report of student outcomes and other DSPS data is published annually in the Fact Book.
13	Data is provided by the State and the LAVC Research Office also publishes reports on students.
14	DEC Screen 255. We have the ability to record but we do not do it. We use the student information system for this. We do this via the pink sheet.
15	Activity is housed in the office of academic affairs. Check the catalog. Directions are given there on what to do. The office of Academic Affairs should have a log and should be able to produce reports. We may want to recommend that these complaints go to our Compliance Office.
17	Utilize various computer software programs to extract data, compile reports, generate charts And graphs and communicate and disseminate information to the college campus.

7.2 GOALS FOR THE RESEARCH AND EVALUATION COMPONENT:

The Los Angeles Valley College Office Research and Planning's mission is to provide high quality research to the campus community and public community. The Office of Research and Planning serves as a resource to campus members by providing information, data, research, analysis, evaluation and assessment for planning, goal setting and decision-making.

Goals
To disseminate research findings for planning and decision-making.
To provide information about our students to improve our understanding of the population we serve.
To analyze programs and services in order to evaluate progress and refine our goals improving our students' success.
To publish measures of effectiveness and outcomes to evaluate our progress.
To publish useful information which communicate important facts and trends.
To provide research, information, and data to support grant-writing.

7.3 STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT:*(Include job titles and numbers of positions involved with this component.)*

Position	# of positions
College President	1
Associate Dean of Research and Planning	1
Research Analyst	1
Program assistant	.5

<p>COLLEGE MATRICULATION PLAN Prerequisites, Co-requisites and Advisories on Recommended Preparation</p>

This signature page pertains to the prerequisite section of the college matriculation plan.

College: _____ District: _____

Signature of President/Superintendent: _____

Name: _____ Date: _____

Signature of College Academic Senate President: _____

Name: _____ Date: _____

Signature of Chief Instructional Officer: _____

Name: _____ Date: _____

Signature of Chief Student Services Officer: _____

Name: _____ Date: _____

Signature of Curriculum Committee Chair: _____

Name: _____ Date: _____

Signature of College or District Researcher: _____

Name: _____ Date: _____

Signature of College Matriculation Coordinator: _____

Name: _____ Date: _____

8. PREREQUISITES, COREQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION**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)
- 55201(b) (1) 2. Board-adopted policy establishes the process for establishing necessary and appropriate prerequisites, co requisites 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)
- 55201(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)
- 55201(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)
55201(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)
- 55202(g) 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)
- 55201(f) 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)

55202(a) 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) _____.

55202(d) 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, AND ADVISORIES**COMPONENT:**

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

Standard	Activity
9	The College accepts official and unofficial transcripts, official placement results, placement status forms and approved challenge forms as acceptable proof to clear prerequisite/co-requisites for a course. Students submit these forms to the Prerequisite Window in Admissions prior to registering. The pre-requisite officer clears the prerequisite if the proof submitted meets with our articulation requirements. The college publishes fee refund deadlines and pre-requisite requirements in the schedule of classes.
10 & 11	Students who wish to challenge a pre-requisite/co-requisite must submit a challenge form to the Department chair of the course they wish to challenge. If the challenge is approved, students submit the challenge form to the Pre-requisite Enforcement Window in Admissions for clearance. Students who are denied may appeal the chairs' decision. Academic Affairs convenes the Appeals Committee and the student is provided with an answer within 5 college days.
12	The College publishes pre-requisite and co-requisite requirements and challenge process on the web, the college catalog and schedule of classes.

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

Improve the way prerequisites and co requisites are identified in college publications and respective course outlines.
Ensure the pre-collegiate basic skills, reading, writing or math courses that serve as prerequisites and co requisites are offers with reasonable frequency and that the number of available sections reflects student need.

Goals
Improve basic skill course offerings based on student need.

8.3 STAFFING FOR THE PRE- AND CO-REQUISITES, AND ADVISORIES COMPONENT:*(Include job titles and numbers of positions involved with this component.)*

Position	# of positions
Student Service Specialist	1
Career Guidance Counseling Assistants	2

COLLEGE MATRICULATION PLAN BUDGET

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78211.5(b)		1. State matriculation allocation is used only for matriculation services approved by the Chancellor. yes <input checked="" type="checkbox"/> no
78211.5	55518(b)	2. District provides at least three-to-one dollar match of state matriculation allocation. yes <input checked="" type="checkbox"/> no
	55512(b)	3. District provides for a review of the revenue and expenditures of matriculation as part of annual district audit. yes <input checked="" type="checkbox"/> no

POLICIES AND PROCEDURES

Indicate whether the following policies and procedures exist at your district by checking the appropriate response(s).

- A. District ensures that no matriculation practice subjects any person to unlawful discrimination - Title 5, §55521(f) (a) (6).

Board adopted policy
 Institutional practices

- B. District takes steps to ensure that the matriculation process is efficient so that students are not discouraged from participating in college programs - Title 5, §55530(c).

Board adopted policy
 Institutional practices

- C. District and/or college has developed matriculation plan through consultation with representatives of academic senate, students, and staff - Title 5, §55510(b).

Board adopted policy
 Institutional practices

- D. In multi-campus district, the district makes arrangements for coordinating the various college matriculation plans - Title 5, §55510(a) (7).

Board adopted policy
 Institutional practices

- E. Each pre- or co-requisite is established for at least one of the following reasons: 1) required or authorized by statute or regulation; 2) the prerequisite assures that the student has the skills or knowledge without which success in the subsequent course (or specific course within a program) is highly unlikely; 3) the co-requisite assures that the student will acquire the skills or knowledge without which success in the subsequent course (or specific course within a program) is highly unlikely; or 4) necessary to protect the health and safety of the student or others - Title 5, §55201(c)(1-4).

Board adopted policy
 Institutional practices

- F. District has adopted clear written policies that define student responsibilities and the consequences of failing to fulfill such responsibilities - Title 5, §55530(d).

Board adopted policy
 Institutional practices

- G. All computational and communication pre- and co-requisites are established on a course-by-course basis - Title 5, §55202(b).

Board adopted policy
 Institutional practices

- H. Student's satisfaction of pre- or co-requisite is based on successful completion of appropriate course or multiple-measures assessment. Any assessment instrument used shall be selected and used in accord with Title 5, §55521. - Title 5, §55202(c).

Board adopted policy
 Institutional practices

- I. District ensures that no exit test outside of a course is required to satisfy a prerequisite or co-requisite. - Title 5, §55202(f).

Board adopted policy
 Institutional practices

- J. Each course outline of record contains specific content and other required information is made available to the instructor. - Title 5, §55002(a) (3), 55002(b) (3)

Board adopted policy
 Institutional practices

- K. Records of all student complaints of alleged violation of matriculation regulatory provisions are retained for at least three years after the complaint has been resolved. - Title 5, §55534(a)

Board adopted policy
 Institutional practices

- L. Board has adopted policy on limitations on number of units or selected courses in which students on probationary or dismissal status may enroll, or requirement that they follow a prescribed educational plan. - Title 5, §58106(b) (5).

Board adopted policy
 Institutional practices
 Board has chosen not to policy or procedure in this area.

- M. Board-adopted policies identify limitations on enrollment. - Title 5, §58106(a), (b)

Board adopted policy
 Institutional practices

- N. District ensures that there are sufficient numbers of co-requisite sections to accommodate students or the requirement is waived for individual students for whom space is not available. - Title 5, §55201(e)

Board adopted policy
 Institutional practices

- O. Board-adopted policy specifies the bases and process for a student to challenge the application of a pre-or co-requisite. - Title 5, §55201(b) (4) and (f)

Board adopted policy
 Institutional practices

P. Board-adopted district policies and procedures related to pre- and co-requisites and advisories are included in the college's matriculation plan. - Title 5, §55510(a) (6)

 Board adopted policy
 x Institutional practices

Q. District policy ensures open enrollment (subject to meeting pre-and/or co-requisites); policy is in catalog, schedule of classes, and on file with state Chancellor. - Title 5, §51006(b) and 58106(a)

 x Board adopted policy
 x Institutional practices

Policy will appear in Fall 1998 catalog and course schedule, or by: (date) _____

R. District permits students, whenever possible, to avoid additional testing by submitting scores on recently taken tests which correlate with those used by the district - Title 5, §55530 (c).

 Board adopted policy
 x Institutional practices

S. No portion of the district's assessment process is used to exclude students from admission to the college - AB 3, 78213(b) (3); Title 5, §55521(d).

 x Board adopted policy
 x Institutional practices

Date(s) on which district board of trustees adopted policy (ies) in line with Title 5, §55201, 55202 and 58106:

§55201: _____

§55202: _____

§58106: _____

COLLEGE MATRICULATION PLAN ATTACHMENTS

- 1. ORGANIZATION CHART(S) College District
- 2. MATRICULATION COMMITTEE
- 3. OTHER ATTACHMENTS (OPTIONAL)

1. ORGANIZATION CHART(S)

2. MATRICULATION COMMITTEE

Please type or print clearly

COMMITTEE NAME: Matriculation Advisory Committee

CHAIRPERSON: Florentino Manzano

TITLE: Dean of Enrollment Management

COMMITTEE MEMBERS:

Tyree Wieder, College President

Raquel Sanchez, Assessment

Richard Pfefferman, Academic Affairs

Cheryl Stoneham, AFT College Guild

Barbara Goldberg, Academic Senate

Rudy De La Torre, AFT Classified

Sherri Rodriguez, ACE

Louis Garcia, Counseling

Florentino Manzano, A & R

Ron Mossler, Dev Com

Ashley Dunn, A & R

Katie Tejada-May, DSPS

Al Zucker, English Dept.

Alma Olivares-Luera, EOPS

Jessica Mintz, Supplemental

Steve Castillo, Math Dept.

Lynne Brower, Non-Credit

Cherine Trombley, Research

Yasmin Delahoussaye, VP

Deborah Harrington, Writing Center

SUBCOMMITTEES:

3. OTHER ATTACHMENTS
