

**CRAFTON HILLS COLLEGE MATRICULATION PLAN  
COVER PAGE**

College Name and Address: Crafton Hills College  
11711 Sand Canyon Road  
Yucaipa, CA 92399

District Name and Address: San Bernardino Community College District  
114 South Del Rosa  
San Bernardino, CA 92408

Signature of District Chancellor: \_\_\_\_\_

Name: Dr. Noelia Vela Date: \_\_\_\_\_

Signature of College President: \_\_\_\_\_

Name: Gloria M. Harrison Date: \_\_\_\_\_

Signature of College Academic Senate President: \_\_\_\_\_

Name: Scott Rippy Date: \_\_\_\_\_

Signature of Matriculation Coordinator's Supervising Administrator: \_\_\_\_\_

Name: Rebeccah Warren-Marlatt Date: \_\_\_\_\_

Signature of College Matriculation Coordinator: \_\_\_\_\_

Name: Kirsten S. Colvey Date: \_\_\_\_\_

<b>COLLEGE MATRICULATION PLAN PARTICIPANTS</b>
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Title V Section 55510 (b) requires that the matriculation plan for each district “be developed in consultation with representative 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.

Kirsten Colvey, Dean of Student Services, Counseling and Matriculation (management)

June Yamamoto, Dean, Career and Technical Education (management)

Jose Cabrales, Dean of Student Services, Student Support (management)

Frances Southerland, Assessment Technician (classified staff)

Rebecca Orta, Student Success Advisor (classified staff)

Mark McConnell, Music (faculty)

James Holbrook, Department Chair, Public Safety (faculty)

Jodi Hanley, Department Chair, Mathematics (faculty)

Aaron Race, Department Chair, English (faculty)

Lynn Lowe, Department Chair, Reading (faculty)

Elizabeth Langenfeld, English (faculty)

Kathy Gibson, Mathematics (faculty)

John Gist, Counselor (faculty)

Robert McAtee, Counselor (faculty)

Mildred Douthit, Disabled Students Programs and Services (faculty)

Troy Dial, Educational Opportunity Programs and Services (faculty)

Moises Valencia, President, Associated Students of CHC (student)

**1. ADMISSION 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.

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**1.1 ACTIVITIES FOR THE ADMISSIONS COMPONENT:**

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

1. Applications for all students are processed electronically (online application) or in person at the time the student applies. (Component Standard #1)
2. Alternative methods are provided for completing the admissions process including electronic and traditional paper application processes in an effort to make the process accessible. (Component Standard #1, 3)
3. On-campus access to electronic application process is provided in the Admissions and Records Office and various other student services offices. After 7:00 p.m the computers in the Library and The Learning Center are available for students to use to submit applications electronically. Assistance may be available from Library and Learning center staff in these locations. (Component Standard #1, 3)
4. The required MIS elements are collected by Admissions and Records on the college application. Other data is collected in the application process to improve and support admission services. (Component Standard #3)
5. Information about Matriculation is provided in the College Catalog, the Schedule of Classes and Student Handbook with annual updates to each document. (Component Standard #1)
6. Staff members who speak Spanish may be available to assist students with language differences and staff is also available to assist students with mobility access issues in completing application process. (Component Standard #2)
7. An accessible counter is available in the Admissions and Records area to accommodate students with disabilities who cannot access the standard counter. (Component Standard #2)
8. Alternative access to application process using accessibility software products is available through the DSP&S office and at the Learning Center and Library (Component Standard #2)
9. Students who come into the Admissions and Records office are provided with information on the additional steps required to complete the matriculation and registration processes upon turning in their application. Students receive a “Steps to Success” handout which outlines the steps to applying, completing assessment, accessing counseling services and registering for classes. (Component Standards #1 and 2)

## **GOALS FOR THE ADMISSION COMPONENT:**

1. Students will be better informed about their rights and responsibilities relative to matriculation and the college through verbal exchanges and written documents.  
**Responsible party:** Dean of Student Services, Student Development and Dean of Student Services, Counseling and Matriculation (Ongoing)
2. The number of students using the on-line web-based application will increase.  
**Responsible party:** Dean of Student Services, Student Development. (Ongoing)
3. All students will be informed of the assessment and exemption process. Information will be provided upon submitting application through automatic email generated to welcome the student or through a “Steps to Success” Handout  
**Responsible parties:** Dean of Student Services, Student Development and Dean of Student Services, Counseling and Matriculation.
4. The college will provide a barrier-free office and modified or alternative services for students with disabilities as needed. **Responsible parties:** Dean of Student Services, Student Development and Vice President of Administrative Services in consultation with the Director of Disabled Student Services. (Ongoing)
5. Students who apply who already possess A.A./A.S. and B.A./B.S. degrees will automatically be exempt when this information is disclosed on the application and the data will be recorded on the Mati screen of Datatel/Colleague for MIS purposes.  
**Responsible Parties:** Dean of Student Services, Student Development and Dean of Student Services, Counseling and Matriculation in cooperation with District Computing Services and San Bernardino Valley College.
6. As programs for students whose primary language is not English are developed written admissions information will be developed **Responsible party:** Dean of Student Services, Student Development.
7. Technology that will enhance services to students will continue to be implemented, including the use of CCCApply, CCCTran, online admissions forms, online registration processes. The use of document imaging and other computerized services will continue to be implemented in order to provide more efficient and timely delivery of services to students. **Responsible party:** Dean of Student Services, Student Development(Ongoing)
8. A process will be developed by which students who submit their applications electronically receive the same information about next steps in the matriculation process as those students who apply in person. **Responsible Parties:** Dean of Student Services Student Development and Dean of Student Services, Counseling and Matriculation in cooperation with District Computing Services.

**1.3 STAFFING FOR THE ADMISSIONS COMPONENT:**

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

Coordinator of Admissions and Records (1), Admissions and Records Specialist (1), Admission and Records Technicians (4), Admissions and Records Evaluator (1), Dean of Student Services, Student Development (1), , (1) Vice-President, Student Services (1), Director, District Computing Services (1).

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<b>2. ORIENTATION COMPONENT</b>
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<u>AB3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212(b)(2)	55502(j)	1. Provided 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. Pre-enrollment orientation is made available to students as part of the orientation/advisement sessions which include information on college programs, services, financial assistance, facilities and grounds, academic expectations course scheduling and institutional procedures. Adequate numbers of Orientation/Advisement sessions are offered throughout the day and evening throughout the peak admissions and enrollment periods prior to fall semester to assure that students have access to this opportunity. (Component Standard #1, 2, 3)
2. Each student who attends the orientation sessions is provided with a Student Handbook which describes what the student can expect of the institution and what is expected of the student. The Student Handbook also covers, in addition to other information, college programs and services; grievance procedures; students' rights and responsibilities. (Component Standards #1,2)
3. Services to accommodate persons with disabilities are provided as required within the orientation/advisement sessions including specific written materials and interpreters as necessary. This is coordinated with DSP&S. (Component Standards #1,3, 6)
4. Exempt students from orientation based upon one of the following: Earned AA degree or higher; completed 30 units or more at another institution, enrolled for courses for personal enrichment, enrolled in 6 or fewer units and has completed a total of not more than 12 units; enrolled in courses for career advancement and/or to improve job skills.(Component Standard #7,8)
5. Students who are exempt from orientation are informed that they may choose to participate in this component when they complete the exemption process. (Component Standard #8,9)
6. Policies and procedures regarding student challenge process for pre- or co-requisite limitations on enrollment, for the alleging of unlawful discrimination in the matriculation process and regarding the filing and resolution of complaints are provided in the class schedule, catalog, and other appropriate publications of college (Component Standards #2,3,4,5)
7. Expanded orientation is offered to new students in the form of a freshman orientation class (PCD 050). This course provides a expanded version of the orientation/advisement sessions and is particularly recommended to students with no previous college experience such as new high school graduates. (Component Standards #1, 2, 5)
8. Information about the matriculation process including exemption criteria is provided in the college catalog, the schedule of classes and student handbook with annual updates to each document. (Component Standard #2, 5, 8)

## **2.2 GOALS FOR THE ORIENTATION COMPONENT:**

1. Systems will be developed and implemented that will allow for the expansion of orientation/advisement sessions to students entering the spring and summer terms. **Responsible party:** Dean of Student Services, Counseling and Matriculation in collaboration with the Student Intervention Specialist and other college program staff. (Ongoing)
2. Systems will be developed and implemented that will allow for mandatory orientation of all non-exempt students. **Responsible party:** Dean of Student Services, Counseling and Matriculation, and District Computing Services. (TBD)
3. There will be an increase in the number of students participating in orientation/advisement sessions each year. **Responsible party:** Dean of Student Services, Counseling and Matriculation. (Ongoing)
4. A structured process will be developed and implemented to better inform students about their rights and responsibilities relative to matriculation and the college through orientation sessions and written documents such as the student handbook schedule of classes and college catalog. **Responsible party:** Dean of Student Services, Counseling and Matriculation and Dean of Student Services Student Support in collaboration with other college programs and departments. (Spring 2010)
5. The orientation process will undergo annual review and revision to improve the effectiveness and to better inform students about various services offered on the campus such as financial aid, childcare, counseling, tutoring, DSPP, EOPS, career and transfer services. **Responsible party:** Dean of Student Services, Counseling and Matriculation in collaboration with the Student Intervention Specialist and other college program staff. (Ongoing)
6. Evaluation data for this component will be collected using appropriate assessment methods, as well as systems and processes to collect required MIS information. **Responsible party:** Dean of Student Services, Counseling and Matriculation and Director of Research and Planning. (Ongoing)
7. Methodology will be developed for providing Orientation services to language minority students as appropriate. **Responsible party:** Dean of Student Services, Counseling and Matriculation (Develop in coordination of the development of an ESL program at CHC)
8. A student handbook in Spanish and other languages as appropriate will be developed which covers, but is not limited to the following: college programs and services; grievance procedures; students rights and responsibilities; college maps; and scholastic standards as appropriate. **Responsible party:** Dean of Student Services, Counseling and Matriculation (Develop in coordination of the development of an ESL program at CHC)

9. Board Administrative Regulation 4250 will be amended to specify criteria for exemption from matriculation components including: assessment, orientation and advising.  
**Responsible parties:** Dean of Student Services, Counseling and Matriculation with the Dean of Student Services, Counseling and Matriculation at SBVC. (Spring 2010)
10. Continue to refine and administer a survey to evaluate student satisfaction with the orientation process. **Responsible party:** Dean of Student Services, Counseling and Matriculation, Interventions Specialist and Director of Research and Planning. (Ongoing)
11. Develop an on-line Orientation program to accommodate students in on-line classes, off-site classes, and to allow for eventual mandatory participation in orientation. Assure that this system will also collect data on students and will track student participation.  
**Responsible party:** Dean of Student Services, Counseling and Matriculation in collaboration with the Interventions Specialist and Director of District Computing (Spring 2010)
12. All appropriate college publications will be reviewed to assure they have clear explanation of the policies and procedures related to pre- and co- requisite limitation challenges, filing of complaints alleging unlawful discrimination in the implementation of matriculation practices and challenges to matriculation regulatory provisions. These include the college catalog, schedule of classes, student handbook and college web page. Assure that counselors are aware of these policies and procedures and that they provide as necessary information to students about their rights in these areas. **Responsible Party:** Dean of Student Services, Counseling and Matriculation. (Ongoing)

**2.3 STAFFING FOR THE ORIENTATION COMPONENT:**

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

Dean of Student Services (1), Full-time counseling faculty (5), Adjunct counseling faculty (2-3), Director of EOPS(1), EOPS counseling faculty (1) Director of Student Life (1), Intervention Specialist (1), Developmental Education Specialist (1), Discipline Faculty (3-4) Student Success Staff (2) Classified support staff (3)

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<b>1. ASSESSMENT COMPONENT</b>
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<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 objective.
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. All new non-exempt students are required to participate in assessment. (Component Standard #1)
2. The English, reading and math placement procedures include the use of a multiple-measures approach imbedded within the pre-assessment interview. Multiple measures criteria have been identified and selected by discipline faculty in English and mathematics. (Component Standards #1, 2, 5, 7, 8, 9)
3. The current assessment instrument in use is *Accuplacer* by College Board which is approved for use by the Chancellor's office for assessment purposes. *Accuplacer* is an internet based assessment and is administered on the computer. Pencil and scratch paper are provided for student use during the assessment. Placement results are uploaded to Datatel/Colleague on a daily basis to allow students to register based on the assessment. Multiple measures are calculated in the placement recommendation. Students may enroll in any course at or below their placement. Pre- and co- requisite limitations are discussed during the meeting with counselors along with procedures to challenge if appropriate. (Component Standards #1, 2, 5, 6, 7, 8)
4. Students who have participated in assessment are provided with a computer-generated placement report which is the result of combining assessment results with answers given by students on the supplemental questions as determined by the English, reading, and mathematics faculty. Counselors use this report to begin discussion with students regarding their placement. (Component Standards #1, 2, 5, 6, 7, 8, 13)
5. Services are provided to assure access to the assessment process for non-exempt new students with disabilities which utilize accommodations in line with their specific limitations. (Component Standards #1, 2, 5, 6, 7, 8, 9, 11, 12).
6. Students may choose to be exempt from assessment based upon one of the following: completion of an AA or higher; successful completion of a college-level English course or college-level math course; earned a score of 3 or higher on appropriate Advanced Placement (AP) Tests in either English or math; enrolled in courses for personal enrichment, enrolled in 6 or fewer units and has completed a total of not more than 12 units; enrolled in courses for career advancement and/or to improve job skills and courses do not require either math or English prerequisites; enrolled in courses to maintain certificate or license requirements and which do not require either math or English prerequisites. (Component Standards #11,12)
7. Students are assessed through an internet based assessment system and are provided access to assessment results through printed reports and online access through the college webpage. (Component Standard #13)

8. After the assessment counselors interpret placement results and through personal interview assessments elicit additional information about the student as a means of ensuring correct placement in a student's first semester of college. If it is determined that the student may be incorrectly placed referral for re-assessment and possible challenge is made. (Component Standard #7,8)
9. Ongoing validation of English, reading and math assessment processes through consequential validity studies occurs on at a regular basis. Cut-off scores are reviewed and adjusted as necessary to correlate with placement results. Consequential Validity data will continue to be used to determine the effectiveness of reading, English and math assessment. Faculty and students will be involved in this process. (Component Standard #5, 6)

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### **3.2 GOALS FOR THE ASSESSMENT COMPONENT:**

1. The number of non-exempt students who take the approved comprehensive assessment will increase as enrollment increases. The impact of participation in assessment on appropriate selection of academic courses and educational programs will be monitored. All new non-exempt students will be directed to assessment when the application is completed. **Responsible parties:** Dean of Student Services, Counseling and Matriculation and the Dean of Student Services, Student Support
2. Participation in assessment will be based upon sound practices and information will be distributed widely to encourage new students to participate in assessment. Ongoing institutional research will be conducted to review the efficacy and effectiveness of these practices. **Responsible parties:** Dean of Student Services, Counseling and Matriculation and Director of Research and Planning.
3. The results of validation research on placement will be reviewed with the discipline faculty and administration on a regular basis for an on-going evaluation of placement strategies. **Responsible parties:** Dean of Student Services, Counseling and Matriculation and Director of Research and Planning.
4. Systems will be identified to evaluate students study and learning skills with the goal of using that information in assisting students with appropriate placement and educational plans. **Responsible parties:** Dean of Student Services, Counseling and Matriculation with Counselors and appropriate discipline administration and faculty from Learning Resource Center.
5. Methodology for providing assessment services to language minority students will be developed and implemented as appropriate. **Responsible party:** Dean of Student Services, Counseling and Matriculation (Develop in coordination of the development of an ESL program at CHC)
6. Assessment systems to provide students with assistance in identifying aptitudes, interests and educational objectives in preparation for their educational plan will be developed and implemented. **Responsible parties:** Dean of Student Services, Counseling and Matriculation and CHC Counselors.
7. Administrative Regulation 4250 will be amended to specify criteria for exemption from matriculation components including: assessment, orientation and advising. **Responsible parties:** Dean of Student Services, Counseling and Matriculation with the SBVC Dean of Student Services, Counseling and Matriculation.
8. All appropriate college publications will be reviewed to assure that clear explanation of the policies and procedures related to pre- and co- requisite limitation challenges, filing of complaints alleging unlawful discrimination in the implementation of matriculation practices and challenges to matriculation regulatory provisions is included. These publications will include the college catalog, schedule of classes, student handbook and

college web page. Training will be provided to assure that counselors are aware of these policies and procedures and that they provide as necessary information to students about their rights in these areas. **Responsible Party:** Dean of Student Services, Counseling and Matriculation.

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**3.3 STAFFING FOR THE ASSESSMENT COMPONENT:**

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

Dean of Student Services, Counseling and Matriculation (1), Assessment Technician (1), Counselors (5), Adjunct Counselors (2-3) English faculty (6), math faculty (5), reading faculty (2), Director of District Computing Services (or designee) (1), Director of DSPS (1) Director of Research and Planning (1), Contracted research consultant (1)

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<b>4. COUNSELING/ADVISEMENT COMPONENT</b>		
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**AB3****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) 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) 55526(a),(b) 55530(d)	8. Provide assistance in selection of a specified 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) 55106(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.

**4. COUNSELING/ADVISEMENT COMPONENT (CONTINUED)**

- 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. Utilized computerized information services to implement or support counseling/advising activities.

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

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

1. Counseling/Advisement is offered to all new non-exempt students regarding placement in pre-collegiate basic skills and regular entry-level credit courses in reading, English and mathematics using placement recommendations. New students work with a counselor to develop a schedule for their first semester of college that will help them accomplish their stated goals. Students are encouraged to return during their first semester to develop an extended Student Educational Plan (SEP) and to return as needed to update that plan. (Component Standard #1, 2, 3, 6, 7, 9, 10)
2. Based on information provided by the student in the initial meeting with a counselor students are provided with referral information on their initial schedule and as a part of the development of subsequent Student Educational Plans. Students are responsible for follow through on referral recommendations. (Component Standards #1, 6, 7, 9)
3. Students on probation/dismissal are notified by mail. The letter provides information about support services. Probationary/dismissal status students are required to meet with a counselor prior to further enrollment at the college as part of either a workshop or individual counseling session. The level of intervention is determined by the probationary status of the student. (Component Standards #1, 2, 3, 7, 8, 10)
4. Provide counseling services to students by appointment or on a walk-in basis. (Component Standard #1,2,6,7,8,10)
5. The written policy that explains the student's rights as they pertain to matriculation including their right to file a complaint regarding unlawful discrimination in the implementation of matriculation is available in the catalog and schedule, student handbook and the new student is presented in the orientation session (Component Standards # 11, 12, 13)
6. Students who are exempt from counseling/advisement based upon one of the following: (1) completion of an AA degree or higher; (2) enrollment in courses for personal enrichment, (3) enrolled in 6 or fewer units of courses not requiring a prerequisite(s); (4) completion of a total of not more than 12 units; (5) enrollment in courses for career advancement and/or to improve job skills; (6) enrollment in courses to maintain certificate or license requirement are informed of their right to participate in this component. (Component Standards #16,17)

## **4.2 GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT:**

1. Through the college planning process request a filling of vacancies and an increase in qualified counseling staff to provide increased opportunity for student contact.  
**Responsible party:** Dean of Student Services, Counseling and Matriculation.
2. Increase the number of non-exempt students who have completed a student educational plan with a counselor. **Responsible parties:** Dean of Student Services, Counseling and Matriculation with counseling faculty and Basic Skills Initiative
3. Develop processes and structures to increase counselor contact with at-risk populations including students on probation, students enrolled in a basic skills course, students who have not completed an educational plan and students who are undecided about their educational goal. **Responsible parties:** Dean of Student Services, Counseling and Matriculation, Title V Dreams Express and Basic Skills Initiative.
4. Better coordinate counseling services between EOPS, DSPPS, CalWorks and general counseling to avoid duplication of time and effort and to provide more streamlined processes including the utilization of student educational plans that meet the requirements of all programs. **Responsible parties:** Dean of Student Services, Counseling and Matriculation and the Dean of Student Services, Student Support.
5. Amend Board Administrative Regulation 4250 to specify criteria for exemption from matriculation components including: assessment, orientation and advising. **Responsible parties:** Dean of Student Services, Counseling and Matriculation with the SBVC Dean of Student Services, Counseling and Matriculation.
6. All appropriate college publications will be reviewed to assure they include a clear explanation of the policies and procedures related to pre- and co- requisite limitation challenges, filing of complaints alleging unlawful discrimination in the implementation of matriculation practices and challenges to matriculation regulatory provisions. These include the college catalog, schedule of classes, student handbook and college web page. Assure that counselors are aware of these policies and procedures and that they provide, as necessary, information to students about their rights in these areas. **Responsible Party:** Dean of Student Services, Counseling and Matriculation.
7. Increase the number of non-exempt students who create an student educational plan with the assistance of a counselor. This educational plan includes all pertinent information deemed necessary for the students to reach his/her stated goal including courses and support services available. **Responsible parties:** Dean of Student Services, Counseling and Matriculation with counseling faculty.
8. Improve the accuracy, efficiency and usability of the student educational plan by providing an interactive online format that can be easily updated. Increase the number of student educational plans that are entered electronically by counselors making them

- available for immediate student use. **Responsible parties:** Dean of Student Services, Counseling and Matriculation with District Computing Services.
9. Create processes that allow for online advising that takes into consideration FERPA and HIPPA regulations but allows students to interact with a counselor regarding their individual needs online from home. **Responsible parties:** Dean of Student Services, Counseling and Matriculation with District Computing Services.
  10. Hire qualified staff and develop processes to provide modified or alternative matriculation services for language minority students. **Responsible party:** Dean of Student Services, Counseling and Matriculation (Develop in coordination of the development of an ESL program at CHC)
  11. Make Bilingual English/Spanish counselors available to assist students in selecting appropriate courses, defining an educational goal and developing a SEP. (Component Standards #1, 2, 6, 7, 8, 10, 14)

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

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

Counselors (7), Dean of Student Services, Counseling and Matriculation (1), EOPS Coordinator (1), DSPS Coordinator (1), Dean of Student Services, Student Support (1), Director of Computing Services (1)

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## 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. An online Early Alert system is implemented in combination with the district grade book feature. The system requires feedback from faculty regarding student academic performance in their classes. Instructors are asked to assess student performance at the fifth week of the semester. Instructors have the option to refer students with unsatisfactory performance and attendance to go for tutoring, and/or to see counselor and/or to see instructor. A letter with the instructors' evaluation and recommendation is sent to all of the students that the instructor referred. This system is designed to use at any time during the semester at the discretion of the Instructor. Faculty are encouraged to inform students who need intervention as early as possible. (Component Standard #1, 2, 3, 5)
2. Information and instructions on the early alert system is provided to all instructors, faculty, and staff in a timely manner for timely utilization during the semester. A memo will be sent out notifying all faculty of early alert with an instruction sheet for accessing the early alert procedure by mail and email. First notice is sent out prior to the first week of instruction. Faculty are notified again just prior to the fifth week of the semester. (Component Standard #1, 2, 3, 5)
3. Students are notified by letter at the end of the semester of grade and/or progress deficiencies that put them in probationary standing. Students are required to meet with a counselor in a workshop or one on one (depending on their probation status) to develop a contract before they may enroll for the following semester. They are also referred to services that will enable them to become successful. If a student remains on probation for three semesters they are subject to dismissal. If a student reaches dismissal status but has met the terms of their contract for prior semesters and is making progress towards good standing they may be put on a status of "preventing dismissal" and be allowed to enroll for the semester. Any student who does not meet the terms of the contract and who is not making progress good standing are dismissed for one semester. Students who return from dismissal are required to meet with a counselor to develop a contract and are subject to dismissal for a year if they do not make progress towards good standing. (Component Standard #1,3.5)
4. Within the probation contract counselors determine unit limits for students on probation. These limits are set up with the intent of increasing student success. Unit holds are made and documented using the PERC screen on Colleague. The SACS screen on Colleague provides the student academic standing level. (Component Standard #5)
5. Contact via phone all students who receive a letter indicating a recommended service or unsatisfactory attendance or performance to encourage them to follow-up on the recommendations from the instructor. (Component Standards #1, 2, 3, 5)

6. Basic skills students who are who are referred via the early alert process who are also on probation are contacted by phone by a Student Success Advisor to provide additional intervention and referral support. (Component Standard #1, 3,4)

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

1. The number of faculty who participate in Early Alert will increase. SARS ALRT software will be implemented with full participation of instructional faculty in the set-up and in determining procedures. SARS ALRT allows for better integration of faculty referral and services. Faculty will be notified when students that have been referred by them through SARS ALRT have participated in those services. Also programs and services receiving referrals will be able to follow-up with students who have been referred to encourage their participation. **Responsible Parties:** Dean of Student Services Matriculation Coordinator. Spring, 2006, monitored annually.
2. Students who are identified through follow-up activities will demonstrate an increased awareness of support services, which include tutoring, counseling, childcare, EOPS, DSPS, financial aid, health services, and campus employment. Use of services will be positively correlated with student success. **Responsible parties:** Vice President of Student Services and Director of Research and Planning.
3. The number of faculty members who participate in the early alert process will increase. **Responsible parties:** Vice President of Instruction, Dean of Instruction, Humanities and Social Sciences, Dean of Instruction, Career and Technical Education, Dean of Instruction, Mathematics, Science and Physical Education, Dean of Student Services, Counseling and Matriculation.
4. Student support services will use referral information provided through the early alert system to create and implement proactive intervention strategies to assist students who have been identified by their instructors. **Responsible Parties:** Dean of Student Services, Matriculation and Counseling, Dean of Student Services, Student Development and Dean of Technology and Learning Resources.
7. Provide faculty who participate in early alert with a mechanism to identify those students for whom the instructor referred that contacted the instructor directly. **Responsible Parties:** Dean of Student Services, Counseling and Matriculation and Director of Research and Planning.

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

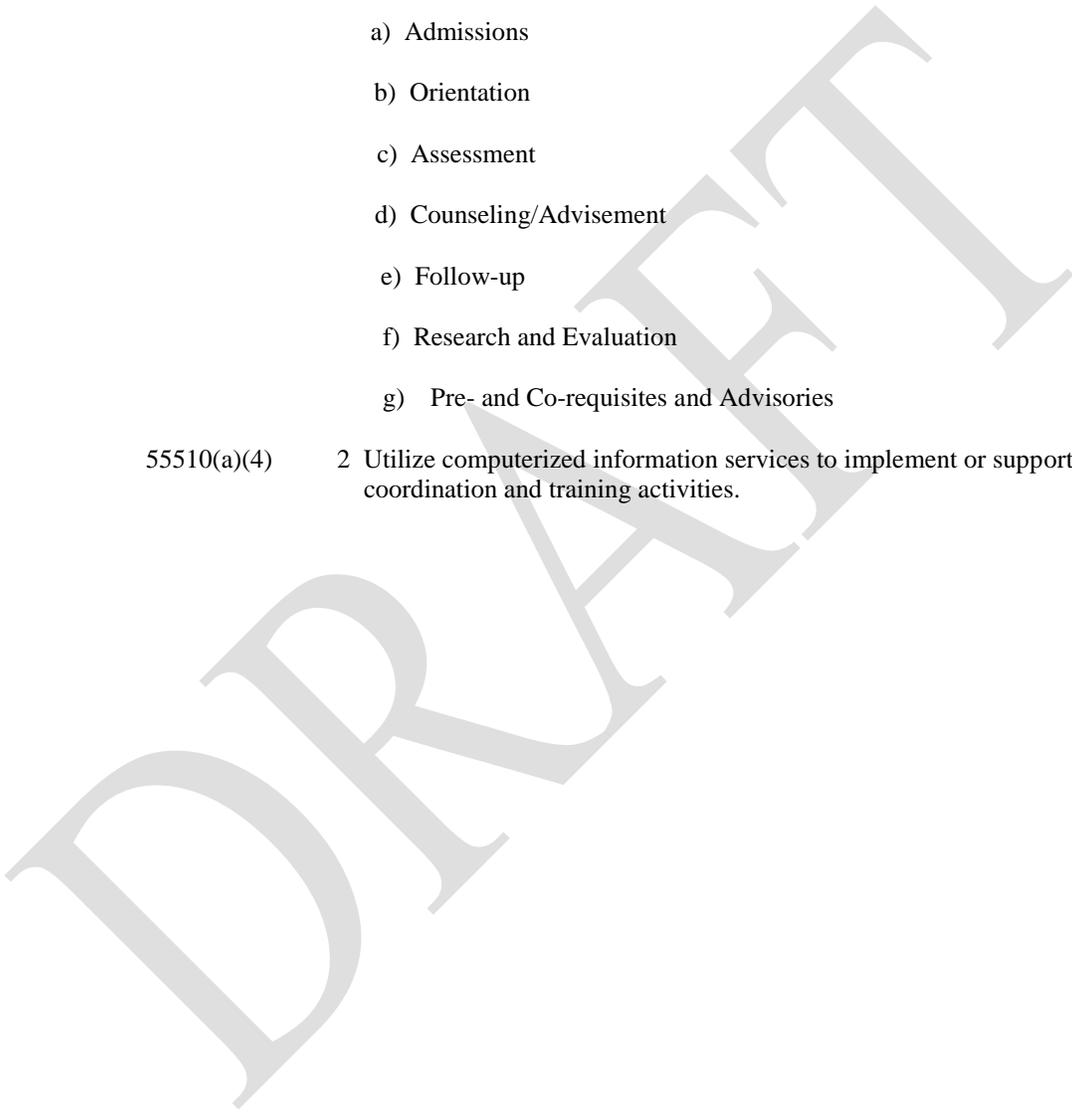
*(Include job titles and numbers of positions involved with this component)*

Vice President of Student Services (1), Vice President of Instruction (1), Dean of Student Services, Counseling and Matriculation (1), Director of Research and Planning (1), Dean of Student Services, Student Development (1) Dean of Student Support Services (1), Dean of Instruction, Humanities and Social Sciences (1), Dean of Instruction, Career and Technical Education (1), Dean of Instruction, Mathematics, Science and Physical Education (1), Counselors (5), Faculty (?), Supportive Services Staff (?),

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**6. COORDINATION AND TRAINING COMPONENT**

<u>AB3</u>	<u>Title 5</u>	<u>Component Standards</u>
78216(b)(c)(3)	55516 55510(a)(3)	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. Staff from Matriculation, English, mathematics and research and planning meet to review processes for the implementation of assessment practices. Discussions include the development and implementation of multiple measures and cut-score validation and review. (Component Standard #1c)
2. Instructional managers and the Dean of Student Services and Matriculation are work together on the development and implementation of SARS ALRT early alert process. (Component Standard #1e)
3. The Dean of Student Services and Matriculation serves on the Curriculum Committee as a non-voting member to provide technical assistance with matriculation and pre- and co-requisite issues (Component Standard #1a-g)
4. *Steps to Success*, a handout that is provided to students in admissions and records when they have completed the application process outlines the steps of the matriculation process that they need to complete before registration. Admissions staff uses this document as a guideline when directing students to next steps to assure that students are provided with uniform information. (Component Standard #1a-d)
5. Financial resources are made available to augment staff in the admissions office who work with new students beginning the matriculation process. (Component Standard #1a)

## **6.2 GOALS FOR THE COORDINATION/TRAINING COMPONENT:**

1. Work with Professional Development to provide seminars and workshops for all the staff of Admissions, Orientation, Assessment, Counseling/advisement, and Institutional Research to familiarize them with the matriculation process and the plan of the college. Departments will also receive information about their role in the matriculation process. **Responsible Parties:** Dean of Student Services, Counseling and Matriculation, Chairs of the Professional Development Committee.
2. Convene a meeting of the Matriculation Advisory Committee once a semester to inform them of new developments in Matriculation. **Responsible Party:** Dean of Student Services, Counseling and Matriculation.
3. Review the Matriculation Program Plan with the Matriculation Advisory Committee every year and make necessary updates and revisions. **Responsible Party:** Dean of Student Services, Counseling and Matriculation.
4. Provide information and training to the admissions staff on matriculation regulations that pertain to this area. **Responsible Party:** Dean of Student Services, Counseling and Matriculation.
5. Provide training to the people involved in assessment, including counseling faculty, instructional faculty in reading, English, mathematics, and the assessment technician on matriculation regulations pertinent to this area. **Responsible Party:** Dean of Student Services, Counseling and Matriculation.
6. Provide staff involved in orientation with training on matriculation regulations. **Responsible Party:** Dean of Student Services, Counseling and Matriculation.
7. In conjunction with office of instruction , provide training to the people involved in establishing co- and pre-requisites, including the Curriculum Committee, and the Articulation Officer on matriculation regulations with reference to the Model District Policy. **Responsible Parties:** Dean of Student Services, Counseling and Matriculation, Vice President of Instruction and Chair of the Curriculum Committee.
8. Provide updated Matriculation information to Counselor/Advisors. **Responsible Party:** Dean of Student Services, Counseling and Matriculation.
9. Publish a matriculation newsletter at a minimum of once each year to inform the campus community of Matriculation activities and regulations. **Responsible Party:** Dean of Student Services, Counseling and Matriculation.
10. Train all support services on the use of the systems to assist with collection of data and reporting. **Responsible Parties:** Dean of Student Services, Counseling and Matriculation, Director of Research and Planning, and District Computing Services staff.

**6.3 STAFFING FOR THE COORDINATION AND TRAINING COMPONENT:**

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

Dean of Student Services, Counseling and Matriculation (1), Admissions Staff (5), Counselors (5), Faculty (?), Assessment Technician (1), Matriculation Advisory Committee (16), Chairs of Professional Development (2), Director, District Computing Services (1), Chair Curriculum Committee (1), Support staff (?)

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## 7. RESEARCH AND EVALUATION COMPONENT

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

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**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. Cut-scores used for placement in reading, English, and mathematics are evaluated on a regular basis using consequential validity studies and recommendations for change is made, if appropriate. (Component Standards #1, 6, 7, 17)
2. Information is provided to Instructional departments regarding the number of student who place into each level of English, mathematics and reading to assist with decisions regarding numbers of sections to offer of each course. (Component Standard #4, 7, 8, 17)
3. Services provided to all students are collected and documented through the use of various SARS software systems. (Component Standard #16)

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

1. Establish a list of research priorities and timelines for matriculation research and evaluation **Responsible Parties:** Director of Research and Planning and Dean of Student Services, Counseling and Matriculation and Matriculation Advisory Committee.
2. Analyze the placement of students in classes to determine if there is a disproportionate impact on any particular group(s). **Responsible Parties:** Director of Research and Planning and Dean of Student Services, Counseling and Matriculation.
3. Analyze the degree of various matriculation services and the effect that it has upon student success. The services include counseling/advisement, orientation, assessment, and follow-up. **Responsible Parties:** Director of Research and Planning and Dean of Student Services, Counseling and Matriculation.
4. Analyze degree of matriculation's impact on particular courses, programs and facilities. **Responsible Parties:** Director of Research and Planning and Dean of Student Services, Counseling and Matriculation.
5. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and attainment. **Responsible Parties:** Director of Research and Planning and Dean of Student Services, Counseling and Matriculation.
6. Maintain data on ethnicity, gender, age and disability of all non-exempt students. **Responsible Party:** Director of Research and Planning.
7. Track participation in and evaluate effectiveness of referrals made through the matriculation process including referral to specialized support services and programs (e.g., EOPS, DSPS, childcare). **Responsible Parties:** Director of Research and Planning and Dean of Student Services, Counseling and Matriculation.
8. Collect data and analyze how matriculation helps students to define their educational goals and objectives. **Responsible Parties:** Director of Research and Planning and Dean of Student Services, Counseling and Matriculation.
9. Determine proportion of students of ethnic, gender, age, and disability groups placed in pre-collegiate, degree-applicable, or transfer courses in reading, writing, computation or English as a Second Language (if ESL classes are implemented by the college). **Responsible Party:** Director of Research and Planning.
10. Determine proportion of students of ethnic, gender, age, and disability groups who enter and complete pre-collegiate basic-skills courses. **Responsible Party:** Director of Research and Planning.

11. Determine proportion of students of ethnic, gender, age, and disability groups who complete pre-collegiate basic-skills courses and who subsequently enter and complete degree-applicable courses. **Responsible Party:** Director of Research and Planning.
12. Collect data regarding the number and type of student complaints related to discrimination in the implementation of matriculation practices. **Responsible Party:** Dean of Student Services, Counseling and Matriculation.
13. Work with District Computing Services to revise MATI Screen to collect grounds for exemption along with exemption category. **Responsible Parties:** Director of Research and Planning, Dean of Student Services, Counseling and Matriculation and Director of District Computing Services.
14. Compare completion and persistence rates for exempt students by category. The data collected includes the basis for exemption. **Responsible Parties:** Director of Research and Planning and Dean of Student Services, Counseling and Matriculation.
15. Analyze the degree to which matriculation data is used by the district and college administration to assess the educational needs of students and the degree to which district resources are matched with those needs. **Responsible Parties:** Director of Research and Planning, Dean of Student Services, Counseling and Matriculation and Matriculation Advisory Committee.

**7.3 STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT:**

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

Director of Research and Planning, Matriculation Coordinator , Counselors (10), Faculty all),  
Department Chairs of Student Services Departments (10), Vice President of Student Services (1)

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**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: **Crafton Hills College**

District: **San Bernardino Community College District**

Signature of President/Superintendent: \_\_\_\_\_

Name: Gloria M. Harrison Date: \_\_\_\_\_

Signature of College Academic Senate President: \_\_\_\_\_

Name: Scott Rippy Date: \_\_\_\_\_

Signature of Chief Instructional Officer: \_\_\_\_\_

Name: Dr. Cheryl Marshall Date: \_\_\_\_\_

Signature of Chief Student Services Officer: \_\_\_\_\_

Name: Rebecca Warren-Marlatt Date: \_\_\_\_\_

Signature of Curriculum Committee Chair: \_\_\_\_\_

Name: Dr. Kimberly Salt Date: \_\_\_\_\_

Signature of College or District Researcher: \_\_\_\_\_

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

Signature of College Matriculation Coordinator: \_\_\_\_\_

Name: Kirsten Colvey Date: \_\_\_\_\_

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

**Title 5****Component Standards**

- 58106(b) 1. District ensures open enrollment subject to health and safety considerations, facility limitations, etc., consistent with Board-adopted policies that identify such limitations and which require fair and equitable procedures for determining who may enroll in such courses.
- Local policies/procedures follow District Model exactly  
(see sections I.A. and II.C. of Model)
- Local policies/procedures differ from District Model (see attached)
- 55201(b)(1) 2. Board-adopted policy establishes the process for establishing necessary and appropriate prerequisites, co-requisites and advisories and their respective level of scrutiny, including data collection where appropriate.
- Local policies/procedures follow District Model exactly  
(see sections I.A. and II.C. 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 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 cusses 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.c., 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 sections 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 sections I.D. of Model)  
 Local policies/procedures differ from District Model (see attached)
- 55002(a)(4)  
55002(b)(4)  
55201(b)(2)  
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 sections 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 sections 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 sections 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 sections 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) or record.
- Local policies/procedures follow District Model exactly  
(see sections 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 pre-collegiate 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 sections II.A.2. of Model)

Local policies/procedures differ from District Model (see attached)

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## **8.1 ACTIVITIES FOR THE PRE- AND CO-REQUISITES, AND ADVISORIES**

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

1. Provide copies of the Model District Policy to Divisions, Curriculum Committee, Matriculation Committee, and appropriate staff and faculty to build awareness and importance of establishing Pre-requisite and Co-requisite Advisories.
2. Establish procedure for enforcement of Pre-requisites and Co-requisites. Publish information and distribute.
3. Create a challenge form for students who want to challenge. Insure that this information is published in the College Catalog and in the Class Schedule. Make form available to all Divisions with instructions for proper use.
4. Implement and monitor.

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

1. Implement Pre-requisite and Co-requisite advisory fully by Spring 2002.  
(Responsible Party: Vice President of Academic Services)
2. Monitor Pre-requisite and Co-requisite advisory Annually. (Responsible Party:  
Vice President of Academic Services)

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**8.3 STAFFING FOR THE PRE- AND CO-REQUISITES, AND ADVISORIES COMPONENT:**

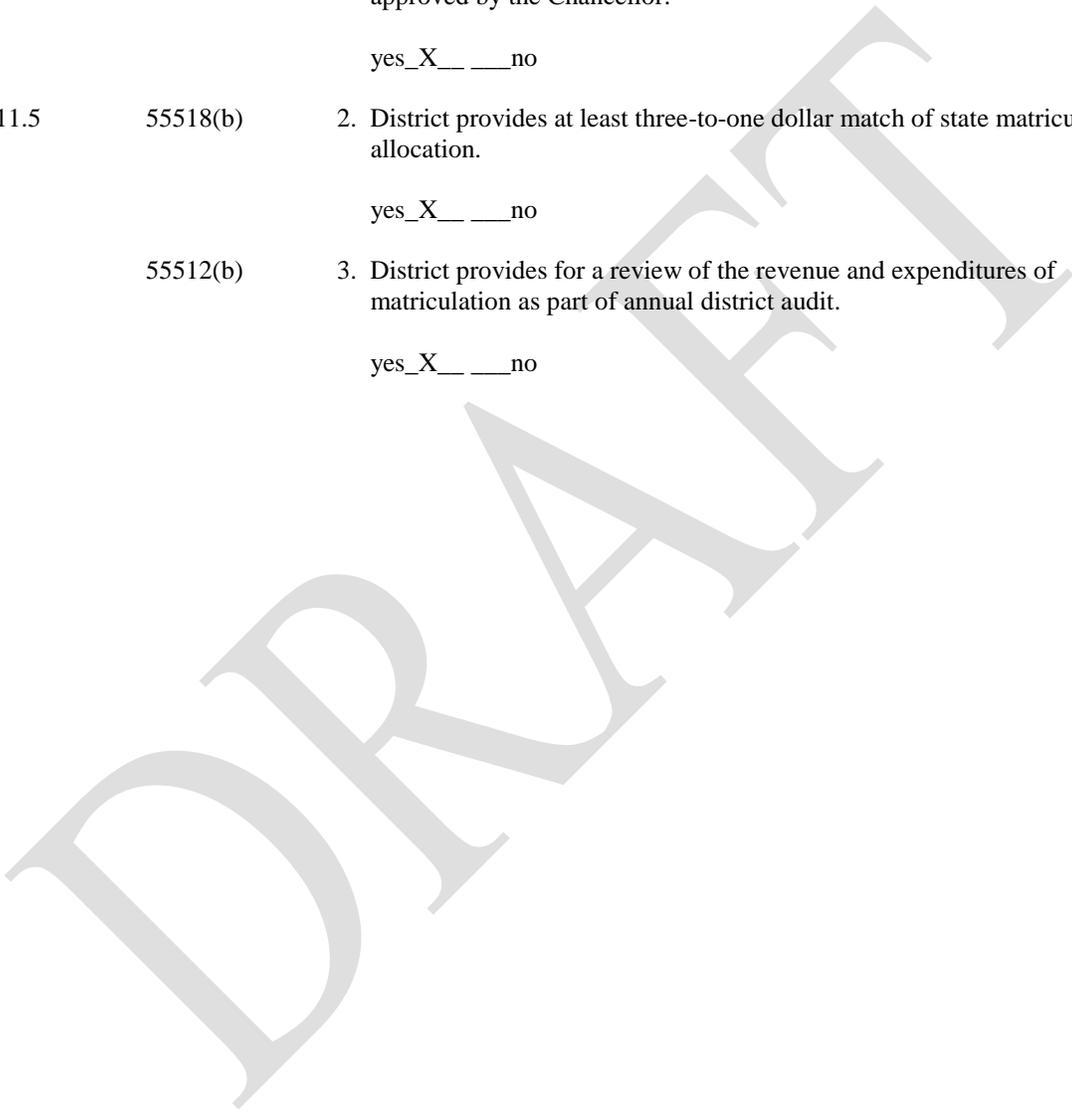
*(Include job titles and numbers of positions involved with this component.)*

Instructional Faculty (10), Matriculation Coordinator, Dean, Student Development, Instructional Deans, Counselors (10) Computer Services (1) Matriculation Committee Members (15), Vice President of Instructional Services. Vice President of Student Services.

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<b>COLLEGE MATRICULATION PLAN BUDGET</b>
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<u>AB3</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 <input type="checkbox"/>
78211.5	55518(b)	2. District provides at least three-to-one dollar match of state matriculation allocation.  yes <input checked="" type="checkbox"/> no <input type="checkbox"/>
	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 <input type="checkbox"/>



**POLICES AND PROCEDURES**

Indicate whether the following policies and procedures exist at your district by checking the appropriate responses(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, // 555201(c).

- 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 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, // 55520(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, // 55520(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, // 555201(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 test 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).

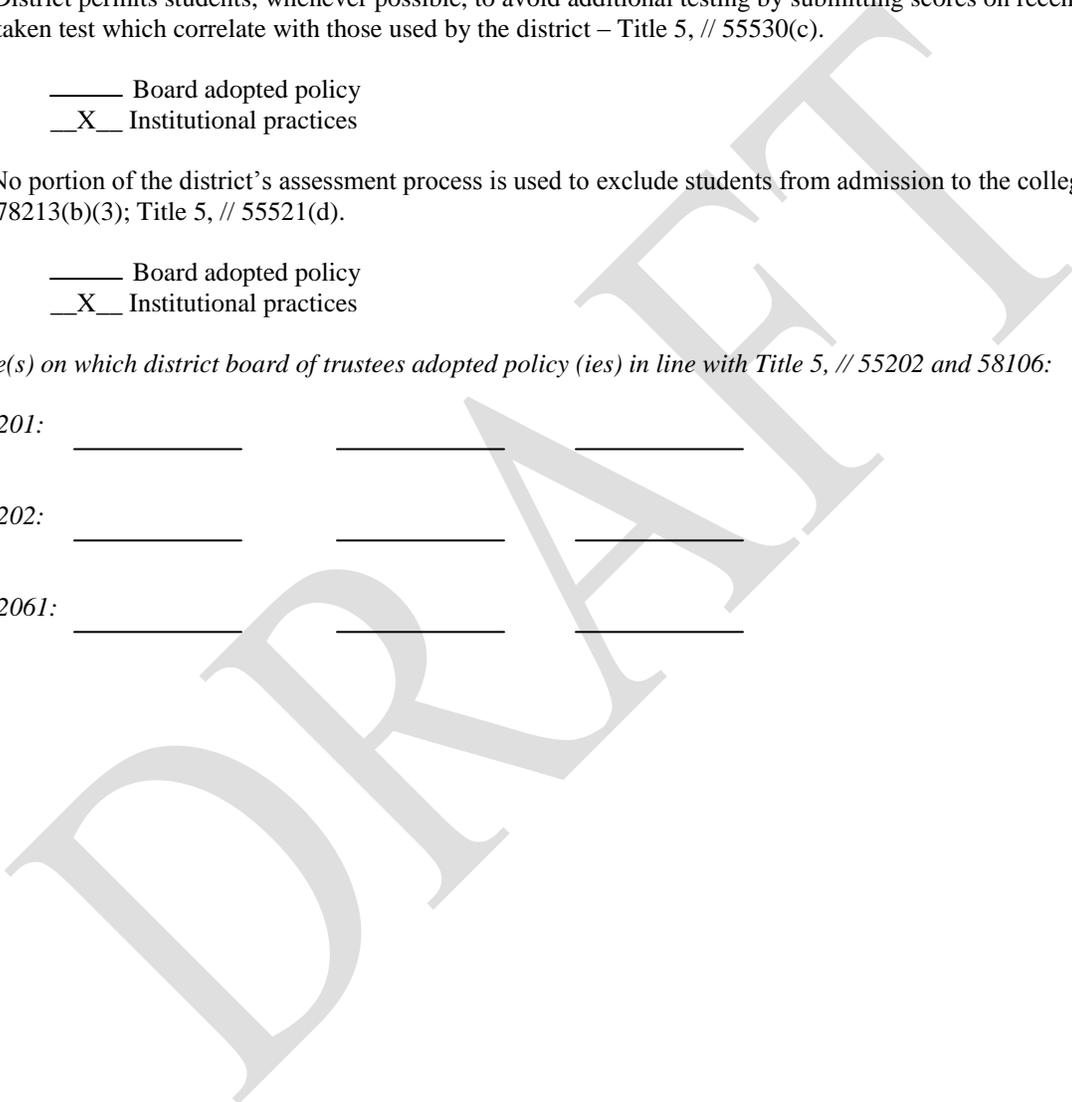
- Board adopted policy
- Institutional practices

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

//55201: \_\_\_\_\_

//55202: \_\_\_\_\_

//552061: \_\_\_\_\_



<b>COLLEGE MATRICULATION PLAN ATTACHMENTS</b>
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- 1. ORGANIZATION CHART(S)       College       District
- 2. MATRICULATION COMMITTEE
- 3. OTHER ATTACHMENTS (OPTIONAL)

DRAFT

**1. ORGANIZATION CHART(S)**

DRAFT

**2. MATRICULATION COMMITTEE**

**COMMITTEE NAME:** Matriculation Advisory Committee

**CHAIRPERSON:** Kirsten Colvey, Dean of Student Services, Counseling and Martrication

**COMMITTEE MEMBERS**

June Yamamoto, Dean, Career and Technical Education (management)

Jose Cabrales, Dean of Student Services, Student Support (management)

Frances Southerland, Assessment Technician (classified staff)

Rebecca Orta, Student Success Advisor (classified staff)

Mark McConnell, Music (faculty)

James Holbrook, Department Chair, Emergency Services (faculty)

Jodi Hanley, Department Chair, Mathematics (faculty)

Aaron Race, Department Chair, English (faculty)

Lynn Lowe, Department Chair, Reading (faculty)

Liz Langenfeld, English (faculty)

Kathy Gibson, Mathematics (faculty)

John Gist, Counselor (faculty)

Robert McAtee, Counselor (faculty)

Mildred Douthit, Disabled Students Programs and Services (faculty)

Troy Dial, Educational Opportunity Programs and Services (faculty)

Moises Valencia, President, Associated Students of CHC (student)

### **3. OTHER ATTACHMENTS**

#### 1. Organization Chart

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