

1. Admissions Component

AB 3	Title 5	Component Standards
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.

Access to SRJC is a fundamental objective of the Matriculation process. The equitable opportunity for students and potential students to enroll in courses and programs is assured through the Admissions component. This component includes application procedures, initial collection of student information, and support of the enrollment and records maintenance registration process. Students register for classes utilizing SRJC’s Web Link online registration system or the TLC Express, Telephone Link to College. Web Link is available on both campuses through kiosks and the TLC Express is available in both English and Spanish.

1.1 Activities for the Admissions Component:

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

1. Admissions, Records and Enrollment Development (A,R,&ED) will process all admissions applications in a timely manner to ensure students are admitted to the college in an efficient manner. (Component Standard #1) (Implemented and on-going)
2. Admissions, Records and Enrollment Development will insure that the college’s application for admissions collects student data needed for the Management Information System and utilized for Student Services. (Implemented and on-going)
3. Admissions, Records and Enrollment Development will provide alternative or modified admissions services for ethnic and language minority students and students with disabilities by training the admissions and records staff to refer students to the appropriate services (e.g. EOPS, ESL, and DSPS) for alternative admissions services. (Component Standard #2) (Implemented and on-going)
4. The college will provide a telephone registration system in Spanish and English that will enable students throughout the college’s service area to register for classes via the telephone. (Implemented and on-going)
5. Admissions, Records and Enrollment Development will develop an on-line admissions application that will provide timely demographic information and instant application processing. (Component Standard #3) (Implemented and on-going)

1.1 Activities for the Admissions Component continued

6. The college will support and update computerized information services to support admissions and registration utilizing the Internet. (Component #1.) (Implemented and on-going)
7. The college will implement a computerized degree audit system that will provide A,R &ED staff, counselors, and students with accurate and timely information regarding graduation requirements, certificate awards, transfer requirements and majors. (Component # 18) (Implementation date July 2006)
8. Within budget constraints, insure that computer capacity and peripheral equipment are upgraded on a timely basis.(Implemented and on-going)
9. Develop on-line information delivery options utilizing the EMT Connect enrollment development and management software system. (Implemented and on-going)
10. Coordinate admissions policies and procedures with the Petaluma Campus to ensure consistency and compliance with Title 5 regulations. (Implemented and on-going)

1.2 Goals for the Admissions Component:

1. To insure that the admissions application collects data needed for the Management Information System.
2. To provide students with alternative or modified admissions services that are perceived as a positive experience for all students.
3. To increase the number and percentage of ESL and basic skill non-credit students transitioning to credit courses.
4. To increase the number and percentage of underrepresented students who have recently graduated from high school and subsequently enroll at SRJC.
5. To increase the number of international students.
6. To assist in the development of the degree audit system.

1.3 Staffing for the Admissions Component:

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

Activity #

1.	Admissions Supervisor	(1)
	A, R & ED. Technicians	(12)
	Support Staff	(6)
2.	Admissions Supervisor	(1)
	Data Entry Technician	(1)
	A, R & ED. Technician	(1)
	Computer Programmer	(1)
3.	Admissions Supervisor	(1)
	Support Staff	(3)
	Students	(3)
4.	A, R & ED. Supervisors	(2)
	Bilingual Staff	(1)
5.	Registration Supervisor	(1)
	Computer Programmer	(1)
6.	Admissions and Records Supervisors	(2)
	Matriculation Coordinator	(1)
	Admissions and Records Technicians	(8)
	Computer Programmer	(2)
7.	Admissions and Records Supervisors	(2)
	Dean of Counseling	(1)
	Counselor	(3)
	Computer Programmer	(2)
	Admissions and Records Technician	(2)
8.	Admissions and Records Supervisors	(2)
	Matriculation Coordinator	(1)
	Director of Computing Services	(1)
	P.C. Technicians	(2)
9.	Matriculation Coordinator	(1)
	Admissions Supervisor	(1)
	Director of Computing Services	(1)
10.	Admissions and Records Supervisors	(2)
	Student Services Coordinator	(1)
	Dean, Petaluma Campus	(1)

2. Orientation Component

Through the Orientation Component, students receive information essential to student success. Topics include: an overview of the college’s academic and vocational programs, college policies and procedures; locations of facilities and services; information concerning transfer and career opportunities; description of students’ rights and responsibilities; and an explanation of the college’s obligation to the students.

Santa Rosa Junior College has a variety of orientation modalities including a one unit orientation course with offerings on Fridays and Saturdays, both day and evening orientation sessions, orientations held twice daily from the start of registration through the first week of classes, and a version that is offered throughout the year that is on-line. Additionally, the Adult Re-Entry program offers weekly orientations on Wednesday evenings. Through providing priority registration incentives, students are encouraged to participate in the most comprehensive orientation option, Counseling 370. Orientation sessions are also conducted for specific populations such as students with disabilities, athletes, EOPS students, ESL students and students majoring in the Health Sciences.

All of the various orientation options are supported by a PowerPoint presentation that insures consistency and accuracy of the information covered and a Student Guide that serves as a workbook and a informational resource. A non-credit student handbook that is presented in both Spanish and English has also been developed.

AB 3	Title 5	Component Standards
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)	3. Promptly inform students of their right to challenge (on specified grounds) a 58106©, (d), (e) 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.

2. **Orientation Component** continued

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| 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. The Counseling Department conducts regularly scheduled orientations for non-exempt students and exempt students who participate on a voluntary basis throughout the year. Participants receive a Student Guide, which includes information regarding college programs and services, assessment, financial assistance, course scheduling, and academic expectations. In addition, the Student Guide covers student rights and responsibilities in the matriculation process, the right to appeal the requirement of prerequisites under specific conditions, the process for challenging the matriculation regulatory procedures, the procedure for alleging unlawful discrimination, the campus grievance policy, and other institutional procedures. (Component Standard # 1, 3 & 4)
2. The Counseling Department, in conjunction with the scheduling office and Admissions and Records, provides written explanations in the class schedule, catalogs, and other college publications, which describe procedures for student challenges to the matriculation process, the right to challenge prerequisites and the alleging of unlawful discrimination. (Component Standard # 2,3,4,5)
3. The Counseling Department, through liaison with counselors located in the ESL, EOPS and DSPS departments, ensures that all student groups served by these programs receive orientation services equivalent to those provided to English proficient and the general student population. (Component Standard #6)
4. The Counseling Department provides alternative and matriculation services for non-exempt students with verified disabilities or language needs through small orientation sessions and /or appointments with specially trained and/or bilingual counselors. These services are in addition to the regular orientations given by the college. (Component Standard # 6)
5. The Counseling Department strongly encourages all students to participate in the orientation program. Non-Exempt students are informed of their right to not participate as well. Exemption from this component is based on the multiple criteria as outlined in Board Policy. (Component Standard #7,8,9)
6. The Adult Re-Entry Program, in collaboration with the Counseling Department, provides orientations for re-entry adults who have little or no college experience, or have been absent from college for five or more years. Orientations are offered in the evenings to accommodate working adults. (Component Standard # 1-6)
7. The Counseling Department makes available to all new students the opportunity to participate in a non-degree applicable, .5 unit, orientation class. (Component Standard # 1-6)

8. The Counseling Department uses a student satisfaction survey to evaluate the orientation program. (Component Standard # 10)

9. The Counseling Department provides an on line orientation program that is interactive and contains the information required under this component. The system is accessible via the Internet, the college computer labs and strategically placed kiosks at the Santa Rosa campus and the Petaluma Campus. (Component Standard #10)

10. The Counseling Department coordinates the annual update and publication of the orientation booklet, The Santa Rosa Junior College Student Guide. This publication is a comprehensive workbook that contains information regarding the college's programs, services policies, and standards. (Component Standard # 1-5)

11. The Counseling Department uses a computerized PowerPoint orientation program to standardize information given to students.

12. Within budget constraints, insure that computers and peripheral equipment are upgraded and purchased to allow for consistency, innovation and effectiveness of information storage and access.

2.2 Goals for the Orientation Component:

1. To support students participating in an orientation to achieve a high level of understanding of the college, its policies and procedures.
2. To give students information needed to explore their educational and career goals.
3. To increase the sensitivity of the counseling staff to the demographic changes anticipated within the next five years.
4. To facilitate an effective and expedient admissions and registration process for students who participate in the orientation program.
5. To maintain alternative or modified orientations that provide exposure to the same topics presented in the regular orientation courses and programs while supporting independent follow through.
6. To maintain the on-line orientation program that will assist students by providing timely and accurate information to prospective and enrolled students.

2.3 Staffing for the Orientation Component:

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

Activity #

1.	Counselors	(10)
	Students	(5)
2.	Matriculation Coordinator	(1)
	Admissions Supervisor	(1)
3.	Counselors	(4)
	Assessment Technician	(1)
	Instructors	(5)
4.	Counselors	(10)
	Matriculation Coordinator	(1)
5.	Counselors	(25)
6.	Counselors	(5)
	Re Entry Coordinator	(1)
7.	Counselors	(10)
	Support Staff	(3)
8.	Counselors	(10)
	Support Staff	(2)
9.	Counselor	(1)
	Computing Services Programmer	(1)
10.	Counselors	(2)
11.	Counselors	(1)
	Matriculation Coordinator	(1)
12.	Matriculation Coordinator	(1)
	Computing Services Technician	(1)

3. Assessment Component

Within the context of Matriculation, the Assessment Component focuses on the collection of descriptive information gathered through a variety of methods to provide students with information regarding their skills in various academic areas. The major purpose of assessment is to help students to succeed in college.

Santa Rosa Junior College utilizes standardized testing to determine English language proficiency and computational skills together with multiple sources of information including career plans and interests, hours of employment, grade point average and level of family support. Study guides for the placement tests are available in the Counseling Department, the Career Center and the Assessment Office. They are also available through the Santa Rosa Junior College web site.

AB 3	Title 5	Component Standards
	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 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.

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| 78214(b)(3) | 55532(a) | 10. Adopt District governing board policies specifying
55510(a)(5) 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. Conduct regularly scheduled assessment sessions for all non-exempt students and all exempt students who voluntarily participate in the assessment program. The assessment program will include assessment of students' skill levels in reading, writing, computational skills and chemistry. The assessment sessions will be offered at the time of day and the frequency to meet the needs of students. (Component Standard # 1 and 2)
2. Ensure that the assessment instruments used by the college are on the Chancellor's Office list of approved assessment instruments. The college will conduct and maintain records of validity studies for any locally managed assessment instruments. The records are located in the Institutional Research Office. (Component Standard # 5)
3. Ensure that assessment instruments are being used only for the purpose for which they were developed or validated. All individuals administering assessment instruments will receive training regarding the proper use of the instrument. A script is used to ensure consistency in test administration. (Component Standard # 6)
4. Ensure that the college is using multiple measures for placement, required or appropriate referral, subsequent evaluation. The assessment measures utilized cannot be two highly correlated instruments and assurance will be given that the multiple measure measures do not test or measure the same skill or knowledge. Currently, placement for math is determined by the appropriate level math test and responses from the secondary questionnaire. Placement for English is determined by the CTEP test and responses from the secondary questionnaire. (Component Standard #7)
5. Ensure that single assessment test results are used in an advisory manner only and that the selection of coursework is not based solely on test scores. Appropriate information will be included in assessment brochures, the class schedule, and the college catalog. All district employees who use test scores will be informed of this policy. (Component Standard # 8)
6. Ensure that alternative or modified services are offered to students with disabilities and English language learners as needed. Students needs will be met on an individual basis. (Component Standard # 9)
7. Ensure that the college's governing board policies specify criteria for exemption from the assessment component. These exemptions will be board approved and included in the class schedule, college catalog and other sources of communication. (Component Standard # 10)
8. Ensure that exempted students are aware that they may choose whether or not to participate in the assessment component. This will be accomplished by including exemption information and the right to participate in Matriculation services information in the class schedule and the college catalog. (Component Standard # 11)

9. Ensure that exemptions from this component are not based on a sole criterion. This will be accomplished during the college's annual review of exemption criteria. (Component Standard #12)
10. Utilize and upgrade as needed, the College Wide Information System to provide assessment information to students including testing information, placement test results, as well as math and English test study guides. (Component Standard # 11 & !3)
11. Within budget constraints, insure that the capacities of the computers and peripheral equipment are upgraded to allow for consistency and effectiveness of information storage and access related to Matriculation activities.
12. The Assessment Office will accept placement recommendations (not scores) from other community colleges and international community colleges so as to not create any additional barriers to enrollment. Accurate record keeping will be done to ensure consistent and fair application of this practice. The results are valid for three years.
13. Continue to develop on-line service delivery of specific student services including assessment, counseling, registration, financial aid, etc.

3.2 Goals for the Assessment Component:

1. To assess all non-exempt students for reading, writing, computational skills and Chemistry if needed.
2. To use assessment instruments for the purposes for which they were designed or validated, and to use only assessment instruments that have been approved by the Chancellor's Office.
3. To use multiple measures, and to provide students with results in an advisory manner of using single measures.
4. To use an interactive computerized information system to allow students to access timely information about testing dates, locations, career tests, and GED information.

3.3 Staffing for the Assessment Component:

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

Activity #

1.	Assessment Coordinator	(1)
	Assessment Technicians	(3)
	Counselors	(2)
2.	Director of Assessment Services	(1)
	Director of Institutional Research	(1)
	Matriculation Coordinator	(1)
3.	Director of Assessment Services	(1)
	Director of Institutional Research	(1)
	Matriculation Coordinator	(1)
4.	Director of Assessment Services	(1)
	Matriculation Coordinator	(1)
	Support Staff	(3)
5.	Director of Assessment Services	(1)
	Assessment Coordinator	(1)
	Counselors	(15)
	Matriculation Coordinator	(1)
6.	Director of Assessment Services	(1)
	Matriculation Coordinator	(1)
	Directors of EOPS, DSPS, ESL	(3)
	Assessment Coordinator	(1)
7.	Assessment Coordinator	(1)
	Matriculation Coordinator	(1)
	Director of Assessment Services	(1)
8.	Director of Assessment Services	(1)
	Dean of Counseling	(1)
	Matriculation Coordinator	(1)
	Counselors	(15)
9.	Director of Assessment Services	(1)
	Matriculation Coordinator	(1)
	Counselors	(15)
10.	Director of Assessment Services	(1)
	Matriculation Coordinator	(1)
	Web Master	(1)

3.3 Staffing for the Assessment Component: continued

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| 11. Matriculation Coordinator | (1) |
| 12. Director of Assessment Services | (1) |
| Assessment Coordinator | (1) |
| Assessment Technicians | (3) |
| 13. Matriculation Coordinator | (1) |
| Web Master | (1) |

4. Counseling/Advisement Component

AB 3	Title 5	Component Standards
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) 5523(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.
	55201(f),(g) 58106(c),(d),(e)	11. Promptly inform students of their right to (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.

AB 3	Title 5	Component Standards
	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: 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 no based upon specified sole criterion.
	55510(a)(4)	18. Utilize computerized information services to implement or support counseling/advising activities.

The Counseling and Advising Component is the central element of Matriculation Services. Counselors directly affect student choices by providing information and clarification, which assists students in making informed decisions. Working in partnership, the student and the counselor meet for various reasons: to interpret and apply assessment; to formulate a student educational plan; to discuss educational and personal issues; to address student rights and responsibilities; to review college regulations, including those related to due process and student equity; and/or to monitor the student's progress towards his or her educational goals.

The Student Educational Plan (SEP) is the main source of documentation for student/counselor interactions. The student retains a copy of the SEP to use in follow up, and the counselor comments and recommendations are entered into the college's computer system ensuring continuity of educational planning for each student. All counseling offices are equipped with personal computers allowing each counselor to access educational history, assessment results, matriculation tracking, SEP's transfer records and evaluations as well as current articulation information. As more networking components are added, it is anticipated that all student data necessary to provide effective counseling services will be available via the computer system. Counselors assigned to special programs (ESL, EOPS, CalWORKs, Reentry, Basic Skills) have computer access to information concerning services utilized by their students' population.

4.1 Activities for the Counseling/Advisement Component:

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

1. The Counseling Department will provide counseling and advising services to all non-exempt students and any exempt students who request counseling and advising. Counseling/advisement services include, but are not limited to, the following: appropriate refer(s) to college support services; advising concerning course selections, assistance in selection of a specific educational goal; interpretation of assessment results; and clarification of college regulations and student rights and responsibilities. (Component Standards #1, 2, 6, & 8)
2. The Counseling Department will actively encourage all probationary and dismissed students, students without a declared educational goal, and students enrolled in pre-collegiate, basic skills courses to participate in counseling/advisement. Students in these categories will be sent a letter that informs each of their status and the college's interest in providing assistance as well as urging them to make a counseling appointment. (Component Standards #3, 4, & 5)
3. The Counseling Department will hold regular department meetings to ensure the professional development necessary to provide appropriate, accurate and effective counseling and advising services. (Component Standard #7)
4. During each counseling session, the counselor will review the student's educational plan, ensuring that the session is recorded and the plan updated in written and electronic form. (Component Standards #9 & 10)
5. When indicated, the Counseling Department will inform students of their right to challenge a prerequisite and explain the challenge process. Students are informed they can challenge based on the following: 1) the lack of availability of the prerequisite course; 2) the lack of legal determination of the prerequisite; 3) the establishment the prerequisite did not follow district policy; 4) the student has the skills and/or knowledge to succeed in the course without taking the prerequisite.
6. The Counseling Department will direct students to written district procedures for challenging matriculation regulatory provisions including district investigation and attempted resolution of complaints and methods by which the district maintains such complaints. All information is included in the class schedule, college catalog, and the SRJC Student Guide. (Component Standards #11, 12, & 13 implemented and on-going)
7. When indicated, the Counseling Department will inform students of the procedure for filing a complaint alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of process for developing a student educational plan. (Component #12)

8. The Matriculation Coordinator will ensure that the college maintains governing board policy specifying criteria for exemptions from the counseling and advisement component, and that the exemptions are based on multiple criteria as specified in Board Policy 3.2.7. (Component Standards #15 & 17 - implemented)
9. The Counseling Department will provide modified or alternative services for the matriculation process for ethnic and language minority students and students with disabilities by working with the college's special programs (e.g. EOPS, ESL, DSPS, Basic Skills, Vocational Projects, and Reentry). (Component Standard #14)
10. The college will inform exempted students that they may choose whether or not to participate in this component by printing matriculation information in the class schedule, the college catalog, and the SRJC Student Guide. (Component Standard #16)
11. The Counseling Department will utilize a computerized counseling appointment system in order to more efficiently assist students in making appointments to see counselors and faculty advisors. (Implemented and on-going)
12. The college will maintain a convenient and centrally-located Transfer Center in which students who wish to transfer can get accurate transfer information and meet four year college and university representatives.
13. The Counseling Department will continue to utilize our computerized kiosk information system, that provides supplemental counseling and advisement information such as important registration dates, course information, progress review, class availability, etc. (Component Standard #18 - implemented and ongoing)
14. Within budget constraints, insure that the capacities of the computers and peripheral equipment are upgraded to allow for consistency and effectiveness of information storage and access.
15. The Counseling Department will conduct special outreach programs to high schools to encourage underrepresented and other students to apply for admission to college at the conclusion of their high school studies. These outreach programs will range from sending SRJC staff to the schools and bringing the student to the college for special orientations and special programs.
16. The Counseling Department will conduct special outreach programs to ESL, basic skills non-credit students and other identifiable groups of adults to encourage these non-credit students and adults to enroll in the college's credit courses. These special programs will include orientation programs, individual counseling sessions, and group meetings.
17. Continue to develop and deliver online options for specific student services including registration, counseling, orientation, financial aid, career center, transfer, reentry, etc.

4.2 Goals for the Counseling/Advisement Component:

1. To increase the number and percentage of non-exempt students who indicate that counseling/advisement services have had a positive impact on course selection and progress towards an educational goal.
2. To increase the number and percentage of non-exempt students receiving counseling - advisement who are referred to college support services.
3. To increase the number and percentage of non-exempt students receiving counseling - advisement who understood:
 - a. Placement test results
 - b. Students rights and responsibilities
 - c. Students right to due process
4. To increase the number and percentage of students on Probation II or Dismissal status receiving counseling/advisement designed to help them improve their academic standing and/or satisfactory academic progress.
5. To increase the number and percentage of students who establish and achieve an educational goal.
 - a. To increase the number and percentage of students participating in counseling or advising services who persist from semester to semester.
 - b. To increase the number and percentage of students who access routine, accurate and timely counseling/advising information from the computerized information kiosks.

4.3 Staffing for the Counseling/Advisement Component:

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

Activity #

1.	Counselors	(27)
	Instructional Advisors	(6)
	Support Staff	(8)
	Students	(4)
	Dean of Counseling	(1)
2.	Counselors	(15)
	Instructional Advisors	(5)
	Support Staff	(4)
	Students	(4)
	Dean of Counseling	(1)
	Computing Services Technician	(1)
3.	Counselors	(30)
	Instructional Advisors	(6)
	Support Staff	(2)
	Dean of Counseling	(1)
4.	Counselors	(30)
	Instructional Advisors	(6)
	Support Staff	(2)
	Students	(2)
	Data Entry Technician	(1)
	Dean of Counseling	(1)
5.	Counselors	(30)
	Instructional Advisors	(6)
	Support Staff	(8)
	Dean of Counseling	(1)
6.	Counselors	(30)
	Instructional Advisors	(6)
	Support Staff	(8)
	Scheduling Technician	(2)
	Supervisors Admissions & Records	(2)
	Dean of Counseling	(1)
7.	Counselors	(30)
	Instructional Advisors	(6)
	Support Staff	(8)
	Scheduling Technician	(2)
	Supervisors Admissions & Records	(2)
	Dean of Counseling	(1)
8.	Matriculation Coordinator	(1)

	Support Staff	(1)
9.	Dean of Counseling	(1)
	Counselors	(2)
	Support Staff	(2)
	Director - EOPS	(1)
	Chair - ESL	(1)
	Coordinator - DSPS	(1)
10.	Matriculation Coordinator	(1)
	Scheduler	(1)
	Support Staff	(1)
	Computing Services Technician	(1)
	Supervisors Admissions & Records	(2)
11.	Computing Services Technician	(1)
	Counselors	(20)
	Programmer	(1)
	Dean of Counseling	(1)
	Support Staff	(2)
12.	Dean of Counseling	(1)
	Transfer Center Director	(1)
	Students	(3)
	Support Staff	(2)
13.	Dean of Counseling	(1)
	Degree Audit Technician	(1)
	Articulation Officer	(1)
	Dean of Counseling	(1)
	Transfer Center Director	(1)
14.	Counselors	(20)
	Instructional Advisors	(6)
	Support Staff	(5)
15.	Outreach Coordinator	(1)
	Dean of Counseling	(1)
	Counselors	(20)
	Support Staff	(3)
16.	Non-credit Matriculation Coord.	(1)
	Counselors	(4)
	Support Staff	(3)
17.	Matriculation Coordinator	(1)
	Component Contact Persons	(3)

5. Student Follow-Up Component

AB 3	Title 5	Component Standards
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.

The Follow-up Component provides a systematic monitoring of students' academic progress, and, when necessary, appropriate intervention strategies are applied. Title 5 regulations stipulate that reasonable efforts be used to assist students in the following categories: probationary; those without a declared educational goal; and those enrolled in pre collegiate basic skills courses; and students on dismissal status.

5.1 Activities for the Follow-up Component:

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

1. The Counseling Department will conduct a regular post-enrollment evaluation of students who are on probation or dismissal status. These students will receive a letter informing them of their status and encouraging them to meet with a counselor to discuss their progress. Probation students will receive a letter to discuss their progress and design appropriate intervention. Dismissal students will receive a letter discussing dismissal and action to correct it. Additionally, students' progress toward their goal will be reviewed and updated as necessary each time they meet with a counselor. (Component Standard #1)
2. Counselors will refer students to appropriate services/curricula as necessary based on the needs of the students as the counselor and student discuss the student's current classes, academic standing, and educational goals during the follow-up counseling session. Computer tracking of services utilized, based on counselor referral has been developed. (Component Standard #3 & 5)
3. The Counseling Department will provide modified or alternative services as necessary for non-exempt students with specific needs. These students include, but are not limited to, ethnic and language minority students and students with disabilities. The Counseling Department maintains collaborative relationships with SonomaWorks, ESL, DSPS, College Skills, Puente, EOPS, and there are counselors who are specialists assigned to and located in each of these areas. (Component Standard #4)
4. All students enrolled in basic skills courses will have the opportunity to meet with a counselor each semester to review their progress and to select courses for the next semester. A member of the counseling department is housed in the basic skills department. (Component Standard #4)
5. The Counseling Department will conduct meetings, workshops and counseling sessions designed to meet the specific needs of selected groups of students. Examples include Puente students, athletes, students with specific majors and reentry students. (Component #3 and 4)
6. A committee of counselors and instructors will develop a comprehensive "Freshman Experience" program (Orientation, Parent Orientation, Study Skills, Counseling, and Assessment) designed to improve retention, student goal attainment, faculty involvement, campus services utilization, involvement of parents, spouses and other significant persons in the new students' life, and administrative commitment to retention.
7. Within budget constraints, insure that the capacities of the computers and peripheral equipment are upgraded to allow for consistency and effectiveness of information storage and access.

5.2 Goals for the Follow-up Component:

1. To increase the number and percentage of non-exempt students who receive follow-up services each year.
2. To increase the number and percentage of non-exempt students who indicate that follow-up services have had a positive impact on their college experience.
3. To increase the number and percentage of undeclared, non-exempt students who select a goal and develop an education plan as a result of the follow-up services.
4. To decrease the number and percentage of students who have not declared an educational goal and/or major after completing 15 degree applicable units.
5. To increase the number and percentage of the students receiving follow-up services who persist towards and succeed in completing their declared educational goals.
6. To utilize the services of Computing Services in identifying students in need of follow-up services.

5.3 Staffing for the Follow-up Component:

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

Activity#

1.	Counselors	(15)
	Support Staff	(2)
	Computing Services Technician	(1)
2.	Counselors	(15)
	Support Staff	(2)
	Computer Programmer	(1)
3.	Counselors	(15)
	Support Staff	(2)
	Students	(2)
4.	Counselors	(15)
	Support Staff	(2)
5.	Counselors	(15)
	Support Staff	(1)
	Matriculation Coordinator	(1)
	Dean of Counseling	(1)
6.	Counselors	(5)
	Support Staff	(4)
	Faculty	(2)
7.	Counselors	(5)
	Instructors	(5)
	Support Staff	(2)
	Dean of Counseling	(1)
	Academic Affairs Administrator	(1)
8.	Counselors	(5)
	Instructors	(5)
	Support Staff	(2)
	Dean of Counseling	(1)
	Academic Affairs Administrator	(1)

6. Coordination and Training Component

AB 3	Title 5	Component Standards
78216(b)(c)(3) services.	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 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.

The Coordination and Training Component involves designing, implementing, and evaluating the matriculation services by a broad array of college staff, faculty, and students. The college's Matriculation Steering Committee and related sub-committees are a vital link in the coordination component.

Title 5 requires SRJC to provide training in matriculation practices and procedures in an on-going effort so that there is a broad understanding and acceptance of matriculation's role in the college and the benefits available to the collective student body and individual students as well.

6.1 Activities for the Coordination/Training Component:

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

1. The college will conduct in-service workshops for classified, administrative, and faculty who are involved with any of the following matriculation components: admissions; orientation; assessment; counseling/advisement; day in-services, workshops, or time from regularly scheduled staff meetings. The in-service workshops will include dissemination of specific matriculation information and a general discussion of how SRJC employees can best help students achieve their educational goals. Other workshop topics might include multiple measures, campus and community referral sources, student learning styles, dealing with acting out students, and multicultural sensitivity. (Component Standard #1, 2, 3, 4, 5, & 6)
2. The Matriculation Coordinator will make a matriculation update presentation to the board of Trustees, the Academic Senate, and the Department Chairpersons. The purpose is to inform them of SRJC's matriculation programs.
3. The Matriculation Coordinator will convene and chair a campus wide Matriculation Steering Committee. The Matriculation Coordinator will provide the committee with a brief update on the status of matriculation at SRJC, inform the committee of any recent changes in matriculation regulations and facilitate a general discussion as to how the college can better meet student needs. The Matriculation Steering Committee shall be representative of the administration, management, faculty, classified, and students.
4. The Matriculation Coordinator will work closely with the Management Information System (MIS) staff at the college to ensure that the information needed for matriculation research and state requirements is accurate and timely.
5. The Matriculation Coordinator will work closely with the college's Staff Development Coordinating Committee to integrate matriculation staff development needs with the overall staff development needs of the college.
6. The Matriculation Coordinator will ensure that appropriate college brochures and publications have adequate matriculation information to appropriately inform the general public of the college's matriculation program.
7. The Matriculation Coordinator will participate in program planning and activities with EOPS, ESL, DSPS, Financial Aid, Scholarship, Career and Transfer Centers, Student Equity Committee and Curriculum Review Committee.
8. The Matriculation Coordinator will provide training to student services staff ensuring proficiency with computer systems which enhance service delivery to students and other users of campus services.
9. The Matriculation Coordinator will serve as a liaison to Computing Services and other Matriculation related departments developing uses for computer networks and the internet.
10. The Counseling Department will develop/implement an adjunct training program designed to ensure accuracy in the dissemination of counseling information. (Implementation Fall 2000)

6.2 Goals for the Coordination/Training Component:

1. To gain a greater level of understanding of the college's matriculation programs, by encouraging faculty, staff and students to participate in matriculation in-service workshops.
2. To respond to all Chancellor's Office requests for information and reports in a timely fashion (i.e. all Chancellor's Office submission due dates will be honored).
3. To keep the Board of Trustees, the Academic Senate, and Department Chairpersons informed as to events in the Matriculation program.
4. To involve the Matriculation Steering Committee in the development of the Matriculation Plan, related progress reports, and budget status of Matriculation allocations.
5. To work with the college's Staff Development Committee in order to integrate matriculation training needs into the general staff development program.
6. To provide pertinent information to local school districts, community agencies, and the general public regarding the college's matriculation program through current college brochures and publications.
7. To provide reliable technical support and timely computer training to student services personnel (Admissions and Records, Counseling, Assessment).
8. To increase sensitivity of counseling staff and orientation materials to the language, multicultural differences, and special needs in the new student population.

6.3 Staffing for the Coordination and Training Component:

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

Activity #

1.	Matriculation Coordinator	(1)
	Support Staff	(1)
	Administrators	(4)
	Managers	(6)
	Staff Development Coordinator	(1)
2.	Matriculation Coordinator	(1)
	Board of Trustees	(7)
	Academic Senators	(20)
	Department Chairpersons	(32)
3.	Matriculation Coordinator	(1)
	Support Staff	(1)
	Steering Committee Members	(15)
4.	Matriculation Coordinator	(1)
	Computing Services MIS Programmer	(1)
	Support Staff	(1)
5.	Staff Development Coordinator	(1)
	Matriculation Coordinator	(1)
	Staff Development Committee	(7)
6.	Matriculation Coordinator	(1)
	Support Staff	(1)
7.	Matriculation Coordinator	(1)
	Support Staff	(1)
	Program Managers	(7)
	Committee Members	(24)
8.	Matriculation Coordinator	(1)
	Admissions & Records Personnel	(20)
	Computing Services Trainers	(2)
	Counselors	(30)
	Adjunct Counselors	(15)
	Support Staff	(10)
9.	Matriculation Coordinator	(1)
	Computing Services Staff	(5)
10.	Dean of Counseling	(1)
	Department Chair, Counseling	(1)
	Regular Counselors	(15)
	Adjunct Counselors	(10)

7. Research and Evaluation Component

AB 3	Title 5	Component Standards
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)	55512(a)(2)	5. Analyze degree to which matriculation helps students to define their educational goals and objectives.
78214(b)(2)		
78214(b)(6)	55512(a)(3)	6. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.
	55514(d)	
78214(c)(2)	55512(a)(4)	7. Analyze degree to which matriculation assists district efforts to assess educational needs.
78214(c)(3)	55512(a)(5)	8. Analyze degree to which matriculation matches district resources with students’ educational needs.
78214(b)(4)	55512(a)(6)	9. Analyze degree to which matriculation provides students the specialized support services and programs to which they are referred.
78214(c)(4)	55520(g)	
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.

The Research and Evaluation Component requires SRJC to utilize its data collection and analysis practices to determine the effectiveness of efforts to positively affect students' academic outcomes through the matriculation process.

Another requirement is to validate the college's assessment instruments. SRJC has received State Chancellor's Office full approval on all of its locally managed assessment instruments. The college researcher, in conjunction with the Matriculation Coordinator and the Curriculum Committee will provide technical assistance to faculty who wish to validate course prerequisites.

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. Conduct institutional research which evaluates services and remedial programs and services. This includes the following activities: analyze degree to which matriculation helps students to define their educational goals; analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, success, or goal attainment. (Component Standards #1, 5, 6, & 12 implemented and on-going)
2. Evaluate all assessment instruments to ensure that they minimize or eliminate cultural or linguistic bias, and are being used in the valid manner. 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. (Component Standard #2 implemented and on-going)
3. The Matriculation Coordinator will develop a Research agenda for Matriculation and Student Services. The agenda will be presented to the Research Advisory Committee to be prioritized and included with other institutional research requests. (Implemented and on-going)
4. Determine the following: determine proportion of students of ethnic, gender, age and disability groups placed in pre-collegiate, associate degree-applicable, or transfer course in reading, writing, computation, or ESL, and analyze the degree of matriculation's impact on particular courses, programs, and facilities. The District Researcher will present the results of research to the District Student Equity Committee, who will, if disproportionate impact is found, develop a plan to correct it. (Component Standards #3, 4, 11, & 13 implemented and on-going)
5. Conduct student surveys to determine student perceptions and satisfaction with respect to matriculation components and other Student Services' programs as needed.
6. Within budget constraints, insure that the capacities of the computers and peripheral equipment are upgraded to allow for consistency and effectiveness of information storage and access.

7.2 Goals for the Research and Evaluation Component:

1. To verify that the college's assessment instruments and procedures minimize or eliminate cultural or linguistic bias, and are being used in a valid manner.
2. To determine if the assessment instruments or procedures have a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age, or disability.
3. To analyze the degree to which matriculation helps students to define their educational goals and objectives, and the degree to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.
4. To determine the 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.
5. To determine the proportion of students of ethnic, gender, age and disability groups who enter and complete pre-collegiate basic skills courses, and who subsequently enter and complete associate degree-producing courses.
6. To determine the number of students who transfer to four-year colleges and universities, and how we can better prepare students for their transfer experience.

7.3 Staffing for the Research and Evaluation Component:

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

Activity #

- | | | |
|----|-----------------------------------|-----|
| 1. | Researcher | (1) |
| | Matriculation Coordinator | (1) |
| 2. | Researcher | (1) |
| | Student Equity Committee | (8) |
| 3. | Researcher | (1) |
| | Computing Services Technician | (2) |
| 4. | Researcher | (1) |
| | Matriculation Coordinator | (1) |
| 5. | Matriculation Coordinator | (1) |
| | MIS Computing Services Technician | (1) |
| | Researcher | (1) |
| 6. | Researcher | (1) |
| | Matriculation Coordinator | (1) |

COLLEGE MATRICULATION PLAN

Prerequisites, Co-requisites and Advisories on Recommended Preparation

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, Co-requisites, 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, 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)

55201(e) 4. Communication or computation pre- or co-requisites for any course other than a 55510(a)(6) 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) 8. District ensures that associate degree credit courses and precollegiate basic
55002(b)(4) skills courses (including those with pre- and co-requisites) are taught by
55201(b)(2) 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.)

1. Provide the following information on-line, in the Schedule of Classes, the College Catalog, and the Student Guide: prerequisites, corequisites and limitations on enrollment, the process for challenging prerequisites, and the grounds on which that challenge may take place. (Component Standard #12)
2. Continue to establish all prerequisites, corequisites, and advisories on recommended course preparation in compliance with Title 5. (Component Standard # 1 & 7)
3. Review each prerequisite, corequisite and advisory every six years to ensure that it is still supported by faculty, the Curriculum Committee, and is still in compliance with the provisions of Board policy and the law. (Component Standard # 1 & 2)
4. Enforce prerequisites, corequisites, and limitations on enrollment in a consistent manner during registration. (Component Standard # 1 & 9)
5. Ensure that all faculty have access to the approved course outlines for courses that they teach and that faculty teach according to the approved course outline of record. (Component Standard #8)
6. Work with the Curriculum Committee and the Office of Institutional Research to ensure that the levels of scrutiny for the establishment of prerequisites and corequisites are adhered to by faculty. (Component Standards # 5, 6 & 7)

8.2 Goals for the Pre- and Co-requisites, and Advisories Component :

1. Provide definitions for prerequisites, corequisites and advisories in the Catalog, the Schedule of Classes and the Student Guide.
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. Inform all students of prerequisites and corequisites during all orientation activities and counseling sessions where student educational plans are developed.
4. The Curriculum Committee will establish prerequisites, corequisites and limitations on enrollment in accordance with Title 5 and review them on a timely basis.

8.3 Staffing for the Pre- and Co-requisites, and Advisories Component:

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

1. Catalog Advisory Committee (8)
 - Supervisor, Admissions (1)
 - Supervisor, Records (1)
 - Counselors (2)
 - Matriculation Coordinator (1)

2. Matriculation Coordinator (1)
 - Institutional Researcher (1)
 - Computing Services Programmer (1)

3. Curriculum Committee (18)
 - Matriculation Coordinator (1)
 - Dean, General Education (1)

4. Matriculation Coordinator (1)
 - Dean, General Education (1)
 - Supervisor, Admissions (1)
 - Computing Services Programmer (1)

5. Matriculation Coordinator (1)
 - Dean, General Education (1)
 - Administrative Assistant (1)
 - Computing Services Programmer (1)
 - Webmaster (1)

6. Curriculum Committee (18)
 - Office of Institutional Research (2)
 - Matriculation Coordinator (1)
 - Dean, General Education (1)

AB 3 Title 5 Component Standards

78211.5(b) 1. State matriculation allocation is used only for matriculation services approved by the Chancellor.

yes X no

78211.5 55518(b) 2. District provides at least three-to-one dollar match of state matriculation allocation.

yes X no

55512(b) 3. District provides for a review of the revenue and expenditures of matriculation as part of annual district audit.

yes X 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©.

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 corequisite 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©(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©.

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
 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)

Board adopted policy
 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 ©.

Board adopted policy
 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).

Board adopted policy
 Institutional practices

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

§55201 July 9, 1991 Rev. Nov. 1995 Rev. Nov. 2000

§55202: July 9, 1991 Rev. Nov. 1995 Rev. Nov. 2000

§58106: July 9, 1991 Rev. Nov. 1995 Rev. Nov. 2000

COLLEGE MATRICULATION PLAN ATTACHMENTS

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