

**COLLEGE MATRICULATION PLAN
COVER PAGE**

Region Number: 3

Submitted to: Arnold Bojorquez/ Sally J. Montemayor

College Name and Address: COLLEGE OF MARIN
835 College Ave.
Kentfield, Ca 94904

District Name and Address: Marin Community College District
835 College Ave.
Kentfield, CA 94904

Signature of District Chancellor: _____

Name: _____ Date: _____

Signature of College President: Frances L. White

Name: Dr. Frances L. White Date: 10-26-06

Signature of College Academic Senate President: Yolanda Bellisimo

Name: YOLANDA BELLISIMO Date: 10-24-06

Signature of Matriculation Coordinator's Supervising Administrator: Josue Hoyos

Name: JOSUE HOYOS Date: 10/27/06

Signature of College Matriculation Coordinator: Arnulfo Cavillo

Name: ARNULFO CAVILLO Date: 10/27/06

**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.

W. E. Smith (student, faculty, staff)

Vickie Jante (student, faculty, staff)

Alessandra Jung (student, faculty, staff)

Benito Sajo (student, faculty, staff)

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1. ADMISSIONS COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212(b)(1)	55520(a)	1. Provide a procedure for the processing of the admission application.
	55522	2. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
	55510(a)(4)	3. Utilize computerized information services to implement or support admissions services.

1.1 ACTIVITIES FOR THE ADMISSIONS COMPONENT:

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

1. Maintain a common paper application, compliant with the Management Information System and State reporting requirements. The application and supplement allow students to declare educational goals and the College to collect data to determine matriculation status and special needs. Paper application is also available in Spanish language. (Component Standard #1)
2. Provide an electronic on-line application using Student Portal. (Component Standards #1 and #3)
3. Furnish information on the web site that includes current College admission procedures, academic calendar and registration information; international student application and information packet; special program applications and information; Concurrent Enrollment Program information and terms; FAQs (Frequently Asked Questions); campus tours and facilities; college services. Admissions and Records staff members are listed on the COM web site. General admissions information is available in Spanish. E-mail addresses of staff members are available for student inquiries. (Component Standards #2 and #3)
4. Make available admissions and registration assistance to students with disabilities. The COM web site, the College Catalog, and notification provided by the Admissions and Records Office inform the public of special services to students with disabilities. (Component Standards #2 and #3)
5. After completion of the application, placement test, College orientation program and counseling session as evidenced by a completed IEP form, students may register through a variety of means including on line, in person, by fax or touchtone. (Component Standard #3)
6. All students receive notification about registration workshops from the Office of Admissions and Records as well as information indicating when they can register for their student success workshop and classes. (Component Standard #1)
7. Special priority registration services and dates are provided to students participating in the EOPS and DSPS programs as recommended by Title 5. (Component Standards #2 and #3)
8. Spearhead the implementation of prerequisite checking that includes monitoring COM placement test results and previous COM course work. This review includes COM course work and previous coursework completed at other institutions and the generation of department reports. (Component Standard #3)
9. Track students' progress completing the matriculation process by enrolling them in a Student Success Workshop course. This zero-unit, non-degree applicable course provides the College with the opportunity to track the progress of students completing the matriculation process. (Component Standard #3)

10. Provide a matriculation waiver process through the Counseling Office. The waiver form is available at the Counseling Office. The outcome of each waiver is communicated with the Admissions and Records Office for necessary action. (Component Standard #1 and #2)
11. Participate in Banner implementation to recommend and /or learn how new computerized information services should be implemented to support admissions services.

Goals for the Admissions Component:

1. Coordinate the dissemination of admissions and records information and policy. All college documents must provide accurate information that is communicated in a consistent manner. The term "matriculation" should be used consistently in all documents listing and/or explaining the testing – orientation – counseling – registration cycle.
2. Provide updates for Admissions and Records staff in regard to required application information related to admissions eligibility and residency criteria and the coordination of matriculation services.
3. Continue to collect student E-mail addresses and create a process to develop a distribution list. Use E-mail and voice mail to communicate with students and provide regular information regarding important dates and deadlines and transfer information.
4. Ensure that all documents consistently indicate that prerequisites are mandatory, including a description of the process for challenging a prerequisite and/or co-requisite.
5. Review admissions procedures to ensure that the process continues to be absent of barriers for disabled, ESL, ethnic minority students, and older adults. Continue to assess the need for bilingual assistance. Review publications and in-person assistance.
6. Coordinate with all programs so that the students involved in special programs participate in all matriculation requirements including assessment, orientation, and counseling services.
7. Develop a plan to provide exempt and non-exempt matriculation letters in other languages.
8. Identify a method for sending a letter to all students close to a degree, encouraging them to make a counseling appointment and apply for graduation.
9. Review and update the matriculation waiver process.
10. Utilize Banner system as it comes online to implement or support admissions services.

1.3 STAFFING FOR THE ADMISSIONS COMPONENT:

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

Activity #1

Dean of Enrollment Services
Admissions Support Staff
IT/MIS Programming Personnel – As Required

Activity #2

Dean of Enrollment Services
OAR Specialists
IT/MIS Programming Personnel – As Required

Activity #3

Dean of Enrollment Services
OAR Specialists
Admissions Support Staff
Program Managers
Web Site Manager

Activity #4

Dean of Enrollment Services
Admissions Support Staff
DSPS Coordinator
Web Site Staff

Activity #5

Dean of Student Development and Special Services
Admissions Support Staff
Counseling Office Assistant

Activity #6

Admissions Support Staff
Counseling Office Assistant
Testing Office Coordinator

Activity #7

EOPS Coordinator
DSPS Coordinator
Counseling Faculty and Staff
Admissions Support Staff
IT/MIS Programming Personnel – As Required

Activity #8

Dean of Enrollment Services
Matriculation Coordinator
Admissions Support Staff
Academic Departments

Activity #9

Admissions Support Staff
Matriculation Coordinator

Activity #10

Admissions Support Staff
Matriculation Coordinator
Counseling Office

Activity #11

Dean of Enrollment Services
Student Services Staff

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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)	3. Promptly inform students of their right to challenge (on specified grounds) a 58106(c),(d),(e) pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.
	55534(b)	4. Inform students of procedure for alleging unlawful discrimination in the implementation of matriculation practices.
	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)	7. Adopt District governing board policies specifying criteria for exemption.
	55510 (a)(5)	
	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 regularly scheduled College Orientation programs throughout the academic year and summer. The Orientation is 1.5 hours in length. The general session includes information about the benefits of the matriculation process, explanation of the use of placement tests and multiple measures, college programs and services, financial assistance, campus facilities, academic expectations, student rights and responsibilities, educational planning, and institutional procedures. Orientation sessions are provided for ESL students, as well as sessions offered in Spanish. During the College Orientation program, students receive packets that include the Student Guide, a class schedule, a Student Handbook and other program planning and student service flyers. The online orientation content matches the in person session and links to all documents on the College web site. (Component Standards #1, #2, #3, #4, and #10)
2. Enhance orientation sessions for ESL students. This orientation includes, in addition to the traditional orientation information, information about ESL services and curricula. (Component Standards #1 and #6)
3. Explore additional enhancements of in-person orientation sessions to better attract those students who would be better served by in-person rather than the online version of orientation. The Orientation Program Committee will continue to evaluate and modify the orientation programs. (Component Standard #1)
4. Inform non-exempt students of the matriculation process. A letter initiated by the Matriculation Coordinator provides an explanation of the initial matriculation services (placement testing, College orientation program, counseling session, registration appointment). Matriculation services also appear in the Class Schedule, the College Catalog, the Student Handbook and the COM web site. (Component Standards #1, #2, #3, #4, #5, and #10)
5. Inform exempt students of matriculation services and the option to participate in a College orientation program. A letter, initiated by the Admissions and Records Office, provides matriculation service information. Matriculation information is provided in campus publications and on the College web site. (Component Standards #8 and #10)
6. Provide disabled students with supplemental orientation opportunities including a selection of orientation courses designed for disabled students. (Component Standard #6)
7. Offer extended orientation services for all students, non-exempt and exempt, through orientation classes, career and life planning courses, and student success workshops. (Component Standard #1)
8. Provide written explanations regarding student rights to waive any of the matriculation requirements, challenge prerequisite and co-requisite requirements, and the alleged

unlawful discrimination in the College catalog and the Student Handbook. The Student Handbook is available at the ASCOM Office, Student Affairs Office, on the College web site and is part of the orientation packet distributed at the College Orientation. The College Catalog is available in the College Bookstore and via the web. (Component Standards #2, #3, #4, #5, and #10)

9. Identify and adopt the Board of Trustees policy of the COM criteria for exemption. No exemption is granted on the basis of a sole criterion as defined in 55532 (d). (Component Standards #7 and 9)
10. Conduct a special matriculation program for high school seniors to include the college application, placement testing, a College orientation, and conclude with a counseling appointment. This is designed to assist graduating high school seniors to become aware of important adjustments necessary for college success and to make a smooth transition from high school into COM. High school students can retrieve this information on the web site or the high school counseling office and career center. (Component Standards #1, #2, #3, #4, #5, and #10)
11. Conduct a special matriculation program for high school seniors with disabilities, to include the college application, placement testing, a college orientation, and conclude with a counseling appointment. In addition, a session for parents of disabled students is provided as well as a demonstration of assistive technology and other services that disabled students will benefit from.
12. Provide EOPS students with an additional orientation specific to the EOPS program.
13. Provide orientation dates and locations in the class schedule and via the COM web site. (Component Standard #10)
14. Provide a process to waive matriculation through the Counseling Office for those students who wish to waive matriculation requirements. This information appears in the College Catalog and the Student Handbook. (Component Standards #4, #5, and #9)
15. Participate in Banner implementation to recommend and/or learn how new computerized information services should be implemented to support orientation activities.

2.2 GOALS FOR THE ORIENTATION COMPONENT:

1. Gather student learning outcome (SLO) data to demonstrate that participation in the college orientation gives students a greater understanding of educational options, College procedures, and the role of the matriculation process in supporting student success.
2. Explore development of a "menu" of orientation sessions tailored to meet the needs and interests of COM students. The orientation menu may include 1) traditional orientations for new students; 2) orientations for returning students & students transferring from other colleges or universities; 3) orientations designed for students planning to enroll in ESL curricula; 4) orientations for the mature student (30 + years old) returning to or beginning college; 5) orientations for dismissed students returning from dismissal; 6) orientations for athletes; 7) orientations for evening students, 8) orientations for students in special programs.
3. Review and enhance the in-person and online orientations annually.
4. Develop a means for students to reserve a space at orientation sessions to allow for adequate planning and preparation for these services and to efficiently arrange for the initial counseling services.
5. Continue to monitor the student evaluations for in person and online orientations.
6. Develop ways to communicate the matriculation process (application, assessment dates, orientation dates, followed by counseling appointment and finally registration) to potential students. Consider posters, signage, newspaper spots, and radio.
7. Develop a team of students and instructional faculty to assist with the orientation program. Students can assist with the organizational tasks as well as assist new students through parts of the program.
8. Develop COM Campus Ambassadors to provide campus tours at the end of the orientation session.
9. Coordinate with all special program orientations (i.e., EOPS, Financial Aid, Athletes, International Students, Telecommunications) to confirm that standard college information, along with special program information, is provided with continuity.
10. Revise the catalog and schedule information to better inform students about the Orientation Program.
11. Develop student learning outcomes for the Orientation Program.
12. Review and keep current district governing board policies specifying criteria for exemption.

13. Review and update materials on the course pre-requisite challenge process.
14. Review and if needed, update current course pre-requisites.
15. Review and update current course pre-requisite challenge process.
16. Utilize Banner system as it comes online to implement or support orientation activities.

2.3 STAFFING FOR THE ORIENTATION COMPONENT:

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

Activity #1

Counseling Faculty
Counseling Office Staff
Web site Manager

Activity #2

Counseling Faculty
Counseling Office Staff

Activity #3

Counseling Faculty
Matriculation Coordinator

Activity #4

Counseling Faculty
Office Assistant - Counseling
Matriculation Coordinator
Web site Manager

Activity #5

Counseling Faculty
Matriculation Coordinator
Admissions Support Staff
Web site Manager

Activity #6

DSPS Coordinator
Office Assistant - DSPS

Activity #7

Counseling Faculty

Activity #8

Counseling Faculty
Matriculation Coordinator
Web site Manager

Activity #9

Dean of Enrollment Services
Matriculation Coordinator

Activity #10

Counseling Faculty
College Outreach Committee
Admissions Support Staff

Activity #11

Counseling faculty
DSPS Staff

Activity #12

EOPS Coordinator
EOPS Staff

Activity #13

Counseling faculty
Web site Manager

Activity #14

Matriculation Coordinator
Admissions Support Staff

Activity #15

Dean of Student Development and Special Services
Student Services Staff

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)	10. Adopt District governing board policies specifying criteria for exemption.
	55510(a)(5)	
	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. Provide state approved assessment instruments to all non-exempt students and to students who require assessment to establish eligibility for courses with prerequisites and co-requisites. For placement into English basic skills and ESL, COM uses the paper/pencil format of the APS, along with an essay test. The College uses paper/pencil formats of the Mathematics Diagnostic Testing Project (MDTP) for math course placement. (Component Standards #1, #2, #3, #5, #6, #7, #9 and #13)
2. List placement test information (dates, locations, hours) in the Schedule of Classes, post information near the Testing Office in the Student Services Building, as well as on the COM web site. (Component Standards #1, #11, and #13)
3. Describe the matriculation components, inform students of their rights and responsibilities, and provide information for placement testing, orientation sessions, counseling appointments and registration on the web, in the college catalog and in the course schedule. (Component Standards #1, #2 and #3)
4. Provide modified assessment services through the Disabled Students Program and Services (DSPS) Office for students with disabilities. This information appears in the Schedule of Classes, the College Catalog, College correspondence, on the web, and is available through the Testing Office and Disabled Students Program and Services Office. (Component Standards #1, #2, #3, #5, #6, #7, #9 and #13)
5. Provide placement test information from the English Department and the Math Department at the Testing Office and on the COM web site. These disciplines have included instructions on how to choose the appropriate tests. In addition, sample mathematics, reading and writing and ESL questions, which assist students to choose the correct test, are available in hardcopy and on the web. The placement test site is linked to course descriptions. (Component Standards #1, #2, #3, #6, #8 and #13)
6. Provide placement tests scores to students.
7. Administer a special matriculation program for high school seniors. It includes an application workshop, placement testing, College orientation, campus tour, and counseling appointment. This program is conducted at the high school sites and on the COM campus. The intent of the program is to offer high school seniors a process that is more personal and provides additional assistance relevant to the transition from high school to college. (Component Standards #1, #2, #3, #4, #6, #7, #8 and #13)
8. Provide additional placement tests as needed. Placement tests are scheduled throughout the year to meet the needs of students, faculty and special admissions dates of occupational programs. The schedule, available in the class schedule, on the web, at the Testing Office, is developed to assist counseling faculty in making appropriate placement recommendations during early and late registration. (Component Standards #1 and #13)

9. Provide additional assessment opportunities to assist students to identify their aptitudes, interests, and educational goals. The Strong Interest Inventory, Myers-Briggs Type Indicator, Self-Directed Search and Occupation Finder are available at COM through the Counseling Department and special classes. Additionally, career exploration tools are available in the Counseling Department and through the Eureka Computer Information System. Students who need extensive assistance in clarifying career and educational goals are encouraged to set up an appointment with a career counselor to develop an individual career plan or to enroll in Career and Life Planning courses. (Component Standards #3 and #13)
10. Supplement placement test results with additional assessment information, referred to as multiple measures. Multiple measure criteria is collected from CAPP self reported information. Multiple measures for English, reading and math are consistently applied through the CAPP system. (Component Standards #3, #4, #7, #8, and #13)
11. Describe the use of placement test results during the introduction to testing. Test takers are informed that placement test results are used to determine academic readiness and course eligibility. Prerequisites are described as mandatory academic preparation required for enrollment. Although placement test scores are advisory, the student is made aware that if placement test scores are not adequate for specific course placement the student takes responsibility for providing evidence of meeting the listed prerequisite. In addition, this information is provided by counselors during College Orientation. (Component Standards #7, #8 and #13)
12. Grant exemptions from assessment to students meeting specific criteria. No exemption is granted on the basis of sole criterion as defined in 55532(d). Students requesting exemption from any of the matriculation components may complete an exemption form available at the Counseling Office. The Admissions and Records Office is notified of the decision. (Component Standards #10, #11, and #12)
13. Supply high schools with information (sent in hardcopy and available on the web) identifying the specific placement test requirements for classes with prerequisites and co-requisites. This assists high school counselors and Concurrent Enrollment Program applicants to meet the testing requirements for program enrollment. (Component Standards #2, #6 and #13)
14. Maintain a paper record of all placement tests administered for the past two years in a reference binder located in the Testing Office and on-line, for counselor and faculty use as needed. (Component Standard #8)
15. Participate in Banner implementation to recommend and learn how new computerized information services should be implemented to support assessment services.

3.2 GOALS FOR THE ASSESSMENT COMPONENT:

1. Evaluate and update the script used by the testing technician and proctors during testing sessions to include information regarding matriculation requirements, special testing availability through DSPTS, retest policy, as well as uniform testing instructions.
2. Collaborate with local high school personnel to identify space and resources for computerized and web based testing services at high school sites.
3. Review testing information on the College Web site and in College publications for accuracy.
4. Identify additional funding sources to support hiring of additional staff for the Testing Office or evaluate moving non-assessment activities to another area in the college.
5. Conduct reviews of assessment procedures to ensure that the process continues to be absent of barriers for disabled, ESL, and ethnic minority students. Develop assessment brochures and materials in other languages.
6. Collaborate with DSPTS to ensure placement tests are available in alternative formats for students needing accommodations.
7. Review assessment instruments and update, if needed, evaluate process to see if wait time for placement results can be decreased.
8. Utilize Banner system to implement or support assessment services.

3.3 STAFFING FOR THE ASSESSMENT COMPONENT:

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

Activity #1

Dean of Student Development and Special Programs
Testing Office Coordinator
Matriculation Coordinator

Activity #2

Testing Services Coordinator
Matriculation Coordinator
Web site Manager

Activity #3

Testing Office Coordinator
Admissions Support Staff
Matriculation Coordinator
Counseling faculty

Activity #4

DSPS Coordinator
Matriculation Coordinator
Testing Office Coordinator
DSPS Office Assistant
Web site Manager

Activity #5

Web site Manager
Dean, Arts & Humanities
Dean, Science, Math, and Technology
Testing Office Coordinator
Matriculation Coordinator

Activity #6

College Outreach Coordinator
Testing Office Coordinator
Admissions Support Staff
Counseling Faculty – As Needed
Web site Manager
Matriculation Coordinator
Students

Activity #7

Testing Office Coordinator
Matriculation Coordinator
Counseling faculty

Activity #8

Transfer/Career Center Coordinator
Counseling Faculty

Activity #9

Counseling Faculty
Arts & Humanities faculty
Math Faculty
Web site Manager
Matriculation Coordinator
Director of Organizational Development & Planning

Activity #10

Testing Office Coordinator
Orientation Presenters - Counseling Faculty
Web site Manager
Matriculation Coordinator

Activity #11

Matriculation Coordinator
District Matriculation Advisory Committee

Activity #12

Matriculation Coordinator
Testing Office Coordinator
College Outreach Committee
Admissions Support Staff
Counseling Office Assistant
Web site Manager

Activity #13

Testing Office Coordinator
Information Technology Services

Activity #14

Testing Office Coordinator
Faculty

Activity #15

Dean of Student Services and Special Programs
Student Services Staff

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. List matriculation steps in the Schedule of Classes, the College Catalog, and the College Web site. Steps listed are #1 - complete a college application, #2 - complete placement tests in English and mathematics, #3 - attend a College Success Workshop or on-line orientation program, #4 - meet with a College counselor, and #5 - register for classes. At the conclusion of the College Success Workshop or on-line orientation, students receive a counseling appointment. At the conclusion of the counseling meeting, the student may register on-line, by touch tone phone or in person. (Component Standards #6, #7, #16 and #18)
2. Furnish information regarding procedures for alleging unlawful discrimination, for challenging matriculation regulatory provisions and for filing complaints related to matriculation. This information is published in the catalog and other college documents and on the College web site. (Component Standards #7, #12 and 13)
3. Provide all new and returning non-exempt students with a counseling appointment at the conclusion of the orientation program. The initial counseling meeting allows students and counselors to discuss assessment, educational goals, course selection, questions and/or concerns, and the importance of follow-up counseling to develop a detailed Student Educational Plan (SEP). (Component Standards #2, #4, #6, #7, #8 and #11)
4. Furnish all new and returning exempt students with the option of participating in matriculation services through information printed in the class schedule and the college catalog. The COM web site also lists the matriculation services. (Component Standards #16 and #18)
5. Provide electronic orientation services via the COM web site. (Component Standard #2, #4, #6, #7, and #18)
6. Assist students to understand and integrate material covered at the placement test session and the College orientation program at the initial counseling meeting. Review placement tests results and discuss related English, reading and math skills and courses and services that foster language and computational skill development. Review educational goals and discuss requirements associated with specific goals. Assist students to make appropriate course selections given academic readiness, interests, motivations, academic history, and educational objectives. Begin to develop with students written individualized educational plans. Review activities, services, and programs that may enhance students' educational and personal success. Use a variety of resource materials and services that include the use of web site references. Emphasis is placed on counseling follow-up to continue exploring the educational process. (Component Standards #1, #2, #4, #5, #7, #8, #9, #11 and #18)
7. Review course prerequisite and co-requisite information and use of advisories with students. Inform students of the right to challenge (on specific grounds) prerequisites, co-

requisites and any limitation on enrollment and their responsibility for showing that grounds for such a challenge exist. Information about these rights and the process to challenge a course prerequisite are published in the student handbook, college catalog and class schedule and appears on the web site. Counselors reinforce these rights as they work with students to develop SEPs. (Component Standards #7, #8, #11 and #18)

8. Develop the Student Educational Plan by the student's second counseling appointment. The plan continues to be developed semester by semester until students clarify educational goals and are ready to develop a multiple semester plan tailored to those goals. The Counseling Department maintains files on all students who attend counseling appointment meetings through SARS. Educational plans are stored in counseling files. Revisions are made as needed and requested by the student. (Component Standards #7, #8, #9 and #10)
9. Suggest strategies to assist with educational decision-making. When counselors meet with students who indicate indecision in regards to educational goals and career objectives, follow-up counseling appointments, guided research, use of the career and transfer center, career and life planning curricula are routinely encouraged. Counselors stress that although being undecided about educational goals is common with the new student it is important to do responsible research and to make educational decisions. (Component Standards #1, #4, and #7)
10. Refer students to support services, programs, and career and life planning curricula that support and enhance educational success. Referrals are noted on either the SEP or counseling notes maintained in the student file. (Component Standards #1 and #7)
11. Encourage students to review their SEP's with counselors each semester to ensure that any new requirements for either graduation or transfer have been included, to inform students about any new support services available to assist them, to ascertain each student's commitment and interest in the expressed educational goal and to determine the need to explore other options. (Component Standards #1, #7 and #10)
12. Offer counseling services provided by trained community college counseling during the day, and evening. Counselors receive regular training and in-service experiences to ensure that students receive consistent and accurate information in a systematic fashion. (Component Standards #7 and #18)
13. Send all students placed on probation a letter from the Academic Standards Committee, a sub-committee of the Academic Senate. The letter informs students on a probationary status of consequences of substandard performance. Students on a probationary status are strongly encouraged to contact a counselor. Students who are on a dismissal status must petition to return and may be required to meet with the Academic Standards Committee. (Component Standards #1, #3 and #7)

4.2 GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT:

1. Describe counseling as a student success strategy and encourage use of services to all new and returning students via various methods including the course schedule, college catalog, and the web.
2. Redesign and enhance the college web site to provide more information and self-help resources for current and potential students.
3. Expand staff development and cross training opportunities for counseling staff.
4. Create a variety of ways to communicate with instructional faculty and students to encourage early and regular use of services.
5. Improve the effectiveness of website through the development of electronic student resource pages.
6. Continue to explore a more efficient process for counseling appointments and drop-in service that maximizes staff time during high demand periods.
7. Continue to review and develop counseling curricula.
8. Promote a stronger institutional commitment to student support programs, especially those serving students experiencing disproportionate impact.
9. Evaluate the adequacy and effectiveness of the counseling staffing level in meeting the diverse needs of students. Advocate for additional full-time counseling faculty positions.
10. Develop an online Student Educational Plan.
11. Develop a process for students on academic or progress probation to assist the student in achieving his/her educational goal.
12. Review and update process and materials for the challenge of course pre-requisites; ensure that materials and petition forms are widely available to students.
13. Utilize Banner system as it comes online to implement or support counseling/advising activities.

14. STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:

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

Activity #1

Counseling Faculty
Matriculation Coordinator
Web site Manager
OAR Specialists

Activity #2

Dean of Student Development and Special Programs
Counseling Faculty
Orientation Presenters - Counseling Faculty
Matriculation Coordinator

Activity #3

Orientation Presenters - Counseling Faculty
Counseling Faculty
Counseling Office Assistant

Activity #4

Counseling Office Assistant
OAR Specialists
Web site Manager
Matriculation Coordinator

Activity #5

Counseling Faculty
Web site Manager

Activity #6

Counseling Faculty

Activity #7

Counseling Faculty

Activity #8

Counseling Faculty
Counseling Office Assistant

Activity #9

Counseling Faculty
Transfer/Career Center Coordinator
Transfer Center Staff

Activity #10

Counseling Faculty
Transfer/Career Center Staff
DSPS Coordinator
EOPS Staff
The Learning Center Faculty and Staff
The Tutorial Assistance Lab (in the TLC)
The Computer Lab (in the TLC)
English Assistance Lab
Math Assistance Lab

Activity #11

Counseling Faculty

Activity #12

Dean of Student Development and Special Services
Counseling Faculty

Activity #13

Dean of Student Development and Special Services
Counseling Faculty

Activity #14

DSPS Coordinator
EOPS Coordinator/Counselor
Counseling Faculty
Counseling Faculty

Activity #15

Dean of Student Development and Special Services
Counseling Faculty

Activity #16

Dean of Student Development and Special Services
Counseling Faculty and Staff

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. Place emphasis on counseling follow-up. At orientation the importance of the follow-up component is stressed. (Component Standard #1)
2. Encourage students to choose a counselor with whom to work. This allows students to select a counselor with whom they can build a counseling relationship. (Component Standards #1 and #2)
3. Include referral information in counseling notes and/or the student educational plan stored in the students' counseling files. (Component Standard #3)
4. Provide a support service for students on probation or dismissal status. This support service includes individual counseling appointments with counseling faculty, or if students are affiliated with a specific student services program, counseling faculty in that program. Probationary and dismissed students are required to participate. (Component Standards #1, #2, and #3)
5. Refer students to support services available in the Tutoring Center and Counseling classes. Counseling and instructional faculty make referrals. Students may request tutorial assistance as needed. The Tutoring Center provides classes throughout the semester to support study skills and learning skills. Classes include how to prepare for tests, study skills and learning style evaluation, writing development and math study skills. A computer lab with internet access is available for student use. ESL students participate in language enhancement activities. COM students with a B or higher in a subject area provide group tutorials. (Component Standards #1, #2, #3, #4 and #5)
6. Support counseling follow-up. EOPS, and DSPS require an updated SEP to be on file in the Counseling Office to receive program priority registration services. Financial Aid students must also have an up-to-date SEP on file to receive services. (Component Standards #1, #2, #3 and #4)
7. Address success strategies for special populations. Bilingual counseling is available. The College places special emphasis on authorizing services for disadvantaged college students. These services include significant assistance in learning skills, tutorial assistance, and augmented counseling services to strengthen the services to these target groups and collaborate on success strategies. (Component Standard #4)
8. Research and review data indicating how students in basic skill courses proceed to college level courses. Plan appropriate follow-up activities as deemed necessary. (Component Standards #1 and # 5)
9. Conduct outreach activities with instructional faculty. Counselors and the Outreach Coordinator provide classroom presentations early each semester. Counselors serve as liaisons to some instructional divisions. (Component Standards #2 and #4)

10. Utilize a unified system for tracking students District wide. (Component Standards #1, #2 and #5)
11. Develop and implement a follow-up system that ensures regular monitoring for early detection of academic difficulty, include a process to work with students mid-semester and with students on academic or progress probation.
12. Participate in Banner implementation to recommend and learn how new computerized information services should be implemented to support, monitor and/or track follow-up services.

5.2 GOALS FOR THE FOLLOW-UP COMPONENT:

1. The Counseling faculty will work with the Office of Organizational Development and Planning to ensure that the computer system has the software necessary to monitor and provide follow-up research on student progress for institutional planning.
2. Determine methods of providing faculty and staff with matriculation follow-up information. The Office of Organizational Development and Planning would provide the research.
3. Conduct faculty workshops and training sessions to develop strategies for retention and intervention, as needed, to improve student success.
4. Develop and then institutionalize follow-up procedures that are well publicized and supported by the Academic Senate, administration, and the Associated Students.
5. Continue to identify additional approaches for providing follow-up activities with basic skills and ESL students.
6. Continue to expand outreach, programs, and activities for students meeting criteria for the development of an Honors Transfer Program.
7. Develop a web-based early alert system to replace the current academic warning system.
8. Develop additional tutorial support opportunities with emphasis on supporting student learning preparation in Basis Skills for success in college level courses.
9. Review early-alert systems used by other colleges to inform in the development of a system for early detection of academic difficulty. Evaluate to see if this should be part of the process to work with students on academic or progress probation.
10. Utilize Banner as it comes online to implement, support, monitor and/or track follow-up services.

5.3 STAFFING FOR THE FOLLOW-UP COMPONENT:

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

Activity #1

Orientation Presenters – Counseling Faculty
Counseling Faculty

Activity #2

Counseling Office Assistant
Counseling Faculty

Activity #3

Counseling Faculty
Instructional Faculty
Financial Aid Staff
DSPS Staff
EOPS Staff
CalWorks Staff
The Tutoring Center Faculty and Staff

Activity #4

Dean of Student Development and Special Programs
Members of the Student Success Task Force
Counseling Faculty
Counseling Faculty in Special Programs

Activity #5

Director of the Learning Resource Center
Counseling Faculty
Tutoring Center Faculty and Staff
Arts & Humanities faculty
English lab staff
Math lab staff

Activity #6

EOPS Counseling Faculty
DSPS Counselor/Coordinator
Counseling Faculty
Financial Aid Staff

Activity #7

Director of the Learning Resource Center
Tutoring Center Faculty and Staff
Math Faculty
Counseling Faculty

Activity #8

Director of Organizational Development and Planning
Counseling Faculty
Matriculation Coordinator
Counseling Faculty

Activity #9

Dean of Student Development and Special Programs
Outreach Coordinator
Counseling Faculty
Instructional Faculty

Activity #10

Dean of Student Development and Special Programs
Director of Organizational Development and Planning
Student Services Faculty and Staff

Activity #11

Dean of Student Development and Special Programs
Student Services and Instructional Faculty
Instructional Deans

Activity #12

Dean of Student Development and Special Programs
Student Services Faculty and 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. Schedule meetings between matriculation component participants (orientation staff, admissions and records staff, counseling faculty and staff, special services and programs, placement testing staff, student activities, instruction) at regular intervals during the academic year. The purpose of the meetings is to review regulations and campus procedures for implementation of matriculation standards. This provides an opportunity to clarify responsibilities and collaborate regarding program goals and objectives. Matriculation processes and procedures that impact the College are prepared in writing and disseminated widely in an effort to coordinate information and services. (Component Standard #1)
2. Provide the campus community with information about matriculation regulations and updates in regards to campus matriculation activities and matters (admissions, orientation, assessment, counseling, follow-up, research and evaluation, and pre-requisites). Articles about matriculation are published in College newsletters, notes from local, regional, and statewide meetings are distributed, presentations are made to groups and printed materials have been made available to the College community. (Component Standards #1 and #2)
3. Provide training sessions on matriculation components and issues (admissions, orientation, assessment, counseling, follow-up, research and evaluation, and pre-requisites) to departments and affected groups. (Component Standard #1 and #2)
4. Attend state sponsored and regional training workshops and meetings. (Component Standard #1)
5. Provide matriculation regulations and information via the COM web site, the College catalog, and campus publications. (Component Standards #1 and #2)
6. Provide training to placement testing staff to ensure students receive consistent instructions and information. (Component Standard #1)
7. Provide ongoing training to Counseling Faculty and others on a variety of matriculation-related areas such as:
 - student rights and responsibilities regarding matriculation
 - prerequisite, co-requisite, and advisories regulations
 - assessment updates(Component Standards #1 and #2)
8. Offer continued information and support regarding matriculation regulations. The Matriculation Coordinator participates on a number of College committees serving as a reference for matriculation matters. (Component Standard #1)

9. Conduct training for faculty, staff and students in regards to matriculation regulations and college processes to include challenge procedures for prerequisite and co-requisite requirements and advisories. (Component Standard #1)
10. Provide training for student services staff to coordinate matriculation activities (admissions, assessment, orientation, initial counseling appointment, registration) and cover new procedures. The training session goal is to ensure that students receive consistent information throughout the process and have a positive experience during their first registration cycle. Conduct one workshop per semester for student services personnel and other instructional representatives as needed. (Component Standards #1 and #2)
11. Expand Matriculation Advisory Committee to include the Office of Organizational Development and Planning, Testing Office Coordinator, Counseling Faculty, English Faculty, and Math Faculty.
12. Examine matriculation budget allocations. Develop strategic plan and time line for shifting salaries of college personnel from matriculation to general funds.
13. Develop procedures to ensure appropriate and complete collection of matriculation services provided to students.
14. Participate in Banner implementation to recommend and learn how to use new computerized information services to implement or support coordination and training activities.

6.2 GOALS FOR THE COORDINATION/TRAINING COMPONENT:

1. Review and coordinate orientation activities provided by special programs and services (i.e., CalWorks, Financial Aid, EOP/S, DSPS) to determine if the orientation material provided meets the informational requirements for the college orientation and therefore meets the orientation matriculation requirement.
2. Expand the understanding of the faculty and staff of the College Matriculation Plan through ongoing training activities.
3. Use campus research efforts to evaluate campus coordination and training needs.
4. Develop and provide training sessions to acquaint student services staff with matriculation and placement testing systems and procedures.
5. Develop a matriculation page linked to the web site. This page would be dedicated to informing the college community about new activities, programs, services, procedures and projects related to matriculation.
6. Examine matriculation budget allocations and establish plan for using funding to provide more direct service to students.
7. Expand Matriculation Advisory Committee to include at least one staff member from each matriculation component area as well as English and Mathematics.
8. Improve MIS data collection of matriculation services.
9. Utilize Banner system as it comes online to implement or support coordination and training activities.

6.3 STAFFING FOR THE COORDINATION AND TRAINING COMPONENT:

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

Activity #1

- Dean of Enrollment Services
- Dean of Student Development and Special Programs
- Matriculation Coordinator
- Student Learning Council
- Student Representatives
- Instructional Faculty

Activity #2

- Dean of Student Development and Special Programs
- Matriculation Coordinator

Activity #3

- Dean of Enrollment Services
- Dean of Student Development and Special Programs
- Matriculation Coordinator

Activity #4

- Matriculation Coordinator

Activity #5

- Director of Communications and Community Relations
- Matriculation Coordinator
- Web site Manager

Activity #6

- Matriculation Coordinator
- Testing Office Coordinator

Activity #7

- Dean of Student Development and Special Programs
- Matriculation Coordinator
- Counseling Faculty
- Testing Office Coordinator

Activity #8

- Matriculation Coordinator
- Curriculum Committee
- Student Services Managers
- Student Learning Council
- Staff Development Committee

Activity #9

Dean of Student Development and Special Programs
Matriculation Coordinator

Activity #10

Dean of Student Development and Special Programs
Dean of Enrollment Services
Matriculation Coordinator
Counseling Faculty
Student Services Staff
Student Assistants

Activity #11

Vice President, Student Learning
Counseling faculty
Academic Senate President

Activity #12

District Board of Trustees
Vice President, Student Learning
Vice President, College Operations
Dean of Student Development and Special Programs

Activity #13

Dean of Student Development and Special Programs
District Matriculation Advisory Committee
Counseling Faculty
IT Staff

Activity #14

Dean of Student Development and Special Programs
Dean of Enrollment Services
Student Services Faculty and Staff

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. Continue to use validated tests included on the Chancellor's List of Approved Instruments. The English, ESL and math assessment instruments used by the College for course placement purposes are on the Chancellor's approved list. The Companion and MDTP have full approval until June 2009. The Companion, MDTP and SLEP have been validated according to Assessment Standards, Policies and Procedures, 3rd edition. The English Department is evaluating other assessment instruments. (Component Standard #2).
2. Monitor placement tests on a regular basis for disproportionate impact. The Office of Organizational Development and Planning provides reports – Placement Test Outcomes - in this regard. These reports are distributed to math and English faculty annually. Support programs have been established as a result of disproportionate impact. Programs include High School Relations (Counseling Department liaison activities that include Introduction to College classes and other Concurrent Enrollment opportunities). The Tutoring Center continues to provide special academic support services. (Component Standard #3)
3. Respond to students' needs using student test results and responses captured on the student information form. As a result of analysis of placement test results, the English Department has increased the number of basic skills reading course sections. They continue to develop and offer curricula to support skill development as the need is evidenced in placement test research. The math department has developed support curricula as well.

Data collected at the completion of each assessment period assisted in ESL curriculum planning and establishing skill and knowledge based multiple measures. To meet the needs of ESL students placing at lower levels, the department introduced new course offerings for this group.

Students use the student information form to indicate interest in DSPS, financial aid, EOP/S, career and life planning assistance and transfer assistance. Using the Application Supplement, service providers can connect with students to offer services and additional support. Additionally, the updated Student Services Programs and Services brochure is distributed during orientation. (Component Standards #4, #5, #6, #7, #9 and #17)

4. Provide an application process that allows students to indicate educational objectives. The declaration of broad goals (university transfer, completion of an Associate degree, completion of a certificate program, undecided) identifies students as non-exempt from the matriculation. Students continue to receive feedback throughout the matriculation process to support educational decision-making and subsequent needs.

Students identify current academic readiness and, through the student information form completed in assessment, declare educational goals and service needs.

The in person and online orientation programs provide information about educational goals, certificate programs, the Associate degree programs, and transfer programs. Students learn about the process to accomplish educational goals and are encouraged to make use of special services and programs to meet individual educational goals and needs.

Educational goals are discussed at the initial counseling meeting prior to registration. Students work with counselors to develop student educational plans that support individual educational goals and special needs for support. The new counseling resources pages on the web and the availability of online career testing have greatly enhanced access of information for educational planning.

The Student Portal system allow students to declare college major and educational goals during each registration period. Students are encouraged to meet with a counselor at least once a semester to monitor progress and further define educational goals.

Data is retained and includes the number of Individual Education Plans (IEP) provided for students, number of students using the Transfer/Career Center. Counseling services are available during day and evening hours and electronic counseling services are available through the web site. (Component Standards #5, #7 and #17)

5. Provide information using the student information form, placement outcomes and data from the Application Supplement for entry-level academic needs and the need for support services. The Application Supplement provides students with the opportunity to request service information. Counseling, special programs (DSPPS, EOP/S, Financial Aid), the Transfer/Career Center, Career and Life Planning curricula, intervention programs, and online counseling services have been developed as a response to students' educational needs. (Component Standard #7)
6. Connect students to college programs and services through the matriculation process. Services for academic, career and personal counseling are available during the day and evening, by appointment or drop-in. Online counseling and online orientation can be accessed anytime. Student counseling files and appointment schedules maintain a record of counseling usage. Data regarding counseling services is available. IEP numbers are maintained through the CRYSTAL system. Transfer/Career Center is maintained electronically. Assessment and financial aid usage is stored in the CRYSTAL system. Data regarding students served through the EOPS and DSPPS programs is maintained in CRYSTAL, also Health Center use is maintained manually. (Component Standards #9 and #17)

7. Collect data that includes the ethnicity and gender of credit students. The Office of Organizational Development and Planning collects and reports on this information found on the COM web site under College Research. Demographic reports that include ethnicity and gender as well as educational goals and majors are distributed to faculty and staff each semester. (Component Standards #10 and #17)
8. Provide placement test performance statistics on the web site. Reports are also available by feeder high school. This information is available via the CRYSTAL reporting system. (Component Standards #11 and #17)
9. Compile course completion statistics for basic skills classes. The Office of Organizational Development and Planning provides this information. (Component Standard #12)
10. Determine students' matriculation status during processing of the college application. The Admissions and Records staff accomplish this. The number of exempted students is available in the IT/MIS system. (Component Standards #14 and #17)
11. Maintain information regarding student complaints about matriculation services and the basis of those complaints. The Matriculation Coordinator maintains this information. (Component Standard #15)
12. Document the components of the completed matriculation process. Placement test, orientation, and initial counseling matriculation services are recorded in the admission process for non-exempt students. Students take the completed orientation form to the Admissions and Records Office to obtain a registration appointment and matriculation services used are entered into the computer ITS file. Students completing the matriculation steps are enrolled in the zero-unit, non-degree applicable course, Student Success Workshop. The counseling office maintains student files that document further follow-up, counseling and related student services. (Component Standards #16 and #17)
13. Use computer applications to support research activities. College research information includes use of CRYSTAL and local analytical and statistical applications in a variety of databases. Staff has access to E-mail, the Internet, and the College web site. Student Services uses an electronic appointment system. (Component Standard #17)
14. Provide regular matriculation publications to faculty and staff. The Matriculation Office distributes matriculation information pertaining to the matriculation components obtained from reports provided by the Office of Planning and Research. (Component Standards #1 and #17)
15. Provide matriculation-related information and written reports on the College web site. (Component Standard #17)

16. Review ESL multiple measures by measuring the relationship between test information and performance. (Component Standards #2 , #3 and #11)
17. Complete content review for MDTP. The research office will prepare the final report for distribution to the Administration, the Matriculation Coordinator and math faculty. (Component Standard #2)
18. Continue to monitor challenge outcomes and subsequent performance. (Component Standard #1 and #4)
19. Participate in Banner implementation to recommend and/or learn how new computerized information services should be implemented to support research and evaluation activities.

7.2 GOALS FOR THE RESEARCH AND EVALUATION COMPONENT:

1. Continue to collect data on student satisfaction of the range of matriculation services using student satisfaction surveys. Use the data to support refining the college plan and making decisions regarding resource allocation.
2. Develop surveys and questionnaires to be available online and in person for each student services program.
3. Collect the completed content review materials for MDTP validation from the math department. Produce the final report following the Assessment Standards guidelines.
4. Collect information for planning and improving matriculation component activities and services.
5. Expand the means of assessing the need for services and the means of contacting students regarding services using the College application, the Application Supplement, and student information collected.
6. Continue to use research activity to validate the relationship between student performance and matriculation services received.
7. Improve use of the Supplemental Application, information collected by providing semester reports to service areas of students who have requested information about identified services.
8. Improve the integration of matriculation planning with institutional and district planning.
9. Expand the functionality of matriculation reporting capabilities through the use of electronic data collection systems.
10. Utilize Banner to implement or support research and evaluation activities.

7.3 STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT:

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

Activity #1

Dean, Arts & Humanities
Arts & Humanities faculty
Dean, Math & Sciences
Math Faculty
Dean of Student Development and Special Programs
Matriculation Coordinator
Director of Organizational Development & Planning
Testing Office Technician

Activity #2

Director of Organizational Development & Planning
Counseling faculty
Dean, Arts & Humanities
Dean, Math & Sciences
Dean of Student Development and Special Programs
Matriculation Coordinator

Activity #3

Director of Organizational Development & Planning
Dean, Arts & Humanities
Dean, Math & Sciences
Counseling faculty
Dean of Student Development and Special Programs
Coordinator, EOPS
Matriculation Coordinator

Activity #4

Dean of Enrollment Services
Matriculation Coordinator
Coordinator, EOPS
Dean of Student Development and Special Programs
Director of the Learning Resource Center

Activity #5

Dean of Enrollment Services
Dean of Student Development and Special Programs
Counseling faculty
Coordinator, EOPS

Activity #6

Counseling faculty
Dean of Enrollment Services
Dean of Student Development and Special Programs

Coordinator, EOP/S
IT/MIS Programming Personnel - As Required
Coordinator of DSPS

Activity #7

Director of Organizational Development & Planning
IT/MIS Programming Personnel - As Required

Activity #8

Director of Organizational Development & Planning
Director of Communications and Community Relations
Testing Office Technician
Web site Manager

Activity #9

Director of Organizational Development & Planning
IT/MIS Programming Personnel - As Required

Activity #10

Admissions and Records Staff
OAR Specialists
IT/MIS Programming Personnel - As Required

Activity #11

Matriculation Coordinator

Activity #12

Orientation Presenters - Counseling Faculty
Admissions and Records Staff
IT/MIS Programming Personnel – As Required
Matriculation Coordinator
Testing Office Technician
Office Assistant - Counseling

Activity #13

Dean of Student Development and Special Programs
IT/MIS Programming Personnel - As Required
Director of Organizational Development & Planning

Activity #14

Director of Organizational Development & Planning
Dean of Student Development and Special Programs
Matriculation Coordinator

Activity #15

Director of Organizational Development & Planning
Director of Communications and Community Relations
Matriculation Coordinator

Activity #16

Director of Organizational Development & Planning
Director of Noncredit & ESL Instruction, Contract & Community Education
Matriculation Coordinator
ESL Faculty

Activity #17

Dean of Math & Sciences
Math Faculty
Matriculation Coordinator
Director of Organizational Development & Planning

Activity #18

Matriculation Coordinator
Director of Organizational Development & Planning
Dean of Student Development and Special Programs

Activity #19

Director of Organizational Development and Planning
Research Staff
Student Services administrators, faculty and Staff

COLLEGE MATRICULATION PLAN
Prerequisites, Co-requisites and Advisories on Recommended Preparation

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

College: _____ District: _____

Signature of President/Superintendent: _____

Name: _____ Date: _____

Signature of College Academic Senate President: _____

Name: _____ Date: _____

Signature of Chief Instructional Officer: _____

Name: _____ Date: _____

Signature of Chief Student Services Officer: _____

Name: _____ Date: _____

Signature of Curriculum Committee Chair: _____

Name: _____ Date: _____

Signature of College or District Researcher: _____

Name: _____ Date: _____

Signature of College Matriculation Coordinator: _____

Name: _____ Date: _____

8. PREREQUISITES, 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, corequisites and advisories and their respective level of scrutiny, including data collection where appropriate.
- Local policies/procedures follow District Model exactly
(see sections I.C., II.A. and II.B. of Model)
- Local policies/procedures differ from District Model (see attached)
- 55002(a)(2)(D) 3. Curriculum committee reviews course outline of record to determine if associate degree credit course shall require pre- and co-requisite to enhance students' likelihood of success.
- Local policies/procedures follow District Model exactly
(see sections I.C.2. and I.C.3. of Model)
- Local policies/procedures differ from District Model (see attached)
- 55201(e)
55510(a)(6) 4. Communication or computation pre- or co-requisites for any course other than a communication or computation course are based on content review, sound data-gathering research practices, and demonstration that student is highly unlikely to succeed without the pre- or co-requisite.
- Local policies/procedures follow District Model exactly
(see sections I.C.2., I.C.3., II.A.1.c., II.A.1.g., and [where appropriate] II.A. 1.d. and/or 1.e. and/or 1.f of Model)
- Local policies/procedures differ from District Model (see attached)
- 55002(a)(2)(E) 5. If the curriculum committee determines that success in associate degree credit course is dependent on communication or computation skills, it establishes eligibility for enrollment in associate degree credit course(s) in English and/or mathematics as pre- or co-requisite(s).

- Local policies/procedures follow District Model exactly
(see sections I.C.2., I.C.3., II.A.1.a. or 1.b. or 1.c. and 1.g., and
[where appropriate] II.A. 1.d. and/or 1.e. and/or 1.f. of Model)
- Local policies/procedures differ from District Model (see attached)

55002(b)(2)(D) 6. Curriculum committee recommends establishment of pre- or co-requisite for non-degree-applicable course, where appropriate.

- Local policies/procedures follow District Model exactly
(see section I.C.2., I.C.3., II.A.1.b. or 1.c. and 1.g., and [where
appropriate] II.A.1.d. and/or 1.f. of Model)
- Local policies/procedures differ from District Model (see attached)

55201(b)(3) 7. Board-adopted policy specifies the process for periodically reviewing pre- and co-requisites (at least once every six years) and advisories, including level of scrutiny and frequency of review.

- Local policies/procedures follow District Model exactly
(see section I.D. of Model)
- Local policies/procedures differ from District Model (see attached)

55002(a)(4) 8. District ensures that associate degree credit courses and precollegiate basic
55002(b)(4) skills courses (including those with pre- and co-requisites) are taught by
55201(b)(2) qualified instructors and in accord with course outline of record, particularly
those aspects of the course that are the basis for the pre- or co-requisite.

- Local policies/procedures follow District Model exactly
(see section I.F. of Model)
- Local policies/procedures differ from District Model (see attached)

55202(g) 9. District determines students' satisfaction of a prerequisite prior to enrollment or permits enrollment pending verification, and ensures that enrollment fees are promptly refunded to students who are involuntarily dropped from course for failure to successfully complete the prerequisite.

- Local policies/procedures follow District Model exactly
(see section I.E. of Model)
- Local policies/procedures differ from District Model (see attached)

58106 10. District establishes procedures for determining who may enroll in courses for which there are limitations on enrollment, provides for student challenges to the limitations on the grounds specified in Title 5, handles challenges to enrollment limitation in a timely manner, and waives the enrollment limitation if the challenge is upheld.

- Local policies/procedures follow District Model exactly
(see section I.A.2. and I.B. of Model)
 Local policies/procedures differ from District Model (see attached)

55201(f) 11. College ESL 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)

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 section II.A.2. of Model)
 Local policies/procedures differ from District Model (see attached)

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

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

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 the Model)

55201(b)(1)

2. Board-adopted policy establishes the process for establishing necessary and appropriate prerequisites, co-requisites and advisories and their respective level of scrutiny, including data collection where appropriate.

LOCAL POLICIES/PROCEDURES FOLLOW DISTRICT MODEL EXACTLY

(see sections I.C.,II.A and II. B. of Model)

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)

55201(e)

55510(a)(6)

4. Communication or computation pre- or co-requisites for any course other than a communication or computation course are based on content review, sound data-gathering research practices, and demonstration that the 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. I. c., II. A. I. g, and where appropriate,II.A.1.d. and/or 1.e and/or 1.f of Model)

- 55002(a)(2)(E) 5. If the curriculum committee determines that success in associate degree credit course is dependent on communication or computation skills, it establishes eligibility for enrollment in associate degree credit course(s) in English and/or mathematics as pre- or co-requisite(s).

LOCAL POLICIES/PROCEDURES FOLLOW DISTRICT MODEL EXACTLY

(see sections I.C.2., I.C.3., II.A.1.a. or 1.b or 1.c and 1.g, and where appropriate II.A.1.d. and/or 1.e. and/or 1.f of Model)

- 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)

- 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 1.D. of Model)

- 55002(a)(4)
55002(b)(4)
55201(b)(2) 8. District ensures that associate degree credit courses and pre-collegiate 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)

- 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 1.E. of Model)

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)

55201(f)

11. College ESL 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)

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)

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 section II.A.2. of Model)

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

1. Analyze the pre-and co-requisites materials to ensure compliance with state and district mandates.
2. Work with academic departments to align pre- and co-requisites and advisories with academic requirements.

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

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

Activity #1

Dean of Student Development and Special Programs

Academic Deans

Matriculation Coordinator

Activity #2

Dean of Student Development and Special Programs

Academic Deans

Matriculation Coordinator

COLLEGE MATRICULATION PLAN BUDGET
--

AB 3	Title 5	Component Standards
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

BUDGET

AB 3	TITLE 5	COMPONENT STANDARDS
78211.5(b)		1. State matriculation allocation is used only for matriculation services approved by the Chancellor.
78211.5	55518(b)	2. District provides at least three-to-one dollar match of state matriculation allocation.
	55512(b)	3. District provides for a review of the revenue and expenditures of matriculation as part of annual district audit.

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 corequisite assures that the student will acquire the skills or knowledge without which success in the subsequent course (or specific course within a program) is highly unlikely; or 4) necessary to protect the health and safety of the student or others - Title 5, §55201(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

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: _____

§55202: _____

§58106: _____

POLICIES AND PROCEDURES

- A. District ensures that no matriculation practice subjects any person to unlawful discrimination. - Title 5, 55521(f)(a)(6).
- 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).
- C. District has developed a matriculation plan through consultation with representatives of academic senate, students, and staff. - Title 5, 55510(b).
- D. 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).
- E. District has adopted clear written policies that define student responsibilities and the consequences of failing to fulfill such responsibilities. - Title 5, 55530(d).
- F. All computational and communication pre- and co-requisites are established on a course-by-course basis. - Title 5, 55202(b).
- G. Student's satisfaction of pre- or co-requisites 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).
- H. District ensures that no exit test outside of a course is required to satisfy a prerequisite or co-requisite. - Title 5, 55202(f).
- I. Each course outline of record contains specific content and other required information that is made available to the instructor. - Title 5, 55002(a)(3), 55002(b)(3).

- J. 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).
- K. 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).
- L. Board-adopted policies identify limitations on enrollment. - Title 5, 58106(a)(b).
- M. 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).
- N. 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).
- O. Board-adopted district policy and procedures related to pre- and co-requisites and advisories are included in the college's matriculation plan. - Title 5, 55510(a)(6).
- P. 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).
- Q. 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).
- R. 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).

<p style="text-align: center;">COLLEGE MATRICULATION PLAN ATTACHMENTS</p>
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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: _____

CHAIRPERSON: _____

TITLE: _____

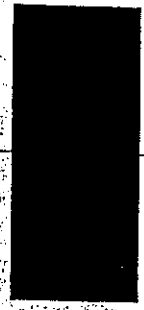
COMMITTEE MEMBERS:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SUBCOMMITTEES:

Community Stakeholders
Students

Board of Trustees



Director of Communications and Community Relations
Cathy Summa-Velja

Vice President of Student Learning
Anita Martinez

Executive Dean of Human Resources & Labor Relations
Linda Beam

Vice President of College Operations
Al Harrison

Director of Organizational Development & Planning
Bernie Blackman

Interim Dean of Math & Sciences
Erik Durnme

Behavioral Sciences
Library
Life & Earth Sciences
Mathematics
Physical Sciences
Social Sciences

Director of Athletics & Physical Education
Jim Brovell

Dean of Arts & Humanities
David Snyder

Communications
English / Humanities
Fine / Visual Arts
Modern Languages
Performing Arts

Dean of Workforce Development, College & Community Partnerships
Nanda Schrocke

Business & Info Systems
Career Education Programs
Four Year Partnerships
MSAT Program
Novato Community & Schools Partnership (Novato)
SFSU Partnerships

Director of Health Sciences
Roz Hartman

Dean of Enrollment Services
Pam Mitz-Kurzman

Admissions & Records
Enrollment Management
International Students
Veterans' Office

Director of Financial Aid
David Cook

Gender / Equity
Sex Compliance

Dean of Student Development & Special Services
Vacant

Academic Standards
Assessment
CALWorks / RLE-Emly
Career Center
Counseling
Disabled Student Programs
EOPS
Job Placement
Student Discipline
Transfer Center
Testing
Tutoring

Director of Student Affairs & Health Center
Arnulfo Cecilio

Director of Athletics
Erica Rios

Director of Noncredit & ESL, Community & Contract Education
Vacant

Director of Academic Services & Articulation
Carl Pagan

Articulation
Curriculum
Scheduling
Job Placement

Director of Learning Resources
Susan Andrien

High School Relations
Mentorship
Student Equity
Student Government
Student Success
Workshops

COLLEGE OF
MARIN

Management Organizational Structure
July 2006 V.6.2

Organizational Development & Planning

3. OTHER ATTACHMENTS

