COLLEGE MATRICULATION PLAN
COVER PAGE

Region Number: 4

Submitted to: Arnold Bojorquez/ Sally J. Montemayor

College Name and Address: Cabrillo College
6500 Soquel Drive
Aptos, CA 95003

District Name and Address: Cabrillo College District

Signature of District Chancellor:
Name: N.A. Date:

Signature of College President:
Name: Brian King Date:

Signature of College Academic Senate President:
Name: Rory O'Brien Date:

Signature of Matriculation Coordinator's Supervising Administrator:
Name: Renee M. Kilmer Date:

Signature of College Matriculation Coordinator:
Name: Margery Regalado Rodriguez Date:
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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Margery Regalado Rodriguez</td>
<td>Dean of Instructional Development and Matriculation Coordinator</td>
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<tr>
<td>Renee M. Kilmer</td>
<td>Vice President, Instruction</td>
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<tr>
<td>Joanna Santana-Bates</td>
<td>Assessment Coordinator</td>
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<tr>
<td>Arturo Cantu</td>
<td>Division Chairperson, Counseling</td>
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<tr>
<td>Gloria Garing</td>
<td>Director, Admissions and Records</td>
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<tr>
<td>Jing Luan</td>
<td>Director of Institutional Research</td>
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<tr>
<td>Joseph Napolitano</td>
<td>Director, DSPS</td>
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</tbody>
</table>
1. ADMISSIONS COMPONENT

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

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

78212(b)(1) 55520(a) 1. Provide a procedure for the processing of the admission application.

1. Provide applications for admission and instructions on admission and enrollment procedures in the schedule of classes for each semester on paper and on the Cabrillo College website. Facilitate online admission application through “CCCApply.” (CCCApply – online application - was implemented in Fall 2004.) Provide paper applications for admission in Spanish. Provide information telephone lines to assist students, including a special phone line for hearing impaired students.

2. Assign a registration time to all college applicants upon receipt of their application for admission – online, in person, by fax or mail. New students who have completed assessment and orientation receive an earlier registration time. Each new student receives a welcome letter and information about the assessment/orientation/advisement process to encourage his/her participation in matriculation activities. Returning students who have completed assessment, orientation and seen a counselor also receive earlier registration times.

3. Enlist student assistance in fulfilling information requirements by asking them to fill out a student information update form each semester as part of the registration process. A scannable form is currently sent to all students two times a year to update majors and educational goals. This information is then scanned into the student database.

4. Review the application for admission on a periodic basis to ensure that it is meeting the needs of all students as well as the information needs of the college. A 2004-05 Admissions and Records Program Review included a five-year assessment plan. Year one (2005-06) is a review of the Application for Admissions. The Application for Admissions is reviewed and updated each semester based on student and staff input.

5. Provide telephone (HawkTalk) registration and online registration (WebAdvisor).

6. The turnaround time for online application and registration can be one day. The Cabrillo College website enables students to easily get to online information: application, registration, course information, distance education information, etc.

55522 2. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.

7. HawkTalk (telephone registration) is available in Spanish. Two pages in the Schedule of Classes are in Spanish. Bi-lingual staff work one-on-one with students whose first language is Spanish. The paper and website Schedule of Classes for fall and spring identify Spanish speaking college staff with phone numbers and email. Bilingual Admissions and Records staff goes to Watsonville High School Career Day to prov application support.
8. Ten out of twenty contract Admissions and Records staff (Aptos and Watsonville combined) is bilingual in Spanish and English.

9. Identify students who are disabled or from ethnic groups by self-report information on the application. Schedule priority registration for disabled students and EOPS students. Provide alternative services and accommodations for self-identified disabled or those who do not wish to participate in these programs. For example, trained staff members are available to assist students who have special needs, e.g., hearing impaired, or visually impaired, with all aspects of registration. Registration is done online, by telephone or held in campus facilities that are accessible to disabled students. Directions and signs related to registration are printed in large type.

10. Disabled persons who are unable to fill out an application to the college receive assistance from trained staff and/or student assistants. Disabled applicants are supplied with information about the Disabled Student Programs and Services (DSPS) and referred to DSPS when these students express an interest in the services offered by DSPS.

11. Continue training for staff members and student assistants as an ongoing part of the admission and registration process. Specifically, emphasize general awareness of the needs of special populations and concrete strategies to assist these groups and individuals.

12. The Enrollment Services committee works closely with Admissions and Records to identify and improve services. The Enrollment Services Center clusters Admissions and Records, Financial Aid, Counseling, Career Center, Transfer Center and the Bank are together in one building. This was done Summer 2005.

55510(a)(4) 3. Utilize computerized information services to implement or support admissions services.

13. Provide CCCApply for online admissions applications and Web Advisor online registration. Provide admission and registration support through Cabrillo College Enrollment Services facilities, e.g. computers available for students for ease of admission and registration and to look up course and other information.

14. WebAdvisor for students provides search for sections, registration for sections, grades by term, individual course history and class schedule, options for access to parking passes, bus passes, activity cards and a payment link.

15. Provide Academic Standing registration block, pre- and co-requisite blocks, and course repetition blocks.

16. Computing Resources provides semester-by-semester audit reports on non-exempt credit and non-credit students, the services requested and used, and their matriculation goals and majors.
1.2 **GOALS FOR THE ADMISSIONS COMPONENT:**

1. Review all admissions processes through work with the Enrollment Services partnership team in Enrollment Services Center.

2. Review current method of collecting majors and education goals.

3. Develop consistent operating procedures and training materials for admission and registration to increase the professional orientation of the staff.

4. Promote diversity in the permanent and temporary staff who work on admission and registration by hiring staff members of diverse backgrounds, e.g., bilingual/bicultural, disabled, etc.

5. Provide online late registration.

6. Revisit “Early Assessment, Early Registration.”

7. Spanish online CCCApply; international student online CCCApply.

8. Review email addresses for bilingual staff listed in the Schedule of Classes (as resources). Work with DSPS to review whether there is other helpful information that could be included in the Schedule of Clas. for their students.

9. Add two computers in the Admissions and Records Watsonville Center lobby.

10. Beginning Spring 2006 the application for admission will be active for one year, regardless of whether the applicant registers in the semester the application was completed. For Spring 2006, students who applied for Fall 2005 but didn’t register will be eligible to register without completing another application.
1.3 STAFFING FOR THE ADMISSIONS COMPONENT:
(Include job titles and numbers of positions involved with this component.)

1. Director of Admissions and Records (1); Assistant Director, Admissions and Records (1); Admissions and Records Coordinator/Technicians (2); Student Ambassadors (4); Director of Marketing and Communications (1); Marketing and Communications Technician (1); Dean of Instructional Development (Matriculation Coordinator) (1); Director of Watsonville Center (1)

2. Director of Admissions and Records (1); Assistant Director, Admissions and Records (1); Student Assistants (8); Admissions and Records Staff (14); Evaluators (1.75); Dean of Instructional Development and Matriculation Coordinator (1); Assessment Staff (2).

3. Director of Admissions and Records (1); Admissions and Records Staff (6); Student Assistants (8); Watsonville Center Staff (5); Computer Services Staff (3); Dean of Instructional Development and Matriculation Coordinator (1); Assessment Program Assistant (2).

4. Director of Admissions and Records (1); Assistant Director of Admissions and Records (1); Dean of Instructional Development (1); Computer Services Manager (1); Planning and Research and Knowledge Systems Director (1); Articulation Officer (1) Matriculation Coordinator (1), Director, Watsonville Center (1)

5. Vice President, Student Services (1); Director of Admissions and Records (1); Assistant Director of Admissions and Records (1); Dean of Instructional Development (1); Computing Resources Managers (2); Computer Programmer (1); Director, Watsonville Center (1); Admissions and Records Coordinator (1)

6. Director of Admissions and Records (1); Admissions and Records Technicians and assistants (13); Registration Aides (6); EOPS Director (1); EOPS Department Assistant (1); Watsonville Center Staff: Watsonville Center Director (1); Department Secretary (1); Office Assistants (3); Dean of Instructional Development and Matriculation Coordinator (1), DSPS Director (1); DSPS Specialists (2).

7. Counselors (22); Director of Admissions and Records (1); Admissions and Records Technicians and Assistants (13); EOPS Counselors (3); EOPS Director (1); Assessment Lab Instructional Assistant (1); Assessment Student Assistant (1); Matriculation Coordinator (1); Matriculation, Watsonville Center Staff (5); Admissions and Records Coordinator (1).

8. Director of Admissions and Records (1); Assistant Director of Admissions and Records (1); Assessment Lab Instructional Assistant (1); Assessment Student Assistant (1); Dean of Instructional Development and Matriculation Coordinator (1); EOPS Director (1); EOPS Department Assistant (1);
DSPS Director (1); DSPS Department Program Specialists (2); Watsonville Center Staff (5); Admissions and Records Coordinators (2); Admissions and Records Technicians and Assistants (3).

9. Dean of Instructional Development (1); Assessment Lab Instructional Assistant (1); Assessment Student Assistant (1); Matriculation Coordinator (1); EOPS Director (1); EOPS Department Assistant (1); DSPS Director (1); DSPS Program Specialists (2); Re-Entry Resource Center Coordinator (1); Watsonville Center Staff (5); Director of Admissions and Records (1); Assistant Director of Admissions and Records (1); Admissions and Records Coordinator (1).

10. Dean of Instructional Development (1); Director of Admissions and Records (1); Admissions Records Coordinator (1); EOPS Director (1); DSPS Director (1); Vice President, Student Services (1); Re-Entry Resource Center Coordinator (1); Director, Watsonville Center (1); Learning Skills Coordinator (1).

11. Director, Admissions and Records (1); Assistant Director of Admissions and Records (1); Director, Watsonville Center (1), Dean of Instructional Development (1); Admissions and Records Coordinators (2).

13.– 16. Director, Admissions and Records (1); Assistant Director of Admissions and Records (1); Enrollment Services Director (Fall 2005) (1); Dean of Instructional Development (1); Computing Resources Director (1); Computing Resources Manager (1); CR Programmers (2); Admissions and Records Coordinators (2).
## 2. ORIENTATION COMPONENT

<table>
<thead>
<tr>
<th>AB 3</th>
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<th>Component Standards</th>
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<tbody>
<tr>
<td>78212(b)(2)</td>
<td>55502(j)</td>
<td>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.</td>
</tr>
<tr>
<td>78212(a)</td>
<td>55530(b)(d)</td>
<td>2. Provide written definitions informing students of their rights and responsibilities.</td>
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<tr>
<td></td>
<td>55201 (f),(g)</td>
<td>3. Promptly inform students of their right to challenge (on specified grounds) a pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.</td>
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<tr>
<td></td>
<td>58106(c),(d),(e)</td>
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<tr>
<td>55534(b)</td>
<td></td>
<td>4. Inform students of procedure for alleging unlawful discrimination in the implementation of matriculation practices.</td>
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<tr>
<td>55534(a)</td>
<td></td>
<td>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.</td>
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<tr>
<td>55522</td>
<td></td>
<td>6. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students' and students with disabilities.</td>
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<tr>
<td>78214(b)(3)</td>
<td>55532(a)</td>
<td>7. Adopt District governing board policies specifying criteria for exemption.</td>
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<tr>
<td></td>
<td>55510 (a)(5)</td>
<td>8. Make exempted students aware that they may choose whether or not to participate in this component.</td>
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<tr>
<td>55532(c)</td>
<td></td>
<td>9. Ensure that exemptions from this component are not based upon specified sole criterion.</td>
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<tr>
<td>55532(d)</td>
<td></td>
<td>10. Utilize computerized information services to implement or support orientation activities.</td>
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<td>55510(a)(4)</td>
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</table>
2.1 Activities for the Orientation Component:
(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

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.

1. Counselors provide day and evening orientation to new students following assessment sessions. Content includes information concerning college programs, services, financial assistance, facilities and grounds, academic expectations, course scheduling and institutional procedures. Additional issues raised by students are also addressed.

2. Orientations are also provided in Spanish for students enrolling in ESL courses.

78212(a) 55530(b)(d)  2. Provide written definitions informing students of their rights and responsibilities.

3. The college has just revised its Students Right and Responsibilities document. It is available in the Cabrillo College catalog and on the college website at www.cabrillo.edu (under the link “From the Catalog”). Administrative regulations describing the procedures for student right and responsibilities are available in the Office of the Dean of Student Development in Room 902A.

55201(f),(g)58106(c),(d),(e)  3. Promptly inform students of their right to challenge (on specified grounds) a pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.

4. Students are informed of their right to challenge pre and co requisites in a variety of ways – class schedule, college catalog, college website, forms in the offices of admissions, assessment, counseling and matriculation. It is also explained that it is the students’ responsibility to show that grounds exist for the challenge. These rights are also mentioned in orientation sessions.

5. Students are informed via the above publication on their right to file a complaint of unlawful discrimination. Managers have recently been trained on the policy and process in order to facilitate this for students.

55534(b)  4. Inform students of procedure for alleging unlawful discrimination in the implementation of matriculation practices.

6. A student’s right to allege unlawful discrimination is part of the matriculation information on the college’s website and in the Cabrillo College schedule of classes.
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.

7. Students are directed to the Matriculation Office, Room 820, for any concerns or allegations. Students are also advised of locations on the Cabrillo College website where information can be accessed on these procedures.

55522  

6. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students’ and students with disabilities.

8. DPS, provides an alternative orientation for its students that cannot participate in the college’s session. There is a collaborative effort with the college’s general, special “Running Start” program of counseling, orientation and assessment with registration assistance. The DPS component of this special program calls for DPS counselors, LD specialists and high school special ed counselors to work with high school LD students and provide the same services mentioned above in a separate location.

9. An orientation in Spanish is provided to students enrolling in ESL courses.

78214(b)(3) 55532(a)  

55510(a)(5)  

7. Adopt District governing board policies specifying criteria for exemption.

10. Policies have been developed and approved by the board. They are in the college’s policy manual and on the Cabrillo College website.

55532(c)  

8. Make exempted students aware that they may choose whether or not to participate in this component.

11. Exempt students are informed in the class schedule that they may avail themselves of all matriculation components and encouraged to do so.

55532(d)  

9. Ensure that exemptions from this component are not based upon specified sole criterion.

12. List criteria and waiver information for orientation on the assessment page of the schedule of classes and on other brochures. Exemption criteria are as follows: students who have previously developed an educational plan with a counselor, have attended Cabrillo College in the past and are aware of available student support services, or have an AA/AS or Bachelor degree and are taking one or two courses for self development or self interest and are familiar with Cabrillo College.
10. Utilize computerized information services to implement or support orientation activities.

13. A Student’s completion of orientation is on the college’s computer system.
2.2 GOALS FOR THE ORIENTATION COMPONENT:

1. Work with MAC to identify additional modes of delivery (easily-accessible online and new .5 units (course).

2. Work with special programs (EOPS, PUENTE, DSPS, CalWORKS, Migrant Education) to see if their specific orientations might be collaborative with the college’s general orientation.

3. Include a students’ right to challenge limitation on enrollment in the college’s challenge documents.

4. Students will be informed in the college catalog and class schedule of their right to challenge alleged discrimination in the implementation of matriculation practices.

5. Work with MAC on different ways of providing a student’s assessment scores other than through the mandatory linking of orientation and assessment.

6. Continue to conduct periodic student satisfaction surveys on orientation services.
2.3 STAFFING FOR THE ORIENTATION COMPONENT:
(Include job titles and numbers of positions involved with this component.)

1. & 2. Counseling Division Chairperson (1); Counselors (13); Dean of Instructional Development (1); Assessment Coordinator (1); Director of Admissions and Records (1); Vice President, Student Services (1); Outreach Specialists (2); LIA Assessment, Part-time Assessment Program Specialists (2).

3. Dean of Instructional Development (1); Vice President, Student Services (1); Vice President, Instruction (1); Counseling Division Chairperson (1); Director of Marketing and Communications (1); Counselors (13); Assessment Coordinator (1).

4. & 5. Dean of Instructional Development (1); Vice President, Student Services (1); Vice President, Instruction (1); Counseling Division Chairperson (1); Director of Marketing and Communications (1); Counselors (13); Assessment Coordinator (1); LIA Assessment Program Specialists (2).

6. Dean of Instructional Development (1); Vice President, Student Services (1); Counseling Division Chairperson (1); Counselors (13); Assessment Coordinator (1).

7. Dean of Instructional Development (1); Vice President, Student Services (1); Counseling Division Chairperson (1); Counselors (13); Assessment Coordinator (1); Director of Institutional Research (1).

8. & 9. Counseling Division Chairperson (1); Dean of Instructional Development (1); Vice President, Student Services (1); Counselors (13); Faculty (6); ESL Director (1); DSPS Director (1); EOPS Director (1); CalWORKS staff (2); Puente Project Staff (2); Learning Disabilities Specialists (2); Assessment Coordinator (1); Admissions and Records Staff (6); Watsonville Center Staff (4); Matriculation Committee (20).

10. Vice President, Instruction (1); Dean of Instructional Development (1); Vice President, Student Services (1); Division Chairs (10); Faculty Senate Representative (1); Assessment Coordinator (1); Director of Marketing and Communications (1); Director of Admissions and Records (1).

11. Vice President, Instruction (1); Dean of Instructional Development (1); Vice President, Student Services (1); Division Chairs (10); Faculty Senate Representative (1); Assessment Coordinator (1); Director of Marketing and Communications (1); Director of Admissions and Records (1).

12. – 13. Dean of Instructional Development (1); Counseling Division Chairperson (1); Director of Marketing and Communications (1); Counselors (13); Assessment Coordinator (1); Assessment Program Specialist (1); Director of Admissions and Records (1).
### 3. ASSESSMENT COMPONENT

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<td>55520(c)</td>
<td>1. Conduct assessment for all non-exempt students.</td>
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<tr>
<td>78212(b)(3)(A)</td>
<td></td>
<td>2. Administer assessment instruments to determine student competency in computational and language skills.</td>
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<tr>
<td>78212(b)(3)(B)</td>
<td></td>
<td>3. Assist students to identify their aptitudes, interests, and educational objectives.</td>
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<tr>
<td>78212(b)(3)(C)</td>
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<td>4. Evaluate students' study and learning skills.</td>
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<tr>
<td>78213(a)</td>
<td>55521(a)</td>
<td>5. Use assessment instruments approved by the Chancellor.</td>
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<td></td>
<td>55521(b)</td>
<td>6. Use assessment instruments only for purpose for which they were developed or validated.</td>
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<td>55521(c)</td>
<td>7. Use multiple measures (other than two or more highly correlated instruments) for placement, required and appropriate referral, or subsequent evaluation.</td>
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<tr>
<td>78213(b)(2)</td>
<td>55521(e)</td>
<td>8. Use assessment instruments, methods or procedures in an advisory manner in the selection of academic courses and educational programs.</td>
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<td>9. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.</td>
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<td>11. Make exempted students aware that they may choose whether or not to participate in this component.</td>
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3.1 **ACTIVITIES FOR THE ASSESSMENT COMPONENT:**

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

**55520(c)**

1. **Conduct assessment for all non-exempt students.**

   1. Schedule assessment tests throughout the year at times convenient for all nonexempt students. Schedule tests for special groups, re-entry, and special needs students, i.e. students with learning disabilities.

   2. Inform students about assessment testing and the schedule of assessment times through multiple information sources: the schedule of classes, catalog, counselors and admissions staff and flyers/brochures distributed by the Assessment Center.

   3. Offer special testing situations to students with disabilities and to students from underrepresented groups. Provide disabled students with the appropriate assistance for taking an assessment examination, e.g., the hearing impaired may require interpreters and the visually impaired individuals may need access to a print enlargement system. Learning disabled students may have extended test time. Provide underrepresented students with bilingual test administrators/proctors or special community test locations, as needed.

**78212(b)(3)(A)**

2. **Administer assessment instruments to determine student competency in computational and language skills.**

   4. Provide limited English students with alternative sources of information and with readily available personnel who can verbally translate information to them in their native language.

   5. Administer tests with multiple measures for recommending course placement in the following subject areas: English, Reading, and Mathematics.

**78212(b)(3)(B)**

3. **Assist students to identify their aptitudes, interests, and educational objectives.**

   6. Provide written information and counselor referrals at the assessment/orientation sessions regarding study skills courses where students can evaluate their skill levels and develop a program tailored to their needs.

   7. Process the student update form, which is sent to students with their registration packet and/or made available to students in many departments, i.e. counseling, Admissions and Records, Assessment Center. Student Update Forms are also collected from all Occupational programs once a year during the Spring semester. On this form, students mark their educational goal(s) and major. Students may request information about the varied college services.

   8. Provide each non-exempt student who attends orientation, with a hard copy of the assessment test results and a Counseling Report form. This form includes the student’s test scores, course placements, educational background, and college plans.
78212(b)(3)(C)  4. Evaluate students' study and learning skills.

9. Provide written information and counselor referrals at the assessment/orientation sessions regarding study skills courses where students can evaluate their skill levels and develop a program tailored to their needs.

10. Process the student update form, which is sent to students with their registration packet and/or made available to students in many departments, i.e. counseling, Admissions and Records, Assessment Center. Student Update Forms are also collected from all Occupational programs once a year during the Spring semester. On this form, students mark their educational goal(s) and major. Students may request information about the varied college services.

78213(a) 55521(a)  5. Use assessment instruments approved by the Chancellor.

11. Researchers completed validation for the English CTEP test for English placement & Reading CTEP test for Reading placement in Fall 2005. Validation of the MDTP for the Math placement was completed in 1998.

55521(b)  6. Use assessment instruments only for purpose for which they were developed or validated.

12. Schedule assessment tests throughout the year at times convenient for all nonexempt students. Schedule tests for special groups, re-entry, and special needs students, i.e. students with learning disabilities.

55521(c)  7. Use multiple measures (other than two or more highly correlated instruments) for placement, required and appropriate referral, or subsequent evaluation.

13. Provide limited English students with alternative sources of information and with readily available personnel who can verbally translate information to them in their native language.

14. Administer tests with multiple measures for recommending course placement in the following subject areas: English, Reading, and Mathematics.

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.

15. Schedule assessment tests throughout the year at times convenient for all nonexempt students. Schedule tests for special groups, re-entry, and special needs students, i.e. students with learning disabilities.
16. Provide each non-exempt student who attends orientation, with a hard copy of the assessment test results and a Counseling Report form. This form includes the student’s test scores, course placements, educational background, and college plans.

9. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.

17. Schedule assessment tests throughout the year at times convenient for all nonexempt students. Schedule tests for special groups, re-entry, and special needs students, i.e. students with learning disabilities.

18. Offer special testing situations to students with disabilities and to students from underrepresented groups. Provide disabled students with the appropriate assistance for taking an assessment examination, e.g., the hearing impaired may require interpreters and the visually impaired individuals may need access to a print enlargement system. Learning disabled students may have extended test time. Provide underrepresented students with bilingual test administrators/proctors or special community test locations, as needed.

10. Adopt District governing board policies specifying criteria for exemption.

19. List criteria for assessment exemption and test waivers on the Assessment page in the Schedule of Classes, the Cabrillo College catalog and other matriculation publications.

Assessment exemption criteria:
Matriculation services shall be required for all new students except those:
   a. Students who have earned a degree and are not seeking enrollment in mathematics
   b. Students who are taking six units or less and who are not seeking a degree or certificate and are not enrolling in courses with mathematics or English prerequisites.

Assessment course equivalencies criteria:
   a. Scores of 3, 4, or 5 on the Calculus or English Composition Advance Placement Test (APT)
   b. Completion of course equivalent to Cabrillo’s courses in math and English taken at another college or university
   c. Placement from another community college where the student completed an assessment

Course equivalencies satisfy the requirements for specific assessment tests but do not waive the requirements for other tests or aspects of the assessment process.

11. Make exempted students aware that they may choose whether or not to participate in this component.
20. Disseminate information so that all exempt students understand that they have the right to choose to participate in assessment and other matriculation activities. Through questionnaire confirmations ensure that exempt students are aware of matriculation; also, ensure they understand that assessment testing and other matriculation components may benefit them.

55532(d)  12. Ensure that exemptions from this component are not based upon specified sole criterion.

21. List criteria for assessment exemption and test waivers on the Assessment page in the Schedule of Classes, the Cabrillo College catalog and other matriculation publications.

   Assessment exemption criteria:
   Matriculation services shall be required for all new students except those:
   a. Students who have earned a degree and are not seeking enrollment in mathematics
   b. Students who are taking six units or less and who are not seeking a degree or certificate
      and are not enrolling in courses with mathematics or English prerequisites.

   Assessment course equivalencies criteria:
   c. Scores of 3, 4, or 5 on the Calculus or English Composition Advance Placement Test
      (APT)
   d. Completion of course equivalent to Cabrillo's courses in math and English taken at
      another college or university
   e. Placement from another community college where the student completed an assessment

   Course equivalencies satisfy the requirements for specific assessment tests but do not waive the requirements for other tests or aspects of the assessment process.
3.2 Goals for the Assessment Component:

1. The success rate of students who receive assessment services will continue to improve.

2. Assessment staff administers only instruments approved by the Chancellor's Office or locally validated by the Office of Institutional Research with the assistance of the Dean of Instructional Development, the Assessment Coordinator, the relevant Division and Department Chairs, and the College Matriculation Committee.

3. The Dean of Instructional Development and the Assessment coordinator will work with Computing Resources to make student assessment scores available on Web Advisor by Spring 2007.

4. Install new computer server exclusively for students' Assessment testing and scores for both the Aptos campus and Watsonville Center.

5. Fall 2006, a windows-based software called ASAP will be implemented to centralized assessment data and lookup assessment scores from both locations: Aptos and Watsonville.

6. Dean of Instructional Development, the Assessment Coordinator, the Counseling Chair and counselors will work together to review and refine the orientation process.

7. Implement computerized assessment testing on the Watsonville Campus.

8. Hire season workers to provide support to the Assessment Center during peak testing.
3.3 STAFFING FOR THE ASSESSMENT COMPONENT:
(Include job titles and numbers of positions involved with this component.)

1. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Admissions Clerks (2)

2. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Admissions Clerks (2)

3. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Counseling Division Chair (1); Counselors (22)

4. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); ESL Director (1); ESL faculty (1); Counselors (22)

5. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Director of Institutional Research (1); Division Deans (2); Reading Program Director (1); Math Department Chair (1); English Department Chair (1)

6. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Counselors (22); Instructors (10)

7. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Director of Institutional Research (1); Institutional Research Specialist (1); Counseling Division Chair (1); Counselors (22); Director of Computing Services (1); Computer Programmer/Analyst (1); Director of Admissions and Records (1); Admissions and Records Staff (6); Watsonville Center Staff (4); Dean of Career Center; Administrative Assistant to Dean of Career Center (1); Instructors (10)

8. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Counseling Division Chair (1); Counselors (22)

9. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Counselors (22); Instructors (10)

10. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Director of Institutional Research (1); Institutional Research Specialist (1); Counseling Division Chair (1); Counselors (22); Director of Computing Services (1); Computer Programmer/Analyst (1); Director of
Admissions and Records (1); Admissions and Records Staff (6); Watsonville Center Staff (4); Dean of Career Center; Administrative Assistant to Dean of Career Center (1); Instructors (10)

11. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); of Institutional Research (1); Institutional Research Specialist (1)

12. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Admissions Clerks (2)

13. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); ESL Director (1); ESL faculty (1); Counselors (22)

14. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Director of Institutional Research (1); Division Deans (2); Reading Program Director (1); Math Department Chair (1); English Department Chair (1)

15. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Admissions Clerks (2)

16. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Counseling Division Chair (1); Counselors (22)

17. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Admissions Clerks (2)

18. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); DSPS Director (1); DSPS Program Specialists (2); Learning Skills Specialist (1)

19. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Director of Institutional Research (1); Division Deans (2); Dean of Transfer (1); Reading Program Director (1); Math Department Chair (1); English Department Chair (1); Counseling Division Chair (1); Counselors (22); Matriculation Committee (15); Instructional Procedure Analysts (2)

20. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Vice President of Instruction (1); Computer Programmer/Analyst (1); Dean of Transfer (1)

21. Dean of Instructional Development (1); Administrative Assistant to Dean (1); Assessment Coordinator (1); Assessment Program Specialist (2); Assessment Student Assistant (1); Director of
Institutional Research (1); Division Deans (2); Dean of Transfer (1); Reading Program Director (1); Math Department Chair (1); English Department Chair (1); Counseling Division Chair (1); Counselors (22); Matriculation Committee (15); Instructional Procedure Analysts (2)
4. COUNSELING/ADVISEMENT COMPONENT

<table>
<thead>
<tr>
<th>AB 3</th>
<th>Title 5</th>
<th>Component Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>78212(b)(3)(D)</td>
<td>55520(g)(1),(2)</td>
<td>1. Make appropriate referral(s) to available support services and curriculum offerings.</td>
</tr>
<tr>
<td>78212(b)(3)(E)</td>
<td></td>
<td>2. Provide advisement concerning course selection.</td>
</tr>
<tr>
<td>78212(b)(4)</td>
<td>55523(a)(1)</td>
<td>3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.</td>
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<tr>
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<td>55526</td>
<td></td>
</tr>
<tr>
<td>78212(b)(4)</td>
<td>55523(a)(2)</td>
<td>4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.</td>
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<td>55526</td>
<td></td>
</tr>
<tr>
<td>78212(b)(4)</td>
<td>55523(a)(3)</td>
<td>5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.</td>
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<tr>
<td></td>
<td>55526</td>
<td></td>
</tr>
<tr>
<td>55520(d)</td>
<td></td>
<td>6. Make counseling or advisement available to all non-exempt students.</td>
</tr>
<tr>
<td>55523(a)(4)</td>
<td></td>
<td>7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.</td>
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<tr>
<td>55523(b)</td>
<td></td>
<td>8. Provide assistance in selection of a specific educational goal and development of the student educational plan, including student responsibilities.</td>
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<tr>
<td>55520(e)</td>
<td></td>
<td>9. Record the student educational plan in written or electronic form.</td>
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<tr>
<td>55525(a),(b)</td>
<td></td>
<td>10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students' needs.</td>
</tr>
<tr>
<td>55530(d)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>55534(b)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>55525(d)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>55534(a)</td>
<td></td>
<td>14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.</td>
</tr>
<tr>
<td>55522</td>
<td></td>
<td>15. Adopt District governing board policies specifying criteria for exemption.</td>
</tr>
<tr>
<td>78214(b)(3)</td>
<td>55532(a)</td>
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<tr>
<td></td>
<td>55510(a)(5)</td>
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</tbody>
</table>
16. Make exempted students aware that they may choose whether or not to participate in this component.

17. Ensure that exemptions from this component are not based upon specified sole criterion.

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.)

78212(b)(3)(D) 55520(g)(1),(2) 1. Make appropriate referral(s) to available support services and curriculum offerings.

1. Students check services they might be interested in on application.

2. Counselors refer students to campus resources, courses that support their academic success and community resources.

3. Students email counselors and receive referrals via the web. Department commits 3-6 hours/week of counselor time. Link to online service is a link on webpage,

4. All students who have completed 45 degree applicable units receive a letter (Fall) encouraging an assessment of their educational goal and courses needed to complete an AA degree and/or transfer.

5. Transfer-bound students are notified of workshops that help them prepare application essays.

78212(b)(3)(E) 55520(d) 55523(a)(4)
2. Provide advisement concerning course selection.

6. Services provided by appointment, drop-in, online and by telephone.

78212(b)(4) 55523(a)(1) 55526
3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.

7. Letters are sent to all students within this category, generated through the admissions office.

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.

8. Educational goal and major information is collected on STUF form 1 or 2 times each year through registration.

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.

9. Most new students see a counselor. Most basic skills students are new and therefore, work with a counselor.

10. Tutorial services identifies all basic skills courses, contacts the instructors, offers to present support services available, including counseling.
55520(d) 55523(a)(4)  6. Make counseling or advisement available to all non-exempt students.

11. The catalog, class schedule and orientation sessions all stress the importance of all students seeing a counselor.

55523(b) 7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.

12. All counselors are professional and meet FSA for the discipline. Services are offered at both the main campus and the Watsonville Center.

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.

13. Counselors work with students to help identify interests and then direct them to career instruments, courses and additional resources.

14. The ed plan is developed with a counselor and filed in a centralized location for access by either counselor.

55525(c) 9. Record the student educational plan in written or electronic form.

15. Ed plans are written or entered into a “homegrown” system.

55525(c) 10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students’ needs.

16. The ed plan is reviewed each time a student sees a counselor.

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.

17. Students are informed in easily-accessible ways about the matriculation pre and co requisite challenge process and their ability to waive matriculation services. Related materials/forms are at A&R, counseling, assessment, online and in the catalog and class schedule. The forms list the requirements and responsibilities students have in the process.

18. A student’s right not to be discriminated against is communicated in the college’s publications and online. All managers have been trained in the process so that they may facilitate a student’s rights if this occurs in their areas.
19. The Challenge process has been recently revised (spring 2005) and is constantly updated after receiving feedback from students and staff on any unknown barriers it may have created.

55534(b)  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.

55525(d)  

20. A student’s right to not be discriminated against is communicated in the college’s publications and online.

55534(a)  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.

55525(d)  

21. The challenge process is well-documented and distributed. Related materials/forms are at A&R, counseling, assessment, online and in the catalog and class schedule. The forms list the requirement and responsibilities students have in the process.

22. The student’s rights and responsibilities have been recently (fall 05) updated by the dean of Student Services and it is being republished fall 05. It will also be available in the usual formats- printed, online and in-person.

55522  14. Provide modified or alternative services for the matriculation process (if with necessary) for ethnic and language minority students and students disabilities.

23. DSPS and ESL have worked with counseling and the matriculation office to identify possible modified needs. These are met through an orientation in Spanish and English for students who are at the college to learn English. DSPS provides separate session if this is needed.

78214(b)(3)  15. Adopt District governing board policies specifying criteria for exemption.

55532(a)  55510(a)(5)  

24. Board Policy answers this.

55532(e)  16. Make exempted students aware that they may choose whether or not to participate in this component.

25. The college’s publication indicates exempt and non exempt status and students are encouraged to utilize all or some of the services despite their status.
55532(d)  

17. Ensure that exemptions from this component are not based upon specified sole criterion.

26. Initial advisement and educational planning is made available for all nonexempt students. Among these students are those seeking a degree or certificate, enrolling in more than six units, or registering for English, ESL, or mathematics. Subsequent follow-up services are available and offered for all students. All students, including those categorized as exempt, are encouraged to participate in these services through the college catalog, course schedule, and college promotions about counseling and advisement services.

55510(a)(4)  

18. Utilize computerized information services to implement or support counseling/advising activities.

27. The college continues to pursue advanced and improved technology and computerized information. Much of the progress is outside the matriculation office’s ability to control (staff, resources, Datatel.) Discussions are ongoing between MIS (CR) and matriculation.

28. Degree audits, which facilitates students understanding their own education planning and progress is underway.
4.2 Goals for the Counseling/Adviselement Component:

1. Investigate the sending of letters specifically to students in the following subgroups: basic skills, and no stated educational; work with A&R and CR to identify barriers to this process.

2. Continue to send letters to those on academic and/or probation encouraging them to utilize the college’s matriculation and instructional support services.

3. Investigate the sending of letters specifically to students in the following subgroups: basic skills, and no stated educational; work with A&R and CR to identify barriers to this process.

4. Continue to send letters to those on academic and/or probation encouraging them to utilize the college’s matriculation and instructional support services.

5. Continue to work with CR on better ways to collect MIS data on this and other counseling-related services.

6. Continue dialog with VPSS on support for appointment system (SARS Grid or other software) and its linkages to Datatel.

7. Continue discussions with A&R and other services on better ways to collect and utilize the info collected on the STUF form.

8. Communicate with students identified w/o ed goal in order to increase their participation in counseling.

9. Implement online career exploration service to facilitate major and educational goal selection for/with students.

10. Identify through the MIS system students enrolled in basic skills courses. Communicate with them via letter or email.

11. Continue to work with basic skills faculty to help identify students in academic trouble in other effective ways.

12. Identify ways to increase students’ awareness of the service, value of the services, and modes of delivery.

13. Continue discussions with VPSS and CR about new electronic ed plan that interfaces with datatel and an appointment system (SARS or other).

14. Continue discussions with VPSS and CR about new electronic ed plan that interfaces with datatel and an appointment system (SARS or other).

15. Identify ways to inform students of the importance of an ed plan.
16. Identify ways to inform students of the importance of an ed plan.

17. Review how the aspect of discrimination in the ed planning process is communicated to students.

18. Review Spanish orientation to see if it continues to meet student needs.

19. Review placement of this information.

20. Provide staff and therefore, students, with an integrated system to better meet their needs.
4.3 STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:
(Include job titles and numbers of positions involved with this component.)

1. – 5. Counseling Division Chairperson (1); Counselors (22); Dean of Instructional Development (1); Director, Admissions and Records (1); Assistant Director, Admissions and Records (1).

6. Counseling Division Chairperson (1); Counselors (22); Dean of Instructional Development (1).

7. Counseling Division Chairperson (1); Counselors (22); Director, Admissions and Records (1); Assistant Director, Admissions and Records (1).

8. Counseling Division Chairperson (1); Counselors (22); Dean of Instructional Development (1); Director, Admissions and Records (1); Assistant Director, Admissions and Records (1).

9. – 10. Counseling Division Chairperson (1); Counselors (22); Dean of Instructional Development (1); Counselors (22); Director, Admissions and Records (1); Assistant Director, Admissions and Records (1).

11. - 12. Counseling Division Chairperson (1); Counselors (22); Admissions and Records (2).

13. – 16. Director of Admissions and Records (1); Admissions and Records Coordinator (1); Counseling Division Chairperson (1); Counselors (22).

17. – 20. Counseling Division Chairperson (1); Counselors (22); Dean of Instructional Development (1); Dean of Student Services (1); Vice President, Student Services (1); Vice President, Instruction (1).

21. – 22. Counseling Division Chairperson (1); Counselors (22); Dean of Instructional Development (1); Director of Marketing and Communication (1); Admissions and Records (2); Dean of Student Services (1).

23. Counseling Division Chairperson (1); Counselors (22); Matriculation Administrative Assistant (1); DSPS (3); Puente Program (1).

24. Dean of Instructional Development (1); Vice President, Instruction (1); Vice President, Student Services (1); Dean of Transfer Education (1); Division Chairs (10); Faculty Senate Representatives (4).

25. – 26. Counseling Division Chairperson (1); Counselors (22); Dean of Instructional Development (1); Assessment Lab Instructional Assistant (1); Assessment Student Assistant (1); Vice President, Student Services (1); Director of Marketing and Communications (1).

27. – 28. Counseling Division Chairperson (1); Counselors (22); Dean of Instructional Development (1); Computing Resources (2); Admissions and Records (2).
## 5. STUDENT FOLLOW-UP COMPONENT

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

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

55520(f) 55526  
5523(a)(1-3)  

1. Provide post-enrollment evaluation of each non-exempt student’s academic progress enrolled under specific academic conditions.

1. Admissions and Records and the research office identify students who are on progress and/or academic probation and dismissal and send letters describing the college’s concerns, commitment to their success and referrals to counseling and other support services.

2. If students have not yet declared an education goal they are referred to a career planning course (CG54) or the online program in the Career Center.

55526  

2. Establish a follow-up system that ensures regular monitoring for early detection of academic difficulty.

3. The EOPS and Puente programs provide a follow-up system that identifies and supports their students’ progress.

4. Admissions and Records sends letters to students on academic an/or progress probation.

55520(g) 55526  

3. Make referral to appropriate services and curricula as necessary.

5. Counselors refer students to any all services that will support their educational goal.

6. Counselors and staff refer students to career planning courses and software to increase their Awareness of interest and skills and support then in selecting a major and goal.

7. The newly redesigned enrollment services center which included admissions, counseling, career and transfer and financial aid, facilitates students’ referral and smooth transition from one service to another.

8. Counselors mail letters to students with 45 degree applicable units and encourage them to revisit to make an ed plan that supports graduation and transfer. This may include additional or a change of originally-planned coursework.

55522  

4. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students with disabilities.

9. ESL students receive a modified orientation service that includes ways to self select courses, as the college currently uses self-assessment for ESL.
55510(a)(4)  

5. Utilize computerized information services to implement, support, monitor and/or track follow-up services.

10. Continue to work with CR and counseling to identify a user friendly system. Identify ways for counselors to more easily use the stand alone system currently in place. Work with Matriculation Advisory Committee on additional ways to serve the students electronically.
5.2 Goals for the Follow-up Component:

1. Identify collaborative efforts to identify, notify, inform and support students at the basic skills level. Send letters and email, if appropriate, informing them of support services in order to increase their retention in college.

2. Work with Matriculation Advisory Committee to identify ways to follow-up with students who have not declared a specific educational goal. Initial data is collected on the application.

3. Work with Computing Resources to identify easy ways for counselors to utilize the counseling screens and input education goal updates/changes.

4. Work with faculty and Matriculation Advisory Committee to identify additional ways to identify students in academic “trouble.”

5. Identify additional ways to provide preventive measures to alert students to support services, academic pitfalls, etc. before they are at risk.

6. Continue to support faculty in their unique and individualized interventions with their students who are experiencing academic difficulties.

7. Present issue to faculty Senate for discussion and suggestions.

8. Review current system for follow-up and revise as necessary.

9. Discuss with Faculty Senate historical and future ideas for early alert systems.

10. Continue to work with CR and counseling to identify a user friendly system.

11. Work with Matriculation Advisory Committee on additional ways to serve the students electronically.
5.3 STAFFING FOR THE FOLLOW-UP COMPONENT:
(Include job titles and numbers of positions involved with this component.)

1. – 2. Dean of Instructional Development (1); Assessment Coordinator (1); Admissions and Records (2); Counseling Chairperson (1); Counselors (22).

3. – 4. Admissions and Records (6); Puente Program (1); EOPS (4).

5. – 8. Counseling Chairperson (1); Counselors (22); Dean of Instructional Development (1); Career Center (2).

9. Dean of Instructional Development (1); Assessment Coordinator (1); Counselors (10); DSPS (4); Counselors (10).

10. Computing Resources (4); Counselors (22); Counseling Chairperson (1); Admissions and Records (2); Dean of Instructional Development and Matriculation Coordinator (1).
### 6. COORDINATION AND TRAINING COMPONENT

<table>
<thead>
<tr>
<th>AB 3</th>
<th>Title 5</th>
<th>Component Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>78216(b)(c)(3)</td>
<td>55516</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>55510(a)(3)</td>
<td>a) Admissions</td>
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<tr>
<td></td>
<td>55523(b)</td>
<td>b) Orientation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Counseling/Advisement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e) Follow-up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f) Research and Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g) Pre- and Co-requisites and Advisories</td>
</tr>
<tr>
<td>55510(a)(4)</td>
<td></td>
<td>2. Utilize computerized information services to implement or support coordination and training activities.</td>
</tr>
</tbody>
</table>
6.1 ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

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.

1. Areas of matriculation where faculty and staff desire and/or need training is identified on an ongoing basis. Annual Flex Activity Week is a common time.

2. Respond to specific requests for training and in-service from campus departments and/or individuals.

3. Coordinate training plans with areas of the college, i.e. program.

4. Review the admissions process with Admissions and Records staff each semester after the admissions process for that semester has been completed.

5. Utilize computerized information services to implement or support coordination and training activities.

2. The Flex Calendar is online and matriculation-related trainings are posted there.
6.2 GOALS FOR THE COORDINATION/TRAINING COMPONENT:

1. Utilize college’s Matriculation Advisory Committee to identify training/staff development needs.

2. Continue to provide one-to-one in-service to instructional and support staff on regulations related to requests for pre-requisite challenge and Matriculation Waiver.

3. Continue to participate in statewide and regional meetings/conferences in order to plan and deliver training at college level.

4. Review published materials as a way to “train” and update students, staff and faculty on issues related to matriculation.

5. Provide updates/information in various formats to address Matriculation-related issues that have arisen in college’s courses, process or services.

6. Continue to facilitate the integration of Matriculation philosophy, regulations and processes and services into college culture.
6.3 STAFFING FOR THE COORDINATION AND TRAINING COMPONENT:
(Include job titles and numbers of positions involved with this component.)

1. – 4. Matriculation Coordinator (1); Administrative Assistant, Matriculation Office (1); Vice President, Instruction (1); Deans of Instruction (2); Division Chairs (10); Vice President, Student Services (1); Assessment Coordinator (1); Researcher (1); Counselors (10); Instructional Faculty (3+) (Math, English, Reading).

5. Computing Resources (4); Administrative Assistant, Matriculation (1); Assessment Coordinator (1); Dean of Instructional Development and Matriculation Coordinator (1).
7. RESEARCH AND EVALUATION COMPONENT

<table>
<thead>
<tr>
<th>AB 3</th>
<th>Title 5</th>
<th>Component Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>78214(a)</td>
<td>55512(a)</td>
<td>1. Establish and maintain institutional research for evaluating efficacy of matriculation services and remedial programs and services.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Evaluate all assessment instruments to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner.</td>
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<tr>
<td></td>
<td>55512(a)</td>
<td>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.</td>
</tr>
<tr>
<td>78214(c)(1)</td>
<td>55512(a)(1)</td>
<td>4. Analyze degree of matriculation's impact on particular courses, programs and facilities.</td>
</tr>
<tr>
<td>78214(b)(2)</td>
<td></td>
<td>5. Analyze degree to which matriculation helps students to define their educational goals and objectives.</td>
</tr>
<tr>
<td>78214(b)(6)</td>
<td>55512(a)(2)</td>
<td>6. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.</td>
</tr>
<tr>
<td></td>
<td>55512(a)(3)</td>
<td>7. Analyze degree to which matriculation assists district efforts to assess educational needs.</td>
</tr>
<tr>
<td>78214(c)(2)</td>
<td>55512(a)(4)</td>
<td>8. Analyze degree to which matriculation matches district resources with students' educational needs.</td>
</tr>
<tr>
<td>78214(c)(3)</td>
<td>55512(a)(5)</td>
<td>9. Analyze degree to which matriculation provides students the specialized support services and programs to which they are referred.</td>
</tr>
<tr>
<td>78214(b)(4)</td>
<td>55512(a)(6)</td>
<td>10. Determine ethnicity, sex and age of credit students.</td>
</tr>
<tr>
<td>78214(c)(4)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>78214(b)(5)</td>
<td>55514(a)</td>
<td>12. Determine proportion of students of ethnic, gender, age and disability groups who enter and complete pre-collegiate basic skills courses.</td>
</tr>
<tr>
<td></td>
<td>55514(b)</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>55514(c)</td>
<td>14. Record number of students exempted by category and grounds for exemption.</td>
</tr>
<tr>
<td></td>
<td>55532(a)</td>
<td>15. Maintain numbers of students filing complaints (re: 55534) and the bases of those complaints.</td>
</tr>
<tr>
<td></td>
<td>55514(f)</td>
<td>16. Document particular matriculation services received by each non-exempt student.</td>
</tr>
</tbody>
</table>
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.)

78214(a) 55512(a) 1. Establish and maintain institutional research for evaluating efficacy of matriculation services and remedial programs and services.

1. Continue an annual institutional research agenda, which includes evaluation and a process for reporting results on an annual basis. As a member of the Matriculation Committee and by meeting on a regular basis with the Matriculation Officer/Dean, the Researcher effectively integrates Matriculation research into the institutional research plan of the College.

2. Compile and publish the Cabrillo College Fact Book (latest issue 2004) including information on credit and non-credit students. Of specific concern to matriculation, the fact book contains information on students’ characteristics such as age, gender, ethnicity, enrollments in basic skills courses, as well as summaries of research completed on areas such as matriculation evaluation, transfer outcomes, student success and retention rates.

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.

3. Monitor assessment instruments on an annual basis by conducting student success research. Continue to use the assessment instruments, which have been evaluated for cultural and linguistic bias and are being used in a valid manner. For 05-06, the Research office and the Assessment office will complete validation studies on the testing instruments due for local renewal, e.g. CTEP (English, Reading), Math DTLS.

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.

4. All current assessments methods are reviewed to determine that a disproportionate impact has not been placed on any particular group of students in terms of ethnicity, gender, age or disability. Where unjustified disproportionate impact is found, work is done with appropriate offices to develop and implement a plan to correct it.

55512(a)(1) 4. Analyze degree of matriculation’s impact on particular courses, programs and facilities.

5. A matriculation survey to determine the degree of satisfaction with particular courses, programs, and facilities will be conducted in Fall 2005. Results will be analyzed and improvements made when necessary.
78214(c)(1) 55512(a)(2) 5. Analyze degree to which matriculation helps students to define their educational goals and objectives.

78214(b)(2) 6. Continue to collect data on credit students through the STUF form and conduct a yearly Matriculation Services Survey to determine student satisfaction. Analyze research completed on areas such as transfer outcomes, student success and retention rates.

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) 55512(a)(6) 78214(c)(4) 55520(g) 9. Analyze degree to which matriculation provides students the specialized support services and programs to which they are referred.

10. A matriculation survey to determine the degree of satisfaction with programs, facilities and services is conducted annually.

78214(b)(5) 10. Determine ethnicity, sex and age of credit students.

11. Continue to collect data on credit students through the college application, the STUF form (Student Supplemental Information Form), and the assessment CAPP system. Annually submit data to the State Chancellor’s office through the established MIS system.

12. Continue to conduct research for Student Equity which includes the determination of students by ethnicity, gender and age in pre-collegiate, associate degree-applicable, or transfer courses in reading, writing, computation, and ESL. The Cabrillo College Fact Book assists in this process.
11. Determine proportion of students of ethnic, gender, age and disability groups placed in pre-collegiate, associate degree-applicable, or transfer courses reading, writing, computation, or ESL.

13. Continue to collect data on credit students through the college application, the STUF form (Student Supplemental Information Form), and the assessment CAPP system. This determines the proportion of students of ethnic, gender, age, and disability groups placed in pre-collegiate, associate degree-applicable, or transfer courses in reading, writing, computation, and ESL.

14. The Cabrillo College Fact book additionally presents this information.

12. Determine proportion of students of ethnic, gender, age and disability groups who enter and complete pre-collegiate basic skills courses.

15. Compile and publish the Cabrillo College Fact Book (latest issue 2004) including information on credit and non-credit students. The fact book contains information on students’ characteristics such as age, gender, disability, ethnicity for those enrolled in and completing pre-collegiate basic skills courses.

13. Determine proportion of students of ethnic, gender, age and disability groups who complete pre-collegiate basic skills course and who subsequently enter a complete associate degree-applicable courses.

16. Conduct annual research that determines the proportion of students of ethnic, gender, age, and disability groups who complete pre-collegiate basic skills courses and who subsequently enter and complete associate degree-applicable courses.

14. Record number of students exempted by category and grounds for exemption.

17. Collect data on students through the college application, registration process, the STUF form (Student Supplemental Information Form), and the CAPP assessment system. Annually submit data to the State Chancellor’s office through the established MIS system.

15. Maintain numbers of students filing complaints (re: 55534) and the bases of those complaints.

18. Students are encouraged to provide feedback on services through the Matriculation office, the Assessment office and on the college website. Records are maintained in the Matriculation office.

16. Document particular matriculation services received by each non-exempt student.
19. Collect data on credit students through the college application, the STUF form (Student Supplemental Information Form), and the assessment CAPP system. Annually submit data to the State Chancellor’s office through the established MIS system.

55510(a)(4) 17. Utilize computerized information services to implement or support research and evaluation activities.

20. Matriculation research is based on computerized information whenever possible.
7.2 **Goals for the Research and Evaluation Component:**

1. Continue to update and improve the annual institutional research agenda, which includes evaluation and a process for reporting results on a biannual basis.

2. Research conducted on prerequisite validations will be reviewed annually by the Director of Planning, Research and Knowledge Systems.

3. Continue the monitoring of assessment instruments on an annual basis by conducting student success research. Continue to use the assessment instruments, all of which have been evaluated for cultural and linguistic bias and are being used in a valid manner. For 2005-2006, the Planning and Research Office, and the Assessment Office will complete validation studies on the testing instruments due for renewal, e.g. CTEP (English, Reading), Math DTLS.

4. Determine that all current assessments of students for recent/current academic years have not revealed a disproportionate impact on any particular group of students in terms of ethnicity, gender, age or disability. Where unjustified disproportionate impact is found, develop and implement a plan to correct it.
7.3 **STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT:**

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

1. – 20. Chief Planning, Research & Knowledge Systems Officer (1); Institutional Research Analyst (1); Institutional Research Specialist (1); Dean of Instructional Development and Matriculation Coordinator (1); Assessment Coordinator (1); Admissions and Records (2); Computing Research (2).
This signature page pertains to the prerequisite section of the college matriculation plan.

Signature of President/Superintendent:
Name: Brian King Date:

Signature of College Academic Senate President:
Name: Rory O'Brien Date:

Signature of Chief Instructional Officer:
Name: Renee M. Kilmer Date:

Signature of Chief Student Services Officer:
Name: Manuel Osorio Date:

Signature of Curriculum Committee Chair:
Name: Date:

Signature of College or District Researcher:
Name: Jing Luan Date:

Signature of College Matriculation Coordinator:
Name: Margery Regalado Rodriguez 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)
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 I.c. and I.g., and [where appropriate]
   II.A.1.d. and/or 1.f. of Model)

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

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)

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

✓ Local policies/procedures follow District Model exactly
  (see section I.F. of Model)

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

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)

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)

11. College resolves challenges (made on specified grounds) to pre- and co-requisites in a
    timely manner and, if the challenge is upheld, the student is allowed to enroll in the course
    or program.

✓ Local policies/procedures follow District Model exactly
  (see section I.A.2. and I.B. of Model)

____ Local policies/procedures differ from District Model (see attached)
55202(a)  12. Pre- and co-requisites and advisories are identified in college publications and in the respective course outline(s) of record.
    ☑ Local policies/procedures follow District Model exactly
    (see section I.A. and I.C. of Model)
    ☐ Local policies/procedures differ from District Model (see attached)

55202(d)  13. District ensures that precollegiate basic skills reading, writing or math courses that serve as pre- or co-requisites are offered with reasonable frequency and that the number of available sections is reasonable given student need.
    ☑ Local policies/procedures follow District Model exactly
    (see section II.A.2. of Model)
    ☐ Local policies/procedures differ from District Model (see attached)
8.1 Activities for the Pre- and Co-requisites, and Advisories Component:
(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

1. Conduct pre-requisite validation studies per Research officer’s plan annually.

2. Continue to check for correct pre and co-requisite notations on all new and revised courses approved through the Curriculum Committee.
8.3 STAFFING FOR THE PRE- AND CO-REQUISITES, AND ADVISORIES COMPONENT:
(Include job titles and numbers of positions involved with this component.)

1. – 2. Dean of Instructional Development and Matriculation Coordinator (1); Curriculum Chair (1); Requisite Committee (4); Dean of Natural and Applied Sciences (1); Math Program Chair (1); English Program Chair (1); ESL Program Chair (1); Dean of Business, English, Language Arts (1); Related Faculty; Counselors (11); Admissions and Records Staff (6); Matriculation Office Staff (1).
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</table>
| 78211.5(b) | 55518(b) | 1. State matriculation allocation is used only for matriculation services approved by the Chancellor.  
   yes ✓ no |
| 78211.5 | 55512(b) | 2. District provides at least three-to-one dollar match of state matriculation allocation.  
   yes ✓ no |
|  |      | 3. District provides for a review of the revenue and expenditures of matriculation as part of annual district audit.  
   yes ✓ no |
POLICIES AND PROCEDURES

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

A. District ensures that no matriculation practice subjects any person to unlawful discrimination - Title 5, §55521(f)(a)(6).
   ✔ Board adopted policy
   _____ Institutional practices

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

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

D. In multi-campus district, the district makes arrangements for coordinating the various college matriculation plans - Title 5, §55510(a)(7).
   ✔ Board adopted policy
   _____ Institutional practices

E. Each pre- or co-requisite is established for at least one of the following reasons: 1) required or authorized by statute or regulation; 2) the prerequisite assures that the student has the skills or knowledge without which success in the subsequent course (or specific course within a program) is highly unlikely; 3) the 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, §5521. - 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, §5534(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

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

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

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

✓ Board adopted policy

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

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


§55202: April 4, 1994  ______________  ______________

§58106: April 4, 1994  ______________  ______________
COLLEGE MATRICULATION PLAN
ATTACHMENTS

1. ORGANIZATION CHART(S) ☑ College ☐ District

2. MATRICULATION COMMITTEE
1. ORGANIZATION CHART(S)
2. MATRICULATION COMMITTEE

Please type or print clearly

COMMITTEE NAME: 

CHAIRPERSON: 

TITLE: 

COMMITTEE MEMBERS:

______________________________  ______________________________

______________________________  ______________________________

______________________________  ______________________________

______________________________  ______________________________

SUBCOMMITTEES:

______________________________

______________________________

______________________________

______________________________
3. OTHER ATTACHMENTS