

**MATRICULATION
PROGRAM PLAN
AND
INSTRUCTIONS FOR COMPLETION**

REVISED MARCH 2005

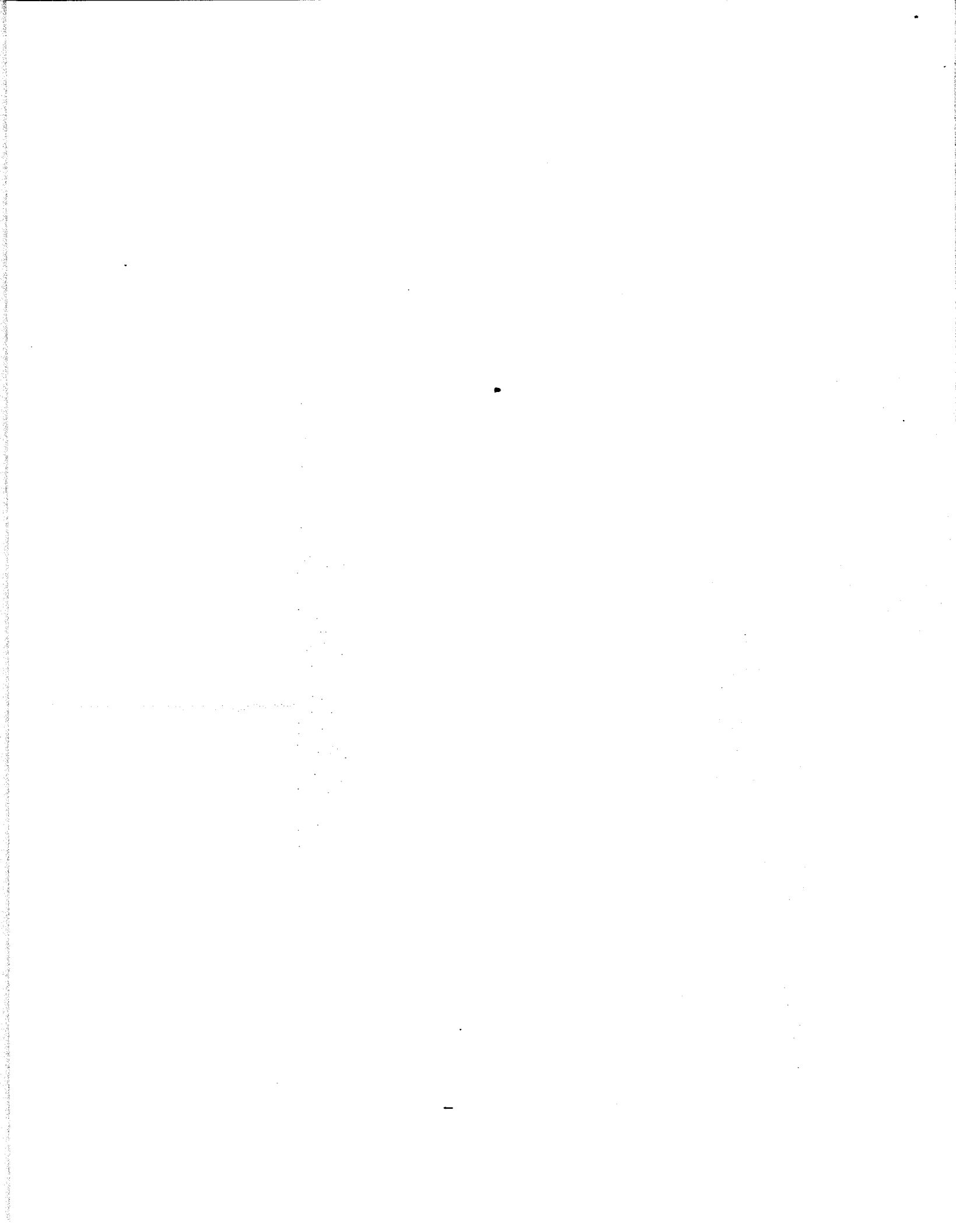


**CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
STUDENT SERVICES AND SPECIAL PROGRAMS DIVISION**

REGIONAL CONTACTS

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INSTRUCTIONS FOR THE COMPLETION OF THE COLLEGE MATRICULATION PLAN

INTRODUCTION

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

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

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

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

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

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

GENERAL GUIDELINES

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

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

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

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

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

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

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

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

GENERAL INSTRUCTIONS

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

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

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

SECTION-BY-SECTION INSTRUCTIONS

The plan is divided into five sections:

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

A. COVER/SIGNATURE PAGE

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

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

B. COMPONENTS

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

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

1. Legislative and Regulatory Requirements

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

2. Activities

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

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

3. Goals

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

4. Staffing

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

C. BUDGET

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

D. POLICIES AND PROCEDURES

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

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

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

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

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

E. ATTACHMENTS

1. Organization Chart(s)

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

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

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

2. Matriculation Committee

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

3. Other Attachments (optional)

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

ADDITIONAL INFORMATION

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

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

Sally J. Montemayor, Matriculation Coordinator
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(916) 324.2564

**COLLEGE MATRICULATION PLAN
COVER PAGE**

Region Number: 7

Submitted to: Arnold Bojorquez/ Sally J. Montemayor

College Name and Address: Glendale Community College

1500 North Verdugo Road

Glendale, CA 91028-2894

District Name and Address: same as above

Signature of District Chancellor: _____

Name: _____ Date: _____

Signature of College President: _____

Name: John A. Davitt  Date: 6-15-05

Signature of College Academic Senate President: Marguerite Renner

Name: Marguerite Renner Date: 6-14-05

Signature of Matriculation Coordinator's Supervising Administrator: Sharon Combs

Name: Sharon Combs Date: 6/14/05

Signature of College Matriculation Coordinator: Jewel D'Aloia Price

Name: Jewel D'Aloia Price Date: 6-13-05

**COLLEGE MATRICULATION PLAN
PARTICIPANTS**

Title 5 Section 55510 (b) requires that the matriculation plan for each district "be developed in consultation with representatives of faculty, students, and staff with appropriate expertise." Please list the persons who participated in the writing of this plan. Add more pages as needed.

- Kim Bryant _____ (student, faculty, staff)
- Sharon Combs _____ (~~st~~udent, faculty, staff)
- Edward Karpp _____ (student, faculty, staff)
- Dave Mack _____ (student, faculty, staff)
- Jewel Price _____ (student, faculty, staff)
- Narine Tadevosyan _____ (student, faculty, staff)
- Nancy Mc Lees _____ (student, faculty, staff)
- Dana Nartea _____ (student, faculty, staff)
- Susan Hoehn _____ (student, faculty, staff)
- _____ (student, faculty, staff)

Note: Members of the Matriculation Committee read all drafts of the plan and made comments and corrections to the final plan. In the Fall 2005 semester the plan will be submitted to the Student Affairs Committee for their review.

1. ADMISSIONS COMPONENT

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

1.1 ACTIVITIES FOR THE ADMISSIONS COMPONENT:

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

1. Admissions and Records will process all admission applications in a timely manner to ensure students are admitted to the College in an efficient manner. Special effort will be made to encourage prospective students to use the web application for ease and accuracy.
(Component Standards 1, 3)
2. Admissions and Records will insure that the College's application for admissions collects student data needed for the State Chancellor's office Management Information System.
(Component Standard 3)
3. Admissions and Records will provide alternative or modified admissions and registration services for ethnic and language minority students and students with disabilities by providing information in languages other than English, comprehensive staff training and employment of future staff that are bilingual.
(Component Standard 2)
4. Continue to implement the document imaging system for students' records and replacement of microfilming of institutional records.
(Component Standard 3)
5. Develop and implement the student data base, the admissions and registration process including the catalog, application, registration, grades and transcript processes for the enterprise software system.
(Component Standard 3)
6. Continue to collect and maintain records in a secure, legal and efficient manner.
(Component Standard 1)
7. Evaluate procedures for classifying all Glendale Community College new and existing courses to make certain they are in compliance with state apportionment requirements: WSCH, DSCH, Positive Attendance.
(Component Standard 1)
8. Admissions and Records in cooperation with Marketing and Financial Aid will continue to research other approaches to encourage community members to enroll Glendale Community College.
(Component Standard 2)
9. Within budget constraints, insure that the capacities of the computers and peripheral equipment are upgraded to allow for consistency and effectiveness of information, storage, record maintenance and access.
(Component Standard 3)

10. Work with the Office of School Relations/Student Outreach to continue to promote concurrent enrollment of qualified high school students in college-level transferable classes.
(Component Standard 2)

11. Provide guidance and assistance in the development and implementation of community service and non-credit programs in the areas of apportionment, student admission, registration process and transcript records.
(Component Standards 1, 2)

12. The Admissions and Records staff will participate in periodic in-service training such as customer service.
(Component Standard 1)

1.2 GOALS FOR THE ADMISSIONS COMPONENT:

1. To promote and provide equal access to Glendale Community College.
2. To admit and register students equitably and accurately in courses and programs in an effective and efficient manner.
3. To continue and complete the web registration package that is a compliment to the STARS (telephone) registration.
4. To develop and implement the student information program of the enterprise software system.
5. To develop admission and registration information in languages other than English particularly Armenian and Spanish.
6. To promote and foster a positive atmosphere for the students, faculty, administration and the community.

1.3 STAFFING FOR THE ADMISSIONS COMPONENT:

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

- 1 Dean, Admissions and Records
- 1 Assistant Director
- 1 Administrative Assistant
- 2 Enrollment Services Support Technician
- 1 Enrollment Services Specialist
- 2 Enrollment Services Shift Lead
- 7 Enrollment Services Technician
- 3.5 Enrollment Services Assistant
- 1 Admissions and Records Counselor

2. ORIENTATION COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212(b)(2)	55502(j)	1. Provide students and potential students with information concerning college programs, services, financial assistance, facilities and grounds, academic expectations, course scheduling and institutional procedures in a timely manner.
78212(a)	55530(b)(d)	2. Provide written definitions informing students of their rights and responsibilities.
	55201 (f),(g) 58106(c),(d),(e)	3. Promptly inform students of their right to challenge (on specified grounds) a pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.
	55534(b)	4. Inform students of procedure for alleging unlawful discrimination in the implementation of matriculation practices.
	55534(a)	5. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.
	55522	6. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students' and students with disabilities.
78214(b)(3)	55532(a) 55510 (a)(5)	7. Adopt District governing board policies specifying criteria for exemption.
	55532(c)	8. Make exempted students aware that they may choose whether or not to participate in this component.
	55532(d)	9. Ensure that exemptions from this component are not based upon specified sole criterion.
	55510(a)(4)	10. Utilize computerized information services to implement or support orientation activities.

2.1 ACTIVITIES FOR THE ORIENTATION COMPONENT:

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

1. Conduct regularly scheduled orientation workshops for all students throughout the academic year and during winter and summer sessions. The workshops will include all required information regarding college programs, college services, institutional procedures, student rights and responsibilities, academic expectations, class scheduling and campus facilities.
(Component Standard 1)
2. Provide each student with a copy of the Student Handbook and the Orientation Guide.
(Component Standard 1)
3. Provide information which describes and defines student rights and responsibilities, criteria and procedures for challenges to the matriculation process; challenges to prerequisite, co-requisite or limitation on enrollment requirements; and complaints of unlawful discrimination in the student handbook which is provided at the time of application and in the schedule of classes, and college catalog.
(Component Standards 2, 3, 4, 5)
4. Provide alternative orientation services for disabled students including students with learning disabilities, EOP&S eligible students, and for ESL students. These services will include referrals to counseling faculty and staff fluent in languages other than English or specially trained, assistance for visually and hearing impaired students, extended time for exams, and topic specific student development classes.
(Component Standard 6)
5. Adopt and ensure compliance with Board policies and Administrative Regulations specifying matriculation criteria, student rights and exemptions which are based on multiple criteria and are available through publication in the college catalog, schedule of classes, college web site, and notices published on the student portal. Exempt students are informed of the choice to matriculate during the admissions process.
(Component Standards 7, 8, 9, 10)
6. Participation of students in the orientation component will be recorded in the matriculation tracking system.
(Component Standard 10)
7. Provide a comprehensive online orientation to students. The on-line orientation program will include all required information and provide the service in an accessible and timely manner. In addition to English, the online orientation will be offered in Armenian, Korean and Spanish.
(Component Standards 1, 10)
8. Offer orientation information in conjunction with the ESL assessments to ensure that ESL students receive equivalent orientation services.
(Component Standard 6)

9. Conduct orientations at feeder high schools for prospective high school seniors. This activity can be coordinated with English and Math assessments given at the high school campuses.
10. Assess orientation services with the Spring Student Satisfaction Survey administered by the Research and Planning Unit.
11. Provide information regarding matriculation services including orientation in the new faculty orientation program.
12. Orientation delivery methods will be reviewed and evaluated and modified to keep current with emerging technologies.
13. Student Development orientation courses will be delivered in multiple formats to address issues of student success and access. Courses currently offered include Student Development 100, College Orientation; Student Development 101, Freshman Seminar; Student Development 102, Assessment Orientation-Disabled Students; Student Development 103, College Orientation for International Students; Student Development 105, College Orientation for Students with Disabilities; and Student Development 120, Transfer Orientation.
14. Produce an orientation guide for dissemination to students participating in orientation activities.

2.2 GOALS FOR THE ORIENTATION COMPONENT:

1. To provide orientation services for all matriculated, non-exempt students by developing multiple delivery modes for the process taking into account those contingencies which maximize student participation.
2. To develop a comprehensive procedure for orientation that addresses component standards and includes an academic advising component.
3. To assess the effectiveness of orientation by studying student outcome measures including but not limited to the following:
 - a. Oriented students will demonstrate a greater level of understanding of college policies, procedures and programs than non-oriented students.
 - b. Each term, an increasing percentage of students will participate in orientation activities.
 - c. Bilingual and multi-cultural staff will increase their participation in the orientation process.
 - d. Current students, especially student government leaders will take on a role in orientation activities.
4. To ensure that orientation services including orientation workshops, on-line orientation and student development orientation classes provide all required information regarding student rights to challenge and necessary procedures as specified in Title 5 regulations.

2.3 STAFFING FOR THE ORIENTATION COMPONENT:

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

- 1 Dean, Student Services
- 1 Dean, Admissions and Records
- 1 Associate Dean, Disabled Student Program and Services
- 1 Associate Dean, Extended Opportunity Program and Services
- 8 EOP&S Counselors
- 3 DSPS Counselors
- 16 Counselors
- 3 Classified Staff
- 2 Research and Planning Staff
- Matriculation Advisory Committee

3. ASSESSMENT COMPONENT

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

3.1 ACTIVITIES FOR THE ASSESSMENT COMPONENT:

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

1. Conduct assessment for all matriculated and non-exempt students. The assessment includes, but is not limited to, the collection of information regarding the student's English language proficiency, math skills, chemistry skills, prior academic performance, career aspirations and other non-cognitive factors including the need for special services.
(Component standards 1, 2, 7)
2. Those students scoring in the non-associate degree level or the basic skills area of the standardized placement test; expressing concern about study and/or learning skills; placed on probation; and/or with low academic grades, will be evaluated for study and learning skills proficiency. Appropriate referrals will be made to English classes with study skills components, basic skills classes, Career Center and/or Counseling.
(Component standards 4, 8)
3. In addition to assessment for placement through validated instruments, all non-exempt students with assessment needs will be assessed through an interview with an academic counselor. During this interview the students will be made aware of Career Center services and all undeclared majors will be referred to the Center. All non-exempt students and others, who wish to participate, will be provided with a short interest and self-reported aptitude assessment. All participating students will be encouraged to follow through on this assessment with more formalized Counseling services in order to assist students with a more completely developed educational objective. Further follow-up may include referrals to faculty for one-on-one meetings.
(Component standards 3, 7)
4. Conduct validation studies of assessment instruments and procedures to ensure the incorporation of multiple measures and appropriate use of instruments when advising students in the selection of academic courses and educational programs. In addition, the Assessment Committee, a sub-committee of the Matriculation Advisory Committee, will monitor the appropriateness of the selected and approved instruments compatibility with the changing demographic needs of the college.
(Component standards 4, 5, 6, 7, 8)
5. Utilize assessment instruments approved by the Chancellor's Office only for the purposes for which they were developed or validated. The assessment tests administered to all matriculated and non-exempt students to determine student competency in computational and language skills are available to be administered and appropriately modified for disabled students, ethnic and language minority students and others as requested.
(Component standards 1, 2, 5, 6, 8, 9)
6. The exemption from participation in assessment will be based upon counselor interview and evaluation of past course work/experience. In addition, the student has the right as with all assessment components to choose not to participate in accordance with established

procedures. A waiver will be explained and provided as appropriate. Board adopted policies specifying criteria for exemption from assessment will be listed in the college catalog and class schedules. Exempted students will be invited to participate in assessment should they deem it beneficial.

(Component standards 3, 10, 11, 12)

7. The importance of assessment as it pertains to student academic and career choice will be emphasized in orientation sessions, college publications, web site, student portal and in counseling contacts. Information regarding assessment procedures, policies and appeals will be published in the college catalog, class schedules, flyers, and letters to students.

(Component standards 2, 3, 4, 11)

8. Provide computer-administered testing of a fixed assessment in a standardized format to all students. This enables assessment to process students in a timelier manner. The computer-administered test is a transition from a traditional paper-and-pencil test to the computer medium.

(Component standard 13)

3.2 GOALS FOR THE ASSESSMENT COMPONENT:

1. To provide a holistic pre-enrollment assessment for all non-exempt students to identify the level of student competence in math, chemistry and language skills. To use assessment data to facilitate student success by recommending the appropriate placement into campus curriculum
2. To provide assistance to students in identifying their aptitudes, interests, and educational objectives through an integrated student services program that contributes to higher completion, retention, career transition, and transfer rates for the campus.
3. To maintain the capability of providing assessment of student behaviors, study and learning skills instrumental for student success.
4. To provide modified or alternative assessment services in the matriculation process for non-traditional students, for ethnic and language minority students and for students with disabilities. Supplemental assessments will be considered when deemed appropriate by special services, i.e. EOPS and DSPS.
5. To develop comprehensive procedures for the evaluation of assessment. Assessment instruments and practices will be evaluated in coordination with Research and Planning and modified as needed on an ongoing basis to meet student needs, comply with Title 5 regulations, and support institutional standards. The holistic assessment includes the use of multiple measures such as writing samples, past educational experience, standardized tests, and counseling interviews. Ensure that all assessment measures meet validation criteria and Chancellor Office approval.
6. To use results from assessment for advisement, counseling, student follow-up, curriculum revision, research, and accountability purposes.
7. To maintain the Assessment Advisory Committee's broad-based representation from the campus community and maintain collaboration on assessment related issues such as selection of assessment instruments and procedures for assessing students.
8. To provide both on-line and computer-administered testing that provides assessment in a standardized format to all students. To continue to upgrade assessment hardware and peripherals in order to ensure the most efficient processing of assessment data.

3.3 STAFFING FOR THE ASSESSMENT COMPONENT:

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

Vice President, College Services

1 Dean, Student Services

1 Manager

Counselors

Faculty

1 Institutional Researcher

1 Research Assistant

4 Classified Staff

1 Instructional Technology Support

11 Student Workers

4. COUNSELING/ADVISEMENT COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212(b)(3)(D)	55520(g)(1),(2)	1. Make appropriate referral(s) to available support services and curriculum offerings.
78212(b)(3)(E)	55520(d) 55523(a)(4)	2. Provide advisement concerning course selection.
78212(b)(4)	55523(a)(1) 55526	3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.
78212(b)(4)	55523(a)(2) 55526	4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.
78212(b)(4)	55523(a)(3) 55526	5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.
	55520(d) 55523(a)(4)	6. Make counseling or advisement available to all non-exempt students.
	55523(b)	7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.
	55520(e) 55525(a),(b) 55530(d)	8. Provide assistance in selection of a specific educational goal and development of the student educational plan, including student responsibilities.
	55525(c)	9. Record the student educational plan in written or electronic form.
	55525(c)	10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students' needs.
	55201(f),(g) 58106(c),(d),(e)	11. Promptly inform students of their right to challenge (on specified grounds) a pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.
	55534(b) 55525(d)	12. Inform students of procedures for filing complaint alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of process for developing student educational plan.
	55534(a) 55525(d)	13. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.
	55522	14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
78214(b)(3)	55532(a) 55510(a)(5)	15. Adopt District governing board policies specifying criteria for exemption.

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

4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:

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

1. Provide support services and academic advising information to students in various forms, including brochures, student handbook, class schedule, orientation guide, college web site, student portal, and on the student information kiosk.
(Component Standard 1)
2. Counseling faculty will provide referrals to support services and curricular offerings as part of the completion of a Student Educational Plan.
(Component Standard 1)
3. Provide information and referrals to students regarding support services at the college Information Desk.
(Component Standard 1)
4. Student development courses, workshops, individual advisement, and computer software programs will be made available to students to assist with educational goal clarification, completion of a Student Educational Plan, and course selection.
(Component Standards 2, 8)
5. All students on academic or progress probation will be notified by their assigned counselor of their status and strongly encouraged to make a counseling appointment and attend a success workshop designed to assist students on probation.
(Component Standard 3)
6. Follow-up contacts will be made with students on initial academic probation status who do not respond to the first notification. Counseling appointments will be made during this contact. A contract specifying educational objectives and an educational plan will be developed for each participating student.
(Component Standard 3)
7. Student Development 144, Improving College Performance, and Student Development 142, Study Skills will be offered and students, particularly students on academic or progress probation or students enrolled in pre-collegiate basic skills courses will be encouraged to enroll.
(Component Standards 1, 3, 5)
8. Prepare and publish a counseling handbook entitled Student Success Workbook for students on academic or progress probation.
(Component Standard 3)
9. All non-exempt students with no declared educational goal or who indicate "undecided" as their major will be notified and encouraged to participate in Career Center offerings and activities including student development classes, workshops, counseling sessions and use of the Career Center resources.
(Component Standard 4)

10. Provide counseling/advisement information to students enrolled in pre-collegiate basic skills courses by having counseling faculty make presentations to students in their basic skills courses. (Component Standard 5)
11. Initiate an Elementary Algebra Project with mathematics faculty to provide counseling services and completion of a Student Educational Plan for students enrolled in these courses. (Component Standards 2, 3, 5, 8)
12. Provide counseling and advisement to students by certificated counseling faculty and trained counseling interns on course selection, general academic requirements, career opportunities, college majors, and transfer requirements. (Component Standards 2, 6, 7)
13. Make available to all non-exempt students individual counseling sessions, drop-in advisement, telephone and e-mail advising, as well as small group counseling sessions. (Component Standards 6, 7)
14. Hold regularly scheduled Academic Information meetings, and maintain the Counselor Portal to provide training and information for counseling faculty and counseling interns to keep updated regarding matriculation and advisement matters. (Component Standard 7)
15. Develop with each non-exempt student an educational plan in written or computerized form in individual counseling sessions preferably with the student's assigned caseload counselor. Referrals to student support systems will be made as part of the educational plan. Students will be notified by various formats to make an appointment to complete a student educational plan. (Component Standards 1, 8, 9)
16. In subsequent counseling sessions, students' initial educational plan will be reviewed and updated to reflect students' current educational goals and needs. (Component Standard 10)
17. Incorporate information regarding the student right to challenge and grounds for challenging a prerequisite, co-requisite, or limitation on enrollment; and the student right to file a complaint of unlawful discrimination; and procedures for filing a complaint alleging unlawful discrimination in the implementation of matriculation practices including alleged violation of process for developing a student educational plan in the Student Development orientation courses and workshops and counseling sessions where appropriate. (Component Standards 11, 12)
18. Provide a statement of student rights and responsibilities for students who apply for admission, stating the basis and the procedure for challenging matriculation regulatory provisions. Distribute to students documents such as student handbook, college catalog, class schedule, orientation guide which detail district policy on student grievance and complaints

of discriminatory treatment including the procedures and mechanisms in place to process these grievances.

(Component Standards 12, 13)

19. Provide alternative counseling services for non-exempt students with disabilities and ethnic and language minority students who needs are not met by regular counseling services. Insure that counseling sessions for students with disabilities include specialized services to meet the students' needs and are conducted by trained counseling faculty and staff.
(Component Standard 14)
20. Provide counseling services to ethnic and language minority students in languages other than English. Currently, counseling services are provided in the following languages by request: Spanish, Korean, Armenian, Farsi, and Russian.
(Component Standard 14)
21. The District board policy and Administrative Regulations, which articulate matriculation policies and procedures including a definition of exempt and non-exempt status, has been adopted and published.
(Component Standards 15, 16)
22. All personnel involved in drafting, adopting or implementing matriculation policies and procedures will be provided with information to make them aware that multiple criteria must be used to exempt students from any component of the matriculation process.
(Component Standard 17)
23. Implement computer software to enhance counseling/advisement services in the following ways:
 - a. Provide student educational plans utilizing a computer software program.
 - b. Develop and keep current Academic Counseling, Career Center and Transfer Center web sites which provide information regarding academic programs, articulation, and career and job search information.
 - c. Provide advisement information to students via the student portal, and use e-mail communication where appropriate.
 - d. Implement computerized appointment system to document counseling contacts and to provide a self-service component to make counseling appointments.
 - e. Develop and maintain an on-line orientation program.
 - f. Develop and maintain a counselor portal entitled Counselink.
 - g. Provide computer workstations and support staff assistance in counseling program areas for student use to research college information and access on-line college and four-year university services.
(Component Standard 18)

4.2 GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT:

1. Increase the number of students receiving counseling and advising services by implementing a Caseload system to assign students to individual counselors.
2. To improve academic advising services provided to students by utilizing computerized information services such as a self-service appointment/drop-in system, computerized student educational plan, and a student portal.
3. Provide information and training for counseling and instructional faculty in topics related to matriculation services including computer applications, program advisement, and assessment.
4. Determine effective approaches for developing Student Educational Plans for all students early in their college enrollment.
5. Implement a tracking system of student counseling appointments and drop-in advisement contacts.
6. Develop processes and functions to assure that students with disabilities and ethnic and language minority students will be accommodated in counseling/advisement activities.
7. Increase awareness of the instructional faculty of the value of a completed student educational plan and the Caseload system.
8. Develop activities and procedures to insure that students on academic or progress probation, students without a declared educational goal or major, and students enrolled in pre-collegiate basic skills courses participate in counseling/advisement services.
9. Develop and implement an early intervention program which focuses on the "at risk" student.
10. Perform necessary research to determine success of the student assessment and counseling programs.
11. To improve the integration of the instructional faculty in matriculation by developing joint programs with counseling faculty to advise students.
12. To coordinate the counseling and matriculation services among the EOP&S, CSD, Academic Counseling, Admissions and Records, ACTC (non-credit program), Transfer and Career Centers and the general student population.
13. To inform students of Title 5 regulations which permit challenges and complaints regarding provision of matriculation services.

4.3 STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:

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

- 1 Dean, Admissions and Records
- 1 Dean, Student Services
- 1 Associate Dean, EOP&S
- 1 Associate Dean, Disabled Student Program and Services
- 1 College Services Division Chair
- 29 Counselors
- 4 Graduate Interns
- 8 Clerical Support Staff

5. STUDENT FOLLOW-UP COMPONENT

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

5.1 ACTIVITIES FOR THE FOLLOW-UP COMPONENT:

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

1. Non-exempt new students with undeclared majors will be notified post-enrollment and informed of the comprehensive services offered by the Career Center and encouraged to use the services to assist them in the definition of an educational goal and major.
(Component Standards 1, 3)
2. Class visits by counseling faculty will be made to basic skills classes to explain counseling services and academic advising information to students.
(Component Standards 1, 3)
3. Non-exempt students on academic or progress probation will be sent a notification of their status by their assigned caseload counselor and encouraged to attend a student success workshop, make an individual counseling appointment, and if appropriate, take the study skills assessment inventory. Each counselor will receive a list of students in their caseload who are on probation to assist with follow-up counseling.
(Component Standards 1, 2)
4. Make career assessments and career information more accessible to students by upgrading and increasing the number of computer lab workstations available in the Career Center and Student Employment Services.
(Component Standard 5)
5. Offer follow-up services for special groups of students.
 - a. Encourage students enrolled in basic skills classes to enroll in specialized student development courses.
 - b. Upgrade adapted equipment in the Career Center for use by students with disabilities.
 - c. Multi-lingual professional and support staff are available to assist ethnic and language minority students with follow-up activities and services such as interpreting assessments, career counseling and job search and early alert notifications.
 - d. A range of services is available for students with disabilities including but not limited to test proctoring, other accommodations for testing (extended time, diagnostic assessments), as well as, assistance for hearing and visually impaired students.
(Component Standard 4)
6. A Transfer Center offering comprehensive services to students considering transfer to four-year colleges and universities will continue to be provided.
7. Provide early intervention notification and referral by instructional faculty to students on a regular basis (during the 5th to the 13th weeks of the semester). Notification message identifies issues related to attendance, missing homework assignments, referrals to counseling, improvement in study habits, referral to see the instructor, and more study time is needed.
(Component Standards 2, 3, 5)

8. Other services which are available to continuing students to compliment their academic progress include tutoring, assistance through writing and math labs, supplemental instruction, paired English and ESL classes with student development classes, and information competency workshops.
9. Every new non-exempt student will be assigned to a counselor at the time of assessment. Instructional faculty will be notified of assignment of counselor to coordinate and facilitate monitoring of student's academic progress and identify issues related to academic difficulty.

5.2 GOALS FOR THE FOLLOW-UP COMPONENT:

1. To provide timely follow-up services and information to students using computerized information services.
2. To identify and define Student Learning Outcomes for students receiving matriculation services.
3. To identify from the admissions application students who have indicated an interest in receiving specific services such as tutoring or financial aid and provide follow-up and referral to requested services.
4. To identify correlates of attrition and unsatisfactory progress which can be used to target high risk students and develop interventions and services to ameliorate the problems.
5. To provide alternative matriculation follow-up services as needed for ethnic and language minorities and students with disabilities.
6. To implement and refine an Early Alert System which monitors progress and academic difficulty of students and provides timely notification.
7. To provide a program of services for students on academic or progress probation or those subject to dismissal
8. Maintain a comprehensive program of Career and job placement services for the undecided student.
9. Coordinate retention services with instructional faculty and staff to ensure a comprehensive approach to evaluating student academic progress and referral to appropriate services and curricula.
10. Develop and implement an early intervention program for continuing students with an emphasis on satisfactory academic progress and class attendance.
11. Use Counselor Caseload system to provide assistance to students enrolled in basic skills courses, or undecided concerning goals and major or on academic/progress probation.

5.3 STAFFING FOR THE FOLLOW-UP COMPONENT:

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

1 Dean, Admissions and Records

1 Dean, Student Services

1 Associate Dean, DSPS

1 Associate Dean, EOP&S

All instructional faculty

All counseling faculty

Student tutors

10 Classified support staff

1 Computer program analyst

6. COORDINATION AND TRAINING COMPONENT

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

6.1 ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT:

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

1. The Matriculation Coordinator will convene regularly scheduled meetings of the Matriculation Advisory Committee which has college-wide representation according to established governance regulations to approve policies and procedures of the matriculation process as defined in Title 5, to review program components, and provide direction to the matriculation programs.
(Component Standard 1)
2. The Matriculation Coordinator will work with staff responsible for matriculation components and managers of all the functional units in College Services to define information technology and software needs.
(Component Standards 1, 2)
3. Disseminate results of research performed to evaluate matriculation student outcomes.
(Component Standard 1)
4. Provide training to campus participants in the matriculation programs in the use of new computerized systems, including but not limited to the electronic student educational plan, student tracking system, electronic mail, use of the faculty portal, SARSgrid appointment system and student self-service modules, and the enterprise student system.
(Component Standard 2)
5. Publicize matriculation activities and events in the class schedule, e-mail system and other campus publications and communication modes.
(Component Standard 1)
6. Review and update the college Matriculation Plan in the Spring term and have it approved by the Matriculation Advisory Committee.
7. Make presentations on the status of matriculation services and matriculation component development to faculty and support staff including institute day activities and new faculty orientation programs.
8. Update the college web site and student and faculty portals with matriculation program and service information.

6.2 GOALS FOR THE COORDINATION/TRAINING COMPONENT:

1. To facilitate and enhance the knowledge and understanding of the processes, philosophy, procedures and requirements of matriculation of the campus community.
2. To improve and increase the ability of participants in the matriculation process to perform their assigned matriculation duties and tasks.
3. To provide information about matriculation services and programs on the College web site and student and faculty portals.
4. To coordinate the development of matriculation policies, procedures and activities by conducting regular meetings of the Matriculation Advisory Committee and following Glendale Community College governance processes.
5. Develop a procedure to update and modify the college Matriculation Plan.
6. To include information regarding matriculation in all new faculty orientation sessions.
7. To coordinate matriculation activities with Instructional Services to involve instructional faculty and support staff.
8. To provide information to staff regarding matriculation activities at College Services and Academic Affairs governance and staff meetings.
9. To develop effective delivery systems for the components of matriculation by coordinating the efforts of the staff responsible for improving and delivering the services.

6.3 STAFFING FOR THE COORDINATION AND TRAINING COMPONENT:

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

Matriculation Advisory Committee
Dean of Student Services
Director of Institutional Research
Instructional Faculty
Counseling Faculty
Division Chairs
Classified Staff

7. RESEARCH AND EVALUATION COMPONENT

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

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

7.1 ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT:

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

1. The Research and Planning office will continue to conduct periodic evaluation projects assessing the effectiveness of matriculation services and basic skills programs and services.
(Component Standard 1)
2. The college has validated a number of assessment instruments for local use. For English placement, the college uses the Computerized Placement Tests published by the College Board, which is on the Chancellor's Office's list of approved instruments for all colleges to use. For Math placement, the college uses the Mathematics Diagnostic Testing Project tests, which are also on the list of approved instruments. Local studies have been conducted to ensure that these tests minimize bias and are being used in a valid manner. Additionally, the college uses a locally developed and managed test for placement in credit ESL. This test has been validated and re-validated, and is currently on the Chancellor's Office list of approved instruments. As part of the validation and re-validation processes, the Research and Planning office has shown that it minimizes test bias and is being used in a valid manner. Research and Planning will continue to conduct research on placement tests used at the college, and will continue to submit information to the Chancellor's Office as part of the re-validation cycle. Research and Planning will also continue to update information on disproportionate impact associated with the college's placement systems.
(Component Standards 2, 3)
3. The Research and Planning office will continue to evaluate the impact of matriculation components on courses, programs, and facilities. The impact of assessment on enrollment in basic skills courses and programs is regularly analyzed and reported in the annual Campus Profile published by Research and Planning. As the college continues to develop its Educational Master Plan, which will tie expected program growth to facilities needs, Research and Planning will focus more on analyzing the impact of matriculation components on college facilities.
(Component Standard 4)
4. The college will modify its data collection system in order to report information on updated educational goals. Students will be able to update their goals and majors online, and this information will be integrated into the college's data system. This will allow more detailed analysis of the relationship between matriculation services and student educational goals.
(Component Standard 5)
5. The Research and Planning office will update its study evaluating the relationship between matriculation services, including orientation, assessment, and Student Educational Plans, to student success. The original study, conducted in Fall 2002, showed that these services were associated with positive student outcomes.
(Component Standard 6)
6. Results of the assessment system in English, ESL, and Math have been used for scheduling purposes by the academic divisions. This practice will continue. Prerequisites have also been

used to inform enrollment management, as some basic skills prerequisites have been established by research to improve student success rates, and other prerequisites have been eliminated or modified to increase enrollments in key courses where success rates would not be affected. This practice will continue as well.

(Component Standard 7)

7. Matriculation, particularly the research and evaluation component, will continue to inform the strategic planning and educational master planning processes, which work to establish budget priorities based on access, success, and satisfaction data.
(Component Standard 8)
8. The college will expand the implementation of its student services tracking system, with integration into the college's data collection system. Many referrals are tracked electronically, such as the referrals to student services listed on the college application and the Early Alert system for follow-up. The college will work to ensure that referrals are tracked and reported through the MIS data reporting process.
(Component Standard 9)
9. Ethnicity, gender, and age data of all credit students, collected on the college application, are stored in the college's data system. The same data for noncredit students, collected on enrollment forms, are also stored in the college's data system. The Research and Planning office makes this information available to the college community in the annually published Campus Profile.
(Component Standard 10)
10. Research and Planning will include proportions of students by ethnic, gender, age, and disability group placed into basic skills, associate degree level, and transfer level English, ESL, and Mathematics courses. Although this information has been reported in evaluations of assessment instruments, it has not been published in the Campus Profile. Research and Planning will also update older studies tracking students by ethnic, gender, age, and disability group who enter and complete basic skills courses and who subsequently complete associate degree applicable courses
(Component Standards 11, 12, 13)
11. The offices providing matriculation services will continue to record the number of students exempted by component, category, and grounds for exemption. The same offices will continue to collect and maintain complaints, coordinated by the Matriculation Coordinator (and the Instruction office, in the case of prerequisites).
(Component Standards 14, 15)
12. Information and Technology Services will work to modify the screens available to counselors and other personnel to track all student matriculation contacts, using data from the SARSgrid appointment system. This information will be reported through the MIS submission process.
(Component Standard 16)

7.2 GOALS FOR THE RESEARCH AND EVALUATION COMPONENT:

1. To assess institutional effectiveness and help the college evaluate the effectiveness of programs and services, including all components of matriculation. To provide information on institutional effectiveness to external stakeholders for accountability purposes.
2. To conduct surveys and focus groups of students, faculty, staff, and other stakeholders to gather information about access, satisfaction, and progress toward goals.
3. To validate the effectiveness of the course placement systems used by the college. To report validation information to the system office in order to establish the validity of placement systems, maintain current assessment tests on the list of approved instruments, and submit information on new assessment tests, if necessary.
4. To be integrally involved in the organization of the college's data collection and reporting systems as the college moves to the enterprise student system.
5. To provide information to the college's program review process.
6. To provide information to the college's planning processes, including the definition, measurement, and reporting of performance indicators as well as other outcome measures.

7.3 STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT:

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

- 1 Dean, Admissions and Records
- 1 Dean, Student Services
- 1 Associate Dean of Instruction, Curriculum
- 1 Director of Institutional Research
- 1 Planning and Research Analyst
- 1 Planning Coordinator
- 3 ITS Managers
- 1 ITS Programmer
- Assessment Center staff

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

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

College: Glendale Community College District: Glendale

Signature of President/Superintendent: _____

Name: John A. Davitt  Date: 6-15-05

Signature of College Academic Senate President: Marguerite Renner

Name: Marguerite Renner Date: 6-14-05

Signature of Chief Instructional Officer: Steven White

Name: Steven White Date: 6-15-05

Signature of Chief Student Services Officer: Sharon Combs

Name: Sharon Combs Date: 6/14/05

Signature of Curriculum Committee Chair: _____

Name: David Mack  Date: 6-13-05

Signature of College or District Researcher: Edward Karpp

Name: Edward Karpp Date: 6/13/2005

Signature of College Matriculation Coordinator: Jewel D'Alon Price

Name: Jewel D'Alon Price Date: 6-13-05

8. PREREQUISITES, COREQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION

Title 5**Component Standards**

- 58106(b) 1. District ensures open enrollment subject to health and safety considerations, facility limitations, etc., consistent with Board-adopted policies that identify such limitations and which require fair and equitable procedures for determining who may enroll in such courses.
- Local policies/procedures follow District Model exactly
(see sections I.A. and II.C. of Model)
- Local policies/procedures differ from District Model (see attached)
- 55201(b)(1) 2. Board-adopted policy establishes the process for establishing necessary and appropriate prerequisites, corequisites and advisories and their respective level of scrutiny, including data collection where appropriate.
- Local policies/procedures follow District Model exactly
(see sections I.C., II.A. and II.B. of Model)
- Local policies/procedures differ from District Model (see attached)
- 55002(a)(2)(D) 3. Curriculum committee reviews course outline of record to determine if associate degree credit course shall require pre- and co-requisite to enhance students' likelihood of success.
- Local policies/procedures follow District Model exactly
(see sections I.C.2. and I.C.3. of Model)
- Local policies/procedures differ from District Model (see attached)
- 55201(e)
55510(a)(6) 4. Communication or computation pre- or co-requisites for any course other than a communication or computation course are based on content review, sound data-gathering research practices, and demonstration that student is highly unlikely to succeed without the pre- or co-requisite.
- Local policies/procedures follow District Model exactly
(see sections I.C.2., I.C.3., II.A.1.c., II.A.1.g., and [where appropriate] II.A. 1.d. and/or 1.e. and/or 1.f of Model)
- Local policies/procedures differ from District Model (see attached)
- 55002(a)(2)(E) 5. If the curriculum committee determines that success in associate degree credit course is dependent on communication or computation skills, it establishes eligibility for enrollment in associate degree credit course(s) in English and/or mathematics as pre- or co-requisite(s).
- Local policies/procedures follow District Model exactly
(see sections I.C.2., I.C.3., II.A.1.a. or 1.b. or 1.c. and 1.g., and [where appropriate] II.A. 1.d. and/or 1.e. and/or 1.f. of Model)
- Local policies/procedures differ from District Model (see attached)

- 55002(b)(2)(D) 6. Curriculum committee recommends establishment of pre- or co-requisite for non-degree-applicable course, where appropriate.
- _____ Local policies/procedures follow District Model exactly
(see section I.C.2., I.C.3., II.A.1.b. or 1.c. and 1.g., and [where appropriate] II.A.1.d. and/or 1.f. of Model)
- X Local policies/procedures differ from District Model (see attached)
- 55201(b)(3) 7. Board-adopted policy specifies the process for periodically reviewing pre- and co-requisites (at least once every six years) and advisories, including level of scrutiny and frequency of review.
- _____ Local policies/procedures follow District Model exactly
(see section I.D. of Model)
- X Local policies/procedures differ from District Model (see attached)
- 55002(a)(4)
55002(b)(4)
55201(b)(2) 8. District ensures that associate degree credit courses and precollegiate basic skills courses (including those with pre- and co-requisites) are taught by qualified instructors and in accord with course outline of record, particularly those aspects of the course that are the basis for the pre- or co-requisite.
- _____ Local policies/procedures follow District Model exactly
(see section I.F. of Model)
- X Local policies/procedures differ from District Model (see attached)
- 55202(g) 9. District determines students' satisfaction of a prerequisite prior to enrollment or permits enrollment pending verification, and ensures that enrollment fees are promptly refunded to students who are involuntarily dropped from course for failure to successfully complete the prerequisite.
- _____ Local policies/procedures follow District Model exactly
(see section I.E. of Model)
- _____ Local policies/procedures differ from District Model (see attached)
- 58106 10. District establishes procedures for determining who may enroll in courses for which there are limitations on enrollment, provides for student challenges to the limitations on the grounds specified in Title 5, handles challenges to enrollment limitation in a timely manner, and waives the enrollment limitation if the challenge is upheld.
- _____ Local policies/procedures follow District Model exactly
(see section I.A.2. and I.B. of Model)
- X Local policies/procedures differ from District Model (see attached)
- 55201(f) 11. College resolves challenges (made on specified grounds) to pre- and co-requisites in a timely manner and, if the challenge is upheld, the student is allowed to enroll in the course or program.
- _____ Local policies/procedures follow District Model exactly
(see section I.A.2. and I.B. of Model)
- X Local policies/procedures differ from District Model (see attached)

55202(a) 12. Pre- and co-requisites and advisories are identified in college publications and in the respective course outline(s) of record.

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

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

College publications will reflect new policies/procedures by Fall 1994 catalog and course schedule, or by: (date) _____.

55202(d) 13. District ensures that precollegiate basic skills reading, writing or math courses that serve as pre- or co-requisites are offered with reasonable frequency and that the number of available sections is reasonable given student need.

Local policies/procedures follow District Model exactly
(see section II.A.2. of Model)

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

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. Maintain District board policy which articulates the process for establishing, reviewing, and challenging prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment in accordance with Title 5 regulations.
(Component Standards 1, 2, 7)
2. The Curriculum and Instruction Committee will ensure that Board Policy 6141.7, which addresses course prerequisites and procedures outlined in Administrative Regulations 6141.7, are carried out when new courses or changes to existing courses are proposed.
(Component Standards 3, 4, 5, 6)
3. Faculty proposing new courses or changes to existing courses will be required to respond to the course outline form and are required to obtain the signatures of the Associate Dean of Instruction, Curriculum; Division Chair; Dean of Admissions and Records; and Associate Dean of Instruction, Workforce Development who form a technical review group to ensure that all elements required are accurate and complete.
(Component Standards 3, 4)
4. The Research and Planning office will assume responsibility for performing necessary validation studies and statistical analyses of prerequisites, corequisites, and advisories on recommended preparation.
(Component Standards 2, 4)
5. The Curriculum and Instruction committee reviews and approves new courses and proposed changes to existing courses before sending them to the Academic Affairs Committee for review and approval. The Academic Affairs Committee sends approved proposed courses to the Executive Committee for review and approval. If required, the proposed courses are then sent to the Board of Trustees for approval.
(Component Standards 3, 6)
6. For most prerequisites, a student's satisfaction of the prerequisite is determined electronically before enrollment. For those prerequisites not included in the automated prerequisite system, enrollment is permitted pending verification. Enrollment fees are refunded to students who are involuntarily dropped because of failing to successfully complete a prerequisite.
(Component Standard 9)
7. The college has established procedures for determining limitations on enrollment and they are available in the Curriculum Handbook. The challenge process for prerequisites and for limitations on enrollment is handled in a timely manner. If the challenge process is successful, the student is allowed to enroll in the course or program.
(Component Standards 10, 11)
8. The Office of Instruction will monitor precollegiate basic skills reading, writing, and mathematics courses that serve as prerequisites and corequisites to ensure that they are

offered with reasonable frequency in relationship to student need.
(Component Standard 13)

9. Prerequisites, corequisites, and advisories on recommended preparation are identified in the college catalog, schedule of classes, and on the course outline of record.
(Component Standard 12)
10. The District has adopted policies and procedures (Administrative Regulation 6141.7) which ensure that all courses are taught by qualified instructors in accordance with the course outline of record.
(Component Standard 8)

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

1. To implement policies and procedures for establishing, reviewing, and challenging prerequisites, corequisites, advisories on recommended preparation, and obtain limitations on enrollment in accordance with Title 5 matriculation regulations.

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

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

Vice President, Instructional Services
Associate Dean of Instruction, Curriculum
Director of Institutional Research
Division Chairs
Academic Senate President
Dean of Admissions and Records

COLLEGE MATRICULATION PLAN BUDGET
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<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78211.5(b)		1. State matriculation allocation is used only for matriculation services approved by the Chancellor. Yes <u>X</u> _____ no
78211.5	55518(b)	2. District provides at least three-to-one dollar match of state matriculation allocation. Yes <u>X</u> _____ no
	55512(b)	3. District provides for a review of the revenue and expenditures of matriculation as part of annual district audit. Yes <u>X</u> _____ 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).
N/A Board adopted policy
 Institutional practices

- E. Each pre- or co-requisite is established for at least one of the following reasons: 1) required or authorized by statute or regulation; 2) the prerequisite assures that the student has the skills or knowledge without which success in the subsequent course (or specific course within a program) is highly unlikely; 3) the corequisite assures that the student will acquire the skills or knowledge without which success in the subsequent course (or specific course within a program) is highly unlikely; or 4) necessary to protect the health and safety of the student or others - Title 5, §55201(c)(1-4).
 Board adopted policy
 Institutional practices

- F. District has adopted clear written policies that define student responsibilities and the consequences of failing to fulfill such responsibilities - Title 5, §55530(d).
 Board adopted policy
 Institutional practices

- G. All computational and communication pre- and co-requisites are established on a course-by-course basis - Title 5, §55202(b).
 Board adopted policy
 Institutional practices

H. Student's satisfaction of pre- or co-requisite is based on successful completion of appropriate course or multiple-measures assessment. Any assessment instrument used shall be selected and used in accord with Title 5, §55521. - Title 5, §55202(c).

Board adopted policy
 Institutional practices

I. District ensures that no exit test outside of a course is required to satisfy a prerequisite or co-requisite. - Title 5, §55202(f).

Board adopted policy
 Institutional practices

J. Each course outline of record contains specific content and other required information is made available to the instructor. - Title 5, §55002(a)(3), 55002(b)(3)

Board adopted policy
 Institutional practices

K. Records of all student complaints of alleged violation of matriculation regulatory provisions are retained for at least three years after the complaint has been resolved. - Title 5, §55534(a)

Board adopted policy
 Institutional practices

L. Board has adopted policy on limitations on number of units or selected courses in which students on probationary or dismissal status may enroll, or requirement that they follow a prescribed educational plan. - Title 5, §58106(b)(5).

Board adopted policy
 Institutional practices
 Board has chosen not to policy or procedure in this area.

M. Board-adopted policies identify limitations on enrollment. - Title 5, §58106(a),(b)

Board adopted policy
 Institutional practices

N. District ensures that there are sufficient numbers of co-requisite sections to accommodate students or the requirement is waived for individual students for whom space is not available. - Title 5, §55201(e)

Board adopted policy
 Institutional practices

O. Board-adopted policy specifies the bases and process for a student to challenge the application of a pre-or co-requisite. - Title 5, §55201(b)(4) and (f)

Board adopted policy
 Institutional practices

P. Board-adopted district policies and procedures related to pre- and co-requisites and advisories are included in the college's matriculation plan. - Title 5, §55510(a)(6)

Board adopted policy
 Institutional practices

Q. District policy ensures open enrollment (subject to meeting pre-and/or co-requisites); policy is in catalog, schedule of classes, and on file with state Chancellor. - Title 5, §51006(b) and 58106(a)

Board adopted policy
 Institutional practices

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

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

Board adopted policy
 Institutional practices

S. No portion of the district's assessment process is used to exclude students from admission to the college - AB 3, 78213(b)(3); Title 5, §55521(d).

Board adopted policy
 Institutional practices

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

§55201: 07/15/1991 _____

§55202: 06/22/1992 _____

06/13/1994 _____

§58106: 03/31/1983 _____

<p style="text-align: center;">COLLEGE MATRICULATION PLAN ATTACHMENTS</p>
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- 1. ORGANIZATION CHART(S) College District
- 2. MATRICULATION COMMITTEE
- 3. OTHER ATTACHMENTS (OPTIONAL)

1. ORGANIZATION CHART(S)

2. MATRICULATION COMMITTEE

Please type or print clearly

COMMITTEE NAME: Matriculation Committee

CHAIRPERSON: Jewel D'Aloia Price

TITLE: Dean, Student Services, Matriculation Coordinator

COMMITTEE MEMBERS:

Edward Karpp

Kathy Flynn

Sharon Combs

Paul Mayer

Judie Apablaza

Roxanne Dominguez

Kim Bryant

Ana Artiga

Joy Cook

Narine Tadevosyan

Vicki Washington

Sue Brinkmeyer

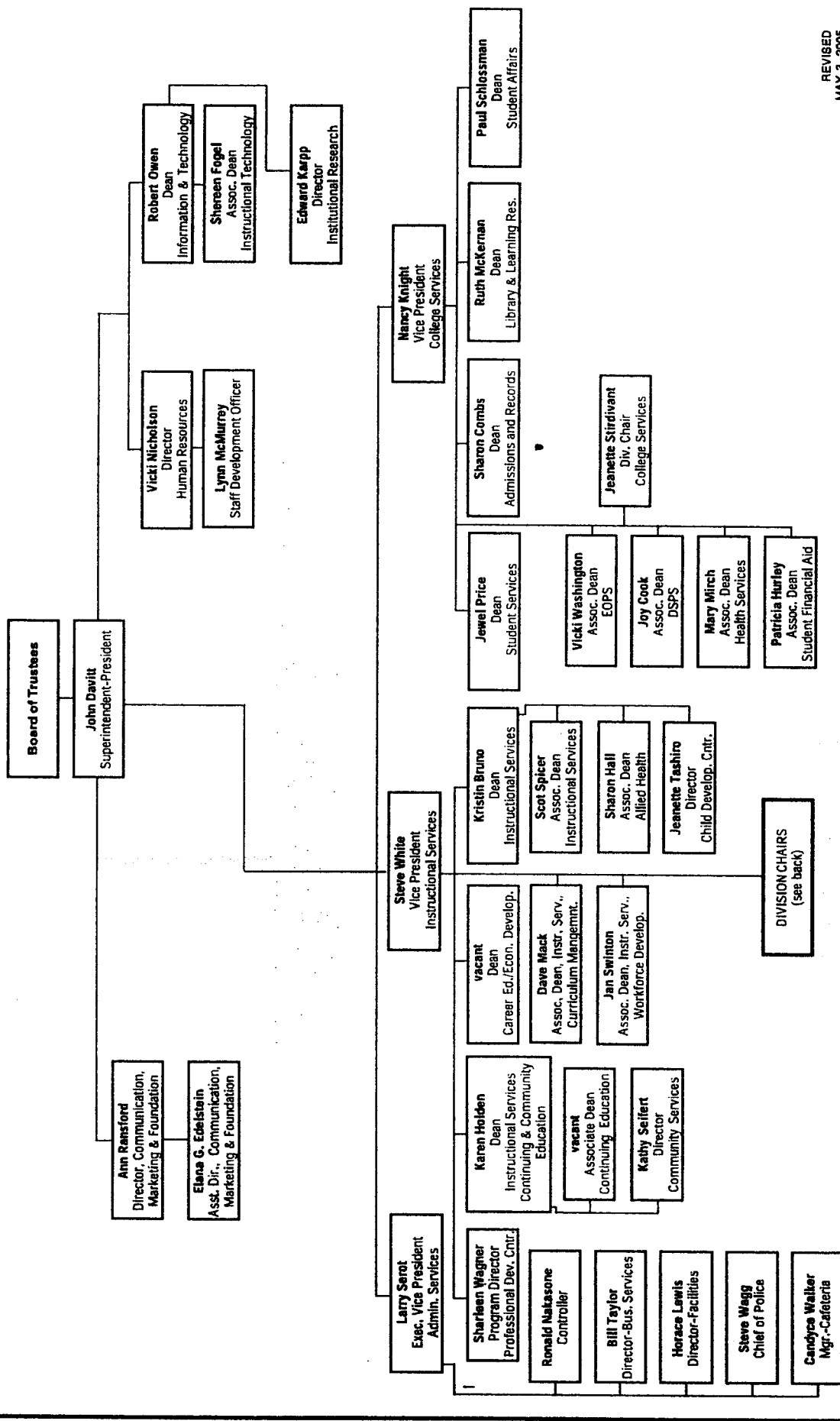
Susan Hoehn

SUBCOMMITTEES:

Assessment

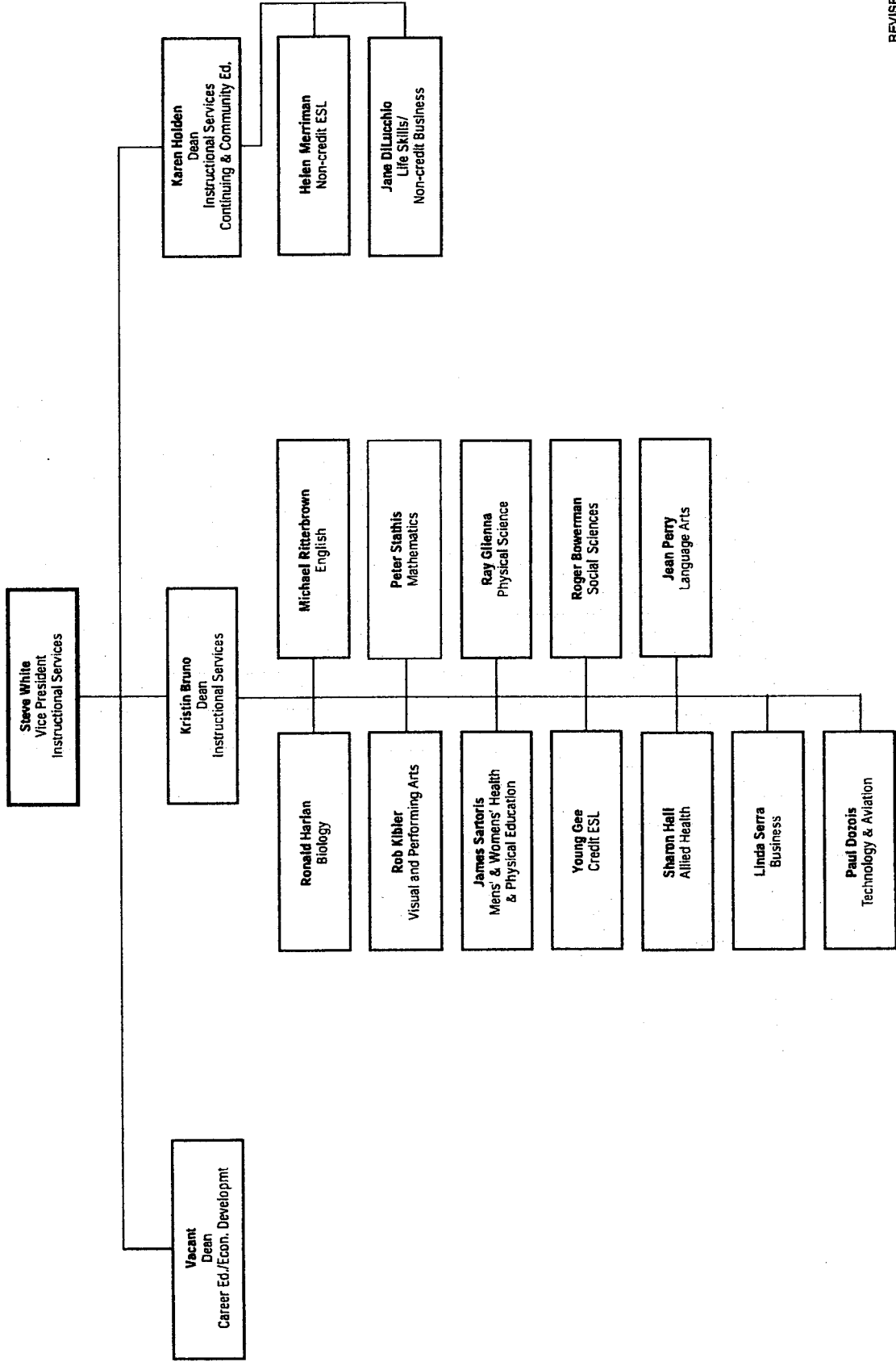
3. OTHER ATTACHMENTS

Glendale Community College ORGANIZATIONAL CHART



REVISED
MAY 3, 2005

Glendale Community College
DIVISION CHAIRS



REVISED
MAY 3, 2005

Course Prerequisites

This policy provides for establishing, reviewing, and challenging prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in accordance with Title 5, matriculation regulations which became effective November 4, 1993.

The Board of Trustees recognizes that it is important to have prerequisites in place where they are a vital factor in maintaining academic standards. The Board also recognizes that, if these prerequisites, corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny.

1. Curriculum Review Process

The Curriculum and Instruction Committee has been established and functions in accordance with the governance process established by mutual agreement of the administration and the Academic Senate. The Academic Affairs Committee has designated the Curriculum and Instruction Committee to perform the tasks as outlined in Section 55002(a-d) of Title 5 and subsequently reviews and approves all decisions made by the Curriculum and Instruction Committee. The Curriculum and Instruction Committee shall function as required in Section 55002(a)(1) of Title 5. The Curriculum and Instruction Committee shall:

- a. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment in accordance with the governance process of the college in Sections 55002, 55201, 55202, and 58106 of Title 5 and Administrative Regulation 6141.7. The Academic Senate maintains its right and responsibilities under Sections 53200 and 53204 of Title 5.
- b. Verify and provide documentation that prerequisites and corequisites meet the scrutiny specified in one of the measures of readiness specified in Section 55201(b)(1) of Title 5 and Administrative Regulation 6141.7.
- c. Provide for a review of each prerequisite, corequisite, or advisory at least every six years in cooperation with the instructional divisions in accordance with Section 55201(b)(3) of Title 5 and Administrative Regulation 6141.7.

Course Prerequisites (continued)

- d. Provide for a review of each limitation on enrollment to include (1) performance courses; (2) honors courses; and,, (3) blocks of courses or sections at least every six years through the curriculum review process with the faculty in the discipline in accordance with the requirements set forth in Section 58106 of Title 5.
2. Implementing Prerequisites, Corequisites, and Limitations on Enrollment •

Implementation of prerequisites, corequisites, and limitations on enrollment will be done in a consistent manner and will be primarily accomplished through the registration process. Procedures will be reviewed by the Academic Affairs and Student Affairs Committees as outlined in Section 55202(g).
 3. Challenge Process

Any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, may seek entry into the class according to the challenge process as described by the provisions of Sections 55201(f) and 58106(c) of Title 5 and Administrative Regulation 5600.
 4. Instructor's Formal Agreement to Teach the Course as Described

Procedures for ensuring that courses with established prerequisites and corequisites are taught in accordance with the course outline shall be developed and approved by the Academic Affairs Committee in accordance with Section 55201(b) (2) of Title 5.
 5. Information in the Catalog and Schedule of Classes

The college shall provide the following explanations both in the College Catalog and in the Schedule of Classes:

 - a. Definitions of prerequisites, corequisites, and limitations on enrollment including the specific differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established in line with Sections 55200(a)-(f), 55002(a&b), 55201, 55202, and 58106 of Title 5.
 - b. The grounds and procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.

Course Prerequisites (Continued)

- c. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

Reference

California Code of Regulations, Title 5, Sections 53200-53203, 58106

Adopted: 6-22-92
Revised: 6-13-94

Course Prerequisites, Corequisites, and Advisories on Recommended Preparation

Course prerequisites, corequisites, and advisories on recommended preparation, as defined below, may be adopted when, in the judgment of the faculty of the College, the proposed prerequisite, corequisite, or advisory on recommended preparation is educationally necessary and statistically significant in predicting student success in a course or program.

I. Definition of Prerequisites, Corequisites, and Advisories on Recommended Preparation:

- A. Basic Skills Prerequisite, Corequisite, or Advisory on Recommended Preparation: A mandatory or advisory statement regarding the minimum skills in reading, writing, oral communication, or mathematical computation that has been found to predict student success in a course or program of study.
- B. Student Safety Prerequisite: A basic skills prerequisite, corequisite, or advisory recommended by the appropriate faculty, assures that the student possesses the necessary basic skills required to safely participate in a course or program. This type of prerequisite, corequisite, or advisory must be validated with criteria (e.g., reading levels) directly related to the student's ability to "safely" participate in assigned course activities.
- C. Sequential Course Prerequisite: The successful completion (with presumed mastery of course content) of a specific course as a requirement for eligibility to a more advanced course in the same, or a closely related, discipline.

II. Definition of Limitations on Enrollment:

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or division faculty and final approval by the Academic Affairs Committee.

- A. Performance Courses: Each college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition, such as (but not limited to) band, orchestra, theater, competitive speech, chorus, journalism, dance and intercollegiate athletics with the following provisions:
 1. For any certificate or associate degree requirement that can be met by taking this course, there is

another course or courses which satisfy the same requirement; and

2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets, and also a list of the other course or courses which meet the same requirement.

3. Limitations on enrollment established for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and put into effect by the college administration. (See also Sections 5502(e) and 55512.)

B. Honors Courses: A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or division and by the Academic Affairs Committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record, a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

II. C. Blocks of Courses or Sections: Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or division and by the Academic Affairs Committee as provided above, there is another section or another course or courses which satisfy the same requirement. If the cohort is created through limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course

or courses which satisfy the same associate degree or certificate requirement.

III. Criteria for Prerequisites and Corequisites:

A. Basic Skill Prerequisites and Corequisites: For purposes of identifying and implementing the use of a basic skills prerequisite, the following standards must be met:

1. The basic skill must be measurable, using two or more uncorrelated examination or assessment strategies.
2. The basic skill must be judged by the faculty of the College to be educationally necessary for a student's success in the course or program.
3. There must be a correlation, as demonstrated by appropriate statistical analysis, between the basic skill levels and student success in the course or program.

B. Safety Prerequisites and Corequisites: For purposes of identifying and implementing the use of a "basic skill" to assure the student's ability to "safely" participate in a program of study, the following standards must be met:

1. The basic skill must be measurable, using two or more uncorrelated assessment techniques (e.g. high school grades) or standardized basic skill tests.
2. The basic skill must be judged by a panel of appropriate faculty experts as necessary to assure the student's safe participation in the instructional program. The membership of the panel will be as follows:
 - a. At least two members representing the affected division (one of whom teaches the course); and,
 - b. One member experienced in the instruction or assessment of the basic skill to be used as a prerequisite or corequisite (i.e., an instructor of Reading would assist in determining the appropriate reading levels required for a student to safely participate in a science lab).
3. The basic skill level required as a prerequisite or

corequisite for the class or program will be established in consultation with appropriate faculty members within the division or discipline offering the class, with faculty who are "experts" in teaching or assessing the "basic skill," and with staff from the Office of Research and Planning.

C. Sequential Intra-Departmental Course Prerequisites and Corequisites: For purposes of identifying and validating "sequential course" prerequisites and corequisites, the following content-review standards will be used:

1. A sequential course prerequisite or corequisite may be established when there is a clear and educationally sound relationship between the knowledge, concepts, terms, or operational skills developed in one course and the successful completion of the "higher-level" course.
2. In determining when such a prerequisite or corequisite should be considered, faculty members within the discipline shall recommend, based upon their professional expertise and knowledge, the appropriate course(s) which will serve as a prerequisite or corequisite for a higher-level course within the same or a closely related discipline.
3. Where a sequential course prerequisite or corequisite is proposed for a newly-developed course, or is proposed as a change in prerequisite or corequisite for an existing course, the following documentation must be on file in the office of Research and Planning:
 - a. Departmental minutes of discussion,
 - b. The record of the vote and a determination of whether the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

The record of this discussion should reflect exit and entry expectations for the courses and a clear connection between the prerequisite or corequisite exit competencies and the entry expectations for the course.

D. Inter-Departmental Prerequisites and Corequisites: For

purposes of identifying and validating inter-departmental course prerequisites and corequisites, one of the following validations must occur in addition to the content review described in Section C (above):

1. At least three (3) U.C. and/or three (3) C.S.U. campuses reflect equivalent prerequisites or corequisites for the equivalent course.
 2. Statistical research is conducted to validate the prerequisite or corequisite.
 - a. The responsibility for the evaluation of course prerequisite and corequisite is shared between the instructional division in which the course is taught and the Office of Research and Planning.
 - b. No single research design or methodology will be used in the process of validating course prerequisites or corequisites. Rather, the Research and Planning staff will work with instructional faculty to determine the appropriate strategy for validating proposed prerequisites or corequisites.
 - c. For purposes of statistical validation, a prerequisite or corequisite will be considered valid when the student success rate is predicted at a level of 60% or higher. For these purposes, student success is considered to be measured by a final grade of "C" or better (or Credit) in the course in question.
 - d. In such cases as when the College is conducting validation studies, the prerequisite or corequisite may be established for a period of not more than two years during which the research is being conducted and the final determination is made.
- E. Program Prerequisites: Any prerequisite established or proposed for a program (i.e., nursing program) must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.
- F. Recency and Measures of Readiness Prerequisites: For purposes of identifying and implementing the use of recency and other measures of readiness as prerequisites or corequisites, the following standards must be met:

1. Data are collected in one of the following areas:
a) comparison of faculty appraisals of students' readiness for the course; b) student appraisal of necessity of prerequisite or corequisite, students must have completed or be currently enrolled in the course being appraised; c) comparison of students' performance at any point in the course with completion of the proposed prerequisite or corequisite; and, d) comparison of student performance in the course to their scores on assessment instruments.
2. A list of specific skills a student must possess in order to be ready to take the course is included in the course outline of record.

IV. Criteria for Advisories on Recommended Preparation:

When information is insufficient to establish a course prerequisite or corequisite, advisories on recommended preparation may be established as follows:

- A. Basic Skills Advisories on Recommended Preparation: Based on content review (including test review and performance expectations), a department, in conjunction with appropriate English/ESL/Math faculty, may establish expected Reading, Writing, Listening/Speaking, and/or Math Skills Expectations.
- B. Safety Advisories on Recommended Preparation: The individual student's skill or capacity necessary for success in the course must be judged by a departmental faculty member or a medical professional.
- C. Sequential Advisories on Recommended Preparation: Based on a departmental content review, students may be advised on an order or sequence of course taking.
- D. The following documentation must be on file in the Office of Research and Planning:
 1. Departmental minutes of discussion,
 2. The record of the vote and a determination of whether the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

V. Program Review:

Glendale Community College District
Administrative Regulation

6141.7

- A. Prerequisites, corequisites, and limitations on enrollment will be reviewed at least once every six years. This review will correspond with the College's program review cycle.
- B. Advisories on Recommended Preparation will be reviewed for reaffirmation simultaneously with the College's program review cycle.
- C. The following documentation must be on file in the Office of Research and Planning:
 1. Departmental minutes of discussion,
 2. The record of the vote and a determination of whether the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

VI. Implementing Prerequisites, Corequisites, and Limitations on Enrollment:

- A. In the event that a discipline or a division wishes to change a prerequisite, corequisite, or a limitation on enrollment, that discipline or division will follow the procedures outlined above and will forward the recommended change(s) to the Academic Affairs Committee for approval.
- B. The Academic Affairs Committee will evaluate for implementation requests for new or revised prerequisites, corequisites, and limitations on enrollment. A vote to approve will be required for implementation.
- C. Documentation of approved prerequisites, corequisites, and limitations on enrollment will be maintained in the Office of Research and Planning.

VII. Implementing Advisories on Recommended Preparation:

- A. The Academic Affairs Committee must approve any and all advisories on recommended preparation before publication in campus materials.
- B. Documentation of approved advisories on recommended preparation will be maintained in the Office of Research and Planning.

Adopted: 6/22/92
Revised: 12/19/94

- VIII. Ensuring that all courses including those which serve as prerequisites or corequisites or which have prerequisites or corequisites are taught in accord with the course outline:
- A. Each instructor will address the objectives specified in the course outline on file in the Office of Instruction. By the end of the second class meeting, the instructor will provide to all students a written copy of the class overview. The class overview will include all of the information identified by the headings, although that information need not be presented in the format shown. The description following each heading is to be taken only as an example of the information to be given under that heading.
 - B. Each instructor will provide the evidence of compliance (examples: class overview, sample examinations, student work) requested by the division chair or appropriate administrator or designee. Failure either to teach in accordance with the current course outline or to provide the requested evidence will be incorporated into the instructor's evaluation.
 - C. A statement will be included in the catalog stating that the student can expect to receive a copy of the Class Overview by the end of the second class meeting.

CCR Section 55201(b)

Approved: 1/30/96
Revised: 4/9/96

CLASS OVERVIEW

The class overview will include all of the information identified by the headings, although that information need not be presented in the format shown. The description following each heading is to be taken only as an example of the information to be given under that heading.

- I. Rationale
The reason for offering the course should be stated. If in doubt, check the official course outline.
- II. Prerequisite(s)
The prerequisite(s) can be copied from the catalog and official course outline.
- III. Course Objectives
Students should understand what the course aims to teach them.
- IV. Attendance/absence/tardiness policy
Emergency should be clearly defined (serious illness or death of close family member, student's illness corroborated by a physician, jury duty, earthquake, flood, fire, etc.) Students should be informed precisely of the results of too many unexcused absences or tardies.
- V. Grading method
Student should be informed of the teacher's method for arriving at grades.
- VI. Exam makeup policy
Students should be told how many exams, if any, can be made up, how they are to be made up and where.
- VII. Academic dishonesty policy
Students should be advised that Glendale College has an Academic Dishonesty policy and told where it can be found. Incidents of academic dishonesty should be referred to the Vice-President of Instruction's office.
- VIII. Course materials
Students should be informed about the textbooks and other materials for the class and told whether each is required or recommended.

Glendale Community College District
Administrative Regulation

6141.7

- IX. Class requirements and instructor expectations
This section states the instructor's expectations for the class. It also explains special requirements specific to the class, such as lab requirements, excursions, outside projects, etc.
- X. Office hours and telephone number
Full-time faculty members should list their office location, office hours, and office telephone number. Adjunct faculty members should inform students how to reach them.
- XI. Schedule of assignments
The schedule of assignments should cover the contents of the formal course outline and should reflect a tentative schedule of topics and assignments so students know what is expected of them.

Approved by Academic Affairs on 10/25/95 & 11/29/96.
Approved by the Academic Senate on 1/18/96.
Approved by Campus Executive on 1/30/96.
CCR Section 55201(b)

STUDENT MATRICULATION

It is the policy of the Board of Trustees to assure that each student, who enrolls for credit, enters into an agreement with the College for the purpose of realizing the student's educational objectives. This agreement will specify, at a minimum, the educational program and support services which will be provided to the student by the College and the student's responsibilities in achieving his/her educational goals and objectives.

Adopted: 7/15/91