M I S S I O N C O L L E G E

Santa Clara, California

CREDIT MATRICULATI0N PLAN

2006 - 2007

REVISED April 2007

COLLEGE/DISTRICT MATRICULATION PLAN

College Name and Address:

MISSION COLLEGE
3000 Mission College Boulevard
Santa Clara, CA 95054 - 1897

District Name and Address:

WEST V ALLEY -MISSION COMMUNITY COLLEGE DISTRICT
14000 Fruitvale Avenue
Saratoga, CA 95070 - 5698

Signature of District Chancellor:

Name: **Stanley Arterberry** **Date:**

Signature of College President:

Name: **Harriett Robles** **Date:**

Signature of College Academic Senate President:

Name: **Catherine Cox** **Date:**

Signature of Supervising Administrator:

Name: **Daniel A. Sanidad** **Date:**

Signature of College Matriculation Coordinator:

Name: **Daniel A. Sanidad** **Date:**

MISSION COLLEGE **WEST VALLEY -MISSION CCD**

1. ADMISSIONS COMPONENT

AB3	Title 5	Component Standards
78212(b)(l)	55520(a)	1. Provide a procedure for the processing of the admission application.
	55522	2. Provide modified or alternative for the matriculation process (if necessary) for ethnic and minority students and students with disabilities.
	55510(a)(4)	3. Utilize computerized information services to implement or support admissions services

MISSION COLLEGE **WEST VALLEY -MISSION CCD**

1.1 ACTIVITIES FOR THE ADMISSIONS COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

1. Standards for the coding and timely intake of applications have been developed and implemented by the Admissions' staff. Students are informed of the application and registration processes through the schedule of classes, web site, and Welcome Letter. Students are able to apply for admissions on-line or in-person. During in-person admissions, applications are processed immediately for class registration ability within minutes. (1)

2. Modified services are provided by the Admissions Office, in collaboration with the Disability Instructional Support Center (DISC). Students with disabilities are assisted with completing forms and registration by DISC staff. Language minority students receive assistance from Counseling Services and the Admissions Office, in order to register during their designated registration periods. Any student unable to use or uncomfortable with using telephone or web registration methods is offered in-person-registration during his/her designated registration time. (2)

3. Priority registration days and times are designated for students in EOPS, DISC, and CaIWORKs. Priority registration is designated for Mission College's targeted groups, as well (e.g., Athletes). (2)

4. Limited English speaking students are assisted in the Admissions Office by the many multi-lingual staff and hourly workers. During peak registration periods, the number of multi-lingual staff will be increased to serve the larger volume of students. (2)

5. Counseling has scheduled Orientations throughout the semester, allowing those who complete orientation an opportunity to utilize the continuing-student registration for the next semester. (2)

6. Monthly and weekly meetings will be scheduled to bring together the district's Information Systems (IS), MC and WV A&R Directors and other appropriate parties, to address admission and registration concerns and improve services. (3)

7. The Admission and Records Office will be implementing a document scanning system that allows the office to become "paper-less" and allows for efficient storage and access through CD Rom. Additionally, the A&R Office continues to upgrade registration equipment and applications for insuring efficient delivery of service (e.g., SARS-Call, standard-computer equipment). (3)

MISSION COLLEGE **WEST VALLEY -MISSION CCD**

1.2 GOALS FOR THE ADMISSIONS COMPONENT:

1. Provide a barrier-free and efficient admission and registration process.

2. Provide clear and concise published information regarding admission and registration procedures and policies, programs and services, and matriculation requirements and services.

3. Improve staff communication and technical skills, for use in guiding students through the admission and registration components.

4. Work towards an on-line District admission application, simplifying the application process and allowing students to attend either West Valley College or Mission College, via a single application.

5. Promote the use of advanced technology for offering convenient and efficient services.
    a. Computer kiosks for on-line registration.
    b. Computers to apply on-line via CCCApply
    c. Telephone lines connected directly to TReg (telephone registration).

All goals are on-going
Component Coordinator: Director of Admissions & Records

1.3 STAFFING FOR THE ADMISSIONS COMPONENT

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

Vice President of Student Services (1)

Dean of Student Support Services/Matriculation Coordinator (1)

Admissions & Records, Director (1)

Admissions & Records, Supervisor I (1)

Student Records Advisor (2)

Senior Student Services Technician (2)

Student Services Account Technician (3)

Student Services Technician (3)

Research Analyst (1)

District Systems Programmer Supervisor (1)

MISSION COLLEGE **WEST VALLEY -MISSION CCD**

2. ORIENTATION COMPONENT

AB 3	Title 5	Component Standards
78212(b)(2)	55502(j)	1. Provide students and potential students with information concerning college programs, services, facilities and grounds, financial assistance, academic expectations, course scheduling and institution, procedures in a timely manner.
78212(a)	55530(b)(d)	2. Provide written definitions informing students of their rights and responsibilities.
	55201 (f)(g) 581 06(c)(d)(e)	3. Promptly inform students of their right to challenge (on specific grounds) a pre-requisite or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file complaint of unlawful discrimination
	55534(b)	4. Inform students of procedure for alleging unlawful discrimination in the implementation of matriculation practices.
	55534(a)	5. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.
	55522	6. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
78214(b)(3)	55532(a)	7. Adopt District governing board policies specifying criteria for exemption.
	55532(c)	8. Make exempted students aware that they may choose whether or not to participate in this component.
	55532(d)	9. Ensure that exemptions from this component are not based upon a sole criterion.
	55510(a)(4)	10. Utilize computerized information services to implement or support orientation activities.

MISSION COLLEGE **WEST VALLEY -MISSION CCD**

2.1 ACTIVITIES FOR THE ORIENTATION COMPONENT

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

1. Students and potential students are provided with information concerning college programs, student services, class scheduling, pre/co-requisite and advisories, financial aid, study skills, time management, major and transfer information, graduation requirements, facilities and grounds, academic expectations, sexual harassment filing procedures, and other institutional procedures in a timely manner through Orientation options which will be scheduled during the summer and throughout the academic year. (1, 2, 3, 4, 6)

   These options include:
   a) two-hour orientation workshops.
   b) nine-hour orientation classes (education plan, study skill development and transfer information).
   c) on-line orientation (www.missioncollege.org).
   d) semester length, 2-unit classes using the Master Student Model (Counseling 1 course outline).
   e) Disability Instructional Support Center (DISC), EOPS, CalWORKs, and other targeted group alternative and/or supplemental orientations.
   f) the Orientation module, plus major, transfer and career information (Counseling 12 class).
   g) orientation classes, workshops, etc. (e.g., materials in Spanish; advisory group; mentoring program), offered to feeder-high-school seniors/prospective students.

2. Written explanation of student rights and responsibilities are printed in class schedules, catalogs, and other appropriate publications, including the student orientation handbook. (2, 4, 5)

3. Students will be informed of their right to challenge (on specific grounds) a prerequisite 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. Information about this process is printed in the college catalogs and on line: www.missioncollege.org. (3)

4. Information regarding student procedure for alleging unlawful discrimination is provided in our college catalogs, class schedules, and other appropriate publications. (4)

5. College policies for student challenges to the matriculation process and methods by which the college investigates and attempts to resolve complaints are printed in appropriate publications and are available from the V.P. of Student Services Office. (5)

6. Modified or alternative services for the matriculation process is provided (if necessary) for ethnic and language minority students and students with disabilities. These orientations are conducted by bilingual counselors or counselors with bilingual student assistants, DISC staff, etc. Self-study orientation media will be available in Vietnamese, Spanish, and Tagalog. (6)

7. Exemption criteria have been approved by District governing board. Information for this process is printed in the college catalog. (7)

8. Exempted students will be made aware that they may choose whether or not to participate in this component in course schedules, at drop-in counseling, during registration, in all student matriculation publications and orientations. Also, students will be made aware of the benefits to be gained by participation in the orientation sessions. (8)

9. New students will be exempted from this component based on multiple criteria which include completion of an *AA/AS* or higher degree, and their taking six (6) or fewer units of courses with no skills prerequisite requirements. (9)

10. Offer special orientation sessions for targeted students, e.g., CaIWORKSs; DISC; EOPS; (1, 6)

11. Inform students of their rights and responsibilities in written and electronic formats. (4, 5, 8, 9)

12. Develop methods and procedures for documenting completion of the orientation component. With the assistance of the district's Information Systems (IS), non-exempt students who have not completed orientation will be notified by letter in a timely manner. (10)

13. The Orientation Component Coordinator and the Assessment Coordinator work together to coordinate orientation and assessment sessions to facilitate students completing both components in a timely manner. The schedules for Orientation and Assessment are printed together in both the schedule of classes and on fliers distributed to students. (1, 2)

14. Orientation sessions are scheduled on an ongoing basis, throughout the year, with additional sessions hosted during peak times; orientation services will be regularly available on-line. (1, 2, 8)

15. CaIWORKs, DISC, EOPS and other targeted programs conduct advisement and orientation for their students, prior to registration. (1, 2, 8)

16. Orientations are conducted in cooperation with local high schools; and local industries as requested.

17. Orientation materials will be updated to include student rights and responsibilities.

2.2 GOALS FOR THE ORIENTATION COMPONENT:

1. Non-participants will be contacted and encouraged to attend orientation.
2. Orientation participants will be tracked to assess their retention and matriculation success.
3. Orientation materials, format, and staff will reflect the cultural diversity of the students.
4. Peer advisors and/or student leaders will be incorporated into orientation activities.
5. Pre-orientation activities will be conducted in cooperation with local high schools.
6. Increase orientation and access for college underserved populations (SE)
7. New marketing strategies will be developed to increase participation in orientation activities.
8. Orientation materials will be updated annually, as necessary.

All goals are ongoing
Component Coordinator: Orientation Coordinator

(SE) – Student Equity Plan

2.3 STAFFING FOR THE ORIENTATION COMPONENT

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

Dean of Student Support Services/Matriculation Coordinator (1)

Counselors (16)

Part Time Counselors

Assessment Coordinator

Research Analyst (1)

Targeted Program Coordinators

Program Specialist-Matriculation (1)

District Systems Programmer Supervisor (1)

Student Recruitment Supervisor (1)

Director of Public Relations and Marketing (1)

MISSION COLLEGE **WEST VALLEY -MISSION CCD**

3. ASSESSMENT COMPONENT

AB 3	**Title - 5**	**Component Standards**
	55520(c)	1. Conduct assessment for all non-exempt students.
7 8212(b)(3)(A)		2. Administer assessment instruments to determine student competency in computational and language skills.
7 8212(b)(3)(B)		3. Assist students to identify their aptitudes, interests, and educational objectives.
78212(b)(3)(C)		4. Evaluate students' study and learning skills.
78213(a)	55521(a)	5. Use assessment instruments approved by the Chancellor.
	55521(b)	6. Use assessment instruments only for purpose for which they were developed or validated.
	55521(c)	7. Use multiple measures (other than two or more highly correlated instruments) for placement, required and appropriate referral, or subsequent evaluation.
78213(b)(2)	55521(e)	8. Use assessment instruments, methods, or procedures in an advisory manner in the selection of academic courses and educational programs.
	55522	9. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
78214(b)(3)	55532(a) 55510(a)(5)	10. Adopt District governing board policies specifying criteria for exemption.
	55532(c)	11. Make exempted students aware that they may choose whether or not to participate in this component.
	55532(d)	12. Ensure that exemptions from this component are not based upon a sole criterion.
	55510(a)(4)	13. Utilize computerized information services to implement or support assessment services.

3.1 ACTIVITIES FOR THE ASSESSMENT COMPONENT

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

The following activities illustrate the mechanism, procedures, and policies by which the goals of the assessment component will be achieved, addressed, or met.

1. Scheduled group and individualized assessment sessions for all non-exempt students are conducted regularly throughout the academic year and summer. (1)

2. Group testing sessions for placement into English, English as a Second Language (ESL), Math, and Reading classes are scheduled throughout the academic year and summer. (2)

3. Students are referred to the Assessment Coordinator and/or a Counselor with their assessment results for further evaluation, interpretation and educational planning. Coordination with the college's Student Equity Plan and targeted programs help to facilitate the assessment of students served by these programs/activities. A joint orientation and assessment session will be implemented to encourage underrepresented and at-risk students in their transition to college. (3)

4. Study and learning skill assessment is provided in college counseling courses and individual counseling sessions. (4)

5. All of Mission College's academic assessment instruments will be selected from those approved by the Chancellor's Office. (5)

6. Through the use of locally developed cut scores, norming and bias-prediction documentation, and in conjunction with guidelines provided by the test publishers, the college ensures that assessment instruments are used for the purposes developed and validated to predict course placement. (6)

7. Multiple measures, which may include high school GPA, self-reported student educational history, and grades in previous course work, will be among the criteria used, together with test scores, to assist students in determining the selection of appropriate courses. (7)

8. All assessment instruments, methods, and procedures will be used in an advisory manner for the selection of students' academic courses and education programs, as evidenced by the established and Board approved waiver process. (8)

9. ESL tests are available for language minority students, if students feel ESL testing is more appropriate than the Standard English assessment. This alternative includes a standardized test and a holistically scored essay. Students with disabilities will be provided all reasonable accommodations to insure fair assessment practices. These accommodations will be provided in conjunction with the DISC program, and they include, but are not limited to: extended time, large print, test readers, alternate testing sites, wheelchair accommodations and manual assistance for the physically handicapped. (9)

3.1 ACTIVITIES FOR THE ASSESSMENT COMPONENT (cont.)

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

10. The Exemption, Waiver, and Appeals policy, as developed by the Matriculation Advisory Committee's Assessment Subcommittee, together with input and approval of the Academic Senate and Academic and Student Affairs Councils, was adopted by the Board of Trustees in September 1992, and will be evaluated for contemporary reliability. (10)

11. Through the use of publications (schedules of classes, catalog, college website, fliers) and general campus media, exempted students will be informed about and invited to participate in all assessment activities. (11)

12. Students may request to waive the assessment process and/or the assessment results through an appeal of the process and results, by completing the designated forms. Training of all involved staff will occur to insure waivers are appropriately issued. (12)

13. Assessment and student learning outcome plans will be implemented in basic skills courses. (8)

14 Develop a new assessment strategy that will allow students to be placed properly, including a change in math curriculum to include mandatory pre-requisites. (4, 8)

14. The Assessment Center uploads all placement scores into the district's MIS computer system within 24 hours after administration of the English, Reading and Math placement tests. The ESL, holistically-scored essay upload is done within 5 to 7 business days, or as soon as the Assessment Center receives the updated scores from the ESL assessment, which is read by at least two faculty members of the ESL Department. With this accomplished, student, DATATEL screens containing assessment results are available to counselors, faculty, and others, via the district's MIS computer system. (13)

MISSION COLLEGE **WEST VALLEY -MISSION CCD**

3.2 GOALS FOR THE ASSESSMENT COMPONENT

1. Evaluate assessment instruments in computational and language skills, and administer assessment instruments to non-exempt students.

2. Review and update the advisory placement, exemption, waiver, and appeals policy for assessment.

3. Conduct validity and reliability studies on assessment instruments and procedures including:
   a) Reviewing and validating procedures for holistically scored writing samples.
   b) Developing and validating procedures for modified or alternate services for students with disabilities.

4. Assist students in assessing their aptitudes, interests, educational objectives, study and learning skills.

5. Continuously improve the service delivery system to students, including availability of testing and testing options.

6. Coordinate assessment activities with academic departments, counseling, admissions, and outreach services.

7. Use multiple measures for placement assessment and the resulting placement results.

8. Increase assessment and course retention in basic skills. (SE)

9. Improve assessment and completion rates. (SE)

10. Implement computerized placement testing.

11. Implement a written essay component for English placement tests.

All goals are on-going
Component Coordinator: Assessment Coordinator

(SE) – Student Equity Plan

3.3 STAFFING FOR THE ASSESSMENT COMPONENT

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

Dean of Student Support Services/Matriculation Coordinator (1)

Research Analyst (1)

English Department (9)

Reading Department (3)

Mathematics Department (12)

ESL Department (13)

Systems Analyst (1)

Vice President/Dean of Instruction (1)

Academic Senate

Counselors (16)

Disability Instructional Support Center (1)

Assessment Coordinator (1) (currently vacant)

Program Specialist – Matriculation (1)

District Systems Programmer Supervisor (1)

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4. COUNSELING/ADVISEMENT COMPONENT

AB 3	TitIe 5	Component Standards
78212(b)(3)(D)	55520(g)(1)	1. Make appropriate referral(s) to available support services and curriculum offerings.
7 8212(b)(3)(E)	55520(d) 55523(a)(4)	2. Provide advisement concerning course selection.
78212(b)(4)	55523(a)(1) 55526	3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.
78212(b)(4)	55523(a)(2) 55526	4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.
78212(b)(4)	55523(a)(3) 55526	5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.
	55520(d) 55523(a)(4)	6. Make counseling or advisement available to all nonexempt students.
	55523(b)	7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.
	55520(e) 55525(a)(b) 55530(d)	8. Provide assistance in selection of a specific educational goal and development of the student educational plan, including student responsibilities.
	55525(c)	9. Record the student educational plan in written or electronic form.
	55525(c)	10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students' needs.
	55534(a) 58106(c)(d)(e)	11. Promptly inform students of their right to challenge (on specific grounds) a pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exists for the challenge; and their right to file a complaint of unlawful discrimination.
	55534(b) 55525(d)	12. Inform students of procedures for filing a complaint alleging unlawful discrimination in the implementation of matriculation practices, including violation of process for developing student educational plan.

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4. COUNSELING/ADVISEMENT COMPONENT (cont.)

AB 3	**TitIe 5**	**Component Standards**
	55534(c) 55525(d)	13. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.
	55522	14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
78214(b)(3)	5532(a)	15. Adopt District governing board policies specifying criteria for exemption.
	55532(c)	16. Make exempted students aware that they may choose whether or not to participate in this component.
	55532(d)	17. Ensure that exemptions from this component are not based upon a sole criterion.
	55510(a)(4)	18. Utilize computerized information services to implement or support counseling/advising activities.

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4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT

(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied)

1. Implement a college-wide referral process that supports an early alert notification system. (1)

2. Students will be advised into appropriate curriculum offerings to meet their individual needs. (1)

3. Course selection advisement will be provided in one or more of the following ways:
   a) initially, in orientation
   b) individualized/group counseling sessions (2)

4. Probationary students will be contacted and encouraged to participate in counseling activity. Students are contacted through a variety of methods based on available resources, including:
   a) letters, b) telephone contact, c) e-mail (3)

5. All non-exempt students are encouraged to declare their initial educational goal at the point of admission, and will be encouraged to update that goal in succeeding semesters. Students who have not indicated an educational goal will be encouraged to take a Careers and Lifestyles course, to consult Career-Transfer resources, and/or to make an appointment with a counselor. (4)

6. Non-exempt students enrolled in pre-collegiate basic skills courses are advised to complete an educational plan if one is not on file. All non-exempt students will be provided information regarding counseling/advisement and other related services. (5)

7. Counseling services will be provided through the Counseling Center, and targeted program offices, during the day and evening, and it will be available on-line. (6)

8. Counselors, and counseling staff, will receive on-going training and in-service to ensure that students receive consistent, up-dated and accurate information. (7)

9. Individual counseling sessions will be provided to assist students in the selection of a specific educational goal. Students will be informed of their responsibility in identifying their educational goal. (8)

10. The initial student educational plans are developed in orientation, in specified Counseling classes, and in individual counseling appointments. Students will be advised to identify their academic goals and manage their responsibilities, at the time the educational plan is developed or revised. Educational plans will be revised and updated as necessary, in subsequent counseling sessions. (8)

11. Students' educational plans will be completed in duplicate, with a copy provided to the student and another kept in the Counseling Center or targeted program offices. (9)

12. Students' educational goal(s) and major will be updated, as necessary, and the student will be advised of the need to develop or modify the educational plan. Financial Aid, EOPS, DISC, and returning students, as well as students who wish to initiate guaranteed transfer admission agreements, will be encouraged to see a counselor to revise their education plans, based on their educational goals. (10)

4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT'(cont.)

(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied)

13. Procedural information for challenging pre- or co-requisite or limitation on enrollment, and filing a complaint of unlawful discrimination, will be available on-line, in the orientation, catalog and schedule of classes, and in other appropriate publications. (11)
14. Procedural information for filing a complaint alleging unlawful discrimination in the implementation of matriculation practices will be provided to students on-line, in the catalog, schedule of classes, and in other appropriate publications. (12)

15. College policies for student challenges to the matriculation process and methods by which the college investigates, attempts to resolve, and maintains complaints will be printed in appropriate publications, and will be provided to students during the counseling/advising process and on request from the Vice President of Student Services Office. (13)

16. Reasonable accommodations within the least restrictive environment possible will be provided in the counseling component, to serve disabled and/or ethnic/language minority students. The disabled student accommodations include, but are not limited to, the use of interpreters, mobility assistants, readers, and writers, and the ethnic and language minority student accommodations include, but are not limited to, selected materials in translation and bilingual staff. (14)

17. Governing Board Policy specifying criteria for exemption is in place, and will be provided to students in counseling sessions or upon request. (15)

18. Exempted students will be advised of their exempted status. Counseling services are available to all students regardless of matriculation exemption status, and all students are encouraged and advised to make use of counseling, as necessary. (16)

19. Students will be exempted from this component based on multiple criteria which include completion of an AA /AS or higher degree, and new students taking six or fewer units of courses with no prerequisite requirement. (17)

20. The Dean of Student Support Services, the counselors and the Director of Admissions and Records, will work with the district's Information Systems to develop a computerized method for informing students of their exempt or non-exempt status regarding the counseling component. (18)

21. The Dean of Student Support Services, the counselors and the Director of Admissions and Records will work with the district's Information Systems to implement a computerized degree audit system. (18)

22. The counseling visitation program will be enhanced, to disseminate information about degrees and certificates. (2, 6, 7, 8)

23. Transfer services will be increased, via: coordinating ACCESS, MESA and Transfer Center activities, disseminating articulation information and exploring technological-record-access options, implementing mentor and referral activity. (2, 6, 7, 8)

4.2 GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT

1. New and returning non-exempt students will have an educational plan on file, as a result of component services.

2. Identify and provide services to probationary, dismissed and undeclared students.

3. Provide current information about the procedure for alleging unlawful discrimination in the implementation of matriculation practices in appropriate publications.

5. Implement on-going classroom visitation by counselors, as per the Faculty Request procedure.

6. Enhance counselor participation in the recruitment of underrepresented students.

7. Expand the Counseling Department's ability to provide on-line counseling services.

8. Increase the number of degrees and certificates granted to students. (SE)

9. Increase the number of students transferring to the UC and CSU systems (SE)

All goals are on-going
Component Coordinator: Counseling Coordinator

(SE) – Student Equity Plan

4.3 STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT

(For each activity, list positions or job titles involved and the approximate number of each)

Counselors (16)

Articulation Officer (1)

VP of Student Services (1)

Dean of Student Support Services/Matriculation Coordinator (1)

Research Analyst (1)

Counseling Clerks (1)

Career Transfer Specialist (1)

Job Placement Specialist (1)

Office Coordinator (1)

Program Specialist – Matriculation (1)

Transfer Coordinator/Counselor (1)

Part-time Counselors

District Systems Programmer Supervisor (1)

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5. STUDENT FOLLOW-UP COMPONENT

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

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5.1 ACTIVITIES FOR THE FOLLOW-UP COMPONENT

(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied)

1. After the fall and spring semesters, academic progress / post-enrollment-support services will occur, as a result of evaluation, for each nonexempt student in the following groups: a) academic probation, b) progress probation, c) dismissal, d) academic difficulty, as indicated by the Early Alert progress report system, e) targeted groups, such as DISC, CaIWORKS and EOPS students. (1, 2)

2. Counselors will work with instructional faculty to maximize success of the Early Alert report system. Instructional faculty will identify students who appear to need additional support service. Students who are identified/"reported" will be notified, and referred to intervention services. (2)

3. Staff Development, in coordination with the Matriculation Advisory Committee, will conduct faculty-in-service training on referral, intervention services, and instructional faculty will be encouraged to refer students to appropriate services, such as CalWORKS, EOPS, Student Health Services, Counseling, etc., outside of the Early Alert process. (3)

4. Support service information will be provided to all students throughout the fall and spring semesters, including targeted mailings, counseling newsletter, brochures, and handbooks. Students who respond to the information will be evaluated and referred for support services. (3)

5. The college will provide reasonable accommodations, in the least restrictive environment possible, to support students with physical and learning disabilities. These accommodations include, but are not limited to, the use of interpreters, readers, and writers. Also, the college will provide accommodations for ethnic and language minority students that include, but are not limited to, translations of selected materials and bilingual assistance. (4)

6. Counselors will work, together with the district's Information Computer Services to obtain information for following-up with those who are "on track" for transfer and/or a degree or certificate in order to encourage their completion. Follow-up services will occur within the general counseling and targeted program services, and the Career Transfer Center activities. Transfer and degree/certificate activities, such as a peer-mentoring program to increase educational goal completion, will be offered to the identified students. (3, 5)

MISSION COLLEGE **WEST VALLEY -MISSION CCD**

5.2 GOALS FOR THE FOLLOW-UP COMPONENT

1. Incorporate follow-up component activities into the regular, college operation.

2. Identify target populations of students and provide follow-up to promote academic success.

3. Track the number of faculty and students participating in the Early Alert progress report system, each fall and spring semester, and implement strategies to increase faculty participation in the Early Alert system and student participation in support service intervention activity.

4. Strengthen the link between the Divisions of Instruction and Student Services for follow-up and retention/educational-goal-completion (intervention) success.

5. Strengthen the follow-up activities among existing programs and services, including strategies to monitor and/or track follow-up services, via the district's Information Systems (e.g., follow-up intervention monitoring and evaluation of services provided by EOPS, CalWORKS, DISC).

6. Increase number of degrees and certificates granted. (SE)

7. Increase the number of students transferring to the UC and CSU systems. (SE)

All goals are ongoing.
Component Coordinator: Follow-Up Component Coordinator

(SE) – Student Equity Plan

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5.3 STAFFING FOR THE FOLLOW-UP COMPONENT

(After each activity, list positions or job titles involved and the approximate number of each.)

Dean of Student Support Services/Matriculation Coordinator (1)

Matriculation Advisory Committee (8)

Counselors (16)

Research Analyst (1)

Targeted Program Coordinators (DISC, EOPS, etc.)

Instructional Faculty

Staff Development Coordinator (1)

District Systems Programmer Supervisor (1)

Counseling Clerks (2)

Career and Transfer Staff (1)

Student Health Services Coordinator (1)

6. COORDINATION AND TRAINING COMPONENT

AB 3	**Title - 5**	**Component Standards**
(c)(3)	55516 555l0(b)	1. Develop and implement a program for providing all faculty and staff with training appropriate to their needs with respect to provision of matriculation services. a. Admissions b. Orientation c. Assessment d. Counseling/Advisement e. Follow-Up f. Research and Evaluation
	555l0(a)(4)	2. Utilize computerized information services to implement or support coordination/training activities.

6.1 ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT

(After each activity, where appropriate, indicate the #(s) o/the Component Standard satisfied.)

1. The college will conduct in-service workshops for classified staff, administrative staff, and faculty who are involved with any or all of the following matriculation components: Admissions; Orientation; Assessment; Counseling/Advisement; Follow-up; Research and Evaluation. The in-service workshops and on-site job training will include dissemination of specific matriculation information and a general discussion of how Mission College employees can best help students achieve their educational goals. In addition, a schedule of relevant conferences will be maintained and faculty and staff will be encouraged to network with other community colleges and keep up to date with the current policies and procedures.(1)

2. On a regular basis, the Matriculation Coordinator will present a matriculation update to the Academic Senate.(1)

3. The Matriculation Coordinator conducts an Orientation and In-service on Matriculation services for new faculty, during their first semester. New faculty will also be provided with a Faculty Handbook describing the Matriculation policies and procedures. (1)

4. All faculty will be provided with directions related to matriculation plan activities, as well as regular support for implementing their area(s) of responsibility. (1,2)

5. The Matriculation Coordinator will schedule and chair campus-wide Matriculation Steering Committee meetings, at a minimum of six meetings per semester. The Matriculation Steering Committee will share brief updates on the status of all Mission College matriculation components, , and the Coordinator will inform the committee of any recent changes in matriculation regulations, facilitate three year strategic planning sessions, including general discussion on how the college can better meet the needs of students.(1,2)

6. The Matriculation Steering Committee shall be representative of the administration, management, faculty and classified staff.(1)

7. The Matriculation Coordinator, or a designee of the Steering Committee, will work closely with the college's Staff Development Committee to integrate matriculation information into staff development programs.(1)

8. The Matriculation Coordinator, or designee of the Steering Committee, will ensure that college brochures and publications have adequate matriculation information to inform the general public of the college's matriculation program.(1,2)

9. The Matriculation Coordinator will meet regularly with all Administrators and governing groups to report on Matriculation goals and to seek input and approval of all relevant activities.(1)

10. The Matriculation Coordinator will be responsible for the budget and works with the Matriculation Steering Committee in the development and allocation of funds. (1)

6.1 ACTIVITIES FOR THE COORDINA TION and TRAINING COMPONENT

(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

11. The Matriculation Coordinator, or designee of the Steering Committee, will meet with the Matriculation Coordinator at West Valley College to ensure consistency of activities and procedures within a two-campus district. (1)

12. Ongoing computer training will be provided to faculty and staff who use the SARS application in the advising process, and SARS training is provided to faculty and staff who have direct student contact through matriculation component services. (2)

6.2 GOALS FOR THE COORDINATION/TRAINING COMPONENT

1. Expand instructional faculty, staff, and student participation in the development and implementation of matriculation procedures.

2. College faculty and staff will be informed of matriculation issues and procedures as they are developed and modified.

3. College faculty and staff will be provided with enhanced staff development activities related to matriculation.

4. Students will be encouraged to participate in the Steering Committee planning sessions.

5. Improved hardware, and integrated application and data upload and download support for matriculation components: Admissions, Orientation, Assessment, Counseling/Advisement, Follow-Up, Research and Evaluation.

6. Delivery of matriculation services will be coordinated by the Matriculation Coordinator and other staff, as appropriate.

7. Matriculation activities will continue to be coordinated with West Valley College and the District. On a regular basis, the Counseling staff of Mission and West Valley will meet to discuss how to better implement matriculation.

8. Conduct staff development with all faculty and classified staff coordinators to improve communication and the information flow regarding the matriculation components' purpose, procedure, availability and research.

9. Train staff, counselors, and involved faculty, as to how language and computation skills and their test results may be used and interpreted for the advisement of students.

All Goals are on-going
Component Coordinator: Matriculation Coordinator

6.3 STAFFING FOR COORDINATION/TRAINING COMPONENT

(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

Dean of Student Support Services/Matriculation Coordinator (1)

Counselors (2)

Admissions and Records' Director and Supervisor (2)

Research Analyst (l)

Staff Development Coordinator (1)

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7. RESEARCH AND EVALUATION COMPONENT

AB 3	**Title - 5**	**Component Standards**
AB 3 78214(a)	55512(a)	1. Establish and maintain institutional research for evaluating efficacy of matriculation services and remedial programs and services.
	55512(a)	2. Evaluate all assessment instruments to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner.
	55512(a)	3. Determine whether any assessment instrument, method, or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age, or disability; where unjustified disproportionate impact is found, develop plan to correct it.
	55512(a)(1)	4. Analyze degree of matriculation's impact on particular courses, programs, and facilities.
78214(c)(1) 78214(b)(2)	55512(a)(2)	5. Analyze degree to which matriculation helps students define their educational goals and objectives.
78214(b)(6)	55512(a)(3)	6. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.
78214(c)(2)	55512(a)(4)	7. Analyze degree to which matriculation assists district efforts to assess educational needs.
78214(c)(3)	55512(a)(5)	8. Analyze degree to which matriculation matches district resources with students' educational needs.
78214(b)(4) 78214(c)(4)	55512(a)(6) 55520(g)	9. Analyze degree to which matriculation refers students to specialized support services and programs which they referred.
78214(b)(5)		10. Determine ethnicity, sex, and age of credit students.
	55514(a)	11. Determine proportion of students of ethnic, gender, age, and disability groups placed in pre-collegiate, associate degree-applicable, or transfer courses in reading, writing, computation, or ESL.

AB 3	**Title - 5**	**Component Standards**
	55514(b)	12. Determine proportion of students of ethnic, gender, age, and disability groups who enter and complete pre-collegiate basic skills courses.
	55514(c)	13. Determine proportion of students of ethnic, gender, age, and disability groups who complete pre-collegiate basic skills courses and who subsequently enter and complete associate degree-applicable courses.
	55532(a) 55514(f)	14. Record number of students exempted by category and grounds for exemption
	55514(g)	15. Maintain numbers of students filing complaints and the bases of those complaints.
	55514(4)	16. Document particular matriculation services received by each non-exempt student.
	55510(a)(4)	17. Utilize computerized information services to implement or support research and evaluation activities.

7.1 ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT

(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

1. Maintain staffing of an institutional research office with the expressed purpose of evaluating matriculation services and basic skills programs/services; developing and maintaining reports in support of matriculation activities; and disseminating research results to the campus community. The institutional research office is staffed with a minimum of one full-time Research Analyst. (1)

2. Evaluate assessment instruments to test for disproportionate impact (by age, gender, ethnicity, and disability status) and ensure freedom from cultural/linguistic bias; further, to work with department faculty and administration to take appropriate steps to resolve any such impact found. (2)

3. Perform a cultural bias study as a part of the validation process of any test where the test manufacturer has not already provided this research. (3)

4. Perform validation activities as required to meet state standards with respect to skills assessment testing and the manner in which the tests are administered. (2,3)

5. Maintain and enhance reports showing the number of student placements into English, math, reading, and ESL courses. Disseminate report, analyses, and/or recommendations accordingly. (4)

6. Facilitate the expansion of current 'student contact' and 'student tracking' capabilities in an effort to improve the accuracy of counts of students receiving services from each of Mission's matriculation services and intervention strategies. (4,7)

7. Conduct research analyzing student success along a variety of measures including grades, persistence, and skill improvement scores, in order to identify the impact various factors have on student success/failure. (4,6,17)

8. Working with information systems, develop a summary report for the Early Alert System at Mission College to review and evaluate impact; link students identified within Early Alert to attendance and participation in intervention strategies. Share findings and recommendations accordingly. (4,6)

9. Develop a student satisfaction survey for Matriculation services to be conducted on an annual basis. Tabulate, analyze data, and share results and recommendations accordingly. (4,5)

10. Working with information systems, collect data from admissions applications, student questionnaires, SARS reports, Educational Plans, and other sources to prepare new reports analyzing the degree to which matriculation provides students the specialized support services and programs. (4,5,9,17)

11. Develop a system to follow-up with students who do not have an educational plan to ensure access to services which will aid in completion of educational goals. (5,8,9)

12. Develop a system to follow-up with students who are only enrolled in basic skills classes to ensure access to services which will aid in completion of educational goals. (5,8,9)

13. Develop a system to follow-up with students who are on probation or have been disqualified to ensure access to services which will aid in completion of educational goals. (5,8,9)

7.1 ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT

(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

14. Working with information systems, facilitate the development of a set of student outcomes reports and institutional effectiveness reports, including reports that compare the success and persistence rates over time. Compare outcomes for pre-collegiate basic skills and transfer level courses, including indicators of student equity. Disseminate report, analyses, and recommendations accordingly. (6)

15. Maintain ongoing analysis of policies and procedures for which matriculation is providing support at the college level to identify barriers to service and promote best practices. Provide ongoing analysis of matriculation data collection and research findings and the degree to which they assist the college in assessing educational needs. (7,8,17)

16. Maintain and enhance reports on a per-semester basis as to the ethnicity, gender, and age make-up of credit students as well as for special population students at Mission College. (10, 17)

17. Develop and disseminate a longitudinal trend report showing the number of students that have been placed into pre-collegiate basic skills, degree-applicable, or transfer courses. (11)

18. Working with information systems, enhance reports tracking the retention and success rate of students enrolling in and completing pre-collegiate basic skills courses. Enhance reports showing the persistence rates of students moving from pre-collegiate basic skills courses to collegiate level courses in the same discipline. Disseminate reports accordingly. (12,13)

19. Working with student services personnel, maintain records of the number of students exempted to include grounds for exemptions, the number of students filing complaints, and the bases of those complaints. (14,15)

20. Student complaints are maintained by the Records Office, Human Resources and/or the Offices of the Vice Presidents of Instruction and Student Services as appropriate. (15)

21. Working with information systems, develop a report that shows the categories of matriculation services received by both exempt and non-exempt students. Number of students exempted by category and grounds for exemption are currently recorded in the Datatel system. (14, 16, 17)

22. Participate in District committees and discussions concerning student tracking capabilities and reporting capabilities. Continue to facilitate the development of standardized decision support reports regarding matriculation. (17)

7.2 GOALS FOR THE RESEARCH AND EVALUATION COMPONENT

1. Ensure that the college's research agenda continues to include activities aimed at determining the efficacy of matriculation services and basic skills programs.

2. Actively improve processes by which matriculation research and evaluation activities are prioritized and conducted.

3. To perform necessary and appropriate validation studies that ensure skills assessment tests, and the processes used to administer them, meet State standards as identified in Title 5, particularly those concerning cultural bias and the disproportionate impact.

4. Assessment methods, instruments, and procedures will be evaluated to determine if there is a disproportionate impact on identifiable groups of students; specifically by ethnicity, age, disability, and gender.

5. Coordinate and conduct, with the ESL and English departments, a review and validation of procedures for holistically scored writing samples.

6. To perform additional research aimed at evaluating the effectiveness of matriculation services and activities and subsequent student achievement.

7. To work with information systems to automate routine reports and enhance the accuracy and availability of data related to matriculation services and activities.

8. To enhance the understanding of information and data through regular participation in district and college committees, presentations, and written reports.

All goals are on-going.
Component Coordinator: Research Analyst

7.3 STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT

Matriculation Coordinator (1)

Research Analyst (1)

Assessment Coordinator (vacant)

Program Specialist, Matriculation (1)

District Systems Programmer Supervisor (1)

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8. PRE-REQUISITES, CO-REQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION

Title - 5	**Component Standards**
58106(b)	1. District ensures open enrollment subject to health and safety considerations, facility limitations, etc., consistent with Board-adopted policies that identify such limitations and which require fair and equitable procedures for determining who may enroll in such courses. __x__ Local policies/procedures follow District Model exactly (see sections I.A. and II.E. 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 pre-requisites, co-requisites and their respective level of scrutiny, including data collection where appropriate. __x__ Local policies/procedures follow District Model exactly (see sections I.C. and 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- or co-requisite to enhance students' likelihood of success. __x__ Local policies/procedures follow District Model exactly (see sections I.E.2. and I.E.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. __x__ Local policies/procedures follow District Model exactly (see sections I.C.2., I.C.3., II. A. 1C., II. A. 1G., 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)

Title - 5	**Component Standards**
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). __x__ 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)
5502(b)(2)(D)	6. Curriculum committee recommends establishment of pre- or co-requisite for non-degree-applicable courses, where appropriate. __x__ Local policies/procedures follow District Model exactly (see sections I.C.2., I.C.3., II.A.1.b. or 1.c. and 1.g., and [where appropriate] II.A.1.d. and/or 1.f. of Model) ____ Local policies/procedures differ from District Model (see attached)
5520l(b)(3)	7. Board-adopted policy specifies the process for periodically reviewing pre- and co-requisites (at least once every six years) and advisories, including level of scrutiny and frequency of review. __x__ Local policies/procedures follow District Model exactly (see section I.D. of Model) ____ Local policies/procedures differ from District Model (see attached)
55002(a)(4) 55002(b)(4) 5520l(b)(2)	8. District ensures that associate degree credit courses and pre-collegiate basic skills courses (including those with pre- and co-requisites) are taught by qualified instructors and in accord with course outline of record, particularly those aspects of the course that are the basis for the pre- or co-requisite. __x__ Local policies/procedures follow District Model exactly (see section I.F. of Model) ____ Local policies/procedures differ from District Model (see attached)

Title - 5	**Component Standards**
55202(g)	1. District determines students' satisfaction of a pre-requisite 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 pre-requisite. __x__ Local policies/procedures follow District Model exactly (see section I.E. of Model) _____ Local policies/procedures differ from District Model (see attached)
58106	2. 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. __x__ Local policies/procedures follow District Model exactly (see sections IA.2. and I.B. of Model) _____ Local policies/procedures differ from District Model (see attached)
55201(f)	3. 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. __x__ Local policies/procedures follow District Model exactly (see sections IA.2. and I.B. of Model) _____ Local policies/procedures differ from District Model (see attached)
55202(a)	4. Pre- and co-requisites and advisories are identified in college publications and in the respective course outline(s) of record. __x__ Local policies/procedures follow District Model exactly (see sections I.A. and I.C of Model) _____ Local policies/procedures differ from District Model (see attached)
55202(d)	5. District ensures that pre-collegiate basic skills reading, writing or math courses that serve as pre- or co-requisites are offered with reasonable frequency and that the number of available sections is reasonable, given student need. __x__ Local policies/procedures follow District Model exactly (see section II.A.2. of Model) _____ Local policies/procedures differ from District Model (see attached)

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

(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

1. Students will be informed in orientation and in their counseling/advising sessions .of their right to challenge on specific grounds a pre- or co-requisite or other limitation on enrollment. They will also be informed of their responsibility to provide documentation supporting the challenge and their right to file a complaint of unlawful discrimination if warranted. (10)

2. Information about the procedure for challenging a pre- or co-requisite will be published in the college catalog, schedule of classes, student orientation handbook and any other appropriate publications. (12)

3. Content review of all courses for which pre- or co-requisites exist will be conducted on a regular basis (not less than every six years) to insure the continued appropriateness of the pre- or co-requisite. (7)

4. The Matriculation Advisory Committee will monitor all student publications for students when reprinting is necessary to ensure accuracy of information about matriculation. (12)

5. Content review of all courses for which pre- or co-requisites exist will be conducted on a regular basis (not less than every six years) to ensure the continued appropriateness of the pre- or co-requisite. (7)

6. The challenge process will be evaluated annually by the Matriculation Steering Advisory Committee to ensure the most expeditious resolution for the student. (11)

7. The Vice-President/Dean of Instruction in conjunction with the Division Chairs will monitor the course offerings each semester to facilitate the student's ability to complete the course sequence in a timely manner. (13)

8. The district’s Information Systems and functions will be improved to ensure that students enrolling in classes have met pre-requisites, and if not, that these students receive prompt information so they are able to request refunds or enroll in appropriate classes. (9)

9. The district’s Information Systems and functions will be improved so that all student records are updated quickly to ensure that pre-requisite satisfaction does not create a barrier to enrollment. (9)

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

1. Ensure students are placed in courses for which they have the appropriate skill level or background knowledge using appropriate assessments and multiple measures.

2. Ensure all appropriate, student publications contain accurate and current .information on pre-requisites, co-requisites and advisories and the processes related to them.

3. Ensure pre-requisite courses are offered in a timely manner, thus supporting unimpeded student progress through course sequences will not be impeded.

4. Ensure students are informed of their rights to challenge a course pre-requisite, co-requisite or advisory and the process and timeline for completing challenges.

5. Ensure the most expeditious resolution of that the challenge process is accessible to all students and does not create a barrier to enrollment.

6. Ensure that pre-requisites, co-requisites and advisories are regularly reviewed in compliance with regulation.

All goals are ongoing.
Component Coordinator: Assessment Coordinator

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

(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

Dean of Student Services and/ Matriculation Coordinator (1)

Assessment Coordinator (currently vacant) (1)

Vice President/Dean of Instruction (1)

Chair of Curriculum Committee (1)

Counselors (16)

Matriculation Steering Advisory Committee (14)

Program Specialist - Matriculation (1)

Department Chairs (43)

Division Chairs (10)

Research Analyst (1)

District Systems Programmer Supervisor (1)