

MATRICULATION PROGRAM PLAN

LASSEN COLLEGE

DECEMBER 14, 2005

**CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
STUDENT SERVICES AND SPECIAL PROGRAMS DIVISION**

REGIONAL CONTACTS

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INSTRUCTIONS FOR THE COMPLETION OF THE COLLEGE MATRICULATION PLAN

INTRODUCTION

Please review these instructions and the Title 5 matriculation and prerequisite regulations carefully before completing the matriculation plan for your college.

The matriculation plan contains standards as they relate to the matriculation process and prerequisite implementation at your college and/or district. Careful attention should be given to ensure that the district's current Matriculation plan is consistent with the last version sent to the Chancellor's Office.

Although not originally a part of Matriculation, Section 8 of the plan concerns prerequisites, co requisites, advisories on preparation, and limitations on enrollment. In this section, **one** of two responses is required for **each** standard listed.

The Model District Policy sent to the colleges and districts by the Chancellor's Office in 1994 is the document describing the colleges' activities in the areas of prerequisites, co requisites, and advisories and remains in force. Local district adoption of this plan, with no changes, can be indicated by a check mark on the plan form under each appropriate standard. If changes have been made to the Model District Policy, the plan must include the rationale for the change(s) and a description of the "new" activity developed by the district and/or college that will address the particular concern where the new procedure was adopted.

Note that a completed **signature** page is required as changes are made to Section 8, "Prerequisites, Co requisites, and Advisories on Preparation," of the Matriculation Plan.

Updates do not require that all previously approved standards be rewritten and submitted again for approval. **Only activities that have been modified or deleted and that affect the manner in which the college is meeting any of its approved standards need to be submitted for approval.**

GENERAL GUIDELINES

Due to service changes prompted by recent budget reductions, we are requiring colleges/districts to submit revised Matriculation plans to our office by June 30, 2005. If circumstances do not allow for a district to meet this timeline, please contact either Arnold Bojorquez, abojoqrqu@cccco.edu (Regions 1, 4, 7, 9 & 10) or Sally J. Montemayor, smontema@cccco.edu (Regions 2, 3, 5, 6 & 8) to discuss an extension. All requests for extensions will be considered on a case-by-case basis.

When writing the plan, assume that the reader knows nothing about the matriculation process and will have only your document to deduce matriculation's purposes, requirements, target population, the manner in which the process is implemented, and what it takes (especially in terms of staffing) to do it all.

Be sure to include input from faculty, staff and students in the development of this plan (as per Title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's matriculation activities, goals, and staffing.

The plan should thoroughly describe the implementation of each component being addressed. Where activities within any component are undergoing modifications, describe the planned modifications and add an approximate date of change-over.

All state-funded matriculation services, procedures, and staff activities must be described in this plan. Section 78211.5(b) of AB 3 permits districts to expend these categorical funds only on matriculation activities approved by the Chancellor. The plan illustrates those activities and presents the opportunity for districts to fully describe their implementation of the matriculation process with respect to the regulations, and the adaptations to the original plans brought about by experience with the matriculation process, changing student demographics, the setting of new goals, etc.

The plan should not be limited to state-funded activities. Describe **all** matriculation services, policies, activities and procedures in your district. This is important because requests to make expenditures for staffing, computers, furniture, and so forth, will be approved only if they're directly and clearly related to the services and activities written in your plan.

Keep in mind that matriculation is a legislated process that is regulated and monitored for annual evaluation. This plan will be compared with the colleges' matriculation expenditure reports, to track and study activities for the technical assistance site reviews, and for fiscal reviews.

Therefore, write a plan that describes where the district is going with matriculation, how it is getting there, and how students, the college staff and the college as an institution are affected by the matriculation process.

GENERAL INSTRUCTIONS

Before you begin, duplicate as many copies as you anticipate you will need of each of the Activities, Goals, and Staffing pages of the component sections. Depending on the variety, numbers, and extent of your matriculation services and procedures, you will probably require more than one page per component to describe your activities, goals and the staff involved.

Please enter the name of the college and the district at the top of each page.

Do not number the pages until you have completed the entire plan. They are to be numbered sequentially, beginning with I and continuing to the final page. If you choose to include attachments, you do not need to number them; but please clearly label them as attachments.

SECTION-BY-SECTION INSTRUCTIONS

The plan is divided into five sections:

- A. Cover/signature page
- B. Eight components with four subsections:
 - 1. legislative and regulatory requirements;
 - 2. the list/description of your college's activities in this component;
 - 3. the list/description of your college's goals in this component; and,
 - 4. the list of the college staff positions that have responsibilities in the component.
- C. Budget
- D. Policies and procedures
- E. Attachments

A. COVER/SIGNATURE PAGE

Signatures are required for the Matriculation Coordinator, his/her supervising administrator, the Academic Senate president, the college president, and (if applicable) the district chancellor.

The Chancellor's Office does not require that the districts' governing boards formally approve the matriculation plans; the above signatures are sufficient. If your district has such a requirement, be sure that the plan can be presented and approved in time for it to be signed and sent to the Chancellor's Office by the annual October deadline.

B. COMPONENTS

The eight components of matriculation include: (1) Admissions; (2) Orientation; (3) Assessment; (4) Counseling/Advising; (5) Follow-up; (6) Coordination/Training; (7) Research/Evaluation; and (8) Pre- and co-requisites. For each component the college will address the following four areas.

Updates do not require that previously approved standards be rewritten and submitted for approval unless modifications to these standards have been made. However, if the standard itself has changed, you will need to reflect those changes in your plan by modifying the existing activity description(s). Remember that component 8, *Pre- and Co-Requisites, and Advisories* is new as of 1994.

1. Legislative and Regulatory Requirements

This section lists the legislative and regulatory requirements for the respective component. The plan should illustrate how each of these requirements is being met through one or more of the activities and services conducted by the college.

2. Activities

Please describe each service, process or activity that is part of matriculation on your campus. Those activities that meet the legislative and regulatory requirements are to be identified as such by affixing the appropriate Section number behind the description. Include all such services, whether funded with the state allocation, by the district or by both, including those matriculation services that go beyond the legislative and regulatory requirements.

For the Pre- and Co-Requisite section of the plan, you do not have to describe the college's activities to implement the standard **if** the college or district has adopted the respective sections of the Model District Policy **exactly as worded** (including the adoption of a local district board policy, where required by regulation). Where the college is following the Model exactly, check the appropriate statement after each standard. Where the college or district has explicitly chosen to vary from the Model District Policy (or a particular portion of the Model) a full description of the college's alternative approach to meeting the standard is required.

3. Goals

List the goals to be reached within each component, the approximate time frame for these to be accomplished and the staff person (position) responsible or most significantly involved in its completion.

4. Staffing

List the job titles and numbers of staff in each position that are involved with the matriculation component. It is not necessary to list individuals' names or to link each position to particular activities or services.

C. BUDGET

In this section, please respond to the three standards by checking either yes or no.

D. POLICIES AND PROCEDURES

Many of the policies and procedures listed in this section require action by the district's local Board of Trustees. Keep in mind that this section of the plan pertains to the directives in the legislation and regulations that require districts to establish policies and procedures by which the parameters for the implementation of matriculation may be clearly and equitably drawn.

Board adopted policy means that the **District's** governing board has adopted this as a formal policy. It would be a good idea to keep these policies on file with the district and college's copy of this plan as they are reviewed when the college receives a Matriculation site visit.

Institutional practices means that although it may not be a formal policy of the district board, it is customarily implemented in line with regulations through local procedures and services. These are usually written in a local procedures handbook, training manual, college catalog, schedule of classes or brochure of public information.

These, too, should be kept with a copy of the matriculation plan with appropriate citations to the regulations. In those instances where applicable practices are performed but not documented, these should be committed to writing and kept on file for future reference and site visits.

It is expected that all the required policies and practices referenced from legislation and the regulations are in force at the time of submittal of the plan. Additionally, where the regulations specify a district board policy, it must be a formally enacted local board policy.

E. ATTACHMENTS

1. Organization Chart(s)

Please attach a copy of your college's organization chart, and highlight the Matriculation Coordinator's position. If the coordination of matriculation is among the responsibilities of a differently titled administrator, asterisk this position and provide a brief note to that effect.

If a recent or accurate organization chart is not available at this time, please draw one that includes at a minimum: the Matriculation Coordinator position; the reporting relationship of the Coordinator to the Superintendent/President; the staff positions that report directly to the Coordinator (if any); and other positions at the same level as the Coordinator who report to the same supervising administrator as the Coordinator.

If your district has a district Matriculation Coordinator in addition to the campus coordinator, please attach a copy of the district organization chart, and highlight the district Matriculation Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

2. Matriculation Committee

Attach a list of the members of the college's matriculation committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the Matriculation Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those.

3. Other Attachments (optional)

Although not required, you may submit any documents, handbooks, manuals or similar materials that your district/campus has developed as Matriculation materials as Appendices to your plan. These materials will then be made available to other colleges to review and use through the Matriculation Unit's Informational Network.

ADDITIONAL INFORMATION

Questions regarding the development of the college matriculation plan may be directed to:

Arnold Bojorquez, Matriculation Coordinator
California Community College Chancellor's Office
1102 Q Street
Sacramento, CA 95814

Regions 1, 4, 7, 9 & 10
abojoqu@cccco.edu
(916) 323-0799

Sally J. Montemayor, Matriculation Coordinator
California Community College Chancellor's Office
1102 Q Street
Sacramento, CA 95814

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smontema@cccco.edu
(916) 324.2564

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.

Dr. Karen Sue Grosz (student, faculty, staff)

Dr. Robert Brower (student, faculty, staff)

Tina Bishop (student, faculty, staff)

Sandra Beckwith (student, faculty, staff)

Cheryl Aschenbach (student, faculty, staff)

Karen Dolan (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.)

1. Continue to update Lassen College Application form to meet Matriculation and M.I.S. standards.
55520(a)
2. Provide a written explanation to students on how to complete the Lassen College Application.
55520(a)
3. Refer students with disabilities to the Counseling Office to complete the Lassen College Application.
55520(a)
4. Continue to utilize the appropriate software in order to implement Admissions and Matriculation activities.
55520(a)
5. Continue to provide Student Services Staff In-Service Training on Matriculation and M.I.S. Regulations and Procedures.
55520(a)
6. Ethnic and language minority students will be referred to appropriate alternative services when necessary or requested.
55522

1.2 GOALS FOR THE ADMISSIONS COMPONENT:

1. All students who wish to apply to Lassen College will be provided with written procedures for completing an application.
2. Students with special needs will receive appropriate services to ensure access to Lassen College programs and services.
3. Through successful completion of the college application, relevant student data will be collected and analyzed for Matriculation and institutional research.

Refer to Attachments

1.3 STAFFING FOR THE ADMISSIONS COMPONENT:

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

1. Registrar (1), Dean of Students/Matriculation Coordinator (1)

2. Registrar (1), Admission Assistants (2), Admissions Technician (1)

3. Admissions Assistants (2), Admissions Technician (1)

4. Registrar (1), Admissions Assistants (2), Admissions Technician (1)

5. Dean of Students/Matriculation Coordinator (1), Registrar (1)

6. Admissions Assistants (2), Admissions Technician (1), International Student Advisor (1), Learning Assistance Center Staff (.75), EOP&S Staff (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.)

1. Conduct Orientation sessions on a regularly scheduled basis for all non-exempt students. These sessions provide students information concerning college programs and services, policies and procedures, registration information, academic expectations, and an explanation of assessment results.
55502(j)
2. Conduct recruitment visits and activities at feeder high schools, and other sources for new students.
55502(j)
3. Provide campus tours emphasizing the percentage of new students of the available student services and their respective locations.
55502(j)
4. Provide non-exempt students with an orientation information folder containing materials pertaining to college programs and services, registration materials, policies and procedures, appeals procedures and so on. These materials are updated each semester.
55502(j); 55530(b)(d); 55201(f),(g), 58106(c),(d),(e); 55534(b)
5. Provide written explanations in the Orientation Handbook, Class Schedule, College and other appropriate publications of college policies regarding student challenges to the matriculation process, appeals of prerequisite requirements and the alleging of unlawful discrimination.
55530(b)(d); 55201(f),(g), 58106(c),(d),(e); 55534(b); 55534(a)
6. Provide modified or alternative services for non-exempt students with physical or learning disabilities. This is done, when appropriate, on an individualized basis in cooperation with the Disabled Students Programs and Services (DSPS).
55522
7. Provide modified Orientation sessions for non-exempt students who are not proficient in the English language.
55522
8. Exemption criteria have been developed and adopted by the Board of Trustees. These policies are made available for students' perusal in the Schedule of Classes, student services brochures and are posted in strategic locations during registration periods.
55532(a), 55510(a)(5); 55532(c); 55532(d)
9. Administer an orientation evaluation survey after all orientation sessions in order to consider and respond to participant feedback in a timely manner.
10. Conduct staff training sessions for classified and certificated staff members who are in contact with new students prior to each registration period.
11. Coordinate the orientation component with the Assessment, Counseling and Registration components in order to ensure that students move through the process leading to enrollment in a timely, "hassle-free" manner.
55502(j)
12. Update orientation delivery for outreach areas, evening students and late enrollees.
55510(a)(4)
13. Provide opportunities for interested faculty, staff and students to interact with and provide information to new students.. Activities may include brief presentations during orientation sessions, presentations during the campus tour, or setting up

an information booth in the Student Union Building on designated days. 55502(j)

14. Create an orientation handbook specifically for use on satellite/outreach campuses.
55502(j)
15. Conduct extended orientation classes for college credit for new, non-exempt students.
55502(j)
16. Coordinate orientation program with college recruiting efforts to encourage early applications and timely services.
17. Inform students of the Lassen College procedure for filing complaints alleging unlawful discrimination in the implementation of Matriculation practices.
55530(b)(d)
18. Inform students that they may request not to participate in this or any part of Matriculation.
55530(b)(d)

2.2 GOALS FOR THE ORIENTATION COMPONENT:

1. Students will move smoothly and efficiently through the admissions, registration, assessment and counseling process.
2. Students who have completed orientation will express a greater level of understanding and satisfaction with the college procedures and services than students who have not been through orientation.
3. Each year the percentage of students who attend orientation will increase.
4. Exemption from this and any other matriculation component will not be based on specified sole criteria.

2.3 STAFFING FOR THE ORIENTATION COMPONENT:

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

1. Counselor (1), Administrative Assistant (1), Students (2)
2. Counselor (1), Administrative Assistant (1)
3. Counselor (1), Administrative Assistant (1), Students (2)
4. Counselor (1), Administrative Assistant (1)
5. Counselor (1), Administrative Assistant (1)
6. Counselor (1), Administrative Assistant (1)
7. Counselor (1), Administrative Assistant (1)
8. Counselor (1), Administrative Assistant (1)
9. Counselor (1), Administrative Assistant (1)
10. Counselor (1), Administrative Assistant (1)
11. Counselor (1), Administrative Assistant (1)
12. Counselor (1), Administrative Assistant (1)
13. Counselor (1), Administrative Assistant (1)
14. Counselor (1), Administrative Assistant (1)
15. Counselor (1), Administrative Assistant (1)
16. Counselor (1), Administrative Assistant (1)
17. Counselor (1), Administrative Assistant (1)
18. Counselor (1), Administrative Assistant (1)

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.)

1. Conduct basic skills assessment for all non-exempt students on a regularly scheduled basis. These sessions are planned around peak registration periods. In addition, open assessments are scheduled at least once per week during the fall and spring semesters.
55520(c)
2. The Counseling Center provides individual sessions and workshops to assist students in identifying their aptitudes and interests.
3. The Learning Center provides study and learning skills inventories to students upon request.
4. New assessment instruments will be adopted according to standards developed by the Chancellor's Office.
55521(a); 55521(b); 55521(c)
5. Assessment scores are keyed into the main frame computer.
55521(e)
6. Referrals to the Campus Disabilities Coordinator are made to provide alternate or modified assessments. Students with physical disabilities are given modified assessments as appropriate.
55522
7. Exemption criteria have been developed and adopted by the Board of Trustees. These policies are made available for students' perusal in the Schedule of Classes, student services brochures, and are posted in strategic locations during registration periods.
55532(a), 55510(a)(5); 55532(c); 55532(d)
8. The college provides basic skills assessment to non-exempt students at the outlying campuses.
9. The college provides basic skills assessment to potential students at the local high schools.
10. Results of assessments are utilized by staff as one of the multiple measures for course placement.
11. The college coordinates the Assessment component with the Orientation, Counseling and Registration components in order to ensure that students move through the process leading to enrollment in a timely, "hassle-free" manner.

3.2 GOALS FOR THE ASSESSMENT COMPONENT:

1. Students will be provided with accurate information regarding their abilities in reading, writing and math basic skills.
2. Counselors will have information regarding students' basic skills abilities and suggestions for appropriate courses.
3. Students will have access to information that will assist them in identifying career opportunities and educational objectives.
4. Students will have information regarding their strengths and weaknesses as they relate to student skills.
5. Students will be provided tests which are free of cultural bias, validated for placement and which are appropriate for the purposes for which they are being given.
6. Counselors will have information on basic skills assessment, career inventories and study skills which will be used to assist students in choosing appropriate courses and educational programs.
7. Students will be able to complete assessments which will meet their own individual needs.
8. Students will be aware of exemption criteria and their right to choose whether or not to participate.

Refer to Attachments

3.3 STAFFING FOR THE ASSESSMENT COMPONENT:

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

1. Assessment Technician (1)
2. Counseling staff
3. Learning Center Administrative Assistant (1)
4. Counselors, English, Math, Basic Skills Faculty, Dean of Instruction
5. Assessment Technician (1)
6. Learning Disabilities Specialist (1), DSPTS Counselor/Coordinator (1), DSPTS Instructional Assistant, Assessment Technician (1)
7. Dean of Students, Academic Senate, Board of Trustees
8. Assessment Technician (1)
9. Assessment Technician (1)
10. Counselors
11. Counselors, Registrar (1)

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.
	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 grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.
	55534(b) 55525(d)	12. Inform students of procedures for filing complaint alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of process for developing student educational plan.
	55534(a) 55525(d)	13. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.
	55522	14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
78214(b)(3)	55532(a) 55510(a)(5)	15. Adopt District governing board policies specifying criteria for exemption.

- 55532(c) 16. Make exempted students aware that they may choose whether or not to participate in this component.
- 55532(d) 17. Ensure that exemptions from this component are not based upon specified sole criterion.
- 55510(a)(4) 18. Utilize computerized information services to implement or support counseling/advising activities.

4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:

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

1. On-campus students enrolling in 6 or more units, or enrolling in a prerequisite course, see a counselor to have their program approved.
55520(g)(1),(2); 55520(d), 55523(a)(4); 55523(a)(1), 55526; 55523(a)(2),55523(a)3, 55526; 55520(d), 55523(a)(4); 55523(b); 55520(e), 55525(a),(b), 55530(d); 55525(c); 55201(f),(g), 58106(c),(d),(e); 55534(b), 55525(d); 55534(a), 55525(d); 55534(a), 55525(d); 55522; 55532(c); 55532(d)
55523a3, 55526
2. Counselors are available on campus 8:00 a.m. to 4:00 p.m. throughout the semester, and 8:00 a.m. to 8:00 p.m. during 3 weeks of registration.
55520(g)(1),(2); 55520(d); 55523(a)(4); 55523(a)(1), 55526; 55523(a)(2), 55526; 55523(a)(3), 55526; 55520(d), 55523(a)(4); 55523(b); 55520(e), 55525(a),(b), 55530 (d); 55525(c); 55520(f),(g), 58106(c),(d),(e); 55534(b), 55525(d); 55534(a), 55525(d); 55522; 55532(c); 55532(d)
3. Assessment results are recorded in electronic form and are available on counselors' terminals.
55520(g)(1),(2); 55520(d), 55523(a)(4); 55523(a)(3), 55526; 55520(e), 55525(a),(b), 55530(d); 55201(f),(g), 58106(c),(d),(e)
4. New full-time, non-exempt, on-campus students are advised to meet with a counselor to develop a student education plan prior to enrolling in their second semester.
55520(g)(1),(2); 55520(d), 55523(a)(4); 55523(a)(1), 55526; 55523(a)(2), 55526; 55523(a)(3), 55526; 55520(d), 55523(a)(4), 55523(b); 55520(e), 55525(a),(b), 55530(d); 55525(c); 555201(f),(g), 58106(c),(d),(e); 55534(b), 55525(d); 55534(a), 55525(d); 55522
5. Student Education Plans are recorded and available in student files.
55525(c)
6. Students with undeclared majors are to meet with a counselor.
55520(g)(1),(2); 55520(d), 55523(a)(4); 55523(a)(2), 55526; 55523(b)
7. Career exploration courses are offered each semester.
55520(g)(1),(2); 55520(d), 55523(a)(4); 55523(a)(2), 55526; 55523(b)
8. Short term personal counseling and referral to other agencies is available through the counseling staff.
55520(g)(1),(2); 55523(b); 55534(b), 55525(d); 55534(a), 55525(d)
9. Counseling/Advising for off-campus students is available by telephone and correspondence and off-campus location as staff and resources are available.
55520(d), 55523(a)(4); 55523(b)
10. Governing Board Policy specifying criteria for exemptions will be adopted.
55532(a), 55510(a)(5)
11. A data file on the number of students counseled and reasons for the contact is maintained in the counseling office.
12. Data collected from the admissions and assessment processes are available to counselors on computer terminals when made available from data processing.
55520(g)(1),(2); 55520(d), 55523(a)(4)

13. Off-campus students enrolling in 6 or more units, or enrolling in a prerequisite course are referred to a counselor for program approval.
55520(g)(1),(2); 55520(d), 55523(a)(4); 55523(a)(1), 55526; 55523(a)(2), 55526; 55523(a)(3), 55526; 55520(d), 55523(a)(4); 55523(b)
14. New full-time, non-exempt, off-campus students are advised to participate in orientation and assessment.
55520(g)(1),(2)
15. New full-time, non-exempt, off-campus students are advised to meet with a counselor to develop a student education plan.
55520(e), 55525(a),(b), 55530(d); 55525(c); 55525(c)
16. Counselors provide assistance in selection of specific educational goals.
17. Counseling staff assist students in understanding their student responsibilities.
18. Counseling staff inform students of their right to challenge (on specific grounds) a pre- or co-requisite limitation in enrollment; their responsibility for showing the grounds for the challenge; and their right to file a complaint including the complaint proven.

4.2 GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT:

1. The percentage of students completing an educational plan will increase each year.
2. Students with special needs will be provided with alternative services.
3. Students will be referred to appropriate support services in a timely manner.
4. Students utilizing counseling services will show a higher rate of persistence and success.
5. An increasing percentage of students will utilize counseling services each semester.
6. Students completing an educational plan will show increased success in reaching their respective educational goals.
7. Students will have a full understanding of their rights in participating in the matriculation process.

4.3 STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:

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

1. Counselors
2. Counselors
3. Assessment Technician (1)
4. Orientation Staff, Counselors
5. Counselors
6. Counselors
7. Faculty, Counselors
8. Counselors
9. Counselors
10. Board of Trustees
11. Clerical Staff
12. Clerical Staff
13. Outreach refers to counselors
14. Outreach refers to counselors
15. Outreach refers to counselors
16. Counselors
17. Counselors
18. Counselors

5. STUDENT FOLLOW-UP COMPONENT

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

5.1 ACTIVITIES FOR THE FOLLOW-UP COMPONENT:

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

1. Students enrolling in pre-requisite courses are advised to see a counselor to have their program approved.
55526; 55520(g), 55526
2. Assessment results for students are available on counselors' computer terminals.
55520(g), 55526
3. New full-time, non-exempt, students are advised to meet with a counselor to develop a student education plan prior to enrolling in their second semester.
55520(f), 55526, 55523(a)(1-3); 55526; 55520(g), 55526; 55522
4. Students with an undeclared major are advised to seek career counseling.
55520(g), 55526
5. Short-term personal counseling and referral to other agencies is available through the counseling staff.
55520(g), 55526
6. The EOP&S Counselor and DSPS Counselor provide Matriculation services for their respective students in cooperation with the counseling staff.
55520(f), 55526, 55523(a)(1-3); 55526; 55520(g), 55526; 55522
7. Students on academic and satisfactory progress probation receive a letter of notification and recommendations for counseling and other appropriate support services from the counseling office. This notice will also be announced via the student's mailed grades.
55526; 55520(g), 55526
8. Students are notified in the event of dismissal, and the process of appeal is explained. Recommendations for counseling and other appropriate support services are given.
55526; 55520(g), 55526
9. A follow-up system monitors student progress in achieving their educational goals. (Component Standard #1)
55520(f), 55526, 55523(a)(1-3)
10. A follow-up system that incorporates the present system of monitoring special student groups (e.g. athletes, EOP&S) has been developed for all students for early detection of academic services.
55526; 55520(g), 55526
11. Additional systemic follow-up procedures have been put in place to monitor the progress and refer to appropriate support services all "high risk" students, including students with basic skills classes, students undeclared majors and students on academic probations.
55520(f), 55526, 55523(a)(1-3); 55526; 55520(g), 55526
12. Computerized information systems have been utilized to access data collected on all students, to communicate more frequently with students concerning their progress and to identify students having transfer or vocational potential.
55520(f), 55526, 55523(a)(1-3); 55520(g), 55526
13. Students with undeclared majors are encouraged to take a career exploration class.
14. Computerized services of the M.I.S. system are used as needed.

5.2 GOALS FOR THE FOLLOW-UP COMPONENT:

1. Increase student retention rate.
2. A greater percentage of students from “high risk” groups will succeed in reaching their educational goals.
3. The percentage of students referred to student support services, such as counseling, tutoring and career counseling, will increase each year.

Refer to Attachments

5.3 STAFFING FOR THE FOLLOW-UP COMPONENT:

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

1. Counselors
2. Assessment Technician
3. Counselors
4. Counselor
5. Counselors
6. EOP&S Counselor, DSPS Counselor
7. Clerical Staff
8. Clerical Staff
9. Dean of Students/Matriculation Coordinator, Counselor
10. Dean of Students/Matriculation Coordinator, Counselor, Dean of Instruction
11. Dean of Students/Matriculation Coordinator, Counselor
12. Clerical Staff, Counselors
13. Counselors
14. Data Processing Staff, Clerical Staff

6. COORDINATION AND TRAINING COMPONENT

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

6.1 ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT:

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

1. Conduct in-service training for classified staff in Admissions and Records, EOP&S and Financial Aid.
55516, 55510(a)(3), 55523(b); 55510(a)(4)
2. Send staff to appropriate Matriculation Workshops.
55516, 55510(a)(3), 55523(b); 55510(a)(4)
3. Keep Lassen College Governing Board informed of Matriculation goals and activities.
55516, 55510(a)(3), 55523(b); 55510(a)(4)
4. Provide training for Student Orientation Leaders.
55516, 55510(a)(3), 55523(b); 55510(a)(4)
5. Conduct Matriculation Committee meetings.
55516, 55510(a)(3), 55523(b); 55510(a)(4)
6. Conduct Matriculation Advisory Committee Meetings at least once per semester.
55516, 55510(a)(3), 55523(b); 55510(a)(4)
7. Provide a report on Matriculation activities to Lassen College Academic Senate and College President.
55516, 55510(a)(3), 55523(b); 55510(a)(4)

6.2 GOALS FOR THE COORDINATION/TRAINING COMPONENT:

1. Lassen College Staff will understand and participate in Matriculation activities when appropriate.
2. Appropriate staff members will have knowledge of current Matriculation processes and procedures.
3. Appropriate Campus Administrators will be knowledgeable about current Matriculation regulations.

6.3 STAFFING FOR THE COORDINATION AND TRAINING COMPONENT:

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

1. Dean of Students
2. Staff, as directed by Dean of Students
3. Dean of Students
4. Counseling Staff
5. Dean of Students
6. Dean of Students
7. Dean of Students

7. RESEARCH AND EVALUATION COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78214(a)	55512(a)	1. Establish and maintain institutional research for evaluating efficacy of matriculation services and remedial programs and services.
	55512(a)	2. Evaluate all assessment instruments to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner.
	55512(a)	3. Determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability; where unjustified disproportionate impact is found, develop plan to correct it.
	55512(a)(1)	4. Analyze degree of matriculation's impact on particular courses, programs and facilities.
78214(c)(1) 78214(b)(2)	55512(a)(2)	5. Analyze degree to which matriculation helps students to define their educational goals and objectives.
78214(b)(6)	55512(a)(3) 55514(d)	6. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.
78214(c)(2)	55512(a)(4)	7. Analyze degree to which matriculation assists district efforts to assess educational needs.
78214(c)(3)	55512(a)(5)	8. Analyze degree to which matriculation matches district resources with students' educational needs.
78214(b)(4) 78214(c)(4)	55512(a)(6) 55520(g)	9. Analyze degree to which matriculation provides students the specialized support services and programs to which they are referred.
78214(b)(5)		10. Determine ethnicity, sex and age of credit students.
	55514(a)	11. Determine proportion of students of ethnic, gender, age and disability groups placed in pre-collegiate, associate degree-applicable, or transfer courses in reading, writing, computation, or ESL.
	55514(b)	12. Determine proportion of students of ethnic, gender, age and disability groups who enter and complete pre-collegiate basic skills courses.
	55514(c)	13. Determine proportion of students of ethnic, gender, age and disability groups who complete pre-collegiate basic skills course and who subsequently enter and complete associate degree-applicable courses.
	55532(a) 55514(f)	14. Record number of students exempted by category and grounds for exemption.
	55514(g)	15. Maintain numbers of students filing complaints (re: 55534) and the bases of those complaints.

- 55514(h) 16. Document particular matriculation services received by each non-exempt student.
- 55510(a)(4) 17. Utilize computerized information services to implement or support research and evaluation activities.

7.1 ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT:

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

1. Determine the ethnicity, sex and age of credit students.
2. For students who seek counseling, track the number of students exempted from any component of the Matriculation process and the grounds for exemption.
55532(a), 55514(f)
3. Document the Matriculation services received by each non-exempt student.
55532(c)
4. Maintain records of the numbers of students filing complaints regarding allegations of unlawful discrimination and the basis of these complaints.
55514(g)
5. Survey student and program service managers on the extent to which Matriculation refers to specialized support services and programs.
55512(a)(6), 55520(g)
6. New assessment instruments have been adopted according to standards developed by the Chancellor's Office. These instruments are evaluated to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. They are evaluated as to whether they have a disproportionate impact on particular ethnic, gender, age or disability groups.
55512(a); 55512(a)
7. Determine the proportion of students of ethnic, gender, age and disability groups placed in various course levels in writing, computation and ESL; the proportion of these groups entering and completing pre-collegiate basic skills courses; and the proportion of these groups who subsequently enter and complete associate degree-applicable courses.
55514(a); 55514(b); 55514(c)
8. Analyze data to determine the extent to which Matriculation assists district efforts to assess educational needs and the extent to which matriculation matches district resources with students' educational needs.
55512(a)(5)
9. Design an ongoing process to analyze the extent to which the Matriculation process promotes student success, as evidenced by enhanced persistence, skill improvement, grades and goal attainment.
55512(a)(3), 55514(d)

7.2 GOALS FOR THE RESEARCH AND EVALUATION COMPONENT:

1. Lassen College will be in compliance with all Title V and Education Code requirements.
2. College faculty and administration will have an adequate research base to make appropriate management and curriculum decisions.
3. M.I.S., Matriculation and Lassen College institutional research efforts will be coordinated.
4. Compare educational goals of students prior to and after participation in the Matriculation process.

Refer to Attachments

7.3 STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT:

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

1. Registrar
2. Counseling Staff
3. Counseling Office Staff
4. Dean of Students
5. Staff, as directed by Dean of Students
6. Faculty Advisory Committee, Staff, as directed by Dean of Students
7. Staff, as directed by Dean of Students*
8. Staff, as directed by Dean of Students*
9. Staff, as directed by Dean of Students*

* Consultants will be utilized when appropriate and available.

COLLEGE MATRICULATION PLAN Prerequisites, Co-requisites and Advisories on Recommended Preparation
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This signature page pertains to the prerequisite section of the college matriculation plan.

College: Lassen College District: Lassen Community College District

Signature of President/Superintendent: _____

Name: Dr. Homer L. Cissell Date: _____

Signature of College Academic Senate President: _____

Name: Sandra Beckwith Date: _____

Signature of Chief Instructional Officer: _____

Name: Dr. Karen Sue Grosz Date: _____

Signature of Chief Student Services Officer: _____

Name: Dr. Karen Sue Grosz Date: _____

Signature of Curriculum Committee Chair: _____

Name: Susan G. Mouck Date: _____

Signature of College or District Researcher: District does not have a researcher

Name: _____ Date: _____

Signature of College Matriculation Coordinator: _____

Name: Dr. Karen Sue Grosz Date: _____

8. PREREQUISITES, COREQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION

Title 5**Component Standards**

- | | | |
|-------------------------|----|--|
| 58106(b) | 1. | <p>District ensures open enrollment subject to health and safety considerations, facility limitations, etc., consistent with Board-adopted policies that identify such limitations and which require fair and equitable procedures for determining who may enroll in such courses.</p> <p><u> X </u> Local policies/procedures follow District Model exactly
(see sections I.A. and II.C. of Model)</p> <p>_____ Local policies/procedures differ from District Model (see attached)</p> |
| 55201(b)(1) | 2. | <p>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.</p> <p><u> X </u> Local policies/procedures follow District Model exactly
(see sections I.C., II.A. and II.B. of Model)</p> <p>_____ Local policies/procedures differ from District Model (see attached)</p> |
| 55002(a)(2)(D) | 3. | <p>Curriculum committee reviews course outline of record to determine if associate degree credit course shall require pre- and co-requisite to enhance students' likelihood of success.</p> <p><u> X </u> Local policies/procedures follow District Model exactly
(see sections I.C.2. and I.C.3. of Model)</p> <p>_____ Local policies/procedures differ from District Model (see attached)</p> |
| 55201(e)
55510(a)(6) | 4. | <p>Communication or computation pre- or co-requisites for any course other than a communication or computation course are based on content review, sound data-gathering research practices, and demonstration that student is highly unlikely to succeed without the pre- or co-requisite.</p> <p><u> X </u> 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)</p> <p>_____ Local policies/procedures differ from District Model (see attached)</p> |
| 55002(a)(2)(E) | 5. | <p>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).</p> <p><u> X </u> 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)</p> <p>_____ Local policies/procedures differ from District Model (see attached)</p> |

- 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)

COLLEGE MATRICULATION PLAN BUDGET
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<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
 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 (c).

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: 7/5/94, 6/23/98, 5/16/89, 2/21/95, 11/10/98

§55202: 7/5/94, 6/23/98

§58106: 7/5/94, 6/23/98, 5/16/89, 2/21/95, 11/10/98

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 Plan Committee

CHAIRPERSON: Karen Sue Grosz, Ph.D.,

TITLE: Dean of Students

COMMITTEE MEMBERS:

Cheryl Aschenbach _____

Bob Brower _____

Tina Bishop _____

Sandy Beckwith _____

Karen Sue Grosz _____

Karen Dolan _____

SUBCOMMITTEES:

3. OTHER ATTACHMENTS
