



**Antelope Valley College
Matriculation Program Handbook
2011-2012**



**Developed by the
Matriculation Committee**

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I. Matriculation Program Background

What is Matriculation?

In 1986, the Seymour-Campbell Matriculation Act, established a matriculation process for California Community Colleges students taking credit courses. During 1997-1998, AB 107 extended matriculation services to students enrolled in designated noncredit classes and programs as well. Matriculation, therefore, is the process that brings the college and a student who enrolls for credit and noncredit into an agreement for the purpose of developing and realizing the student's educational objective. The agreement acknowledges responsibilities of both parties to enable students to attain their objectives efficiently through the college's established programs, policies, and requirements. In essence, matriculation is a process designed to help the student be successful in his/her educational endeavors.

The goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the matriculation process: admissions, orientation, assessment and testing, counseling, and student follow-up.

Role of the Chancellor's Office

The Chancellor's Office of the California Community Colleges (CCC) provides leadership, coordination, and administrative and fiscal oversight of the community college Matriculation Program and is responsible for overseeing the allocating of funds to the colleges, assessment validation, and special grant projects and contracts. The Chancellor's Office also provides technical assistance to the community colleges and promulgates policies and guidelines that are consistent with the Education Code and Budget Act language that govern the program. Staff provides additional technical assistance through regional meetings, special workshops and presentations, and through conference participation. Ongoing technical assistance is that of the annual orientation and training for new coordinators, which takes place in September of every year. During the orientation, new matriculation coordinators are provided a review of Title 5 requirements, discuss program-specific issues and concerns, and meet with experienced peers. The Chancellor's Office is also responsible for ensuring that colleges submit program and fiscal reports on a timely basis, and in turn, is responsible for compiling this information and reporting it to the Legislature, Department of Finance, Governor's Office, and the Legislative Analyst's Office.

CCC Matriculation Program Goals and Objectives, 2010-2015: Mission Statement

The mission of the Matriculation Program is to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. The program focuses primarily on entering students' transition into college to provide a foundation for student achievement. Matriculation ensures student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.

AVC's Matriculation Plan Statement

The Matriculation Plan provides the planning process for the eight components of matriculation: (1) Admission; (2) Orientation; (3) Assessment; (4) Counseling/Advising; (5) Follow-up; (6) Coordination/Training; (7) Research/Evaluation; and (8) Pre and Corequisites. The plan addresses for each component within the following four areas: (1) Legislative and Regulatory Requirements; (2) Activities; (3) Goals; and (4) Staffing.

The intent of the plan is to promote student success and completion. The plan identifies effective matriculation delivery systems, student learning outcomes, ongoing training, and review of assessment measures for Writing, Math, Reading, and ESL.

Vision Statement

The Matriculation Program is an exemplary services model with an emphasis on at-risk and underrepresented students using evidence-based, innovative approaches that promote student access and success. Matriculation integrates student and instructional services to promote institutional responsibility and accountability for student success. (CCCO Matriculation Program Handbook, page 1.2)

Purpose Statement

The Matriculation Committee is an AVC college-wide participatory governance committee that oversees the matriculation process for credit and non-credit students enrolled at Antelope Valley College. It reviews the college's Matriculation Plan to assure compliance with state regulations and makes recommendations related to matriculation policies, procedures, and activities to enhance understanding of the matriculation process and assure student success. It also considers recommendations from the Assessment Committee, a sub-committee of the Matriculation Committee, related to assessment policies and procedures.

2011-2012 Strategic Goals

Goal 1: Maintain Matriculation research data and implement results that assess the effectiveness of matriculation services for students served by the program.

Objective 1: Based on the review of student data, evaluate and identify additional Matriculation strategies that promote student access, success, and equity.

Objective 2: Review the Student Success Mentorship Program and identify whether the program should be offered, and if so, a possible start date for implementation.

Goal 2: Evaluate and identify Matriculation services and strategies from other community colleges on effective ways to promote student success and completion.

Objective 1: Identify two community colleges that have an effective method for promoting success and completion for possible implementation.

Objective 2: In consultation with the Basic Skills Committee and the Student Equity and Success Committee, support the work of the Basic Skills Initiative and the Student Equity and Success Committee goals.

Objective 3: Research and evaluate the use of technology, such as the development and visibility of Online Counseling.

Objective 4: Review and revise the Priority Registration Procedure.

Goal 3: Strengthen matriculation program accountability in support of the Institutional Learning Outcomes.

Objective 1: Evaluate for accuracy the tracking of Counseling and Matriculation Services into Banner and SARS.

Objective 2: Improve matriculation reporting provided by ITS to CCCO, to better reflect service expenditures.

Goal 4: Provide campus training to faculty, administration, and staff on the delivery and outcomes of Matriculation services.

Objective 1: Develop a Matriculation Handbook. The handbook is a resource guide for the Matriculation Committee and overall campus.

Objective 2: Utilize the handbook to provide FLEX workshops, division meetings, deans meetings, and staff meetings to communicate the value and impact of Matriculation services.

Objective 3: Update annually the Student Handbook.

MATRICULATION PROGRAM PLAN AND INSTRUCTIONS FOR COMPLETION

REVISED MARCH 2005

[http://www.avc.edu/administration/organizations/matriculation/common/documents/
matricplan_03_05.pdf](http://www.avc.edu/administration/organizations/matriculation/common/documents/matricplan_03_05.pdf)

II. Matriculation Program Components

Institutional Effectiveness—A Bridge: Student Services to Academic Affairs to Department of Institutional Research and Planning.

The Matriculation Program requires that the college assist students by increasing their access and success in meeting their educational objective. The college provides student support services that include orientation, assessment and placement, counseling, academic advising, and various other types of interventions. The college also provides an academic program of transfer courses, courses toward the associate degree, and courses for the certificate. Basic skills courses are also provided that are intended to provide students with lifelong learning skills, transition to college courses, and career preparation opportunities. The Matriculation Counselor, along with all counselors, works with teaching and non-teaching faculty in communicating to students the role of matriculation in influencing their academic success, retention, and persistence. Both in-class and podcasting presentations are offered to students.

The Matriculation components and activities are evaluated by ongoing research at the district and divisional level, in addition to the California Community College Chancellor's Office. The data is reviewed and assessed on what components have a significant influence on students and what then are identified for the next research projects. The results are reviewed by the Matriculation Committee, with the counseling faculty and staff, Academic Senate, and general campus community. The data is also used for Program Reviews, Accreditation Reports, and Student Services Self-Studies.

Admission

Title 5 section 55520(a) requires districts to provide applications for admission except as exempted pursuant to section 55532. Admissions and Records is responsible for a wide range of services and functions which include applications for admissions, enrolling students in credit and noncredit classes and using technology to provide accessible and efficient admissions services and information to students. Application for admissions is provided in Spanish to address the increasing number of students who come to the community college with cultural and lingual backgrounds other than English. The enforcement of academic regulations and review of exceptions are processed in Admissions and Records. Admissions and Records determines residency and maintains student records in accordance with FERPA. Residency and residency fee determinations.

Assessment

Assessment is a holistic process through which each college collects information about students in an effort to facilitate their success by ensuring their appropriate placement into the curriculum.

Title 5 section 55520 requires districts to provide assessment for nonexempt students pursuant to section 55532. Students' math and English/ESL course placements must be based on multiple criteria that form a holistic "portrait" of each student, including math and English skills, study skills, learning skills, aptitudes, goals, educational background/performance, and the need for special services. Multiple measures ensure that no single test score or assessment measure is

used to place students into courses. Course placement on the basis of a test score by itself is prohibited [title 5, section 55521(a)(3)] because a test score alone is not as informative and valid for placement purposes as when applying it with another measure.

Course Placement Assessment:

- Provides consistent statewide standards for fair and valid evaluation of student math and English/ESL skills through the use of multiple measures;
- Provides standards for the evaluation of test validity, reliability, bias, and disproportionate impact ;
- Facilitates the development of the Student Educational Plan;
- Is available to exempted as well as non-exempted students;

Multiple Measures

Multiple measures are a diverse battery of procedures and methods for gaining information about individuals or groups of students. These procedures may or may not include standardized testing. AB 3 and title 5 require the use of multiple pieces of information for placement purposes:

“In implementing matriculation services, community college districts shall not...use any single instrument, method, or procedure, by itself, for placement, required referral to appropriate services, or subsequent evaluation of any student...” [Title 5, Section 55521(a)(3)].

The multiple measures that are utilized to assist in the placement process are used to supplement the test score in useful and valuable ways. For example, students who have gained skills through employment or past academic experiences may have these taken into consideration prior to placement. Interviews, needs for special services, transcripts, aptitudes, computational skills, goals, career aspirations, study skills, work schedules may, as appropriate, be considered when placement decisions are made. Matriculation assessment should provide a holistic profile of student strengths and weaknesses based on a variety of informational sources.

Placement Test Validation Process

Assessment instruments used as part of the matriculation assessment process must be evaluated on a regular basis to ensure that instruments used for course placement have met established criteria for validity and reliability, and have been reviewed for cultural/linguistic insensitivity and bias, as well as disproportionate impact. The State Chancellor’s Assessment Workgroup reviews submitted materials twice per year and determines approval for the instrument.

The March 2001 CCC Assessment Standards document describes the studies which must be completed, documented, and submitted to the CCCCO in order for a college to receive approval for use of a locally-developed or managed instrument or a second-party published instrument. The Standards document also explains the various levels of responsibility and validity research required for each campus depending on the instrument utilized (e.g., locally managed or CCCCO-approved second-party instrument). Section 55524 of the Title 5 requires the Chancellor’s Office to establish a list of instruments approved for use in the California Community Col-

leges. The list of approved instruments is published on the Chancellor's Office's Matriculation Program webpage at <http://www.cccco.edu/ChancellorsOffice/Divisions/StudentServicesandSpecialPrograms/Matriculation/tabid/619/Default.aspx>. The list is updated at the end of each test review period, January/February and June/July of each year.

Assessment Terminology

Disproportionate impact is defined in Section 55502(d) of the title 5 regulations: “disproportionate impact occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method or procedure is significantly different than the representation of that group in the population of persons being assessed and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.” The regulations require evaluation and documentation of possible disproportionate impact. Districts shall 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, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.” [title 5 Section 55512(a)]

Validity speaks to the appropriateness of the action that can be taken based on the test score. Is the interpretation and intended use(s) of the test score supported by evidence that shows that the score has value in predicting the potential success of a student in reading, writing or mathematics courses or programs?

Reliability refers to the consistency of the measurement, or the degree to which an instrument produces similar results each time it is used under the same conditions with the same subjects.

Bias refers to any cultural or linguistic partiality, insensitivity, or offensiveness in test content that could negatively impact specific student groups.

Assessment is guided by title 5 sections 55502 (definition), 55520 (Required Services), 55521 (prohibited practices), section 55524 (assessment), and section 55532 (exemptions).

(Adapted and modified from the California Community Colleges Matriculation Program Handbook, September 2011)

Orientation

The purpose of orientation is to provide students with information including, but not limited to, the college's programs, services, facilities, grounds, academic expectations, and institutional procedures (CCCC Matriculation Program Handbook, page 25).

Title 5, §55502(h) defines “orientation” as a component of matriculation and §55520 specifies requirements for orientation as a process that (1) acquaints students and potential students with college programs, services, facilities and grounds, academic expectations, and institutional procedures; and (2) Title 5 §55520(b) “At a minimum, the district shall provide students, except as exempted pursuant to §55532, with the matriculation services, ... concerning college procedures and courses scheduling, academic expectations, financial assistance, and other matters the college finds appropriate.”

The orientation provided by the college is presented either electronically or by a college course. The electronic version is on the Counseling and Matriculation webpage that is offered in both English and Spanish (<http://www.avc.edu/orientation/>). The Human Development Course 1980: Orientation to College is yet another mode of delivering orientation to students. The course provides students with 0.5 units that can be applied to the associate degree and transfer to a CSU. Either mode of delivery presents to the student the mandated information.

The information is divided into three sections. The first section orients students to topics such as purchasing textbooks, the importance of attending the first class meeting, and all subsequent class meetings. It also directs them to the college catalog, student handbook, and class schedule. The second section involves a review of the Counseling and Matriculation Division’s policies and procedures for academic probation and dismissal. The online orientation, also covers steps that may be taken to avoid being placed on either academic probation or dismissal. The discussion, in addition, includes information regarding the college’s attendance policy, academic honesty, and the Student Code of Conduct. All of these are also contained in the college catalog (hard and online copy and the Student Handbook).

The final section allows the student to explore other useful student support services. By exploring the various student support services home page links. At the end of the orientation, students are required to complete a short quiz. Credit for the total orientation is based on their successful completion of all the quiz sections.

In addition, local high school seniors visit the college to be oriented as well as taking the assessment test on campus. Each spring term after the on-campus orientation, college counselors visit the local high school to work with each senior in identifying a major and the first term schedule. Counselors also provide information on associate degrees, certificates, general education courses, and general questions.

Counseling

Counselor Minimum Qualifications

Master’s in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, **OR** the equivalent.

(NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 §53410.1.

Equivalency: A Master’s in any discipline; a minimum of 24 semester hours graduate credit in counselor and/or psychology. (Academic Senate approval May, 2012)

Student Education Plan (SEP)

SEP is required for all non-exempt matriculation students. Matriculation is an agreement between a student and the college per Title 5 §55502. The SEP is the vehicle for implementing that agreement, which identifies the student's educational objectives and courses, services, and programs to be used to achieve them and the student's responsibility to that process.

Counseling Session

The counseling mission is to assist students in defining and accomplishing their academic, career, and personal goals/objectives. The mission relates to three Institutional Learning Outcomes of the college. 1. Value and apply lifelong learning skills required for employment, basic skills, transfer education and personal development. 2. Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics. 3. Identify career opportunities that contribute to the economic well being of the community.

Counselors thus counsel students as part of the development of a student's SEP. The SEP puts onto paper the student's accountability of committing to a specific objective and the counselor's accountability of providing course recommendations and student support services. The session provides the opportunity for the counselor to directly discuss with the student his/her goals, objectives, and major and how the SEP facilitates meeting that goal.

The counselors have developed SEP templates for several student objectives: IGETC; CSU, AA/AS degree and Certificate; and the CSU Transfer degree. Each of the SEP templates have a general education requirement section, as well as, a section for the intended major. Counseling appointment times are determined by the stated need of the student. For example, a student who has transcripts from another college will require a 45 minute appointment, whereas other students may require a 30 minute appointment. Counselors also provide same-day appointments, express-counseling, and online counseling services. Several workshops are also made available to students, such as the Initial Educational Plan, Probation I (online), Probation II, and Dismissal workshops. Other workshops are also provided such as Career Planning, Transfer, Transfer Admission Guarantee Program (TAG), Personal and/or Crisis Counseling, Identify a Major, Veterans (includes a counselor), and Financial Aid (includes a counselor). Counselors are starting to engage in conversation to have more types of workshops available for students as more and more resources become limited. Most of the workshops are offered at the main campus in Lancaster, while a few are offered at the Palmdale Center. Every spring semester, counselors reach out to local high school seniors. Counselors work with those students that intend to go to Antelope Valley College by developing their Initial Education Plan and answering any questions regarding majors and transfer requirements. Students are also directed to services on campus, such as the Transfer/Career Center.

Students are encouraged to see a counselor to keep the SEP current, to address any changes to the major, to obtain referrals for any level of support, or for any other student need.

In addition to seeing students on an one-to-one basis, counselors also develop and teach Human Development courses. These courses enhance student skills and attitudes necessary to be a successful member of the college and greater community. The courses guide students to identify-

ing career and educational objectives, improve student skills, basic strategies for college success, for example. Some of the courses are taught online, while recognizing that on-campus offerings are important particularly for the many basic skills students.

Student Follow-up

Early Alert: Overview

Early Alert is a reactive, early warning system for students at risk of failure. Failure is defined as D, F, W, NC, or Incomplete, which is the Chancellor's Office definition. The idea is to intrusively connect with students at risk and match them with an appropriate intervention or service EARLY, so that they have a better chance of success. The Early Alert Program is housed in the Academic Skills Center in the Learning Center. "Early" is from week three to week six of each semester, although referrals trickle in the next two weeks. Referrals come from faculty in the course in which the student is at risk as well as other faculty and staff (librarians, counselors, educational advisors, etc.) who also might have concerns about a student's success. Students on academic or financial aid probation or who are reaching the basic skills limit are also referred to the Academic Skills Office.

The Academic Skills Office collects data on the Early Alert Program. Fall of 2009, over 60% of AVC students were unsuccessful in at least one course. When the W and Incomplete grades were removed, the number was reduced about four percent, or 56% of students. Never the less, only 101 students were referred to Early Alert by approximately 20 faculty. These numbers are consistent with previous semesters. Of the students using the Early Alert service, about one third are unsuccessful, one third drop the course, and one third are successful. Early Alert data is reported to the faculty each semester through the Professional Development presentations.

These students are not necessarily those that are considered "at risk." The student might be a physics student in poetry class, or a poet in an advanced math course, for example.

Early Alert Paperless Program

The campus has a paperless Early Alert Program since 2005. During weeks three through five of each semester, faculty or other staff members who recognize that a student is in need of early intervention activities can log on to an online form which allows us to check one or more of the following categories:

- Poor attendance
- Poor class performance
- Lacks motivation
- Late/missing assignments
- Writing problems
- Low exam/quiz score
- Lacks study skills
- Lack of participation
- Poor qualitative skills
- Reading comprehension problems
- Needs tutoring
- Needs personal counseling

The referral is sent electronically to the appropriate faculty learning specialist (math, writing, reading, and academic skills) in the Learning Center and to a counselor, if appropriate. Students are contacted by phone (via peer mentor), by email, and by letter and encouraged to make an appointment. Students visiting Learning Specialists are evaluated and the student and the specialist can develop an improvement plan. This plan might include tutoring, study skills workshops, visits to faculty office hours, etc. The Academic Skills Office acts as a primary point of contact and collects data on the students referred to the services.

The electronic referral process is open all semester, but only weeks three through five are counted for early alert. The system is being revamped to connect directly with Banner. This will allow for greater ease of use (a drop down pick list from the Faculty/Advisors myAVC page). It will also expand the number of programs and services alerted. For example, if a probationary student gets an early alert, the Counseling and Matriculation Division will be notified. If a disabled student gets an alert, the Office for Students with Disabilities will be notified. Additionally, this new system will make data collection more efficient.

Probation

All students are notified whenever he/she demonstrates academic difficulty and to the availability of college support services before the student is dismissed. When a student grade point average (GPA) falls below a 2.0 in all units attempted, he/she is informed of being placed on academic probation. In addition if the percentage of student recorded entries of “W,” “I,” “NC,” and “NP” in at least three consecutive semesters reaches or exceeds 50% of all units in which a student has enrolled, the student shall be placed on progress probation.

Probation workshops are provided to students to help underperforming students improve their academic success. Two probation workshops are provided to students. Probation 1 and Probation 2, Mastering Academic Success. Probation 1 is provided only online and began in January, 2010. Probation 1 are for those students that have fallen below a 2.0 GPA or are not making good progress for the first semester.

Data is collected each term on the number of students on each level of probation and an analysis of how effective each workshop is in helping students. Students are surveyed on whether they were able to seek the appropriate campus support services, reenroll in the appropriate courses to regain good academic standing, and to develop a plan to meet their goals after completing a workshop.

Probation 2 are those students with two consecutive semesters of probation status. The Probation 2, Mastering Academic Success” workshop is only provided on the Lancaster campus. The workshop is three hours and contains a follow-up counseling session with each student. Topics presented in the workshop are: probationary policy, motivation, time-management, goal setting, GPA calculation, test-taking strategies, as well as a completing a student learning assessment.

After successful completion of each probation workshop, a student “academic hold” is released for registration for the subsequent semester. Students are restricted to the number of allowable units for each term on probation.

Dismissal

A student is on academic probation if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each three consecutive semesters. A student will also be placed on dismissal if the percentage of units in which the student has been enrolled for has entries of “W,” “I,” “NC,” and “NP” recorded in at least three consecutive semesters or exceeds fifty percent.

A student has the right to appeal a proposed dismissal action. The student is required to submit a written petition of appeal to the Dismissal Appeals Committee. If the dismissal appeal is granted, the student will continue on probation for an additional semester. At the end of the semester, the student’s academic record will be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.

Coordination and Training

A major goal of the Matriculation Committee is to: *Provide campus training to faculty, administration, and staff on the delivery and outcomes of Matriculation services.* The Matriculation Handbook is used as a resource guide for the committee and entire campus. The co-chairs provide professional development activities on the value of matriculation. The matriculation counselor provides information at Academic Senate meetings, Academic Policies & Procedures Committee meetings, division meetings, deans meetings, and staff meetings across the college campus.

The Student Handbook provides students the matriculation components and is a resource for them as they maneuver their way through college. The handbook is electronic, thus there is no fee to students. The handbook is also in a PDF format. Students are encouraged to print out sections for their convenience. The handbook can easily be found on the college’s webpage: www.avc.edu.

The training and coordination of the Matriculation Plan is primarily the work of the Matriculation Committee. The various sections are also the responsibility of other committees. For example, Enrollment Management is responsible for Admissions. The Academic Policies & Procedures Committee and the Academic Senate are responsible for the establishment and procedures for Prerequisite/Corequisite, and Advisories. Counselors review and implement the counseling/advisement section of the Matriculation Plan.

Research

The 2008 Matriculation Research Study established baseline data to determine which combination of various matriculation components yielded the best outcomes on measures of students’ course success, retention, persistence, and degree or certification completion. The data indicated that those students who complete the matriculation components are more likely to succeed in pursuing their educational objectives. When students complete all four components (admission, assessment, orientation, and student educational plan), higher success rates were found for course success, retention, and persistence. Higher success was also found for certificate/degree completion. Data from the 2008 research study found that orientation alone did not predict suc-

cess. Overall, the completion of an educational plan combined with assessment, resulted in the highest probability that a student would complete a degree and/or certificate.

Research on the influence of the matriculation components has continued each year following 2008. For the 2011 Program Review Self-Study, first time freshman students were used for the research project. Even with this change in subjects, the data has reminded consistent. The data does seem to suggest that the completion of the matriculation components increases the chances that a student will be successful in pursuing in their educational objectives.

The same data revealed that those students who meet with a counselor and developed a Educational Student Plan were 72.1% more likely to achieve success than those students who did not met with a counselor (67.7%). Also, those students that meet with a counselor. 90.5% and 93.2% were certified to transfer to a CSU and UC respectively..

The research projects have been identified jointly with the Matriculation Committee and the Department of Institutional Research and Planning as determined by Title 5 §55512, 55520, 55514, 55532, and 55510.

The data accumulation this far, supports the findings of the State Chancellor's Office that finds that matriculation leads to student success.

Matriculation Research Projects

1. Continue the 2008 Matriculation analysis on the matriculation components: course success, retention, persistence, and degree/certificate completion.
2. Update "Advising Probability Sheets" to determine effectiveness in course success.
3. Track changes in counseling visits over time --determine if the deans meetings, classroom visitations, and Senate reports increase the number of students seeking counseling.
4. Develop a method of capturing data on follow -up by faculty (i.e. guidance on courses, matriculation components given by faculty during office hours. Survey to identify students and broad subjects discussed, followed up by focus groups to "drill down" to get detailed information for AVC and Palmdale.
5. Evaluate use of "Advising Probability Sheets" results for assessment of Educational Plans (review counseling *yes* students course choices with counseling *no* students choices with focus on SLO).
6. Cohort or longitudinal study on educational plan and degree to which it is followed in current term and following terms. That is, do students follow closely to the plan as time goes by or do they deviate until the next counseling/ed plan update meeting?

Specifically, measure success, persistence, and graduation rate--did the use of the educational plan result in students graduating on time?

**To do much of this research, randomly selected. student educational plans will be required Degree Works*

*In reviewing the 2009-2010 data, a College Success Mentorship Program was proposed and developed. (The program has yet to be offered to students.)

Prerequisites/Corequisites/Advisories/Limitation on Enrollment

A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. A prerequisite will assure that a student has the skills, concepts and/or information necessary for success in the course, on the other hand, a student who has not met the prerequisite is highly *unlikely to receive a satisfactory grade in the course*. Prerequisites are enforced and a student will be blocked from enrolling if the student does not meet the stated prerequisite. (*Title 5 §55003*)

Satisfactory Completion of Prerequisites

If a course is listed as a prerequisite for another course, that prerequisite course must be completed with a satisfactory grade in order to enroll in the next course. According to Title 5, Section 55200(d), a satisfactory grade is a grade of "A," "B," "C," or "P." Students who enroll in classes for which they do not meet the prerequisites will be involuntarily dropped. Students will be notified of this involuntary drop.

Definitions:

Prerequisite - A prerequisite is a required condition of enrollment that demonstrates current readiness for enrollment in a course or educational program. A prerequisite will assure that a student has the skills, concepts, and/or information necessary for success in the course. A student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course. Prerequisites are enforced and a student will be blocked from enrolling if the prerequisite is not met. A student must complete a course prerequisite with a satisfactory grade of A, B, C, or P (pass).

Corequisite – A condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course. Corequisites are enforced and a student will be blocked from enrolling if the student does not meet the stated prerequisite (see below for challenge procedure).

Advisory – A condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

Limited on Enrollment – A condition of enrollment which limits how students qualify for a particular course or program. These limitations apply to courses that include public performance or intercollegiate competition where a tryout or audition is necessary. Additionally, some courses require formal admission to a particular program in order to enroll (e.g., Associate Degree Nursing Program and Licensed Vocational Nursing Program). Limitations on enrollment are enforced and a student will be blocked from enrolling if the student does not meet the stated limitation (see below for challenge procedure).

Challenge Procedure

A prerequisite, corequisite, or limitation on enrollment challenge as required by Title 5: §55003 requires the submission of a Prerequisite Challenge form. This form can be obtained from the Counseling Center in the Student Services Building.

A student may file a Prerequisite Challenge form for one or more of the following reasons:

1. The student has the documented knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite (T5: 55003).
2. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available (T5: 55003).
3. The prerequisite or corequisite has not been established in accordance with the district's AP&P process for establishing prerequisites and corequisites (T5: 55003).
4. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner (T5: 55003).
5. The prerequisite or corequisite is in violation of this section (T5: 55003) which states that "a prerequisite will assure that a student has the skills, concepts, and/or information necessary for success in the course.

It is the responsibility of the student to provide compelling evidence and documentation to support a prerequisite challenge. If there is no documentation provided, the challenge will automatically be denied. Contact the Counseling Center in the lobby of the Student Services building to initiate a prerequisite challenge. NOTE: If space is available in the course when a student files a challenge, the student to register in that course and resolve the challenge within five working days from the time the challenge was submitted and date stamped. If the challenge is upheld or the district fails to resolve the challenge within the five working day period, the student shall be allowed to remain in the course. If the challenge is denied, the student will be automatically withdrawn from the course.

III. Noncredit Matriculation

Designated Noncredit Courses

Noncredit courses are intended to provide students with lifelong learning skills, transition to college courses, and career preparation opportunities. Noncredit courses that Matriculation services may provide are:

- Elementary and Secondary Basic Skills;
- English as a Second Language (ESL);
- Disabled/Adults with Disabilities;
- Citizenship/Immigrant;
- Parenting; and, Short-Term Vocational Education

(see following AVC Catalog page)

Noncredit Funding History

Antelope Valley College (AVC) for nine years had a General Educational Development (GED) Program. It provided individuals/students an opportunity to obtain a high school diploma equivalent. The AVC GED Program had not been formally approved by the Chancellor's Office for California Community Colleges and was funded under positive attendance. The program was regulated by strict CalWORKS regulations, and thus was not a self-sustaining program. As a result of budget cuts experienced by the college, the program offerings were removed from the spring 2010 schedule. On February 17, 2011, the Academic Senate confirmed the Senate's position to keep the GED courses on hiatus and if in the future, the district's budget improved, it would consider reinstating the GED courses.

Currently, the college offers only two noncredit courses: LAC 900 Supervised Tutoring and LAC 901 Supervised Learning Assistance.

Noncredit Courses

Noncredit Instruction

Noncredit instruction is one of several educational options offered within the California Community College System. It offers access to a variety of low and no cost courses that can assist students in reaching their personal and professional goals. Noncredit courses are intended to provide students with lifelong learning skills, transition to college courses, and career preparation opportunities. Students' progress is evaluated; however, formal, recorded grades are not given, nor do students receive units or credits for these courses. Noncredit instruction has been described as an "educational gateway" to the future. It is a key contributor for students with diverse backgrounds and those seeking ways to improve their earning power, their literacy skills, and gain access to higher education. Noncredit courses are classified into nine legislated instructional areas: parenting; elementary and secondary basic skills; ESL; citizenship/immigrant education; lifelong learning for older adults; family and consumer sciences; health and safety; programs for persons with substantial disabilities; and vocation programs with high employ-

ment potential. For information on noncredit instruction, registration, and scheduling, please contact Dr. Tom O'Neil, Dean of Corporate and Community Services (661) 7226300 ext. 6370. Information about specific courses can also be obtained by contacting the division office indicated above the course descriptions.

Learning Assistance

Instructional Resources/Extended Services

(661) 7226300 ext. 6458

These courses are designed to assist students based upon identified learning needs. Their primary purpose is to strengthen student skills and reinforce student mastery of concepts taught in other courses.

LAC 900 SUPERVISED TUTORING

Average of 2050 hours total

Limitation on Enrollment: *Enrollment in class for which tutoring is required.* Upon faculty/counselor referral, students receive tutoring in a designated subject area in the Learning Center. Tutorial sessions focus on course content of the subject tutored and emphasize the study skills necessary to be successful in college. Cumulative progress plus attendance records will be maintained for this noncredit, open entry/open exit course. No tuition will be charged, nor will grades be received. The course will not appear on the student's transcript. (Students may repeat as many times as content faculty or Learning Center faculty deem necessary as long as repeatability is consistent with District policy.)

LAC 901 SUPERVISED LEARNING ASSISTANCE

Average of 1030 hours total

Students meet with Faculty Learning Specialists for learning assistance in workshops/group instruction and one-on-one assessment and intervention. For workshops, Faculty Learning Specialists teach subjects /topics that match general skill deficiencies of students and individual ones that students self-report. When appropriate and/or upon referral by an instructor or counselor, Faculty Learning Specialists conduct a student intake that includes developing an academic history, administering learning assessment instruments, and together with the student, creating an individual learning improvement plan (ILIP) focused on addressing his/her skill deficiencies. The ILIP includes the referral of students to appropriate services and resources and monitoring of student participation and progress cumulatively. Positive attendance records will be maintained for this open entry, open exit course. No tuition is charged, no grades given, and no grades appear on the student's transcript.

IV. *Matriculation Organizational Structure*

College Coordinating Council
Committee Information Sheet
Matriculation Committee

Committee Name

	Appointed by	Individual	Term	Expiration Date
Chair	Position – Dean of Counseling and Matriculation	LaDonna Trimble	Standing Appointment	Standing Appointment
Chair	Position – Matriculation Counselor	Patricia A. Márquez	Standing Appointment	Standing Appointment
Member	Position – Dean of Language Arts	Dr. Charlotte Forte-Parnell	Standing Appointment	Standing Appointment
Member	Position – Director, Financial Aid Office	Sherrie Padilla	Standing Appointment	Standing Appointment
Member	Position – Vice President of Academic Affairs	Sharon Lowry	Standing Appointment	Standing Appointment
Member	Position – Academic Senate President or Designee	Christos Valiotis	Standing Appointment	Standing Appointment
Member	Position – AP&P Faculty Co-Chair or Designee	Maria Clinton	Standing Appointment	Standing Appointment
Member	Position – Vice President Student Services	Dr. Rosa Hall	Standing Appointment	Standing Appointment
Member	Position – Dean of Math, Science, and Engineering	Dr. Les Uhazy	Standing Appointment	Standing Appointment
Member	Position – Dean of Enrollment Services	LaDonna Trimble	Standing Appointment	Standing Appointment
Member	Position – Counseling Technical Analyst	Kelley Hare	Standing Appointment	Standing Appointment
Member	Position – Enrollment Services Technical Analyst	Kim Covell	Standing Appointment	Standing Appointment
Member	Position – Special Programs Counselors	Dietra Jackson	Standing Appointment	Standing Appointment
Member	Position – Director of Disabled Student Services	Louis Lucero	Standing Appointment	Standing Appointment
Member	Position – Director Institutional Research & Planning or Designee	Ted Younglove	Standing Appointment	Standing Appointment
Member	Position – Assessment Coordinator	Wade Saari	Standing Appointment	Standing Appointment
Member	Position – Director of Student Activities & Community Outreach	Michelle Hernandez	Standing Appointment	Standing Appointment
Member	Position—Learning Center Specialist	Dorothy Williams	Standing Appointment	Standing Appointment
Member	Position—Student--ASO	vacant	One-year	One-year

Type of Committee/Authority:

Campus-wide Participatory Governance Committee (per BP/AP 2510)

Purpose:

The Matriculation Committee is a campus-wide participatory governance committee that oversees the matriculation process for credit and non-credit students enrolled at Antelope Valley College. It reviews the college's Matriculation Plan to assure compliance with state regulations and makes recommendations related to matriculation policies, procedures and activities to enhance understanding of the matriculation process and assure student success. It also considers recommendations from the Assessment Committee, a sub-committee of the Matriculation Committee, related to assessment policies and procedures.

Committee submits recommendations to:

(To whom does the committee submit recommendations?)

Board of Trustees and representatives report to the leadership of their respective constituency.

Product:

Policies and Procedures on matriculation components mandated by Title 5 and Accreditation Standards.

Composition:

Dean of Counseling and Matriculation, Matriculation Counselor, Dean of Language Arts, Director Financial Aid Office, Vice President Academic Affairs, Vice President Student Services, Academic Senate President or designee, Academic Policies and Procedures Faculty Cochair or designee, Dean Math, Science and Engineering, Dean Enrollment Management, Counseling Technical Analyst, Enrollment Services Technical Analyst, Special Programs Counselor, Director Disabled Student Services, Director Institutional Research and Planning or Designee, Assessment Coordinator, Director Student Activities and Community Outreach, Learning Center Specialist, and student. Recording Administrative Assistant for Counseling and Matriculation

Terms:

Permanent by position

Quorum:

Simple majority

Meetings:

Once a month or as needed

Minutes/Records:

Minutes are posted to the files section of the my AVC Matriculation Advisory Committee group and retained by administrative assistant

Operations:

N/A

Prepared by: Patricia A. Marquez Sandoval

Date: October 1, 2008

Matriculation Co-chairs Responsibilities: Matriculation Counselor and Dean of Counseling & Matriculation

The Dean of Counseling and Matriculation and the Matriculation Counselor co-chair the Matriculation Committee. They are primary in ensuring that the Matriculation Plan is implemented campus-wide. The co-chairs set the agenda with committee members input.

To remain current on matriculation regulations, the co-chairs participate in State and Regional workshops and conferences. Each new matriculation counselor and/or dean participates in the California Chancellor's Office training for new matriculation directors.

With agreement of the dean, the Matriculation Counselor provides presentations at divisional meetings, dean meetings, Academic Senate meetings, Academic Policies & Procedures meetings, and other meetings as needed. The Matriculation Counselor also updates the podcast presentation on matriculation services.

The Matriculation Counselor is also responsible to coordinate with the Department of Institutional Planning and Effectiveness in the research projects per Title 5 conducted each academic year.

It is also the responsibility of the Matriculation Counselor to update annually both the Matriculation Handbook and Student Handbook.

Timeline 2012-2013

August, TBA August 20	Priority Registration Fall Term Starts
September TBA September September TBA September TBA	Matriculation Committee meeting Review CCC Committee Information Sheet Matriculation New Directors Training Update Matriculation Handbook
October TBA October TBA October TBA	Matriculation Committee meeting Year End Expenditure Reports Due CCCO Matriculation Professionals Association Annual Conference Matriculation Program Plans Due CCCCCO
October TBA	
November TBA	Matriculation Committee meeting (last for term)
December TBA December 8	Prior Year Recalculation (R-1) Fall semester ends
January, 2012 January 2	First Principal Apportionment (P-1) Intersession begins
February TBA February 2 February 4 February TBA February TBA	Priority Registration Intersession ends Spring semester begins Matriculation Committee meeting Update Student Handbook
March TBA March TBA	Matriculation Committee meeting Mid-Year Reports Due CCCO
April TBA	Matriculation Committee meeting
May TBA May TBA May 31	Matriculation Committee meeting (last for term) Second Principal Apportionment (P-2) Spring semester ends

College Coordinating Council
Committee Information Sheet

Assessment Committee

Committee Name

	Appointed by	Individual	Term	Expiration Date
Chair	Dean of Counseling and Matriculation	Dr. Roslyn Haley	Permanent	
Members	Dean of Language Arts	Michael Jacobs	Permanent	
	Dean of Math/Science/Engineering	Dr. Les Uhazy	Permanent	
	Reading Faculty	Anne Rees	2 Years	2010
	AP&P Committee	Deborah Charlie	3 Years	2011
	Counseling Faculty	Dr. Robert Harris	3 Years	2011
	Composition Coordinator	Mark Hoffer	3 Years	2011
	Math Faculty	Magdalena Caproiu	2 Years	2010
	ESL Coordinator	Scott Jenison	2 Years	2010
	Learning Center Faculty	Dorothy Williams	2 Years	2010
	Director of Institutional Research	Ted Younglove	Permanent	
	Assessment Coordinator	Wade Saari	Permanent	

Type of Committee/Authority:

Subcommittee of Matriculation

Purpose:

The purpose of the Assessment Committee is to evaluate the assessment policies and procedures of the college. This committee coordinates assessment validation research, evaluates research results related to validation and makes recommendations for changes regarding assessment.

Committee submits recommendations to:

Matriculation Committee

Representatives report to the Matriculation Committee.

Product:

Reviews and recommends policies and procedures in accord with statutory regulations, prerequisites and other assessment concerns. Reviews data and research results of validation studies and recommends cut scores.

Composition:

Reflects individuals connected with disciplines that have assessment.

Terms:

Determined by position as noted in membership listing.

Quorum:

Simple Majority

Meetings:

Once per month or as needed

Minutes/Records:

Minutes kept of all meetings by Administrative Assistant to Committee Chair

Operations:

N/A

Created: April 8, 2008

Revised: April 14, 2008

Revised per Directive of CCC: May 15, 2008

Listservs/Resource Links

Listserv:

Matriculation: listserv@listserv.ccnnext.net—Subscribe CCC MATRIC

EAP: LISTSERV@LISTSERV.CCCNEXT.NET—Subscribe CCC-EAP

CCC-Counseling: LISTSERV@LISTSERV.CCCNEXT.NET—Subscribe CCC-Counselors

Assessment: Listserv@Listserv.ccnnext.net—Subscribe cccaa

Resources:

Matriculation: Local Research Project Option Options: <http://www.cccco.edu/LinkClick.asp?fileticket=rwkUf7vew2o%3d&tabid=628&mid=1715>

Chancellor's Office Matriculation Program: <http://www.ccco.edu/ChancellorsOffice/Divisions/StudentServicesandSpecialPrograms/Matriculation/tabid/619/Default.aspx>.

California Education Code: <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc>

Link to Title 5: <http://government.westlaw.com/linkedslice/default.asp?Action=TOC&R=GVT1.0&VR=2.0&SP=CCR-1000>

etranscript California: <http://etranscripts.org/>

CCC Apply: <http://www.cccapply.org/>

The Research and Planning Group for the California Community College: <http://www.rpgroup.org/>

Chancellor's Office List of Colleges by Region: Antelope Valley College—Region 6/Coordinator: Chelley Maple, College of the Canyons

Consultation Council Task force on Counseling (2003): <http://asccc.org/node/174955>

Model District Policy for Establishing, Reviewing, and Challenging Prerequisites, Corerequisites, Advisories on Recommended Preparation, and Certain Limitations on Enrollment: <http://www.cccco.edu/ChancellorsOffice/Divisions/StudentServicesandSpecialPrograms/Matriculation/MatriculationResources/tabid/628/Default.aspx>

Good Practice for the implementation of Prerequisites (1997): <http://asccc.org/node/174851>

Other Connections:

Student Success and Equity Committee Purpose:

To improve Antelope Valley College's efforts in our student's access, retention, and success in pursuing their educational goals and fulfilling our mission as it relates to the equity parameters as defined by the California Community College Systems Office: age, gender, disability, and ethnicity.

Basic Skills Committee Purpose:

In response to the Statewide California Community College System Office Strategic Plan for improving student access and success, the Basic Skills Committee will coordinate with other campus committees that focus on basic skills

development, such as the Student Success and Equity Committee, Matriculation, and Enrollment Management Committee. College courses particularly in Math, English, and Reading will be studied. ESL Credit Program, as well as, other credit and non-credit programs, will be reviewed to ensure that best practices are utilized across campus to better serve students. A review of student success will be studied, along with student support such as peer-tutoring, learning and study skills, and counseling. The Basic Skills Committee will oversee and manage the basic skills state budget, inform SPBC, make recommendations to the President, and write grants when available.

V. Matriculation Budget

Antelope Valley College
Annual Budget Request
Fiscal Year 2009-2010

11/18/2008 (Updated 20 Jan 10)

(Page 1 of 2)

Department/Division:
Student Services - Matriculation (Credit)

Ranking	Description	ILO's	Prior Yr Yes? No?	Plan Name	Priority Code	Divis. Code	Sub Fund	Resource	ACCOUNT CODES			School/ Program	Current Year Budget
									Goal/ Category	Function/ Location	Object		
1	Counselors - Other Non-Instructional	1-5		Matric							1250	6310000	107,068.29
2	Extra Hours - Counselors	1-5		Matric							1450	6310000	0.00
3	*Classified/Clerical Non-Instructional	1-5		Matric							2100	6310000	226,421.49
4	Hourly Clerical	1-5		Matric							2320	6310000	0.00
5	Student Workers	1-5		Matric							2302	6310000	0.00
6	Student Workers	1-5		Matric							2302	6200000	0.00
7	Student Workers	1-5		Matric							3302	6960000	0.00
8	STRS - Other Instructional	1-5		Matric							3130	6310000	8,833.13
9	PERS - Other Non-Instructional	1-5		Matric							3220	6310000	21,983.25
10	CASDI - Other Non-Instructional	1-5		Matric							3320	6310000	14,038.03
11	Medicare - Other Non-Instructional	1-5		Matric							3360	6310000	3,283.12
12	Medicare - Other Instructional	1-5		Matric							3320	6310000	\$1,552.49
13	Health & Welfare - Non-Instructional	1-5		Matric							3420	6310000	54,156.55
14	Health & Welfare - Instructional	1-5		Matric							3430	6310000	19,385.10
15	Unemployment Insurance - Other Non-Instructional	1-5		Matric							3520	6310000	879.27
16	Unemployment Insurance - Other Instructional	1-5		Matric							3531	6310000	321.21
17	Worker's Comp - Other Non-Instructional	1-5		Matric							3620	6310000	5,001.65
18	Worker's Comp - Other Instructional	1-5		Matric							3630	6310000	2,365.14
19	Assessment Units	1-5		Matric							4300	6310000	3,901.24
20	Contract Services	1-5		Matric							5100	6310000	10,809.21
21	Licenses and Fees (SARS + Others)	1-5		Matric							5310	6310000	30,412.00
22	Licenses and Fees	1-5		Matric							5310	6310000	5,670.00
23	Licenses and Fees (Degree Works) (Implementation)	1-5		Matric							5310	6310000	52,780.00
24	Licenses and Fees (?)	1-5		Matric							5310	6310000	.45
											TOTAL		\$562,706.17

Antelope Valley College
Annual Budget Request
Fiscal Year 2009-2010

11/18/2009 (Updated 20 Jan 10)

(Page 2 of 2)

Department/Division:

Student Services - Matriculation (Credit)

Ranking	Description	ILO's	Prior Yr Yes? No?	Plan Name?	Priority Code	Divis. Code	ACCOUNT CODES					Current Year Budget	
							Sub Fund	Resource	Goal/ Category	Function/ Location	Object		School/ Program
25	Equipment & Maintenance Contract - A&R	1-5		Matric							5855	6320000	852.12
26	Other Outside Services - A&R	1-5		Matric							5700	6320000	2,500.00
27	Adjustment for Software Billing	1-5		Matric							5310	0000000	(48,451.50)
28	Contingency Reserve	1-5		Matric							7900	0000000	51,633.21
29	Detail Lines 21 and 22												
30	- Eureka (Paid)												868.00
31	- Discover												900.00
32	- College Source												1,831.00
33	- SARS (Tracking Grid, Call Plan)												6,840.00
34	- Protection One												1,140.00
35	- LAPP/ASAP												1,800.00
36	- ATB/ESL Spanish												\$613.00
37	- ACT Tech Center												514.00
38	- DegreeWorks												21,700.00
39	- SARS Plan Support (Paid)												900.00
40	*Classified/Clerical - Evita Antwi, Andres Cruzalegui,												
41	Susan Moody, Wade Saari, Ryan Widmer												
42													
43	Total Salaries & Benefits = \$459,088.72												
44													
45	State Funding = \$385,368												
46	Carryover 2008-2009 = \$183,874												
47	TOTAL = \$569,240												
48	AARA One Time Fund = \$36,034 per SPBC 2 Dec 09												
												TOTAL	\$569,240.00

Antelope Valley College
Annual Budget Request
Fiscal Year 2009-2010

18-Nov-09

(Page 1 of 1)

Department/Division:
Student Services - Matriculation (Non-Credit)

Ranking	Description	ILO's	Prior Yr Yes? No?	Plan Name?	Priority Code	Divis. Code	ACCOUNT CODES					Current Year Budget		
							Fnd	Sub Fund	Resource	Goal/ Category	Function/ Location		Object	School/ Program
1	Follow-Up Support (Extra Hours)	1-5		Matric.			01	3	00000.0	26104	66260	1450	6320000	8,672.00
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														
21														
22														
23														
24													TOTAL	\$8,672.00

Antelope Valley College
Annual Budget Request
Fiscal Year 2010-2011

Department/Division:
Student Services - Matriculation

Ranking	Description	ILO's	Plan Name	Priority Code	Divis. Code	ACCOUNT CODES				Current Year Budget	
						Sub Fund	Resource	Goal/Category	Function/Location		School/Program
1	Certificated Salary (1 month)										\$9,637.00
2	Certificated Salary (fall/spring)										51,266.00
3	Classified Salaries (5 1/2 employees)										230,144.00
4	Benefits - Classified/Faculty										113,884.00
5	Supplies (College Source) (Paid)										909.00
6	Compass Units (Paid in July 2010)										4,840.00
7	Degree Works License (Paid)										8,464.00
8	Eureka										873.00
9	Discover										1,043.00
10	SARs - Call/Grnd/Track Plan										6,840.00
11	Protection One - Assessment										4,545.00
12	CAPP - Assment										\$1,800.00
13	ESU/ATB Tests										647.00
14	Oracle Licensing										2,880.00
15	Compass Units (to be ordered)										15,000.00
16	Adjuncts - Basic Skills (Match)										10,000.00
17	Adjuncts - Counseling (Follow-Up & Workshops, etc.)										50,000.00
18	Information and Welcome Center										10,000.00
19	CSU/UCJA Conferences (Prof. Dev. - Counselors)										3,000.00
20	Computer Replacements (24) (Counseling/Enrmt.Svcs.)										25,000.00
21	Banner/Prog. Prob./Dworks Consultant										20,000.00
22	Brochures (copy, plan, pay)										700.00
23	Imaging Set-Up and Training - Counseling										1,000.00
24	Diplomas on Demand Supplies (Enrmt. Svcs.)										4,000.00
											\$576,272.00

Fiscal Year 2010-2011

Department/Division:

Student Services - Matriculation

Ranking	Description	ILO's	Plan Name	Priority Code	Divis. Code	ACCOUNT CODES						Current Year Budget
						Fnd	Sub Fund	Resource	Goal/Category	Function/Location	Object	
25	Cards for ID System											\$4,500.00
26	Other											262.00
27												
28												
29												
30												
31												
32												
33												
34	10-11 Est. Budget \$344,462 (90% of 09-10)											
35	10-11 District Support - \$183,000											
36	10-11 Anticipated AARA - \$36,034											
37	TOTAL = \$581,034											
38												
39												
40												
41												
42												
43												
44												
45												
46												
47												
48											TOTAL	\$581,034.00

VI. Board Policy and Administrative Procedure 5050 Matriculation

BP 5050—Matriculation:

http://www.avc.edu/administration/board/board%20policy/Board%20Policy%20-%20Chapter%205%20%28Student%20Services%29_111411.pdf

AP 5050—Matriculation:

http://www.avc.edu/administration/board/board%20policy/Administrative%20Procedures%20-%20Chapter%205%20%28Student%20Services%29_71111.pdf

Priority Registration Administrative Procedure 5055 links

AP 5055: Priority Registration:

http://www.avc.edu/administration/board/board%20policy/Administrative%20Procedures%20-%20Chapter%205%20%28Student%20Services%29_71111.pdf

VII. Model District Policy link:

http://www.cccco.edu/ChancellorsOffice/Divisions/Student_ServicesandSpecialPrograms/Matriculation/MatriculationResources/tabid/628/Default.aspx

VIII. Glossary

Consequential-related validity evidence addressing desired or undesired outcomes that follow from the use of test scores to advise placement of students into courses.

Content-related validity evidence addressing the extent to which course prerequisite knowledge and skills are being measured by the items on a test for all courses into which the test scores are being used to place students.

Corrected validity coefficients psychometric procedures that estimate the relationship between two sets of scores. If the test scores were measured with perfect reliability (corrected for attenuation) or full variability (corrected for restriction of range).

Correlation coefficient a statistical index that summarizes the magnitude of the relationship between two sets of scores for the same group of individuals. This index takes on values ranging from -1.00 to 1.00 with values around zero ($.00$) representing no relationship.

Criterion-related validity evidence addressing the extent to which scores on the placement test are related to scores on an appropriate criterion measure of student ability to meet different course requirements into which the students are being placed or an appropriate measure of student success in different courses.

Critical mass the accumulation of evidence across a diverse set of colleges which can be used to gain approval for the use of a test instrument by all colleges in the system..

Differential prediction evidence addressing the extent to which scores on a placement test are equally predictive of an outcome measure for all subgroup classifications, e.g. gender, ethnicity, age, etc.

Direct performance assessments that require an open-ended response from the test taker to a task, set of tasks or set of defined stimulus conditions. Responses then are scored using a standardized scoring rubric that has defined scale values indicating the adequacy of performance at different levels of proficiency.

Empirical approach to setting cut-scores procedures to identify cut-score values based on differential test taker test performance under certain design conditions.

Internal consistency a method of estimating test score reliability based on the consistency of relationship of responses to test items across test takers for a single administration of the test. Examples of methods or indices include Kuder-Richardson formula 20 or 21, coefficient alpha and split-half procedures.

Interscorer reliability coefficient an index of reliability indicating the consistency of ratings assigned to test taker responses (usually from performance assessment data) by two or more raters.

Judgmental approach to setting cut-scores procedures to identify cut-score values based on expert panel review, evaluation and judgments about the appropriateness and difficulty of test and test item content, and expected performance for identified populations of test takers.

Norms reported score distributed characteristics for samples of test takers that are intended to represent a population of test takers with described characteristics such that the performance of the norm group can offer relative interpretation of a person's test score with reference to the performance of these takers in the norm group.

Reliability evidence addressing the degree of consistency of measurements when the procedures producing test scores are repeated on a population of individuals or groups.

Stability coefficient an estimate of the reliability of test scores using a procedure requiring that data be collected from the same group of individuals on two separate occasions with an intervening period of at least two weeks between administrations.

Standard error of measurement an index related to the reliability of test scores which provides information addressing the degree of inaccuracy for specific test score values.

Transformed scale scores that are reported on a scale other than that produced by raw scores, e.g., percentile ranks or scores reported on a scale with a different mean and standard deviation than those of the raw scores.

Validity evidence addressing the extent to which the interpretation of scores from a test is meaningful, appropriate and useful to serve the purpose of placement of students into different courses.

**CCCCO Matriculation Program Handbook*

VIX. Resources

Appendix I: Matriculation Laws: Education Code and Title 5

Appendix II: Student Handbook Link:

<http://www.avc.edu/current/common/documents/StudentHandbook.pdf>

Appendix III: CCC Matriculation Professional Association:

Matriculation Laws: *Education Code & Title 5*

Education Code

78210. This article shall be known and may be cited as the Seymour-Campbell Matriculation Act of 1986.

78211. It is the intent of the Legislature to do all of the following:

- (a) Ensure equal education opportunity for all Californians.
- (b) Ensure that students receive the educational services necessary to optimize their opportunities for success.
- (c) Provide students with the information to establish realistic educational goals, and ensure that the matriculation process does not exclude students from receiving appropriate educational services at community colleges.

78211.5. (a) The Board of Governors of the California Community Colleges shall initially provide for full implementation of the matriculation services specified in Section 78212 in as many community colleges as the funds appropriated for this purpose allow.

(b) Because of the need to develop and evaluate data on a standard statewide basis concerning the implementation and effectiveness of the matriculation services described in this article, any college or district receiving funding under this article shall agree to carry out its provisions as specified, but shall be bound to that agreement only for the period during which funding is received pursuant to this article. The obligations of the college or district under the agreement shall include, but not be limited to, the expenditure of funds received pursuant to this article for only those matriculation services approved by the board of governors and the contribution toward the purposes of this article of matching funds as the board of governors may require pursuant to Section 78216.

78212. (a) For purposes of this article, "matriculation" means a process that brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objectives. The agreement involves the responsibilities of both parties to attain those objectives through the college's established programs, policies, and requirements.

The student's responsibilities under the agreement include the expression of at least a broad educational intent upon enrollment, the declaration of a specific educational objective within a reasonable period after enrollment, diligence in class attendance and completion of assigned coursework, and the completion of courses and maintenance of progress toward an educational goal according to standards established by the college, the district, and the state.

(b) Matriculation services to be made available by the colleges shall include, but are not limited to, all of the following:

- (1) Processing of the application for admission.
- (2) Orientation and preorientation services designed to provide to students, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other matters the college or district finds appropriate.
- (3) Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
 - (A) Administration of assessment instruments to determine student competency in computational and language skills.
 - (B) Assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and vocational certificates and licenses.
 - (C) Evaluation of student study and learning skills.

(D) Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; campus employment placement services; extended opportunity programs and services provided pursuant to Article 8 (commencing with Section 69640) of Chapter 2 of Part 42; campus child care services provided pursuant to Article 4 (commencing with Section 8225) of Chapter 2 of Part 6; programs that teach English as a second language; and disabled student services provided pursuant to Chapter 14 (commencing with Section 67300) of Part 40.

(E) Advisement concerning course selection.

(4) Postenrollment evaluation of each student's progress, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation, as defined by standards adopted by the Board of Governors of the California Community Colleges and community college districts.

78212.5. Each community college district may develop and maintain all of the following within each community college in the district:

(a) Career resource and placement centers having the purposes of maintaining information on vocational, technological and educational opportunities, and facilitating career employment.

(b) Programs to instruct appropriate staff and faculty members in the performance of matriculation services.

(c) Orientation programs designed to explain to new students academic requirements and other regulations of the community college, and the available student support services.

(d) A publicity program designed to inform the community served by the community college that the purposes of the mandatory matriculation process are intended to facilitate, rather than restrict, student access to community college instruction, and to enhance each student's awareness of his or her abilities, skills, and potential.

(e) A publicity program designed to inform high schools in the community served by the community college, through orientation programs and other means, of student skill levels, and of available student support services.

78213. (a) No district or college may use any assessment instrument for the purposes of this article without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments pursuant to the policies and procedures developed pursuant to this section and the intent of this article. The board of governors may waive this requirement as to any assessment instrument pending evaluation.

(b) The board of governors shall review all assessment instruments to ensure that they meet all of the following requirements:

(1) Assessment instruments shall be sensitive to cultural and language differences between students.

(2) Assessment instruments shall be used as an advisory tool to assist students in the selection of an educational program.

(3) Assessment instruments shall not be used to exclude students from admission to community colleges.

(c) The board of governors shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges pursuant to this article.

78214. (a) All participating districts shall, with the assistance of the chancellor, establish and maintain institutional research to evaluate the effectiveness of the matriculation services described by this article and of programs and services designed to remedy students' skills deficiencies.

(b) The data base for this research shall include, but not be limited to:

(1) Prior educational experience, including transcripts when appropriate, as determined by the chancellor.

(2) Educational objectives.

(3) Criteria for exemption from assessment or required counseling or advisement, if applicable.

(4) Need for financial assistance.

(5) Ethnicity, sex, and age.

(6) Academic performance.

(7) Any additional information that the chancellor finds appropriate.

(c) The evaluation provided for by this section shall include an assessment of the effectiveness of the programs and services in attaining at least the following objectives:

(1) Helping students to define their educational goals.

(2) Assisting institutions in the assessment of students' educational needs.

- (3) Matching institutional resources with students' educational needs.
- (4) Providing students with specialized support services as referred to in subdivision (b) of Section 78212.

78215. The Board of Governors of the California Community Colleges shall establish criteria for exempting students from participation in orientation, assessment testing, or required counseling or advisement under this article.

78216. (a) The Legislature recognizes that community college districts are currently funding various components of student matriculation through existing counseling, assessment, and other student services, but that adequate student matriculation cannot be realized without supplemental funding support.

(b) The board of governors shall develop a formula for funding student matriculation services at community colleges. The formula shall include the requirement that the districts or colleges contribute matching funds in an amount to be established by the board of governors in each case, and shall reflect, but not be limited to, all of the following considerations:

- (1) The number of students to receive matriculation services at each college.
- (2) The levels of support for matriculation services provided at each college prior to July 1, 1985, and the need for funding assistance in the implementation of the program set forth in this article.
- (3) The relative needs for matriculation services, based on special student populations such as low-income students, students with language differences, students with physical and learning disabilities, and students in need of remedial instruction.
- (4) The requirement that funds for matriculation services be expended only for services approved by the board of governors.
- (5) The requirement that any district or college receiving funding pursuant to this section agree to implement this article during the period in which it receives that funding.
- (6) The need for computer hardware and software to provide approved matriculation services, and for institutional research personnel for ongoing evaluation.

(c) The board of governors shall require participating colleges to develop a plan for student matriculation that reflects all of the following:

- (1) A method for providing the services specified in Section 78212.
- (2) The college budget for the matriculation services pursuant to Sections 78212 and 78214.
- (3) The development and training of staff and faculty to implement the matriculation services.
- (4) In multicampus districts, the coordination of the college matriculation plan with other college plans.
- (5) Computerized information services and institutional research and evaluation necessary for implementation of this article.

(d) The board of governors may allocate up to 5 percent of the total funds appropriated for student matriculation for state administrative operations to carry out the intent of this article, subject to the review of the annual budget process.

78217. On or before March 15 of each year, the board of governors shall provide a progress report to the Legislature on the implementation of this article. The board of governors may require participating districts or colleges to provide data for the completion of these reports.

78218. In the 1986-87 fiscal year and each fiscal year thereafter, this article shall be operative only if funds are specifically appropriated for the purposes of this article.

Title 5 Regulations

Chapter 2. Community College Standards

Subchapter 1. Minimum Conditions

51006. Open Courses.

(a) The governing board of a community college district shall adopt by resolution the following or a comparable statement: "The policy of this district is that, unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the college(s) and who meets such prerequisites as may be established pursuant to section 55003 of title 5 of the California Code of Regulations."

(b) The statement of policy adopted by the board pursuant to subdivision (a) shall be published in the official catalog, schedule of classes, and addenda to the schedule of classes for which full-time equivalent student (FTE) is reported for state apportionment. A copy of the statement shall also be filed with the Chancellor.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78020 et seq., Education Code. *Last amended 5-16-2008.*

51024. Matriculation Services.

The governing board of each community college district shall:

- (a) adopt and submit to the Chancellor a matriculation plan as required under Section 55510;
- (b) evaluate its matriculation program and participate in statewide evaluation activities as required under Section 55512(c);
- (c) provide matriculation services to its students in accordance with Sections 55520 and 55521;
- (d) establish procedures for waivers and appeals in connection with its matriculation program in a manner consistent with Section 55534; and
- (e) substantially comply with all other provisions of Subchapter 6 (commencing with Section 55500) of Chapter 6 of this Division.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 78210-78218, Education Code. *Last amended 5-4-92.*

Chapter 6. Curriculum and Instruction

Subchapter 1. Programs, Courses and Classes

Article I. Program, Course and Class Classification and Standards

55002. Standards and Criteria for Courses and Classes.

(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.

(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

(D) Prerequisites and Corequisites. When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161.

(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.

(1) Types of Courses. Nondegree-applicable credit courses are:

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(A) nondegree-applicable basic skills courses as defined in subdivision (j) of section 55000;

(B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;

(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.

(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B) Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses.

(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

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(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of section 51002, article 4 (commencing with section 55040) of subchapter 1 of chapter 6, and section 58161.

(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the course outline of record.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of section 58161.

(d) Community Services Offering. A community services offering must meet the following minimum requirements:

(1) is approved by the district governing board;

(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

(3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

(4) is conducted in accordance with a predetermined strategy or plan;

(5) is open to all members of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code. Last amended 6-15-2008.

Article 1. Program, Course and Class Classification and Standards

55003. Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation

(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this article. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is

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to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to sections 55002(a)(2)(D) or 55002(a)(2)(E). Unless otherwise specified in this section, the level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (f) of this section. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.

(b) A district governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of sections 53200-53204, adopt policies for the following:

(1) the process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established.

(2) procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.

(3) the process to ensure that each section of the prerequisite or corequisite is to be taught by a qualified instructor and in accordance with a set of objectives and with other specifications defined in the course outline of record, as required in section 55002 for all courses.

(4) the process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.

(5) the bases and process for an individual student to challenge the application of a prerequisite or corequisite.

(c) A district governing board choosing to use content review as defined in subdivision (c) of section 55000 to establish prerequisites or corequisites in reading, written expression or mathematics for degree-applicable courses not in a sequence shall first adopt a plan specifying:

(1) the method to be used to identify courses to which prerequisites might be applied;

(2) assurance that courses are reasonably available to students when prerequisites or corequisites have been established using content review as defined in subdivision (c) of section 55000. Such assurance shall include sufficient availability of the following:

(A) appropriate courses that do not require prerequisites or corequisites, whether basic skills or degree-applicable courses; and

(B) prerequisite or corequisite courses;

(3) provisions for training for the curriculum committee; and

(4) the research to be used to determine the impact of new prerequisites based on content review.

(d) Prerequisites or corequisites may be established only for any of the following purposes:

(1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or

(2) the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or

(3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or

(4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

(e) Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be scrutinized using content review as defined by subdivision (c) of section 55000 or content review with statistical validation as defined by subdivision (f) of this section, if:

(1) it is required by statute or regulation; or

(2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or

(3) it is required by four-year institutions; or

(4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

(f) Content review with statistical validation is defined as conducting a content review (as defined in subdivision (c) of section 55000) and the compilation of data according to sound research practices which shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite.

(g) If the curriculum committee, using content review with statistical validation, initially determines, pursuant to section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite subdivision (e) of this section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:

(1) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and

(2) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(h) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.

(i) By August 1 of each year districts choosing to establish prerequisites, corequisites or advisories shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were

established during the prior academic year. Districts shall also specify the level of scrutiny, i.e., content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (e) of this section, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.

(j) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

(k) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section 55521(a)(3). Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) of this chapter.

(l) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:

(1) ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

(2) monitor progress on student equity in accordance with section 54220. Monitoring shall include:

(A) conducting an evaluation to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor.

(B) where there is a disproportionate impact on any such group of students, the district shall, in consultation within the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(m) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.

(n) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

(o) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course. If the student is dropped, the applicable enrollment fees shall be promptly refunded.

Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.

(p) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

(1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;

(2) The prerequisite or corequisite is in violation of this section;

(3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

(4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;

(5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or

(6) Such other grounds for challenge as may be established by the district governing board.

(q) In the case of a challenge under subdivision (p)(3) of this section, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327.

(r) District policies adopted pursuant to this section shall be submitted to the Chancellor's Office as part of the district's matriculation plan pursuant to section 55510.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code. *Last amended 4-25-2011.*

Subchapter 6. Matriculation Programs

Article I. Scope and Definitions

55500. Scope and Implementation.

(a) This chapter implements and should be read in conjunction with the provisions of the Seymour-Campbell Matriculation Act of 1986, Statutes 1986, chapter 1467, codified as Education Code sections 78210, et seq. The purpose of this subchapter is to further equality of educational opportunity and success for all students in the California Community Colleges.

(b) The requirements of this subchapter apply only to districts receiving funds pursuant to Education Code section 78216 for the period of time during which such funds are received.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 78210-78218, Education Code. *Last amended July 17, 2007.*

55502. Definitions.

For purposes of this subchapter, the following definitions shall apply:

(a) "Matriculation" means a process that brings a college and an enrolled student into an agreement for the purpose of realizing the student's educational goal through the college's established programs, policies, and requirements. This agreement is to be implemented by means of the student's individual educational plan developed pursuant to section 55525.

(b) "Assessment" means the process of gathering information about individual students to facilitate student success. Assessment shall include, but is not limited to, information regarding the student's study skills, English

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language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment involves the collection of such information at any time before or after enrollment, except that the process by which an instructor assigns a grade or otherwise evaluates the extent to which a student has achieved the objectives of a course shall not be considered part of the assessment process. Once a grade has been assigned and recorded on a student's transcript, it can be used in the assessment process.

(c) "Assessment instruments, methods, or procedures" means one or more assessment instruments, assessment methods, or assessment procedures, or any combination thereof. These include, but are not limited to, interviews, standardized tests, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, educational histories and other measures of performance. The term "assessment instruments, methods, or procedures" also includes assessment procedures such as the identification of test scores which measure particular skill levels, the administrative process by which students are referred for assessment, the manner in which assessment sessions are conducted, the manner in which assessment results are made available, and the length of time required before such results are available. The term "assessment instrument" does not include a test which is used solely to determine whether a student who has formally challenged a prerequisite or corequisite pursuant to subdivision (m)(4) of section 55003 has the knowledge or ability to succeed in a course or program despite not meeting the prerequisite or corequisite.

(d) "Disproportionate impact" occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.

(e) "Exemption" means waiving or deferring a student's participation in orientation, assessment, counseling, or advisement required pursuant to subdivisions (b), (c), and (f) of section 55520.

(f) "Matriculation services" are those services listed in section 55520.

(g) "Matriculation practices" means one or more instruments, methods, or procedures, or any combination thereof, used in providing any of the matriculation services listed in section 55520.

(h) "Orientation" is a process which acquaints students and potential students with college programs, services, facilities and grounds, academic expectations, and institutional procedures.

(i) "Student follow-up" is the process of monitoring a student's progress toward his or her educational goals and providing the student with appropriate advice based on the results of such monitoring.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 78212 and 78213, Education Code. *Last amended May 16, 2008.*

55510. Matriculation Plans.

(a) Each community college district shall adopt a matriculation plan describing the services to be provided to its students. The plan shall include, but not be limited to:

- (1) a description of the methods by which required services will be delivered;
- (2) the district's budget for matriculation;

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- (3) plans for faculty and staff development;
- (4) computerized information services and institutional research and evaluation necessary to implement this subchapter;
- (5) criteria for exempting students from participation in the matriculation process;
- (6) procedures for establishing and periodically reviewing prerequisites pursuant to section 55003;
- (7) procedures for considering student challenges to prerequisites established pursuant to section 55003; and
- (8) in districts with more than one college, arrangements for coordination by the district of the matriculation plans of its various colleges.

(b) The plan shall be developed through consultation with representatives of the academic senate, students, and staff with appropriate expertise, pursuant to section 51023 et seq.

(c) Such plans shall conform to the requirements of this subchapter and shall be submitted to the Chancellor for review and approval. The Chancellor may require periodic updates of such plans.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 78216, Education Code. Last amended July 17, 2007.

55512. Evaluation and Audits.

(a) Each community college district shall establish a program of institutional research for ongoing evaluation of its matriculation process to ensure compliance with the requirements of this subchapter.

As part of this evaluation, all assessment instruments, methods or procedures shall be evaluated to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, districts shall 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, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact. The evaluation shall include, but not be limited to, an analysis of the degree to which the matriculation program:

- (1) impacts on particular courses, programs, and facilities;
- (2) helps students to define their educational goals;
- (3) promotes student success, as evidenced by outcome and retention data such as student persistence, goal attainment, skill improvement, and grades;
- (4) assists the district in the assessment of students' educational needs;
- (5) matches district resources with students' educational needs; and
- (6) provides students with the support services described in section 55520(g).

(b) Each district shall also, as part of its annual financial audit, provide for a review of the revenue and expenditures of the matriculation program.

(c) The Chancellor shall establish a system for evaluation of the matriculation program on a statewide basis, including procedures for monitoring compliance with the requirements of this subchapter.

Note: Authority cited: Sections 66700, and 70901, Education Code. Reference: Section 78214, Education Code. Last amended March 15, 2006.

55514. Data Collection.

Each community college district shall submit an annual report describing the district's efforts to implement its matriculation plan and expenditures made for that purpose. In this report, or through the established management information system or otherwise, the data to be collected for evaluation purposes pursuant to Education Code section 78214 and section 55512 of this subchapter. Such data shall specifically include, but is not limited to, the information necessary to permit the Chancellor to determine the following:

(a) the proportion of students from various ethnic, gender, age or disability groups, as defined by the Chancellor, who are placed in nondegree-applicable credit courses, degree-applicable credit courses, or transfer level courses in reading, writing, computation or English as a Second Language.

(b) the proportion of students from various ethnic, gender, age or disability groups, as defined by the Chancellor, who enter and complete nondegree-applicable basic skills courses.

(c) The proportion of students from various ethnic, gender, age or disability groups, as defined by the Chancellor, completing nondegree-applicable basic skills courses who subsequently enter and complete degree-applicable credit courses;

(d) outcome and retention data, as described in section 55512(a), indicating the effectiveness of matriculation;

(e) the basis on which the use of particular assessment instruments, methods or procedures was validated by a district;

(f) the numbers of students exempted, pursuant to section 55532, from participation in the district's matriculation program, by category of exemption;

(g) the number of students filing complaints pursuant to section 55534 and the bases of those complaints;

(h) the particular matriculation services, as listed in section 55520, which each student received; and

(i) any other matter the Chancellor, after consultation with community college districts, deems necessary for the effective evaluation of matriculation programs.

Note: Authority cited: Sections 66700, and 70901, Education Code. Reference: Section 78214, Education Code. Last amended July 17, 2007.

55516. Training and Staff Development.

Each community college district shall develop and implement a program for providing all faculty and staff with training appropriate to their needs on the provision of matriculation services, including but not limited to, the proper purpose, design, evaluation, and use of assessment instruments, methods or procedures, as well as their limitations and possible misuse.

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Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 78216, Education Code. Last amended June 5, 1990.

55518. Funding.

(a) The Chancellor shall adopt a funding formula, consistent with the requirements of this section, for allocating matriculation funds to community college districts complying with the requirements of this subchapter.

(b) Each dollar of state matriculation funding shall be matched by three dollars of other district resources devoted to the matriculation program.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 78216, Education Code. Last amended July 17, 2007.

Article 3. Matriculation Services

55520. Required Services.

At a minimum, each community college district shall provide students, except as exempted pursuant to section 55532, with all of the following matriculation services:

(a) the processing of applications for admission;

(b) orientation and pre-orientation services designed to provide nonexempt students and potential students, on a timely basis, information concerning college procedures and course scheduling, academic expectations, financial assistance, and any other matters the college or district finds appropriate;

(c) assessment for all nonexempt students pursuant to section 55524;

(d) counseling or advisement for nonexempt students pursuant to section 55523;

(e) assistance in developing a student educational plan pursuant to section 55525, which identifies the student's educational objectives and the courses, services, and programs to be used to achieve them;

(f) post enrollment evaluation, pursuant to section 55526, of each student's progress; and

(g) referral of students to:

(1) support services which may be available, including, but not limited to, counseling, financial aid, health services, campus employment placement services, Extended Opportunity Programs and Services, campus child care services, tutorial services, and Disabled Students Programs and Services; and

(2) specialized curriculum offerings including but not limited to, pre-collegiate basic skills courses and programs in English as a Second Language.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 78212, Education Code. Last amended July 6, 1990.

55521. Prohibited Practices.

(a) In implementing matriculation services, community college districts shall not, except as provided in subdivision (b), do any of the following:

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(1) use an assessment instrument which has not been approved by the Chancellor pursuant to section 55524, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment instruments, where such instruments are not used for placement and are evaluated only in order to determine whether they should be added to the list of approved instruments;

(2) use any assessment instrument in a manner or for a purpose other than that for which it was developed or has been otherwise validated;

(3) use any single assessment instrument, method or procedure, by itself, for placement, required referral to appropriate services, or subsequent evaluation of any student; provided however that, in the case of assessment instruments, the use of two or more highly correlated instruments does not satisfy the requirement for use of multiple measures;

(4) use any assessment instrument, method or procedure to exclude any person from admission to a community college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter;

(5) use any assessment instrument, method or procedure for mandatory placement of a student in or exclusion from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003; or

(6) use any matriculation practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.

(b) Notwithstanding the provisions of subdivisions (a)(1) and (2), assessment instruments approved by the Secretary of the United States Department of Education may be used to determine "ability to benefit" in the process of establishing a student's eligibility for federal financial aid pursuant to subdivision (d) of section 1091 of title 20 of the United States Code.

(c) Notwithstanding paragraphs (1), (2), (3) or (5) of subdivision (a) or the provisions of sections 55003 or 55524, a community college district may use an assessment test to select students for its nursing program, provided that:

(1) the district complies with all other provisions of this subchapter;

(2) the assessment instrument is used in conjunction with other assessment instruments, methods or procedures to select students for enrollment in the nursing program; and

(3) the Chancellor has determined that the assessment instrument predicts likelihood of success in nursing programs, has approved use of the assessment instrument for that purpose and has established statewide proficiency cut-off scores for that instrument pursuant to Education Code section 78261.

Note: Authority cited: Section 11138, Government Code; and Sections 66700 and 70901, Education Code. Reference: Section 11135, Government Code; and Sections 72011, 76002, 78211, 78213 and 78261, Education Code. *Last amended May 16, 2008.*

55522. Special Accommodations.

Matriculation services for ethnic and language minority students and students with disabilities, shall be appropriate to their needs, and community college districts shall, where necessary, make modifications in the matriculation process or use alternative instruments, methods or procedures to accommodate the needs of such students. Districts may require students requesting such accommodations to provide proof of need. Extended

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Opportunity Programs and Services (EOPS) and Disabled Students Programs and Services (DSPS) are authorized, consistent with the provisions of subchapter 1 (commencing with section 56000) and subchapter 2.5 (commencing with section 56200) of chapter 7, to provide specialized matriculation services and modified or alternative matriculation services to their respective student populations. Notwithstanding this authorization, participation in the EOPS and DSPS programs is voluntary and no student may be denied necessary accommodations in the assessment process because he or she chooses not to use specialized matriculation services provided by these programs. Modified or alternative matriculation services for limited or non-English-speaking students may be provided in English as a Second Language programs.

Note: Authority cited: Section 11138, Government Code; Sections 66700, 70901 and 78213, Education Code. Reference: Section 11135, Government Code; and Sections 72011, 78211 and 78213, Education Code. *Last amended March 15, 2006.*

55523. Counseling and Advisement.

(a) If not already required to do so by the minimum standards for counseling services set forth in section 51018, each community college district shall do all of the following:

(1) make reasonable efforts to ensure that all nonexempt students who are on probation participate in counseling as provided in section 55034;

(2) make reasonable efforts to ensure that all nonexempt students who have not declared a specific educational goal participate in counseling to assist them in the process of selecting a specified educational goal pursuant to section 55525;

(3) make reasonable efforts to ensure that all nonexempt students who are enrolled in nondegree-applicable basic skills courses participate in counseling or advisement; and

(4) make available to all students, advisement or counseling on general academic requirements and the selection of specific courses by counselors or appropriately trained instructor/advisors, and/or other appropriately trained staff working in consultation with counselors.

(b) Counseling by appropriately trained counselors or advisement by appropriately trained staff may also be made available in any other area the district deems appropriate, including but not limited to, the interpretation of assessment results and the development of a student's educational plan as required by section 55525.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 78212, Education Code. *Last amended May 16, 2008.*

55524. Assessment.

The Chancellor shall establish and update, at least annually, a list of approved assessment instruments and guidelines for their use by community college districts. These guidelines shall identify modifications of an assessment instrument or the procedures for its use which may be made in order to provide special accommodations required by section 55522 without separate approval by the Chancellor. Such guidelines shall also describe the procedure by which districts may seek to have assessment instruments approved and added to the list. The Chancellor shall ensure that all assessment instruments included on the list minimize or eliminate cultural or linguistic bias, are normed on the appropriate populations, yield valid and reliable information, identify the learning needs of students, make efficient use of student and staff time, and are otherwise consistent with the educational and psychological testing standards of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education.

Note: Authority cited: Sections 66700, and 70901, Education Code. Reference: Section 78213, Education Code. Last amended June 5, 1990.

55525. Student Educational Plan.

(a) Each community college district shall establish a process for assisting students to select a specific educational goal within a reasonable time after admission as required by Section 55530 (d). This shall include, but not be limited to, the provision of counseling as required by Section 55523(a)(2).

(b) Once a student has selected a specific educational goal, the district shall afford the student the opportunity to develop a student educational plan describing the responsibilities of the student, the requirements he or she must meet, and the courses, programs, and services required to achieve the stated goal.

(c) The student educational plan developed pursuant to Subsection (b) shall be recorded in written or electronic form. The plan and its implementation shall be reviewed as necessary to ensure that it continues to accurately reflect the needs and goals of the student.

(d) If a student believes the district has failed to make good faith efforts to develop a plan, has failed to provide services specified in the student educational plan, or has otherwise violated the requirements of this Section, the student may file a complaint pursuant to Section 55534 (a).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 78212, Education Code. Last amended September 6, 1994.

55526. Student Follow-up.

Each community college district shall establish a student follow-up process to assist the student in achieving his/her educational goal. The follow-up system shall ensure that the academic progress of each student is regularly monitored to detect early signs of academic difficulty and students shall be provided with advice or referral to specialized services or curriculum offerings where necessary. Districts shall also identify and refer to counseling or advisement, as appropriate pursuant to section 55523(a), any students who have not declared a specific educational goal as required by section 55530, who are enrolled in pre-collegiate basic skills courses, or who have been placed on probation.

Note: Authority cited: Sections 66700 and 70901, Educational Code. Reference: Section 78212, Education Code. Last amended June 5, 1990.

55530. Student Rights and Responsibilities.

(a) Nothing in this subchapter shall be construed to interfere with the right of a student admitted to a community college in accord with district admission policies adopted pursuant to Education Code sections 76000, et seq. to enroll in any course for which he or she can meet necessary and appropriate prerequisites, if any, which have been established pursuant to the requirements of section 55003.

(b) Community college districts shall take steps to ensure that information is available in written form to all students during or prior to enrollment (e.g., during orientation) and is included in class schedules, catalogs or other appropriate publications, describing their rights and responsibilities under this subchapter.

(c) Districts shall also take steps to ensure that the matriculation process is efficient so that students are not discouraged from participating in college programs. Whenever possible, students should be permitted to avoid additional testing by submitting scores on recently taken tests that correlate with those used by the district.

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(d) Students shall be required to express at least a broad educational intent upon admission; declare a specific educational goal within a reasonable period after admission; participate in counseling or advisement pursuant to section 55523(a)(1), (2), and (3); diligently attend class and complete assigned coursework; and complete courses and maintain progress toward an educational goal according to standards established by the district, consistent with the requirements of subchapter 1 (commencing with section 55000) of this chapter. The governing board of each community college district shall adopt clear written policies not inconsistent with law, specifically defining these responsibilities of students and the consequences of failure to fulfill such responsibilities. This policy shall define the period of time within which a student must identify a specific educational goal as required by this subdivision, provided however, that all students shall be required to declare such a goal during the term after which the student completes 15 semester units or 22 quarter units of degree-applicable credit course work, unless the district policy establishes a shorter period. Once the student has developed a specific educational goal, the district must provide the student with an opportunity to develop a student educational plan pursuant to section 55525. Student responsibilities shall also be identified in the student's educational plan developed pursuant to section 55525. If a student fails to fulfill the responsibilities listed in this subdivision, fails to cooperate with the district in the development of a student educational plan within 90 days after declaring his or her specific educational goal, or fails to abide by the terms of his or her student educational plan, the district may, subject to the requirements of this subchapter, suspend or terminate the provision of services authorized in section 55520, provided however, that nothing in this section shall be construed to permit a district to suspend or terminate any service to which a student is otherwise entitled under any other provision of law.

(e) Information obtained from the matriculation process shall be considered student records and shall be subject to the requirements of subchapter 6 (commencing with section 54600) of chapter 5.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 76000, 76001 and 78212, Education Code. *Last amended July 17, 2007.*

55532. Exemptions.

(a) Community college districts may elect to exempt certain students from participation in orientation, assessment, counseling or advisement, as required by subdivisions (b), (c), or (d) of section 55520. Each such district shall establish policies specifying the grounds for exemption. Such policies shall be identified in the matriculation plan required under section 55510 and the number of students so exempted shall be reported, by category, to the Chancellor pursuant to section 55514.

(b) District policies may exempt from orientation, assessment, counseling, or advisement any student who has completed an associate degree or higher.

(c) Any student exempted pursuant to this section shall be notified that he or she is covered by an exemption and shall be given the opportunity to choose whether or not to participate in that part of the matriculation process.

(d) District policies may not use any of the following as the sole criterion for exempting any student who does not wish to participate:

(1) the student has enrolled only in evening classes;

(2) the student has enrolled in fewer than some specified number of units;

(3) the student is enrolled exclusively in noncredit courses;

(4) the student is undecided about his or her educational objectives; or

(5) the student does not intend to earn a degree or certificate.

(e) As part of the statewide evaluation provided for under subdivision (c) of section 55512, the Chancellor shall analyze and recommend necessary changes regarding the impact on the matriculation program of the exemption policies adopted by community college districts.

Note: Authority cited: Sections 66700, 70901, and 78215, Education Code. Reference: Section 78215, Education Code. *Last amended June 15, 2008.*

55534. Violations, Waivers and Appeals.

(a) Each community college district shall establish written procedures by which students may challenge any alleged violation of the provisions of this subchapter. Districts shall investigate and attempt to resolve any such complaints in a timely manner. Such complaint procedures may be consolidated with existing student grievance procedures by action of the governing board. Records of all such complaints shall be retained for at least three years after the complaint has been resolved and shall be subject to review by the Chancellor as part of the statewide evaluation required under section 55512(c).

(b) When a challenge contains an allegation that a community college district has violated the provisions of section 55521(a)(6), the district shall, upon completion of the challenge procedure established pursuant to this section, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10. Completion of the challenge procedure shall be deemed to be an effort at informal resolution of the complaint under section 59327.

Note: Authority cited: Section 11138, Government Code; Sections 66700 and 70901, Education Code. Reference: Sections 11135-11139.5, Government Code; Sections 78211 and 78213, Education Code. *Last amended March 15, 2006.*

Article 5. Attendance Accounting Standards

58051. 5. Reports for Apportionment; Prohibited Classes.

(a) No community college district may claim for purposes of state apportionment any classes:

(1) if the district receives full compensation for direct education costs for the class from any public or private agency, individual or group of individuals; or

(2) if the public or private agency, individual or group of individuals, with whom the district has a contract and/or instructional agreement, has received from other sources full compensation for the direct education costs for the conduct of the class; or

(3) if such classes are not located in facilities clearly identified in such a manner, and established by appropriate procedures, to ensure that attendance in such classes is open to the general public, except that students may be required to meet prerequisites which have been established pursuant to sections 55002 and 55003.

(b) For classes that are not fully funded under contracts identified in paragraph (a)(2) and are claimed for apportionment purposes, the community college district shall require the contracting entity to certify that the direct education costs of the activity are not being fully funded through other sources.

Note: Authority cited: Sections 70901 and 84752, Education Code. Reference: Sections 70901 and 84752, Education Code. *Last amended May 16, 2008.*

Subchapter 2. Station on State Aid

Article 1. Open Classes

58106. Limitations on Enrollment.

In order to be claimed for purposes of state apportionment, all courses shall be open to enrollment by any student who has been admitted to the college, provided that enrollment in specific courses or programs may be limited as follows:

(a) Enrollment may be limited to students meeting prerequisites and corequisites established pursuant to section 55003,

(b) Enrollment may be limited due to health and safety considerations, facility limitations, faculty workload, the availability of qualified instructors, funding limitations, the constraints of regional planning or legal requirements imposed by statutes, regulations, or contracts. The governing board shall adopt policies identifying any such limitations and requiring fair and equitable procedures for determining who may enroll in affected courses or programs. Such procedures shall be consistent with one or more of the following approaches:

(1) limiting enrollment to a "first-come, first-served" basis or using other nonevaluative selection techniques to determine who may enroll; or

(2) limiting enrollment using a registration procedure authorized by section 58108; or

(3) in the case of intercollegiate competition, honors courses, or public performance courses, allocating available seats to those students judged most qualified; or

(4) limiting enrollment in one or more sections of a course to a cohort of students enrolled in one or more other courses, provided however, that a reasonable percentage of all sections of the course do not have such restrictions; or

(5) limiting enrollment using any selection procedure expressly authorized by statute; or

(6) with respect to students on probation or subject to dismissal, the governing board may, consistent with the provisions of sections 55031 and 55032, limit enrollment to a total number of units or to selected courses, or require students to follow a prescribed educational plan.

(c) A student may challenge an enrollment limitation established pursuant to subdivision (b) on any of the following grounds:

(1) the enrollment limitation is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

(2) the district is not following its policy on enrollment limitations;

(3) the basis upon which the district has established an enrollment limitation does not in fact exist; or

(4) any other criteria established by the district.

(d) The student shall bear the burden of showing that grounds exists for the challenge. Challenges shall be handled in a timely manner, and if the challenge is upheld, the district shall waive the enrollment limitation with respect to that student.

(e) In the case of a challenge under subdivision (c)(1), the district shall, upon completion of the challenge procedure, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10. Completion of the challenge procedure shall be deemed to be an effort at informal resolution of the complaint under section 59327.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code. Last amended May 16, 2008.

Subchapter 6. Student Fees

Article I. Enrollment Fee and Differential Enrollment Fee

58508. Refunds.

(a) A community college district governing board shall refund upon request any enrollment fee paid by a student pursuant to section 58501 for program changes made during the first two weeks of instruction for a primary term-length course, or by the 10 percent point of the length of the course for a short-term course.

(b) A student shall be allowed at least two weeks from the final qualifying date of the program change specified in subdivision (a) to request an enrollment fee refund.

(c) A community college district shall not refund any enrollment fee paid by a student for program changes made after the first two weeks of instruction for a primary term-length course, or after the 10 percent point of the length of the course for a short-term course, unless the program change is a result of action by the district to cancel or reschedule a class or to drop a student pursuant to subdivision (l) of section 55003 where the student fails to meet a prerequisite.

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(d) When refunding an enrollment fee pursuant to subdivision (a), a community college district may retain once each semester or quarter an amount not to exceed \$10.00.

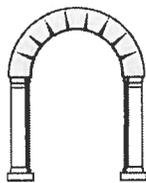
(e) If the district has adopted a withdrawal policy pursuant to section 55024, any student who is a member of an active or reserve United States military service, and who has withdrawn from courses due to military orders, may file a petition with the district requesting refund of the enrollment fee. The district shall refund the entire fee unless academic credit has been awarded.

(f) Prior to refunding any enrollment fee or tuition, the district may determine if the student received federal Title IV funds during the term of enrollment. If funds were received, the refund may be held for up to 30 days while the district determines if any institutional or student return to the federal Title IV programs is due under Section 485 of the Higher Education Amendments of 1998, P.L. 105-244. If a return is deemed to be required, the amount of enrollment fee refund may first be used to meet any return obligation of the district and, if an amount of enrollment fee refund remains after the district obligation has been met, that amount may be used to meet any return obligation of the student. If an enrollment fee refund amount remains after all return obligations have been met, the student shall receive the remainder.

Note: Authority cited: Sections 66700, 70901 and 76300, Education Code. Reference: Section 76300, Education Code. *Last amended May 16, 2008.*

Student Handbook Link:

<http://www.avc.edu/current/common/documents/StudentHandbook.pdf>



CALIFORNIA COMMUNITY COLLEGES MATRICULATION
PROFESSIONALS ASSOCIATION
"The Gateway to Education"

October 6, 2009

Historical Background

By virtue of its eligibility criteria promoting open access and the multiple missions of the California Community Colleges, we attract and serve the largest and most diverse body of students seeking higher education in the world. Among them are first generation college students, unemployed and under-employed workers, immigrants, the economically disadvantaged, high school graduates and drop-outs, college graduates, the able and disabled, and veterans representing all ages, races, and ethnic groups. The extent of their academic preparedness for college level work varies greatly as does their knowledge of how to navigate the educational system. How can any system take such a large and diverse group of individuals with such differing characteristics, identify their needs, provide appropriate education, training and resources and guide them to successful attainment of their educational goals?

In 1986, then-Governor Deukmejian signed Assembly Bill 3, providing community college students with an educational support process known as *matriculation*. The intent of AB 3 was to furnish services to students that would enhance the students' **opportunities and access** to community college courses and programs, and to assist students to identify their educational goals and match these needs with institutional resources. The Seymour-Campbell Matriculation Act of 1986 was written into California law as Education Code in Sections 78210-78218, ensuring "*equal educational opportunity for all Californians*" (§ 78211[a]).

Unlike other specially funded categorical programs with specific eligibility requirements, the matriculation process **offers services to all students** seeking higher education opportunities. Its purpose is to provide students with accurate, timely information and services to help them define and attain their educational goals. The **Matriculation core components** include:

- admissions
- assessment
- orientation
- counseling and advising
- student follow-up
- coordination and training
- research and evaluation
- Prerequisites, corequisites and advisories

To help insure an appropriate and equitable "fit" between diverse students' needs and skill levels, and the available college resources, the Education Code and Title 5 regulations direct colleges to collect comprehensive information about individual students in order to facilitate student success. While there is no direct evidence that a lawsuit filed by the Mexican American Legal Defense & Education Fund (MALDEF) on behalf of a number of plaintiffs against state and local college defendants influenced the development of the Title 5 regulations to implement the Matriculation Act, it is clear that current regulations responded to the **issues of equity** raised in the lawsuit. Students are professionally advised on the basis of multiple criteria that can be used to form a holistic "portrait" of each student, denoting strengths, areas of needed improvement, support services needs, placement test scores, study skills, learning and physical disabilities, and computational and language skills.

Matriculation was established as a categorical program in the state budget in order to insure that funds would be available for the mandated purpose, to secure a 3:1 funding match commitment from local colleges and to provide for accountability. Matriculation funding has been cut in the past and the **2009-10 budget reflects a 62% cut** in State funding. **Flexibility provisions** in the State budget regarding use of matriculation funding will most likely result in a further **erosion of funding** to support these services at the college level as funding is redirected to other purposes. Most matriculation professionals, and many others, believe that given the sheer volume of students and the extent of diversity among these students, even the previous funding levels were insufficient to fully accomplish what was envisioned under the Seymour-Campbell Matriculation Act.

Key Points

- California Community Colleges provide easy **access** to higher education for a **very large and diverse population**.
- The *1988 Matriculation Act* linked **access and student success** by providing the means to set realistic goals and understand the pathways and resources needed to achieve individual goals.
- Matriculation components serve **all students**. Matriculation is a process that is integrated college-wide.
- Matriculation services help to insure **equitable** opportunity for student success.
- Funded as a categorical program to insure that funds would be available for the mandated purpose, to secure a 3:1 funding match commitment from local colleges and to establish accountability.

Student Success

Historically, California Community Colleges have attracted a large and diverse population of students because of our commitment to open access. Many are economically disadvantaged or unemployed. Some are immigrants, or veterans or foster youth. Most face the challenge associated with juggling a work schedule and some are also caring for children or elderly parents. They come with medical conditions, disabilities and histories of abuse, incarceration, chemical dependency or other challenges. Many are undirected in their lives and data shows that the majority are less than fully prepared academically for college level work. They struggle to stay in school and many “stop out” only to start up again at a later time...sometimes even years later. Prior to passage of Seymour-Campbell Matriculation Act (AB 3) and the subsequent Education Code and regulations, there was no standard process or procedure to help students identify their educational goal, match their needs with institutional resources and guide them toward achieving their defined goal. For many, the California Community Colleges ‘open door’ of access, became a **‘revolving door’**. This syndrome refers to the ease with which students were able to enroll in community colleges and the equal ease with which they could drop out without having achieved their goals.

Unfortunately, prior to the passage of AB3 and the implementation of matriculation services, very little formal, statewide data was being gathered by which to quantify student success and there was no real accountability. There is no statewide data available that is comparable to current student success measures by which to compare current student outcomes to those of students enrolled prior to passage of AB 3. However, as a result of these laws and regulations, in addition to fiscal information, statewide student outcome data is now routinely reported through the Management Information System (MIS) including data on participation in each direct service components of matriculation.

Because we now routinely gather this information, the data can be used to begin to assess the impact of matriculation services in relation to student success. Two studies completed in 2007-08 using the statewide MIS data investigated the effect of matriculation services on several outcomes of first-time college students in their first semester. **The student outcomes of units attempted, degree-applicable units earned, and GPA were positively impacted by the matriculation services of orientation, assessment, and counseling and the development of an educational plan.** 2005-06 research conducted by Riverside Community College (RCC) demonstrated similar student outcome results. Analysis of the data in the RCC study showed that the interaction of orientation, assessment, and counseling had a significant effect on student persistence. We expect that similar matriculation research being done by individual community colleges will show the same positive impact on student success when students receive one or more of the matriculation services. In 2007 significant improvements were made in the MIS data gathering for matriculation services, however because of the complexity and interrelatedness of these services, additional improvements need to be made to strengthen what we believe is a strong correlation between student success and the provision of matriculation services.

Key Points

- **Access** without **success** does not equal opportunity
- AB 3, Education Code and California Code of Regulations provide for both fiscal and student performance related **accountability**
- Statewide research shows student outcomes were **positively impacted** by provision of the matriculation services of orientation, assessment, and counseling and the development of an educational plan.
- Improvements to data collection and additional research are ongoing to further substantiate the positive impact of matriculation and to inform the process of **continuous improvement** in the delivery of services.

2009-10 California State Budget Impact

In the 2009-10 State Budget, funding for the matriculation program was cut by 62%. Funding anticipated to help backfill all categorical programs from American Recovery and Reinvestment Act State Stabilization (ARRA) monies was assumed to total \$130 million, but turned out to total only \$35 million. Furthermore, based on direction from the Federal government, the ARRA funds could not be specifically directed to backfill categorical programs, but rather had to be distributed as general funds leaving local districts discretion in how to use the funding.

In the State budget all categorical programs took deep cuts, but programs with the deepest cuts including matriculation, were placed into a separate budget category. In order to help districts manage the deep cuts to these programs, AB x4 2 (an education budget trailer bill) provided **categorical flexibility** to districts for these programs). The allocation methodology, as well as the flexibility noted below, **is locked in through 2012-13.**

- Districts are **allowed to redirect funds** from any of the categorical programs in this category to support any other categorical program funded in the state budget.
- Before exercising this flexibility, districts are required to discuss the redirection of funds at a regularly scheduled public meeting and take testimony from the public.
- Districts exercising this funding flexibility are **relieved of all state statutory, regulatory, and provisional requirements associated with all the programs** contained in the flexibility category.

- For categorical programs in the flexibility category, funding **allocations** for each district are set at the **same amount received by the district in 2008-09, less the 2009-10 cut.**

Based on feedback from Matriculation professionals around the State we are already hearing of actions or plans to redirect previously committed Matriculation funding, reductions to counseling faculty and classified staffing in support of Matriculation and the reduction or elimination of core services such as orientation, assessment, counseling and follow-up. Although we appreciate the perspective of granting flexibility over funding and from state statutory, regulatory, and provisional requirements due to the severity of the budget cuts, we remain highly concerned about the implications of dismantling a proven framework designed to support equitable access and student success. Our immediate concerns include:

- An increase in unprepared students enrolling in inappropriate classes due the erosion of practices and standards associated with assessment, placement, prerequisites and counseling.
- Deterioration in the positive outcomes for student success due to reduction/loss of matriculation services e.g. fewer well trained workers, fewer transfers, fewer awarded degrees and certificates, course completion rates, Grade Point Average (GPA), etc.
- Negative impact in performance areas such as lower persistence rates, lower course completion rates, longer time to degree, lower GPAs, higher rates of academic probation and dismissal; less overall efficiency and effectiveness.
- Increased risk to colleges, including the potential for legal action, based on inequitable opportunity for certain student groups.
- The potential loss of articulation with four year colleges and universities resulting from issues of course comparability stemming from inadequate prerequisite validation.
- A very real threat to compliance with accreditation standards. Specifically, Standard II.B3.e which states, "The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing bias." The State Chancellor's Office has already suspended their approval of validated assessment instruments. Colleges may not only abandon their validation, reliability and disproportionate impact studies for test instruments, but in fact may discontinue assessment testing entirely to rely only upon other, as yet, unproven multiple measure or alternative testing approaches.
- Loss of fiscal and performance accountability associated with these services.

Matriculation professionals understand the severity of the state budget crisis and accept that there will be no complete restoration of funding in the immediate future. Matriculation professionals and other student services leaders are already exploring and implementing alternate, cost effective methods for delivering matriculation services that would remain in compliance with Education Code and Title V of the California Code of Regulations Matriculation standards.

We also understand the logic for fiscal flexibility and relief from state statutory, regulatory, and provisional requirements. However, we believe that such flexibility and relief should be more strategically scrutinized to avoid broad sweeping abandonment of standards and practices in a proven process that effectively ensures California Community College access, equity and student success.

Key Points

- 2009-10 Matriculation budget cut by 62%
- No guarantee of ARRA funding backfill
- Fiscal flexibility (AB x4 2) may result in further funding reduction due to redirection of state matriculation funds to other categorical programs
- Broad statutory and regulatory relief (AB x4 2 and/or BOG action) may cause:
 - Further funding reduction at college level (3:1 college match no longer required)
 - Erosion of practices and standards associated with assessment, placement, prerequisites and counseling.
 - Potential noncompliance with accreditation standards
 - Increased risk of lawsuits stemming from equity issues
 - Potential loss of articulation with 4year colleges/universities
- Decline in positive outcomes for students. Negative impact on other performance indicators
- Loss of fiscal and performance accountability
- Less efficiency and effectiveness in preparing individuals for California's workforce and for transfer to 4 year colleges/universities

Recommendations

- 1) That the Board of Governors strongly recommends local Districts adhere to the Matriculation regulatory standards and practices that may directly affect compliance with accreditation standards or otherwise negatively impact equitable access to opportunities for student success. At a minimum, the standards and practices for assessment and placement (including validation for content validity, cut score ranges, and bias), counseling, and prerequisite/corequisite validation are recommended to remain in effect.
- 2) That all colleges be encouraged to maintain services to the greatest extent possible in all core components of matriculation.
- 3) That efforts continue to develop and implement effective alternative approaches for the delivery of matriculation services.
- 4) That the validity of potentially more cost effective approaches to assessment and prerequisite validation through pilot studies be tested, but also that current practices not be discontinued until such validity can be verified.
- 5) That ARRA monies and any other redirected funds to backfill categorical programs be exempted from the 50% law. Also that, further consideration be given to permanently amending this requirement in light of the disproportionate impact it has on student services, categorical programs and faculty and staff working in those areas.
- 6) That a statewide survey of student services be conducted to better assess the direct and indirect impact of current budget cuts.
- 7) That performance outcome data be closely monitored to detect evidence of deterioration in student outcomes resulting from the budget cuts and/or subsequent relief from state statutory, regulatory, and provisional requirements.

- 8) That research continues on verifying a positive correlation between student outcomes and the provision of matriculation services.
- 9) That as soon as feasible, highest priority be given to restoration of matriculation funding up to the same level as cuts to other categorical programs. Secondly, that priority also be given to restoration of all categorical programs funding up to the level of cuts in general apportionment funding (no disproportionate impact).