



Matriculation Plan



(Updated: June 2005)

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1. ADMISSIONS COMPONENT

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

ACTIVITIES FOR THE ADMISSION COMPONENT:

(The number of the Component Standard(s) satisfied is/are indicated after each activity, where appropriate.)

1. Use a one-page admissions application that contains essential elements for admission. A supplemental form contains all other required data for the matriculation process. The supplementary form will be filed during the assessment phase of matriculation. Data from the supplemental form are entered into the master student database. Data storage of all information is maintained on the College mainframe computer system. [Component Standards #1, 3.]
2. Make available for students' perusal the District/College policies for the setting of exemptions and waivers and the right of the exempted student to choose whether or not to participate in matriculation components. This information is printed in:
 - each semester's *Schedule of Classes*;
 - the annual *General Catalog*;
 - student service information available online in Spanish as well as English;
 - the annual *Faculty Handbook* given to each faculty member (full time and hourly) and educational administrator;
 - and other appropriate publications. [Component Standard #1.]
3. Have as much data online and available to the potential users as is possible. For registration purposes, we are ascertaining matriculation status, assessment status, and whether any elements expected for registration are missing, and incorporating certain safeguards to ensure that students move smoothly through all aspects of the matriculation plan. [Component Standards #1, 3.]
4. Determine all students who are potential matriculants. These are new or new transfer (non-exempt) students who have attempted twelve or more non-exempt units and have one of the following Education Goals:
 - Transfer to a four-year college with Associate Degree
 - Transfer to a four-year college without Associate Degree
 - Associate Degree, Vocational, without transfer
 - Associate Degree, without transfer
 - Vocational Certificate
 - Job Skills - to prepare for a new job
 - Undeclared goal
 - Discover/formulate career interests, plans, goals
 - Improve basic skills in English, reading or math[Component Standard #1.]

5. Identify matriculation status for every student during online registration. This is accomplished by identifying all courses not requiring skill prerequisites, contract classes, apprenticeship courses, degree holders, and all of #4 above. [Component Standards #1, 3.]
6. Have available (online) all transfer units attempted, units completed and grade point averages for all transcripts submitted by students from previous college work. [Component Standards #1, 3.]
7. Process Applications for Admission anytime during the semester prior to the students' desired enrollment. [Component Standard #1.]
8. Support online and touchtone telephone registration processes. On-going evaluations will be conducted to identify changes in needs/satisfaction. [Component Standards #1, 2, 3.]
9. Refer ethnic and language minority students and students with disabilities to the appropriate modified or alternative service to assist with the admission, registration, and matriculation process. An acceptance letter informing the student of these options is sent to all students upon receipt of an application. Application forms, touchtone registration and matriculation information are in Spanish. Interpretive services will be provided for ESL students during the registration dates throughout the year. Special assistance with application and registration for disabled students is provided by counseling and/or DSP&S staff. [Component Standard #2.]
10. Identify courses exempted from the matriculation process. Such courses are clearly indicated in the *Schedule of Classes*. Course status is updated through Division Chairs and the Curriculum Committee. [Component Standards #1, 3.]

STAFFING FOR THE ADMISSION COMPONENT:

*(For each of the aforementioned activities, the positions or job titles involved and the approximate number of each are listed.)**

1. Assistant Registrar (1); Admissions staff (1); Dean, Admissions and Records (1); Computer Programmer/Analyst (1)
2. Dean, Admissions and Records (1); Dean, Counseling/Guidance and DSP&S (1)
3. Director, Computer Services (1); Computer Programmer/Analyst (1); Assistant Registrar (1); Dean, Admissions and Records (1)
4. Admissions and Records staff (3)
5. Computer Programmer/Analyst (1)
6. Admissions and Records staff (1); Computer Programmer/Analyst (1)
7. Admissions and Records staff (2)
8. Director, Computer Services (1); Computer Programmer/Analyst (1); Assistant Registrar (1); Dean, Admissions and Records (1)
9. Admissions and Records staff, selected bilingual SCC staff, counselors, DSP&S staff, and peer advisors
10. Curriculum Analyst (1)

* Part time, temporary Admission/Registration Aides are used throughout the primary registration periods to assist with the admission/registration process.

GOALS FOR THE ADMISSION COMPONENT:

- A. Students will be provided with instant feedback on their matriculation status and registration requirements at the time of enrollment.
- B. Notification, assistance, and intervention are provided early in the admissions process to enhance students' knowledge and understanding of the process in order to expedite registration.
- C. Online access of all information essential to the matriculation process will be available to counselors, faculty, and special programs, as needed, for internal use and external reporting requirements.
- D. Students will be provided with timely analysis of progress toward stated educational goals.
- E. Students will be provided timely responses to transcript requests.

2. ORIENTATION COMPONENT

<u>AB3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212 [b] [2]	55502 [j]	1. Provide students and potential students with information concerning college programs, services, financial assistance, facilities and grounds, academic expectations, course scheduling, and institutional procedures in a timely manner.
78212 [a]	55530 [b] [d]	2. Provide written definitions informing students of their rights and responsibilities.
	55201 [f] [g]	3. Promptly inform students of their right to challenge (on specified grounds) a pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.
	58106 [c] [d] [e]	
	55534 [b]	4. Inform students of procedure for filing complaint alleging unlawful discrimination in the implementation of matriculation practices.
	55534 [a]	5. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.
	55522	6. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
78214 [b] [3]	55532 [a]	7. Adopt district governing board policies specifying criteria for exemption.
55510 [a] [5]	55532 [c]	8. Make exempted students aware that they may choose whether or not to participate in this component.
	55532 [d]	9. Ensure that exemptions from this component are not based upon specified sole criterion.
	55510 [a] [4]	10. Utilize computerized information services to implement or support orientation activities.

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ACTIVITIES FOR THE ORIENTATION COMPONENT:

(The number of the Component Standard(s) satisfied is/are indicated after each activity, where appropriate.)

1. Orientation is offered online. Orientations will inform students about academic expectations; student rights and responsibilities; institutional procedures including course scheduling; and about college programs and support services including EOP&S, financial aid, health services, campus child care services, tutorial services and disabled students programs and services. On-going evaluations will be conducted to identify changes in needs/satisfaction. [Component Standards #1, 2, 3, 4, 5.]
2. Provide general orientation sessions at off-campus locations, including feeder high schools and appropriate community facilities, during the day, evening, and weekend hours. Specially scheduled sessions are provided in coordination with outreach efforts and workshops on financial aid. [Component Standard #1.]
3. Provide written explanations in class schedules, catalogs, and other appropriate publications of district/college policies and procedures for students' challenges to the matriculation process, appeals of prerequisite requirements and the alleging of unlawful discriminations. Board Policy #6023 was adopted 15 June 1994. [Component Standards #1, 2, 3, 4, 5.]
4. Provide alternative matriculation services (if needed) for non-exempt students with verified disabilities or language needs not met by regular orientation procedures such as extended test-taking time, small orientation sessions, and sessions with a bilingual counselor or interpreter/translator. [Component Standard #6.]
5. Make available for students' perusal the district/college policies and procedures for the setting of exemptions and waivers and the right of the exempted student to choose whether or not to participate in this component. This information is available in the *Schedule of Classes*, the *General Catalog*, student services brochure(s), and other appropriate publications. In addition, it is presented in online orientation. [Component Standards #1, 2, 3, 7, 8.]
6. Utilize volunteers from student associations and groups to participate in various aspects of the orientation process. [Component Standard #1.]
7. Include faculty presentations for groups of students who have indicated interest in particular academic or vocational areas. [Component Standard #1.]
8. Create alternative orientation delivery systems, based on both language and on learning styles, using various media and technology. [Component Standard #6.]
9. Specific criteria for exemption from the matriculation process are published in the *College Catalog* and *Class Schedule*. Students requesting exemption at the time of registration receive both a written and a verbal explanation of the college's exemption

criteria. Exemptions are based on multiple criteria. *College Catalog* and *Class Schedule* state exempt students may participate in orientation component. [Component Standard #9.]

10. Record completion/refusal of or exemption/waiver from this component in the student computer database to be available for follow-up, reporting and research. [Component Standard #10.]

STAFFING FOR THE ORIENTATION COMPONENT:

(For each of the aforementioned activities, the positions or job titles involved and the approximate number of each are listed.)

1. Counselors (14); Peer Counselors (5); Instructors (5); staff in Admissions and Records, Special Services, and Financial Aid (4)
2. Counselors (14); Peer Counselors (5)
3. Counselors (14); Peer Counselors (5)
4. DSP&S Counselor (1); EOP&S Counselor (1); Learning Disabilities Specialist (1)
5. Counselors (14); Peer Counselors (5)
6. Students (12)
7. Instructors (21)
8. Matriculation Steering Committee (7); Instructors (5)
9. Counselors (14); Peer Counselors (5); Instructors (5); staff in Admissions and Records, Special Services, and Financial Aid (4)
10. Student Services Specialist (1); Computer Programmer/Analyst (1)

GOALS FOR THE ORIENTATION COMPONENT:

- A. The number and percentage of students being oriented at high schools and other off-campus educational sites will increase each year.
- B. A minimum of ten (10) instructors outside of the Student Services area will participate in orientation activities each year.
- C. The number of student volunteers who participate in orientation activities will increase.
- D. Students will be able to move more smoothly and efficiently through the admissions and registration process.
- E. The numbers of students taking advantage of support services such as ESL, EOP&S and DSP&S will increase.

3. ASSESSMENT COMPONENT

<u>AB3</u>	<u>Title 5</u>	<u>Component Standards</u>
	55520 [c]	1. Conduct assessment for all non-exempt students.
78212 [b] [3] [a]		2. Administer assessment instruments to determine student competency in computational and language skills.
78212 [b] [3] [B]		3. Assist students to identify their aptitudes, interests, and educational objectives.
78212 [b] [3] [C]		4. Evaluate students' study and learning skills.
78213 [a]	55521 [a]	5. Use only assessment instruments approved by the Chancellor.
	55521 [b]	6. Use assessment instruments only for purpose for which they were developed or validated.
	55521 [c]	7. Use multiple measures (other than two or more highly correlated instruments) for placement, required and appropriate referral, or subsequent evaluation.
78213 [b] [2]	55521 [e]	8. Use assessment instruments, methods or procedures in an advisory manner in the selection of academic courses and educational programs.
	55522	9. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
78214 [b] [3]	55532 [a]	10. Adopt District governing board policies specifying criteria for exemption.
	55510 [a] [5]	11. Make exempted students aware that they may choose whether or not to participate in this component.
	55532 [c]	
	55532 [d]	12. Ensure that exemptions from this component are not based on specified sole criterion.
	55510 [a] [4]	13. Utilize computerized information services to implement or support assessment services.

ACTIVITIES FOR THE ASSESSMENT COMPONENT:

(The number of the Component Standard(s) satisfied is/are indicated after each activity, where appropriate.)

1. Provide regularly scheduled assessment testing for all non-exempt students throughout the calendar year. Testing sessions, conducted both on campus and at off-campus locations, will be scheduled during the day, evenings, and on weekends to meet student needs. Tests will determine student competencies in computational and language skills. Students are permitted to submit scores on recently taken tests, which correlate with those used by the College. On-going evaluations will be conducted to identify changes in needs/satisfaction. [Component Standards #1, 2.]
2. Use assessment instruments and data collected during the assessment process in an advisory manner when counseling students about academic courses and educational programs. The counselor has available: test results, information from the student application and supplemental application forms, transcripts from the student's high school or transferring institution. All information (except transcripts) is available online as part of the master student database system. [Component Standard #8, 13.]
3. Provide accommodations for assessment services for students with verified disabilities or language needs not met by regular assessment, such as extended test-taking time and limited-English assessments. Learning disability diagnostic testing is also available. [Component Standard #9.]
4. Make available for students the district/college policies and procedures for the setting of exemptions and waivers, the procedures needed for exemptions and waivers, and the opportunity available to the exempted student of choosing whether or not to participate in this component. This information is printed in each semester's *Schedule of Classes*, the *General Catalog*, student service brochure(s), and other appropriate publications. In addition, it is presented at all orientation meetings. [Component Standards #10, 11.]
5. Multiple measures (other than two or more highly correlated instruments) will be used for referral, evaluation and advisement about academic course selection and education planning. Exemptions from the assessment component of matriculation are based on multiple criteria, which are published in the *College Catalog* and *Class Schedule*. [Component Standards #7, 12.]
6. Uses assessment instruments only for the purpose for which they were developed and/or validated. Determination of the appropriate instruments and the guidelines for interpretation of their results is the responsibility of the College's academic divisions. The instruments used are only those approved by the Chancellor's Office of the California Community Colleges. [Component Standards #5, 6.]

7. Offer Career Information Services, Career Planning, and Career Exploration classes, workshops, seminars, and other activities to assist students to identify their aptitudes, interests, and educational objectives. [Component Standard #3.]
8. Provide study and learning skills classes, workshops, and seminars to assist students in evaluating study and learning skills. [Component Standard #4.]
9. Provide basic skills assessment in reading and writing through the College's learning skills lab. Prescriptive reading and writing developmental classes are offered to students using the reading and writing skills services. [Component Standards #2, 6.]
10. Provide computational skills assessment in the College's mathematics skills lab. Students using the math skills lab are able to enroll in basic math classes and to drop in for assistance with the development of basic math skills. [Component Standard #2.]
11. Provide alternative assessment services for students by developing articulation agreements with local high schools. High school students who earn designated grades in specified English courses at the high school level are allowed to bypass the College's English testing component. [Component Standard #7.]

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STAFFING FOR THE ASSESSMENT COMPONENT:

(For each of the aforementioned activities, the positions or job titles involved and the approximate number of each are listed.)

1. Assessment Specialist (1); Peer Counselors (5)
2. Counselors (14); Peer Counselors (5)
3. Assessment Specialist (1); Enabler Counselors (2); Learning Disabilities Specialist (1); ESL Instructor (1)
4. Matriculation counselors (2)
5. Counselors (14); Instructors
6. Assessment Specialist (1); Counselors (17); Instructors
7. Counselors (14); Career/ Transfer Specialist (1)
8. Counselors (14)
9. Instructors and Instructional Aides *
10. Instructors and Instructional Aides *
11. Articulation Officer (1); Instructors from appropriate academic areas at both the high school and college levels

*

* Numbers will vary from semester to semester, based on enrollments.

GOALS FOR THE ASSESSMENT COMPONENT:

1. The College will provide for the use of multiple measures for assessment in educational planning.
2. Study skills, career, interest, and aptitude assessments will become an integral part of the assessment process.
3. The turn-around time between the test administration and the receipt of results by students and staff will be maintained at the minimum level possible.
4. The number and quality of success indicators available to the student and the matriculation staff will increase.

4. COUNSELING/ADVISEMENT COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212 [b] [3] [D]	55520 [g] [1], [2]	1. Make appropriate referral(s) to available support services and to curriculum offerings.
78212 [b] [3] [E]	55520 [d] 55532 [a] [4]	2. Provide advisement concerning course selection.
78212 [b] [4]	55523 [a] [1] 55526	3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.
78212 [b] [4]	55523 [a] [2] 55526	4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.
78212 [b] [4]	55523 [a] [3] 55526	5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.
	55520 [d] 55523 [a] [4]	6. Make counseling or advisement available to all non-exempt students.
	55523 [b]	7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.
	55520 [e] 55525 [a], [b] 55530 [d]	8. Provide assistance in selection of a specific educational goal and development of the student educational plan, including student responsibilities.
	55525 [c]	9. Record the student educational plan in written or electronic form.

55525 [c]	10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students' needs.	
55201 [f], [g] 58106 [c], [d], [e]	11. Promptly inform students of their right to challenge (on specified grounds) a pre-or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.	
55534 [b] 55525 [d]	12. Inform students of procedure for filing complaint alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of process for developing student educational plan.	
55534 [a] 55525 [d]	13. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.	
55522	14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.	
78214 [b] [3]	55532 [a] 55510 [a] [5]	15. Adopt District governing board policies specifying criteria for exemption.
55532 [c]	16. Make exempted students aware that they may choose whether or not to participate in this component.	
55532 [d]	17. Ensure that exemptions from this component are not based upon specified sole criterion.	
55510 [a] [4]	18. Utilize computerized information services to implement or support counseling/advising activities.	

ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:

(The number of the Component Standard(s) satisfied is/are indicated after each activity, where appropriate.)

1. Provide counseling and guidance services to all new, returning, and continuing students. Both by-appointment and drop-in services will be provided in the Counseling Center during the day, afternoon and evening hours. In addition, services are scheduled at off-campus sites and at major feeder high schools. An initial needs evaluation was conducted in the spring of 1991. The results indicated general satisfaction with the counseling process. On-going evaluations will be conducted to identify changes in needs/satisfaction. [Component Standard #6.]
2. Provide counseling and guidance services including, but not limited to, the following: referral of students to available support services including EOP&S, financial aid, health services, campus child care services, tutorial services, and disability services program (DSP); academic counselor and information on curriculum offerings, degree and certificate requirements and transfer opportunities. [Component Standard #1.]
3. Provide counseling and advisement services to students concerning selection of a specific educational goal, course selection, the development of Individual Educational Plans (IEPs), and review of student responsibilities. The IEP will be recorded in electronic form and reviewed, as necessary, to ensure its implementation and accuracy related to the individual student's needs. [Component Standards #2, 7, 8, 9, 10, 18.]
4. Probationary students are notified of their status by letter and strongly urged to see a counselor prior to registering for the next semester. Students failing to do so are flagged at registration and informed of the need to meet with a counselor prior to being allowed to register. [Component Standard #3.]
5. Provide written explanations in class schedules, catalogs, and other appropriate publications of district/college policies for the procedures students can follow to file complaints and receive answers to challenges to the matriculation process, appeals of pre-/co-requisite
6. Provide alternative counseling services for non-exempt students with verified disabilities or language needs not met by regular procedures. Bilingual counselors or interpreters are on staff to assist students with special needs. Students with disabilities are provided modified or alternative counseling services through DSP and the Learning Disabilities Program. [Component Standard #14.]
7. Make available for students' perusal the District/College policies and procedures for the setting of exemptions and waivers and the right of the exempted student to choose whether or not to participate in this component. This information is available in the *Schedule of Classes*, the *General Catalog*, students services brochure(s), and other appropriate publications. In addition, it is presented in all orientation meetings.

Exemptions from this component will be based on multiple criteria. [Component Standards #15, 16, 17.]

8. Provide students with information on meeting educational goals at the two-year and four-year college level within specific disciplines. Faculty often meet with students on a one-to-one basis to explain department/program requirements and to offer suggestions on transfer institutions, curricula, and careers in their fields of expertise. Students are also able to access this information on the Internet through *Project Assist*, (<http://www.assist.org>), *The College Source*, (<http://www.collegesource.org>), and *The California College Explorer*, (<http://www.colleges.edu>). [Component Standards #2, 6, 7.]
9. Provide follow-up counseling, re-entry strategies, and remedial classes for students enrolled in pre-collegiate basic skills courses. All non-exempt students enrolling in pre-collegiate basic skills courses are encouraged to see a counselor before they register for classes the following semester. [Component Standards #2, 5, 6, 7.]
10. Facilitate one-on-one and small-group sessions between Solano students who seek to transfer to four-year institutions and SCC counselors and/or the four-year college and university representatives' (i.e., UCD and Sacramento State). Transfer Opportunity Program (TOPs) provides meetings on by-appointment or drop-in bases. In addition, Transfer Admission Agreements, (TAAs) are available for students seeking transfer to participative institutions. [Component Standards #2, 6, 7.]
11. Provide follow-up faculty advising during walk-in and late registration and the College's Open House Day to inform students about A.A./A.S. degree and certificate programs offered through vocational education programs at the College. [Component Standards #2, 6, 7.]
12. Non-exempt students without a declared educational goal are urged to meet with their counselor twice during their first semester of attendance. The students will receive assistance from the counselor in developing an appropriate Individual Educational Plan (IEP). [Component Standard #4.]

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STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:

(For each of the aforementioned activities, the positions or job titles involved and the approximate number of each are listed.)

1. Counselors (14); Peer Counselors (5); student volunteers (7)
2. Counselors (14); Peer Counselors (5)
3. Counselors (14); Matriculation Assistant 1 (1); Peer Counselors (5)
4. Counselors (14); Matriculation Assistant 1 (1); Peer Counselors (5)
5. Matriculation Counselors (2)
6. Counselors (14); Assessment Specialist (1); EOP&S Counselor (1); Enabler Counselors (2); Learning Disabilities Specialist (1); ESL Instructor (1)
7. Matriculation Counselors (2)
8. Faculty Advisors from instructional areas.
9. Counselors (17)
10. Counselors (17); College/University representatives (6); Career/ Transfer Specialist (1)
11. Faculty Advisors from instructional areas. (The number will vary from semester to semester.)
12. Counselors (14); Assessment Specialist (1)

GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT:

- A. Students who have been counseled and who maintain a current educational plan will achieve their educational goals with greater success than those who do not.
- B. Students who have been counseled will express a high level of satisfaction with counseling and guidance services.
- C. Counseling programs and services will reach out to serve students on probation, students enrolled in pre-collegiate basic skills classes and students without a declared major.
- D. The services available for students interested in transfer to four-year institutions will increase.

5. STUDENT FOLLOW-UP COMPONENT

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

ACTIVITIES FOR THE FOLLOW-UP COMPONENT:

(The number of the Component Standard(s) satisfied is/are indicated after each activity, where appropriate.)

1. Provide post-enrollment evaluation of non-exempt students' academic progress. This status is monitored by personnel in Office of Admissions and Records, Counseling, DSP, EOP&S, and Athletics Grade reports, indicating cumulative GPA and academic status, are mailed to all students at the conclusion of each semester. Customized letters of notification are sent to students in the following categories: [Component Standard #1, 5.]
 - 1.1. All students on academic or progress probation will be contacted and advised to meet with a counselor prior to enrolling in the subsequent term.
 - 1.2. Students enrolled only in basic skills or pre-collegiate courses will be contacted and encouraged to meet with a counselor on a monthly basis to ensure satisfactory academic progress.
 - 1.3. Non-exempt students who have an "undeclared educational goal" after attempting 12 units will be contacted after the start of each term and encouraged to meet with a counselor prior to enrolling in the subsequent term.
 - 1.4. An academic progress report system is maintained for students enrolled in EOP&S, DSP, LD, CARE, and GAIN programs. These students are encouraged to meet with a counselor on a monthly basis to ensure satisfactory academic progress.
 - 1.5. Student athletes are monitored for both academic performance and attendance throughout the semester. The Athletic Counselor meets with students and instructors, as required. Referrals to appropriate academic and student support services are made, as necessary.
2. Continue using an early alert system. This is a collaborative effort with faculty, who are urged to identify students in their classes whose attendance has fallen off or who are not making satisfactory academic progress. These students are contacted by Peer Assistants either in writing or by phone. In addition, student academic progress reports are evaluated twice each semester for EOP&S students and student athletes and annually for financial aid recipients. Students experiencing course difficulties are referred to support services including: instructor conferences, counseling appointments and tutoring. [Component Standards #1, 2, 3, 4.]
3. Develop and maintain a mechanism to obtain information from certificate/degree completers regarding the aspects of their SCC experience that helped them the most as well as any suggestions they may have for improvements. [Component Standards #1, 2, 3, 4.]

4. Modified or alternative matriculation follow-up services are provided for ethnic and language minority students and students with disabilities. [Component Standard #4.]
 - 4.1. Bilingual counselors provide counseling to qualified students through the College's EOP&S and regular counseling programs.
 - 4.2. Historically underrepresented students are provided information about transfer opportunities through the Transfer Center.
 - 4.3. The College provides special accommodations and referrals to appropriate resources for students with disabilities.

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STAFFING FOR THE FOLLOW-UP COMPONENT:

(For each of the aforementioned activities, the positions or job titles involved and the approximate number of each are listed.)

1. Counselors (17); Matriculation Assistant 1 (1); EOP&S staff (2); DSP&S staff (1); Admissions and Records staff (1); Financial Aid staff (2)
2. Retention Assistance Program Assistant (2)
3. Matriculation Steering Committee (7); Computer Programmer/Analyst (1); Director, Research and Planning (1); Matriculation Assistant 1 (0.5)
4. Counselors (17); Peer Counselors (5)

GOALS FOR THE FOLLOW-UP COMPONENT:

- A. The contact with “at-risk” students will increase and the number of probationary students and students with undeclared educational goals will decrease.
- B. The number of instructors using the early alert follow-up system for identifying students who experience difficulty in class will increase.
- C. Maintain an efficient early alert follow-up system for identifying students who experience difficulty in class and to identify students on academic probation.
- D. Develop an effective and efficient follow-up system to contact students who have completed degree or certificate programs.

6. COORDINATION AND TRAINING COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78216 [b] [c] [3]	55516 55510 [a] [3] 55523 [b]	1. Develop and implement a program for providing all faculty and staff with training appropriate to their needs with respect to provision of matriculation services: <ol style="list-style-type: none">AdmissionsOrientationAssessmentCounseling/AdvisementFollow-upResearch and Evaluation
	55510 [a] [4]	2. Utilized computerized information services to implement or support coordination/training activities.

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ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT:

(The number of the Component Standard(s) satisfied is/are indicated after each activity, where appropriate.)

1. Provide on-going training for counselors, including DSP and EOP&S, and other Counseling Division staff assigned to matriculation activities. The training acquaints faculty/staff with program changes and new programs and services that impact the counseling process including computer applications. [Component Standard #1.]
2. Provide training prior to each registration period for all Admissions and Records staff, coordinate training with other components of Student Services, and make presentations during the campus flexible calendar (Flex-Cal) inservice training activities for faculty and other college staff. In addition, periodic presentations are made at division meetings. The Dean, Admissions and Records, and the Matriculation Coordinator work closely to ensure coordination of MIS and other state and campus reports. [Component Standard #1.]
3. Provide on-going inservice training involving all campus staff related to each matriculation component. The training will involve faculty advisers, peer counselors, student volunteers, matriculation advisory committee members and staff working in the admissions, orientation, assessment, counseling/advisement, follow-up, and research/evaluation components. In addition to Flex-Cal activities, training for instructional staff takes place throughout each semester on an on-going basis. [Component Standard #1.]
4. Maintain staff currency in student database activities. Since Solano Community College is dependent on the use of computers to generate student updates and educational plans, significant time is spent on computer skills training. [Component Standards #1, 2.]
5. Coordinate all matriculation activities for the campus in one management area. The office of the Matriculation Coordinator is the central office for coordination of all state and district information regarding matriculation. Dissemination of matriculation information in a timely manner (i.e., memos, meetings, and/or newsletter) is the responsibility of this office. [Component Standards #1.]
6. Hold quarterly meetings of the Matriculation Advisory Committee. The Committee is open to all interested students, staff, and faculty. The following named representatives will constitute the core of this Committee: one representative from the Academic Senate; a Matriculation manager; a Peer Counselor; a representative from the Associated Students of Solano College (ASSC), a representative from the Matriculation classified staff. [Component Standard #1.]
7. Hold periodic meetings of the Matriculation Steering Committee. This committee is composed of the following: Vice President of Student Services; Dean, Admissions and Records; Dean, Counseling/Guidance and DSP; Director, Research & Planning;

Dean, Financial Aid/EOP&S; Director, Computer Services; the Matriculation Counselor. [Component Standards #1.]

8. Maintain staff currency and expertise in handling changes and/or new services that will impact the matriculation process. The EOP&S and DSP provides training for counselors and appropriate staff members, including attendance at all EOP&S and DSP regional meetings and statewide training workshops sponsored by the Chancellor's Office. [Component Standards #1.]
9. Maintain staff currency and expertise in the impact of Federal Financial Aid requirements relative to the matriculation process. The Office of Financial Aid receives training updates by the Department of Education for the academic year application processing cycle. This training update is then presented to other components of Student Services and other College staff. [Component Standard #1.]
10. Disseminate information on the Matriculation Program to all campus staff. The Office of Research & Planning periodically posts information to the campus web site concerning the status of matriculation and other relevant student information. [Component Standard #1.]

College Solano Community College District Solano Community College District

STAFFING FOR THE COORDINATION AND TRAINING COMPONENT:

(For each of the aforementioned activities, the positions or job titles involved and the approximate number of each are listed.)

1. Matriculation Steering Committee (7)
2. Dean, Admissions and Records (1); Assistant Registrar (1); Director, Computer Services (1)
3. Matriculation Steering Committee (7)
4. Dean, Admissions and Records (1); Director, Computer Services (1); Computer Programmer/Analyst (1)
5. Matriculation Coordinator (1); Matriculation Assistant 1 (0.5)
6. Chair of the Matriculation Committee (1) Matriculation Assistant 1 (0.5)
7. Matriculation Coordinator (1); Matriculation Assistant 1 (0.5)
8. Dean, Financial Aid/EOP&S
9. Dean, Financial Aid/EOP&S
10. Director, Research and Planning (1); Matriculation Assistant 1 (0.5)

GOALS FOR THE COORDINATION/TRAINING COMPONENT:

- A. Increase the number of faculty and staff involved in all aspects of the matriculation program.
- B. Develop effective communication methods to delineate and explain to all staff the functions, practices, and purposes of the matriculation plan.

7. RESEARCH AND EVALUATION COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78214 [a]	55512 [a]	1. Establish and maintain institutional research for evaluating efficacy of matriculation services and remedial programs and services.
	55512 [a]	2. Evaluate all assessment instruments to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner.
	55512 [a]	3. Determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age, or disability; where unjustified disproportionate impact is found, develop plan to correct it.
	55512 [a] [1]	4. Analyze degree of matriculation's impact on particular courses, programs, and facilities.
78214 [c] [1] 78214 [b] [2]	55512 [a] [2]	5. Analyze degree to which matriculation helps students to define their educational goals and objectives.
78214 [b] [6]	55512 [a] [3] 55514 [d]	6. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.
78214 [c] [2]	55512 [a] [4]	7. Analyze degree to which matriculation assists district efforts to assess educational needs.

78214 [c] [3]	55512 [a] [5]	8. Analyze degree to which matriculation matches district resources with students' educational needs.
78214 [c] [4] 78214 [b] [4]	55512 [a] [6] 55520 [g]	9. Analyze degree to which matriculation provides students the specialized support services and programs to which they are referred.
78214 [b] [5]		10. Determine ethnicity, sex, and age of credit students.
	55514 [a]	11. Determine proportion of students of ethnic, gender, age, and disability groups placed in pre-collegiate, associate degree-applicable, or transfer courses in reading, writing, computation, or ESL.
	55514 [b]	12. Determine proportion of students of ethnic, gender, age, and disability groups who enter and complete pre-collegiate basic skills courses.
	55514 [c]	13. Determine proportion of students of ethnic, gender, age, and disability groups who complete pre-collegiate basic skills courses and who subsequently enter and complete associate degree-applicable courses.
	55532 [a] 55514 [f]	14. Record number of students exempted by category and grounds for exemption.
	55514 [g]	15. Maintain numbers of students filing complaints [re: 55534] and the bases of those complaints.
	55514 [h]	16. Document particular matriculation services received by each non-exempt student.
	55510 [a] [4]	17. Document particular matriculation services to implement or support research and evaluation activities.

ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT

(The number of the Component Standard(s) satisfied is/are indicated after each activity, where appropriate.)

1. Ensure that all assessment instruments are valid, reliable, and unbiased. With cooperation and support of Computer Support Services personnel, the Office of Research & Planning carries out an on-going program of validation and investigation of bias and unjustified disproportionate impact with respect to all tests used in student assessment and advisement at SCC. Matriculation assessment reports concerning bias and validation with respect to basic skills courses are published for college-wide distribution. It is expected that this phase of research and evaluation will be repeated on a five-year basis. [Component Standards #1, 2, 3, 17.]
2. Validate the use of all prerequisites that are not based on course sequence. The Office of Research & Planning assists faculty in the validation of recommended pre-/co-requisites and course advisories for all non-basic-skills courses offered. The validation of this type of course will be repeated as a part of the program review cycle. Results of these validation studies are distributed to the Curriculum Committee and the Administration. [Component Standards #1, 2, 3.]
3. Determine basic enrollment demographics. The Office of Research & Planning publishes periodic reports on enrollment trends and student demographics. These reports are available on the College's website. [Component Standard #10, 17.]
4. Provide timely and useful feedback to improve the efficiency and effectiveness of all matriculation components. The Office of Research & Planning works with the responsible area managers and staff to develop surveys for students who have participated in the matriculation program. Administration of these surveys is on an on-going basis. Results from these surveys are distributed in hard copy to the Vice President of Student Services and are available on the College's website. [Component Standards #1, 5, 8, 9.]
5. Determine the impact of the Matriculation Program on existing college resources. The Office of Research & Planning develops and administers surveys to determine perceived impact of matriculation on staff/programs/services. The results of these surveys are presented in periodic reports. [Component Standards #4, 7.]
6. Evaluate the effect of matriculation on student success. In cooperation with Computer Support Services, the Office of Research & Planning conducts an on-going longitudinal research project to track entering cohorts of students to analyze differences between similar groups of matriculated and non-matriculated students. [Component Standard #6, 17.]
7. Evaluate the use and effectiveness of the waiver and exemption processes. In cooperation with Office of Admissions & Records and Counseling Department staff, the Office of Research & Planning will provided to the Dean, Counseling/Guidance

and DSP a *Matriculation Status Update Report* on the types of waivers given in the various matriculation components. [Component Standard #14.]

8. Provide a means to identify problems and to develop suggestions for change within all matriculation components. In cooperation with all responsible area managers and staff, the Office of Research & Planning maintains a database of student complaints relative to the matriculation process. Complaints are filed on a standard form identifying the specific component(s) concerned, the nature of the complaint, and any suggested steps towards resolution. These data are summarized and presented semiannually for distribution to the Student Services managers. [Component Standard #15.]
9. Determine the impact of the Matriculation Program on component areas. Biennial *Program Review for Student Services* is published by the Vice President of Student Services. This document presents quantitative as well as qualitative information on all programs and services within the component areas of Student Services. [Component Standard #16.]
10. Ensure that remedial and developmental courses do not disproportionately impact under-represented student populations. With the support of Computer Support Services, the Office of Research & Planning prepares an annual report, presenting placement, enrollment, completion, and persistence statistics by ethnicity, gender, age, and disability groups. This report is distributed to the Student Services managers. [Component Standards #11, 12, 13, 17.]

STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT:

(For each of the aforementioned activities, the positions or job titles involved and the approximate number of each are listed.)

1. Director, Computer Services (1); Computer Programmer/Analyst (1); Director, Research and Planning (1); Matriculation Assistant 1 (0.5); Instructors (5)
2. Director, Computer Services (1); Computer Programmer/Analyst (1); Director, Research and Planning (1); Matriculation Assistant 1 (0.5) Instructors (5)
3. Director, Computer Services (1); Dean, Admissions and Records (1); Director, Research and Planning (1)
4. Matriculation Coordinator (1); Director, Research and Planning (1); Dean, Admissions and Records (1); Dean, Counseling/Guidance and DSP&S (1); Matriculation Counselors (2); Matriculation Assistant 1 (0.5)
5. Matriculation Coordinator (1); Director, Research and Planning (1); Dean, Admissions and Records (1); Dean, Counseling/Guidance and DSP&S (1); Matriculation Counselors (2); Director, Computer Services (1); Matriculation Assistant 1 (0.5); Instructors (9); Students (2); Evaluation Technician (1)
6. Director, Computer Services (1); Computer Programmer/Analyst (1); Director, Research and Planning (1); Matriculation Assistant 1 (0.5); Instructors (5)
7. Matriculation Coordinator (1); Director, Computer Services (1); Computer Programmer/Analyst (1); Director, Research and Planning (1); Matriculation Assistant 1 (0.5); Dean, Admissions and Records (1); Dean, Counseling/Guidance and DSP&S (1); Matriculation Counselors (2)
8. Matriculation Coordinator (1); Director, Computer Services (1); Computer Programmer/Analyst (1); Director, Research and Planning (1); Matriculation Assistant 1 (0.5); Dean, Admissions and Records (1); Dean, Counseling/Guidance and DSP&S (1); Matriculation Counselors (2)
9. Vice President of Student Services (1); Executive Assistant to the Vice President of Student Services (1); Dean, Admissions and Records (1); Dean, Counseling/Guidance and DSP&S (1); Dean, Financial Aid/EOP&S (1); Director, Research and Planning (1); Director, Student Development (1); Director, SUCCESS Consortium (1)
10. Director, Computer Services (1); Computer Programmer/Analyst (1); Director, Research and Planning (1); Matriculation Assistant 1 (0.5)

GOALS FOR THE RESEARCH AND EVALUATION COMPONENT:

- A. Improve the effectiveness and efficiency of predicting student success based on multiple criteria.
- B. Involve increasing numbers of faculty in all aspects of student-based research from planning, to implementation, analysis, and presentation of findings and implications.
- C. Decrease the overall time required to accomplish standard, on-going data-collection, analysis and reporting activities involved in validation and bias studies.
- D. Increase the amount of formal research findings available for use in the decision-making processes at SCC.