

**COLLEGE OF ALAMEDA**

**MATRICULATION PLAN  
2006-2007**

**PERALTA COMMUNITY COLLEGE DISTRICT**

**REVISED: April 26, 2006**

<p style="text-align: center;"><b>COLLEGE MATRICULATION PLAN COVER PAGE</b></p>
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Region Number: 3

Submitted to: Arnold Bojorquez

College Name and Address: College of Alameda, 555 Atlantic Avenue, Alameda, CA 94501

District Name and Address: Peralta Community College District, 333 East 8<sup>th</sup> Street, Oakland, CA 94606

Signature of District Chancellor: \_\_\_\_\_

Name: Dr. Elihu Harris \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College President: \_\_\_\_\_

Name: Dr. Cecilia Cervantes \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College Academic Senate President: \_\_\_\_\_

Name: Bob Grill \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Matriculation Coordinator's Supervising Administrator: \_\_\_\_\_

Name: Dr. Kerry Compton \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College Matriculation Coordinator: \_\_\_\_\_

Name: Trulie Thompson \_\_\_\_\_ Date: \_\_\_\_\_

<p style="text-align: center;"><b>COLLEGE MATRICULATION PLAN PARTICIPANTS</b></p>
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Title 5 Section 55510 (b) requires that the matriculation plan for each district "be developed in consultation with representatives of faculty, students, and staff with appropriate expertise." Please list the persons who participated in the writing of this plan. Add more pages as needed.

- Hector Corrales \_\_\_\_\_ (faculty)
- Pat Denoncourt \_\_\_\_\_ (staff)
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- Andrea Safir \_\_\_\_\_ (faculty)
- Angie Lee \_\_\_\_\_ (student)
- Brian Li \_\_\_\_\_ (student)

**1. ADMISSIONS COMPONENT**

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

## 1.1 ACTIVITIES FOR THE ADMISSIONS COMPONENT

1. Under the auspices of the Office of Outreach and Recruitment and utilizing Student Ambassadors, provide enrollment information to prospective students during high school visits, workshops, parent night presentations and one-on-one appointments. Also provide enrollment information during community events, fairs, and outreach to the business community. (Component Standard #1)
2. Prior to the beginning of each semester, the Office of Outreach and Recruitment staffs an information desk to assist new and prospective students with registration, and provides assistance and information about other supporting student services. (Component Standard #1 & #3)
3. During the registration period between the first day of class and the last day to enroll, the Office of Outreach and Recruitment and A&R offers information to new students, and assists them with express services, including adding and dropping classes, and providing class printouts. (Component Standard #1 & #3)
4. Under the auspices of the Office of Outreach and Recruitment and with the collaboration of A&R, Assessment, and the Counseling Departments conduct *Spring into College*, a program that offers one-stop services to high school seniors interested in enrolling in the summer and/or fall semesters. The services include assessment testing, orientation, counseling, program planning and enrollment. All these services are provided sequentially, and can be completed in less than 5 hours. The *Spring into College* program is offered during the spring breaks for students at the Alameda and Oakland high schools. (Component Standard #1, #2 & #3)
5. Provide an efficient registration process that allows enrollment into classes on a timely basis. Admissions and Records services are managed from the district office, with Admissions and Records specialists placed at the college's A& R offices. Procedures are consistent among all four colleges. Students may enroll in person, by mail, by telephone, or through the web. (Component Standard #1 & #3)
6. Admissions procedures identify all matriculating students through the application. All students with educational objectives as follows are considered to be matriculating students:
  - Obtain a bachelor's degree
  - Obtain a two year associate's/occupational degree

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- Earn an occupational certificate without transfer
  - Improve basic skills in English, reading and math
  - Are undecided on their goal or major
  - All students enrolling in 12 or more units
  - All high schools students who are concurrently enrolled for the purposes of educational enrichment
  - All International students studying on an F-1 visa
7. Information about the steps of matriculation is provided in the schedule, college catalog, student handbook, and in registration materials provided to students upon application. (Component Standard #1)
  8. Maintain an application, designed for the four colleges of the Peralta Community College District and compliant with the Management Information System and State reporting requirements. The application allows students to declare educational goals and also collects data to determine matriculation status and special needs. (Component Standard #1)
  9. Maintain a Web site that is accessible to students with disabilities and includes current district admission procedures, academic calendar and registration information, information about academic programs. International student information, concurrent enrollment program information, FAQ's (frequently asked questions), and college services. (Component Standard #3)
  10. Provide enrollment information in Spanish and Chinese. Extend the enrollment information to other language groups as needed. (Component Standard #2)
  11. Make available admissions and registration assistance to students with disabilities. Students with disabilities may enroll at the office of Programs and Services for Students with Disabilities. The PCCD Web site and the College Catalog notify the public of special services to students with disabilities. (Component Standards #2 & #3)
  12. Review applicant information collected from application forms and enter into the Management Information System. Determine student exempt and non-exempt matriculation status. (Component Standard #1)
  13. If non-exempt students choose not to go through the matriculation process, they must request a waiver through the Matriculation Coordinator or a counselor. This may result in a registration appointment after the initial priority registration period. (Component Standard #1)

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14. Special priority registration services and dates are offered to students participating in the EOPS and DSPS programs as required by Title 5. (Component Standard #2)
  
15. Continuing students update application information at each subsequent registration. Students are asked to update addresses, phone numbers, hours of employment, educational goals, and majors as part of registration. (Component Standards #1 & #3)
  
16. Facilitate Enrollment Management meeting including Admission and Records, Recruitment and Retention, and Counseling staff to discuss preparation for subsequent enrollment period. (Component Standard #1, #2 & #3)

## **1.2 GOALS FOR THE ADMISSION COMPONENT**

1. Use complete and valid data entered from student's application to enhance local college research, counseling follow-up, student profile information, MIS data for State research on student characteristics, and student services follow-up on request from student for special assistance.
2. PCCD office of Admissions and Records will implement out-of-district transcript evaluation for new students to assist the counselor and student in planning his/her program according to goals and major. Evaluated data will be entered on the PCCD transcript.
3. Facilitate the enrollment process and maximize the services available by continuous evaluation and refinement of the admissions component of matriculation.
4. Implement new student administration system (PeopleSoft SA) that will enable college to facilitate admissions and registration more efficiently and easily for students and staff.
5. Improvement in services from new system will strengthen admission component of matriculation by allowing for portal network technology to create an electronic student portfolio with assessment, admissions, and other information, including out-of-district transcripts so the student does not have to repeatedly file transcripts to access services across the colleges. In addition, facilitate student's transition from one institution to another, as well as goal setting and academic planning, by electronic transmission of official student transcripts.
6. Through the efforts of Office of Recruitment and Retention, increase the number of students applying to the college as well as assist campus in greater student retention.



### 1.3 STAFFING FOR THE ADMISSIONS COMPONENT

Activity #1

- Vice-President of Student Services
- Student ambassadors
- Outreach and Recruitment Specialist

Activity #2

- Vice-President of Students Services
- Student ambassadors
- Outreach and Recruitment Specialist

Activity #3

- Vice-President of Student Services
- Vice-President of Instruction
- Divisional Deans
- Admissions Specialist and technicians
- Outreach and Recruitment Specialist

Activity #4

- Vice-President of Student Services
- Counselors
- Admissions Specialist and Technicians
- Outreach and Recruitment Specialist

Activity #5

- Vice-Chancellor of Admissions and Records
- Vice-President of Student Services
- Admissions Specialist and Technicians

Activity #6

- Vice-Chancellor of Admissions and Records
- Vice-President of Student Services
- Admissions Specialist and Technicians
- District Web site Manager
- IT Programming Personnel – As Required

Activity #7

- Vice-Chancellor of Admissions and Records
- Vice-President of Student Services
- Admissions Specialist and Technicians
- District Web site Manager
- IT Programming Personnel – As Required

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Activity #8

Vice-Chancellor of Admissions and Records  
Vice-President of Student Services  
Admissions Specialist and Technicians  
District Web site Manager  
IT Programming Personnel – As Required

Activity #9

Vice-Chancellor of Admissions and Records  
District Web site Manager

Activity #10

Vice-President of Student Services  
Vice-Chancellor of Admissions and Records  
Matriculation Coordinator

Activity #11

Vice-Chancellor of Admissions and Records  
Vice-President of Student Services  
DSPS personnel  
IT Programming Personnel – As Required  
Admissions Support Staff

Activity #12

Admissions Support Staff  
Matriculation Coordinator

Activity #13

Matriculation Coordinator  
Counseling Secretary  
Admissions Support Staff

Activity #14

EOPS Coordinator  
DSPS Coordinator  
Assistant Registrar  
Admissions Support Staff – 6.5  
IT Programming Personnel – As Required

Activity #15

Vice-Chancellor of Admissions and Records  
Vice-President of Student Services  
Admissions Specialist and Technicians  
IT Programming Personnel – As Required

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Activity #16

Vice-President of Student Services  
Vice-President of Instruction  
Divisional Deans  
Counselors  
Outreach and Recruitment Specialist  
Admissions Support Staff

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**2. ORIENTATION COMPONENT**

<b>AB 3</b>	<b>TITLE</b>	<b>COMPONENT STANDARDS</b>
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),(8) 58106(c)(d)(e)	3. Promptly inform students of their rights to challenge (on specific grounds) a pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.
	55534(b)	4. Inform students of procedure for alleging unlawful discrimination in the implementation of matriculation practices.
	55534(a)	5. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.
	55522	6. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students, and students with disabilities.
78214(b)(3)	55532(a) 55510(a)(5)	7. Adopt District governing board policies specify criteria for exemption.

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- |             |   |
|-------------|---|
| 55532(c)    | 8. Make exempted students aware that they may choose whether or not to participate in this component. |
| 55532(d)    | 9. Ensure that exemptions from this component are not based upon a sole criterion.                    |
| 55510(a)(4) | 10. Utilize computerized information services to implement or support orientation activities.         |

## 2.1 ACTIVITIES FOR THE ORIENTATION COMPONENT

1. College of Alameda conducts regularly scheduled orientation programs throughout the academic year and summer. Because of the enormity of information to be covered for new students, the orientation is divided into three phases. Phase One occurs immediately before the assessment, where information about the benefits of the matriculation process, explanation of the use of placement tests and multiple measures assessment criteria, and college programs and services are presented. At this time, students receive College of Alameda's Student Handbook, outlining their rights and responsibilities, academic expectations, campus facilities, and resource tools for educational planning, and institutional procedures.

Students are then assigned a Phase Two New Student Orientation appointment where counselors present more in-depth information on successful academic planning, educational goals, and campus student support services.

Phase Three occurs during registration counseling where students are strongly encouraged to enroll in Counseling 200A: Orientation to College, a 0.5 unit course. (Component Standard #1, #2, #3, #4, #5, #6)

2. College of Alameda also offers an orientation for English As A Second Language (ESL) students. The orientation is conducted in sheltered English by ESL instructors; Staff and student ambassadors provide translation, if necessary, in Mandarin, Vietnamese, Farsi, and Spanish. (Component Standard #6)
3. College of Alameda currently gives each non-exempt student a packet of information, which includes information about the registration process, a description of each matriculation step, and the initial student Educational Plan. Matriculation services also appear in the class schedule, college catalog, and student handbook. (Component Standard #1, #2, #4, #5, and #10)
4. Once Admissions and Records staff determines that a student is exempt they are informed that they are not required to participate in the matriculation process. Exemption from matriculation information also appears in the class schedule and college catalog. (Component Standard #8)
5. Orientation sessions are accessible to all students in compliance with the Americans with Disabilities Act. The room where orientation is held is accessible to persons in wheel chairs and orientation materials are available in alternative formats including Braille and large print. (Component Standard #6)
6. A written explanation regarding student rights to waive any of the matriculation requirements, challenge prerequisite and co-requisite requirements, and the alleging of unlawful discrimination is available via the college catalog, student handbook,

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the web site, and the schedule of classes. (Component Standards #1, #2, #3, #4, #5, and #10)

7. Identify and adopt the Board of Trustees of the PCCD criteria for exemption. No exemption is granted on the basis of a sole criterion as defined in 55532 (d). (Component Standards #7, and #9)
8. College of Alameda provides access to orientation dates and locations for students via the class schedule. (Component Standard #10)

## **2.2 GOALS FOR THE ORIENTATION COMPONENT**

1. Acquaint students with programs and services offered at the College of Alameda.
2. Familiarize students with the two-year college system and higher education in general.
3. Inform students of the educational program planning process and why.
4. Inform students about the assessment process and how it relates to them and the significance of enrolling in English and math foundation courses.
5. Inform students about the grading process, probation, tutorial services and other services available to assist them in classes they are enrolling in.
6. Review orientation material and presentations to update information about waiver process for matriculation.
7. Recommend to the District Matriculation Committee that Board Policy criteria for exemption according to Title 5, 55532(a), 55510(a)(5) and 55532(d) be reviewed and updated for the orientation component.
8. In coordination with campus researcher, evaluate effectiveness of Coun 200A:Orientation to College on student success and retention through data review. In addition, complete student evaluation of course and implement changes and/or recommendations.



### 2.3 STAFFING FOR THE ORIENTATION COMPONENT

Activity #1

Vice President of Student Services  
Matriculation Coordinator  
Assessment Coordinator  
Orientation Presenters – Counseling Faculty  
Financial Aid Staff  
ESL Faculty

Activity #2

Vice President of Student Services  
Orientation Presenters – Counseling Faculty  
ESL faculty

Activity #3

Vice President of Student Services  
Admissions and Records Staff

Activity #4

Admissions and Records Staff

Activity #5

Dean of Student Services  
DSPS Coordinator

Activity #6

Vice President of Student Services  
Vice President of Instruction  
District Web site Manager  
Matriculation Coordinator

Activity #7

Vice President of Student Services  
District Matriculation Advisory Committee

Activity #8

Vice President of Student Services  
Matriculation Coordinator

**3. ASSESSMENT COMPONENT**

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

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**3.1 ACTIVITIES FOR THE ASSESSMENT COMPONENT**

1. The college administers regularly scheduled assessments for all matriculating and exempt students who opt to participate in the assessment process.
2. The college administers assessment instruments that are approved by the State Chancellor’s list of approved instruments. Currently ACT’s COMPASS computerized assessment, ACT’s ASSET English, and MDTP mathematics paper pencil version are utilized.
3. The college administers assessments only for placement purposes.
4. The college implements multiple measures along with assessment results for placement purposes.
5. The college uses assessment instruments, methods and procedures in an advisory manner for selection of academic and vocational courses.
6. The college provides potential DSP&S students a specifically designed assessment for learning disabled students. All other matriculating DSP&S students may take the regular assessments. Alternative testing arrangements are made on an as needed basis for those DSP&S students who are unable to participate in the regular process.
7. The college offers non-native speakers a specifically developed ESL assessment, CELSA ESL standardized instrument, as well as a locally developed ESL writing sample fully approved by the State Chancellor’s office Spring 2001. ESL students may elect to participate in the regular assessment test, but are referred to ESL assessment testing if no fair placement advice can be determined by the regular English assessment results.
8. The college informs exempt students that they may participate in the assessment process.
9. The college, in coordination with other Peralta colleges, administers placement testing for prospective students in feeder high schools. Every spring, the college coordinates a “Spring Into College” event on campus which offers high school students assessment, orientation, program planning and early registration towards summer and/or fall enrollment.

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### **3.2 GOALS FOR THE ASSESSMENT COMPONENT**

1. Validate assessment tests on a timely basis.
2. The college will coordinate a campus wide computer networking system, which will allow computerized assessments at any computer area.
3. The college will fund and support an exclusive assessment lab within the assessment area for on-going interim assessment testing purposes. The lab will also be utilized for potential career and self inventory assessments.
4. The College Matriculation Committee will review the assessment program on an annual basis in order to monitor stated objectives and goals.

### 3.3 STAFFING FOR THE ASSESSMENT COMPONENT

Activity #1

Assessment Program Coordinator  
Assessment Support Staff

Activity #2

Assessment Program Coordinator  
Assessment Support Staff

Activity #3

Assessment Program Coordinator  
Support Staff  
Counselors

Activity #4

Assessment Program Coordinator  
Assessment Support Staff  
Counselors  
Matriculation Coordinator

Activity #5

Counselors  
Matriculation Coordinator  
V.P. Student Services

Activity #6

DSP&S Coordinator  
DSP&S Faculty  
DSP&S Support Staff

Activity #7

Assessment Program Coordinator  
Assessment Support Staff  
ESL Faculty  
Counselors

Activity #8

Assessment Program Coordinator  
Counselors  
Admissions & Records Staff  
Matriculation Coordinator  
V.P. Student Services

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Activity #9

Assessment Program Coordinator  
Support Staff  
Outreach & Recruitment Specialist  
Matriculation Coordinator  
Counselors  
Admissions & Records Staff  
V.P. Student Support Services

**4. COUNSELING/ADVISING COMPONENT**

<b>AB 3</b>	<b>TITLE 5</b>	<b>COMPONENT STANDARDS</b>
78212(b)(3)(D)	55520(g)(1)(2)	1. Make appropriate referral(s) to available support services and curriculum offerings.
78212(b)(3)(E)	55520(d) 55523(a)(4)	2. Provide advisement concerning course selection.
78212(b)(4)	55523(a)(1) 55526	3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.
78212(b)(4)	55523(a)(2)	4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.
78212(b)(4)	55523(a)(3)	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 the selection of a specific educational goal and the 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.

**AB 3**

**TITLE 5**

**COMPONENT STANDARDS**

- |                               |                         |   |
|-------------------------------|-------------------------|---|
| 55201(f)(g)<br>58106(c)(d)(e) |                         | 11. Promptly inform students of their rights 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)<br>55525(d)          |                         | 12. Inform students of procedures for filing complaint alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of process for developing student educational plan.   |
| 55534(a)                      |                         | 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.  |
| 782149(b)(3)                  | 55532(a)<br>55510(a)(5) | 15. Adopt District governing board policies specifying criteria for exemption.  |
|                               | 55532(c)                | 16. Make exempted students aware that they may choose whether or not to participate in this component.  |
|                               | 55532(d)                | 17. Ensure that exemptions from this component are not based upon specified sole criterion.   |
|                               | 55510(a)(4)             | 18. Utilize computerized information services to implement or support counseling/advising activities.   |



#### 4.1 ACTIVITIES FOR THE COUNSELING AND ADVISING COMPONENT

1. The college provides counseling and advising services to all matriculating students and all exempt students who request counseling and advising., such services include, but are not limited to, the following:
  - Referral to available support services
  - Advisement concerning course selections
  - Interpretation of assessment scores and the use of multiple measures to assist students in course selection
  - Development and completion of an educational plan
  - Assistance in developing decision-making skills
  - Assistance in handling personal problems that interfere with the attainment of educational goals
  - Assistance in interpreting the applicability of out of district course work to the educational goal
  - Assistance in petitioning for a degree or certificate
  - Facilitate determination of educational goals through career and transfer counseling
  
2. Advise students of the matriculation steps in the Schedule of Classes, the College Catalog, the Student Handbook, the College Web site, and in informational materials provided to students after application. Steps listed are
  - a. #1 - complete a college application,
  - b. #2 - complete placement tests in English and mathematics
  - c. #3 - attend a College Orientation
  - d. #4 - meet with a College counselor
  - e. #5 - enroll in classes.

At the conclusion of assessment, students receive a Matriculation checklist with steps #2 and #3 signed off and they receive a counseling appointment to proceed to step #4. At the conclusion of the counseling meeting, the counselor signs off step #4 on the Matriculation checklist and the student goes to the Admissions and Records office for a registration appointment.(Component Standards #6, #16, & #18)

3. Information regarding the procedures for alleging unlawful discrimination, for challenging matriculation regulatory provisions and for filing complaints related to matriculation is provided at the College Orientation and also published in the catalog and other college documents. (Component Standards #12 & 13)
  
4. All **new and returning non-exempt students** are able to see a counselor at the conclusion of Assessment. The initial counseling meeting allows students and counselors to discuss assessment, educational goals, course selection, questions

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and/or concerns, and the importance of follow-up counseling to develop a detailed student educational plan. (Component Standards #2, #6, #8 & #11)

5. Assist students in the interpretation of assessment scores and discuss related English, reading and math skills and courses and services that foster language and computational skill development. Review educational goals and discuss requirements associated with specific goals. Assist students to make appropriate course selections utilizing assessment scores and multiple measures including academic readiness, interests, motivations, academic history, and educational objectives. Begin to develop with students written student educational plans. Review activities, services, and programs that may enhance students' educational and personal success. Use a variety of resource materials and services that include the use of Web site references. Emphasis is placed on counseling follow-up to continue exploring the educational process. Develop the student education plan at the initial counseling interview. (Component Standards #1, #2, #4, #5, #8, #9, #11 & #18)
6. Review course prerequisite and co-requisite information and use of advisories with students. Inform students of the right to challenge (on specific grounds) prerequisites, co-requisites and any limitation on enrollment and their responsibility for showing that grounds for such a challenge exist. Information about the right to appeal the requirement of any prerequisite based on the unavailability of the course is published in the student handbook. Counselors reinforce that right as they work with students to develop SEP's. (Component Standards #8 & #11)
7. Suggest strategies to assist with educational decision making. When counselors meet with students who indicate indecision in regards to educational goals and career objectives, follow-up counseling appointments, guided research, use of the career center and the transfer center, career and life planning curricula are routinely encouraged. Counselors stress that although being undecided about educational goals is common with the new student it is important to do responsible research and to make educational decisions. Recommend Counseling Courses like Coun 24: College Success and Coun 57: Career/Life-Planning. (Component Standard #4)
8. Refer students to support services, programs, and career and life planning curricula that support and enhance educational success. Referrals are noted in the students' counseling files on either the student educational plan, the counseling notes, or by use of a formal referral notice that can be tracked. (Component Standard #1)

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9. Encourage students to see a counselor early in their college career and to review their SEP's with counselors each semester to ensure that any new requirements for either graduation or transfer have been included, to inform students about any new support services available to assist them, to ascertain each student's commitment and interest in the expressed educational goal and to determine the need to explore other options. Facilitate maintenance and record of SEP's amongst student support service departments like Financial Aid, DSPS, EOPS, and CalWORKS.  
(Component Standard #9, #10)
10. Offer counseling services provided by trained community college counseling and advising faculty during the day, evening, and some Saturday hours. All new part-time counseling faculty will participate in a training session. Part-time counselors are assigned a full-time counselor as a partner for additional support and assistance throughout the semester. Counselors receive regular training and in-service experiences to ensure that students receive consistent and accurate information in a systematic fashion. (Component Standards #7 & #18)
11. A registration hold is placed on all students on academic probation and dismissal. Upon providing academic counseling to students on probation (academic and progress), counselors release the registration hold.

Students who are in dismissal status must comply with the Student Success Program requirements for reinstatement. Students on dismissal may appeal this requirement with the Vice-President of Student Services by submitting a petition completed with the assistance of a counselor. Students are strongly recommended to enroll in a counseling course or participate in academic skills workshops.  
(Component Standard #1, #2, #3)

12. Provide modified or alternative matriculation services for ethnic and language minority students and disabled students in a variety of ways. Some of the modes in which these students are served include:
  - Priority registration for EOPS students.
  - Special accommodations at registration and priority registration for students with disabilities.
  - Bilingual counselors and support staff to translate and assist students placement testing.
13. Teach and facilitate counseling courses and workshops to assist students in selecting educational goals, strengthening academic skills, and providing additional training geared toward improving their overall success. Current counseling courses being offered is Coun 200AB: Orientation to College, Coun 207: Career Exploration, Coun 224: College Preparedness, Coun 24: College Success, and Coun 57: Career/Life-Planning.

#### 4.2 GOALS FOR THE COUNSELING COMPONENT

1. Increase the number of students seeking counseling.
2. Increase the number of students enrolled in counseling courses.
3. Create a survey for students to complete that will allow for determining student satisfaction with counseling services provided.
4. Increase the number of probation and dismissal students who seek counseling.
5. Increase counselor liaison role with teaching faculty by participating in instructional clusters.
6. Advocate for additional counseling faculty to meet student counseling needs including a full-time Articulation Counselor.
7. Improve understanding of critical role of counseling among instructional faculty and students to encourage early and regular use of services through the following:
  - Provide flyers to faculty at the beginning of each semester informing them of counseling workshops and classes beneficial for student success
  - Outreach to faculty and students through classroom presentations.
  - Establish instructional faculty and counseling partnerships.
8. Utilize technology to improving counseling services that include the following:
  - Develop a counseling website.
  - Develop web based technology for student records, so the total student record, i.e., the educational plan, transcripts, out-of-district transcripts, financial aid information, substitution and waiver petitions, etc., are available to the student and the counselor.
  - Equip counselor offices with up to date technology and ergonomic furniture, so both the student and the counselor are working with on-line information during the counseling session.
9. Improve maintenance and record-keeping of completed student education plans. Currently, student education plans can be stored at many student support services department. With the new Student Administration system, online student education plans would improve efficiency and use of SEP's.

College– College of Alameda

**4.3 STAFFING FOR THE COUNSELING COMPONENT**

Activity #1

Vice-President of Student Services  
Matriculation Coordinator  
Counseling faculty

Activity #2

Vice President of Student Services  
Counseling Faculty  
Matriculation Coordinator  
Admissions and Records Staff

Activity #3

Vice-President of Student Services  
Matriculation Coordinator  
Counseling Faculty  
Admissions and Records Staff

Activity #4

Counseling Office Assistant  
Counseling faculty

Activity #5

Counseling Faculty

Activity #6

Counseling Faculty

Activity #7

Counseling Faculty

Activity #8

Counseling Faculty  
Career Center Staff  
Transfer Center Staff

Activity #9

Counseling Faculty  
DSPS Staff  
EOPS Staff

Activity #10

Counseling Faculty

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Activity #11

Vice-President of Student Services  
Counseling Faculty

Activity #12

Counseling Faculty  
DSPS Staff  
EOPS Staff

Activity #13

Vice-President of Students Services  
Counseling Faculty

**5. STUDENT FOLLOW-UP COMPONENT**

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

### 5.1 ACTIVITIES FOR THE STUDENT FOLLOW-UP COMPONENT

1. Contact students via mailings congratulating them on participating in matriculation and encouraging them to meet with a counselor to complete their education plan.
2. Meet with students who have been identified through the Early Alert process and address issues of concern by their instructors.
3. Assess student progress and provide follow-up. EOPS students must meet with their counselor at least twice per semester. Once a semester, EOPS students bring progress reports to their instructors to complete and return to EOPS. If the student is earning less than a "C" grade, EOPS sends a letter asking that the student come to EOPS for additional support, e.g. in counseling, tutoring, study strategies. Once grades are posted, students receive follow-up letters if grades were low and students are asked to meet with a counselor. (Component Standard 1, 2, 3)
4. Assess student progress and provide follow-up. Students who are veterans and those who are CalWORKs participants obtain progress reports from instructors and receive follow-up from those programs. (Component Standard 1, 2, 3)
5. Provide appropriate follow-up. The Tutorial Center contacts students if they miss appointments so that they can be encouraged to return for assistance. In addition, contact students identified through Early Alert as needing tutoring services. (Component Standard 1, 2, 3)
6. Provide referral to appropriate services. Students who are on probation/dismissal status, financial aid probation, those who are undecided about their major, students nearing graduation, students receiving financial aid who drop below 12 units, and students who have stated transfer as a goal all receive Student Services letters appropriate to their situation encouraging them to meet with a counselor. (Component Standard 1, 2, 3)
7. Provide counseling to student athletes monitoring academic eligibility to participate in athletic programs.
8. Complete recommendation forms for students applying for scholarships, transfer programs, and other student support services. In addition, assist in the completion of petitions, forms, and applications as needed by the student.



## 5.2 GOALS FOR THE FOLLOW-UP COMPONENT

1. Continue evaluation of the Early Alert process to determine strengths and challenges of the program. Activities include the following:
  - Increase number of faculty who participate in Early Alert, with more students referred for follow-up
  - Consider having EA program be conducted throughout the semester
  - Develop an easy referral form that can be used any week of the semester, not just at CW1. Simplify the instructions so faculty understand the form.
  - Late enrollees will be automatically included in Early Alert process and student success outcomes for late enrollees will be documented
  
2. Increase the number of students, faculty, and staff who are aware of services available on campus through the following:
  - Targeted mailings to ESL students
  - Targeted mailings to students in basic skills classes
  - Targeted mailings to students who indicated transfer as their goal
  - Targeted mailings to students who indicated Associate degrees and/or Certificates as educational goals
  - Targeted mailings to students who were determined to be exempt from matriculation services, encouraging them to use the services
  - Targeted mailing to exempt continuing students encouraging them to use the services
  - Targeted mailing to students with information and activities using the responses on the college application
  
3. Research learning outcomes for the 20% of students who enroll after school begins. Because approximately 1/5 of students at the college enroll after the start of classes, and students may enroll through the second week of class, by Census Week 1 (CW1) it is often difficult for instructors to determine who is falling behind. This is especially true in large classes. Students who are late enrollees will automatically be included in the Early Alert process. They will be contacted to provide information on services and to determine the reasons for the late enrollment: Is it because fall semester begins before children are in K-12? Because the start of the semester isn't adequately advertised? In addition, student success outcomes will be documented for late enrollees.
  
4. Develop strategies to decrease the percentage of late enrollees. Using student success data, communicate through counseling and orientation sessions the importance of course planning and enrolling before classes start. Improve marketing about the semester beginning date and investigate whether a change in the length of the semester (and thus a fall semester start date after Labor Day) would allow parents of school-age children to begin the semester on time.

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5. Emphasize faculty intervention with students who are having academic difficulty. Involve the Academic Senate in defining intervention as a professional responsibility. Hold Senate-sponsored workshops/brown bag sessions on how to talk to students who are not succeeding in class and participate in faculty orientations every semester. At the beginning of each semester, and periodically throughout the term, send letters to all faculty, signed by college administrators and Academic Senate, providing a script faculty can read to class about improving academic success. Script would include how students can ask help from faculty by utilizing office hours, resources available on campus, how student success is linked to seeking help when needed, how to work with a "study buddy." Provide statements faculty can include on syllabi on where and how to access help. (Component Standard 3)
6. Create support classes that start 3-4 weeks after the beginning of the semester so that students who are having difficulty can be referred to appropriate classes such as Coun 200A: Orientation to College, Coun 224: College Preparedness, Coun 24: College Success. Refer students to lab settings that are available throughout the semester for enrollment (open entry classes) that assist with assessment and skill development. These classes would be an alternative to the student's dropping out.
7. Educate students about services that are available. Create posters, flyers, brochures, banners with a unified visual theme so that students readily identify the materials as providing information about available resources. Sponsor a Student Services Festival with "on-the-spot" help at tables. Provide alternate formats such as Braille, large print, electronic text and materials in languages other than English
8. Research and review data indicating how students in basic skill courses proceed to college level courses. Plan appropriate follow-up activities as deemed necessary.

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**5.3 STAFFING FOR THE FOLLOW-UP COMPONENT**

Activity #1

Vice President Student Services  
Matriculation Coordinator  
College Researcher  
Counseling Assistant

Activity #2

Counseling Faculty  
Instructional Faculty  
Matriculation Coordinator

Activity #3

EOPS Staff  
Instructional Faculty

Activity #4

Veterans Program Staff  
CalWORKs Staff  
Instructional Faculty

Activity #5

Tutorial Center Staff

Activity #6

Student Services Staff

Activity #6

Student Services Staff  
Counseling Faculty  
Matriculation Coordinator  
District Data Center  
College Researcher

Activity #7

Athletics Counselor  
Athletics Coordinator

Activity #8

Counseling Faculty

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**6. COORDINATION AND TRAINING COMPONENT**

**AB 3**

**TITLE 5**

**COMPONENT STANDARDS**

78216(b)(c)(3)	55516 55510(a)(3) 55523(b)	4. Develop and implement a program for providing all faculty and staff with training appropriate to their needs with respect to provision of matriculation services.  a. Admissions  b. Orientation  c. Assessment  d. Counseling/Advising  e. Follow-up  f. Research and Evaluation  g. Pre- and Co-requisites and Advisories
	55510(a)(4)	5. Utilize computerized information services to implement or support coordination and training activities.
	55510(a)(4)	6. Utilize computerized information services to implement or support admissions services.

## 6.1 ACTIVITIES FOR THE COORDINATION AND TRAINING COMPONENT

1. Maintain a Matriculation Advisory Committee chaired by the Matriculation Coordinator to develop, implement, and evaluate the matriculation process and procedures at College of Alameda. The committee reviews and evaluates campus coordination and training needs and provides training in regards to matriculation component standards and campus activities. Committee membership includes representatives from Admissions and Records, counseling, instruction, special programs and services, and the Associated Students organization. (Component Standard #1)
2. Schedule meetings between matriculation component participants (admissions and records staff, counseling faculty and staff, special services and programs, assessment staff, Associated Students, instruction) at regular intervals during the academic year initiated by the Matriculation Coordinator. These meetings review regulations and campus procedures for implementation of matriculation standards and enrollment procedures. They also provide an opportunity to clarify responsibilities and collaborate regarding program goals and objectives. Matriculation processes and procedures that impact other College staff are prepared in writing and disseminated widely in an effort to coordinate information and services. (Component Standard #1)
3. Provide the campus community with information about matriculation regulations and updates in regards to campus matriculation activities and issues (admissions, orientation, assessment, counseling, follow-up, research and evaluation, and pre-requisites). Articles about matriculation are published in College newsletters, notes from local, regional, and statewide meetings are distributed, presentations are made to groups and printed materials have been made available to the College community. (Component Standards #1 & #2)
4. Provide training sessions on matriculation components and issues (admissions, orientation, assessment, counseling, follow-up, research and evaluation, and pre-requisites) through faculty flex-day workshops, and targeted training to departments and affected groups. (Component Standard #1 & #2)
5. Attend state sponsored and regional training workshops and information/up-date sessions. Represent College of Alameda at the District Matriculation meetings. (Component Standard #1)
6. Provide to the public and to the campus community matriculation regulations and information via the Peralta Community College district website, the College catalog, and campus publications. (Component Standards #1 & #2)

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7. Collaborate with counseling faculty to develop training, written scripts, and detailed instructions for participants in the orientation component (faculty, staff and students) to ensure students receive accurate and consistent information. (Component Standard #1 & #2)
8. Provide training, written scripts, and detailed instructions to assessment staff to ensure students receive consistent instructions and information. (Component Standard #1)
9. Provide ongoing training to Counseling faculty on a variety of matriculation-related areas such as: (Component Standards #1 and #2)
  - using new and updated computer software
  - student rights and responsibilities regarding matriculation
  - prerequisite, co-requisite, and advisories regulations
  - assessment updates
10. Schedule regular meetings with matriculation coordinators at the other two colleges in our district for ongoing coordination and communication and attend District Matriculation Committee meetings. (Component Standards #1 & #2)
11. Facilitate training for faculty, staff and students in regards to matriculation regulations and college process and challenge procedures for prerequisite and co-requisite requirements and advisories. (Component Standard #1)

## **6.2 GOALS FOR THE COORDINATION AND TRAINING COMPONENT**

1. Review and coordinate orientation activities provided by special programs and services (i.e., CalWORKs, Financial Aid, EOP/S, DSPS, Dental Assisting) to determine if the orientation material provided meets the informational requirements for the college orientation and therefore meets the orientation matriculation requirement.
2. Expand the understanding of the faculty and staff of the College Matriculation Plan through articles published in College newsletters and ongoing professional development activities.
3. Use campus research efforts to evaluate campus coordination and training needs.
4. Provide the opportunity and training for instructional faculty to be part of orientation presentation teams.
5. Conduct training sessions for counseling and instructional faculty regarding the use of placement test results and multiple measures criteria for assessment and the use of pre-requisite, co-requisite and advisories.
6. Conduct training sessions for counseling and instructional faculty each semester regarding the early alert system.
7. Facilitate training for new technology including PeopleSoft Student Administration System and SARS for faculty and staff regarding matriculation procedures.

**6.3 STAFFING FOR THE COORDINATION AND TRAINING COMPONENT**

Activity #1

Matriculation Coordinator  
Admissions and Records Staff  
Counseling Department Faculty and Staff  
Instructional Representatives  
Associated Student Representatives  
Special Program Representatives

Activity #2

Matriculation Coordinator  
Admissions and Records Staff  
Counseling Department Faculty and Staff  
Special Program Representatives  
Associated Student Representatives  
Instructional Representatives

Activity #3

Matriculation Coordinator

Activity #4

Matriculation Coordinator

Activity #5

Matriculation Coordinator

Activity #6

Matriculation Coordinator

Activity #7

Matriculation Coordinator  
Counseling Faculty

Activity #8

Matriculation Coordinator  
Assessment staff  
Counseling Faculty

Activity #9

Matriculation Coordinator  
Counseling Faculty



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Activity #10

Matriculation Coordinator  
Office of Research – PCCD

Activity #11

Matriculation Coordinator  
Curriculum Committee

**7.1 ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT**

1. In September 2004, the college hired a full-time Research and Planning Officer, referred to in this document as the College Researcher. The College Researcher reports to college, although many research activities are coordinated with the other three colleges through the PCCD Office of Research and Institutional Development. The District Office continues to collect data on student performance, published in the Peralta Factbook, COA College Profile, and the Peralta PCCD website. (Component Standard #1)
2. Continue to correlate English and Math assessment test scores with success rates in subsequent English and Math courses. Assess scores by ethnicity, gender, age, and other factors. (Component Standards #2,3,6,7)
3. Document particular matriculation services received by each non-exempt student. Conduct studies that compare success outcomes, retention, persistence, grades, and transfer students who received full, partial, or no matriculation services to determine the influences or assistance which have helped in their success. (Component Standards #6, 7, 9, 16)
4. Continue to determine ethnicity, gender and age of credit students each term. Monitor trends in these factors. (Component Standards #1, 10)
5. Identify students who are unclear or undecided on their educational goals. Contact students by mail and ask them to participate in counseling to define their educational goals. (Component Standard #5)
6. Identify students who are without a Student Educational Plan (SEP) and determine which of those are non-exempt. Contact students by mail and ask them to develop an SEP with a counselor. (Component Standards #5, 6, 14)
7. Study success outcomes of a sample of matriculating basic skills math, English, reading, and ESL students. (Component Standard #1, 4)
8. Continue to examine units attempted and units completed by ethnicity, age, and gender. (Component Standard #3)
9. Determine completion rates of students by discipline and major as well as basic demographic characteristics. (Component Standard #1, 4)
10. Determine persistence and retention to graduation/completion in selected disciplines by ethnicity.
11. Analyze information gathered thorough the Callback Survey 2005 to determine reasons for which credit student leave College.

**7.2 GOALS FOR THE RESEARCH AND EVALUATION COMPONENT**

1. Continue to use research activity to validate the relationship between student performance and matriculation services received.
2. Collect information for the college planning process on improving matriculation component activities and services.
3. Use studies done for other programs and initiatives, e.g. Equity for All, to determine the effect of access on enrollment, student success, retention and persistence.
4. Attempt to centralizing all data collection that impacts on matriculation and developing interactive access to District data files.

### 7.3 STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT

Activity #1,

- College Researcher
- District Researchers
- Vice President of Student Services
- Vice President of Instruction
- Matriculation Coordinator

Activity #2

- Assessment Coordinator
- Counselors
- Vice President of Student Services
- Matriculation Coordinator

Activity #3

- College Researcher
- District Researchers

Activity #4

- Counselors
- A&R Personnel
- Assessment Coordinator
- College Researcher
- District Researchers

Activity #5

- District Researchers
- College Researcher
- Vice President of Student Services
- Vice President of Instruction

Activity #6

- Counselors
- Dean of Student Services
- Vice President of Student Services
- Assessment Coordinator
- Matriculation Coordinator
- ESL Faculty

Activity #7

- College Researcher
- District Researchers
- Counselors
- Vice President of Student Services

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Activity #8

District Researchers  
College Researcher  
Counselors  
Vice President of Student Services  
Matriculation Coordinator

Activity #9

Instructional Faculty  
Counselors  
College Researcher  
District Researchers  
Dean of Student Services  
Vice President of Student Services  
Matriculation Coordinator

Activity #10

Instructional Faculty  
Counselors  
College Researcher  
District Researchers  
Dean of Student Services  
Vice President of Student Services  
Matriculation Coordinator

<p style="text-align: center;"><b>COLLEGE MATRICULATION PLAN</b> <b>Prerequisites, Co-requisites and Advisories on Recommended Preparation</b></p>
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*This signature page pertains to the prerequisite section of the college matriculation plan.*

College: \_\_\_\_\_ District: \_\_\_\_\_

Signature of President/Superintendent: \_\_\_\_\_

Name: Cecilia Cervantes \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College Academic Senate President: \_\_\_\_\_

Name: Bob Grill \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Chief Instructional Officer: \_\_\_\_\_

Name: Wise Allen \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Chief Student Services Officer: \_\_\_\_\_

Name: Kerry Compton \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Curriculum Committee Chair: \_\_\_\_\_

Name: Bob Grill \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College or District Researcher: \_\_\_\_\_

Name: Greg Golebiewski \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College Matriculation Coordinator: \_\_\_\_\_

Name: Trulie Thompson \_\_\_\_\_ Date: \_\_\_\_\_

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**8. PREREQUISITES, COREQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION**

**Title 5            Component Standards**

58106(b)            1. District ensures open enrollment subject to health and safety considerations, facility limitations, etc., consistent with Board-adopted policies that identify such limitations and which require fair and equitable procedures for determining who may enroll in such courses.

\_\_\_\_\_ Local policies/procedures follow District Model exactly  
(see sections I.A. and II.C. of Model)

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

55201(b)(1)        2. Board-adopted policy establishes the process for establishing necessary and appropriate prerequisites, corequisites and advisories and their respective level of scrutiny, including data collection where appropriate.

\_\_\_\_\_ Local policies/procedures follow District Model exactly  
(see sections I.C., II.A. and II.B. of Model)

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

55002(a)(2)(D) 3. Curriculum committee reviews course outline of record to determine if associate degree credit course shall require pre- and co-requisite to enhance students' likelihood of success.

\_\_\_\_\_ Local policies/procedures follow District Model exactly  
(see sections I.C.2. and I.C.3. of Model)

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

55201(e)            4. Communication or computation pre- or co-requisites for any course other than a 55510(a)(6)communication or computation course are based on content review, sound data-gathering research practices, and demonstration that student is highly unlikely to succeed without the pre- or co-requisite.

\_\_\_\_\_ Local policies/procedures follow District Model exactly  
(see sections I.C.2., I.C.3., II.A.1.c., II.A.1.g., and [where appropriate] II.A. 1.d. and/or 1.e. and/or 1.f of Model)

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

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- 55002(a)(2)(E) 5. If the curriculum committee determines that success in associate degree credit course is dependent on communication or computation skills, it establishes eligibility for enrollment in associate degree credit course(s) in English and/or mathematics as pre- or co-requisite(s).

\_\_\_\_\_ Local policies/procedures follow District Model exactly  
(see sections I.C.2., I.C.3., II.A.1.a. or 1.b. or 1.c. and 1.g.,  
and [where appropriate] II.A. 1.d. and/or 1.e. and/or 1.f. of  
Model)

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

- 55002(b)(2)(D) 6. Curriculum committee recommends establishment of pre- or co-requisite for non-degree-applicable course, where appropriate.

\_\_\_\_\_ Local policies/procedures follow District Model exactly  
(see section I.C.2., I.C.3., II.A.1.b. or 1.c. and 1.g., and  
[where appropriate] II.A.1.d. and/or 1.f. of Model)

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

- 55201(b)(3) 7. Board-adopted policy specifies the process for periodically reviewing pre- and co-requisites (at least once every six years) and advisories, including level of scrutiny and frequency of review.

\_\_\_\_\_ Local policies/procedures follow District Model exactly  
(see section I.D. of Model)

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

- 55002(a)(4) 8. District ensures that associate degree credit courses and precollegiate  
55002(b)(4) basic skills courses (including those with pre- and co-requisites) are  
55201(b)(2) taught by qualified instructors and in accord with course outline of  
record, particularly those aspects of the course that are the basis for the  
pre- or co-requisite.

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

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

- 55202(g) 9. District determines students' satisfaction of a prerequisite prior to enrollment or permits enrollment pending verification, and ensures that enrollment fees are promptly refunded to students who are



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involuntarily dropped from course for failure to successfully complete the prerequisite.

\_\_\_\_\_ Local policies/procedures follow District Model exactly  
(see section I.E. of Model)

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

- 58106 10. District establishes procedures for determining who may enroll in courses for which there are limitations on enrollment, provides for student challenges to the limitations on the grounds specified in Title 5, handles challenges to enrollment limitation in a timely manner, and waives the enrollment limitation if the challenge is upheld.

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

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

- 55201(f) 11. College resolves challenges (made on specified grounds) to pre- and co-requisites in a timely manner and, if the challenge is upheld, the student is allowed to enroll in the course or program.

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

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

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

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

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

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

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

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

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

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

<b>POLICIES AND PROCEDURES</b>
--------------------------------

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

- A. District ensures that no matriculation practice subjects any person to unlawful discrimination - Title 5, §55521(f)(a)(6).

\_\_\_\_\_ Board adopted policy  
\_\_\_\_\_ Institutional practices

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

\_\_\_\_\_ Board adopted policy  
\_\_\_\_\_ Institutional practices

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

\_\_\_\_\_ Board adopted policy  
\_\_\_\_\_ Institutional practices

- D. In multi-campus district, the district makes arrangements for coordinating the various college matriculation plans - Title 5, §55510(a)(7).

\_\_\_\_\_ Board adopted policy  
\_\_\_\_\_ Institutional practices

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

\_\_\_\_\_ Board adopted policy  
\_\_\_\_\_ Institutional practices

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

\_\_\_\_\_ Board adopted policy  
\_\_\_\_\_ Institutional practices

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices  
\_\_\_\_\_Board has chosen not to policy or procedure in this area.

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices

District – Peralta Community College District

College– College of Alameda

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices

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

\_\_\_\_\_

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices

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

\_\_\_\_\_Board adopted policy  
\_\_\_\_\_Institutional practices

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

§55201: \_\_\_\_\_

College– College of Alameda

§55202: \_\_\_\_\_

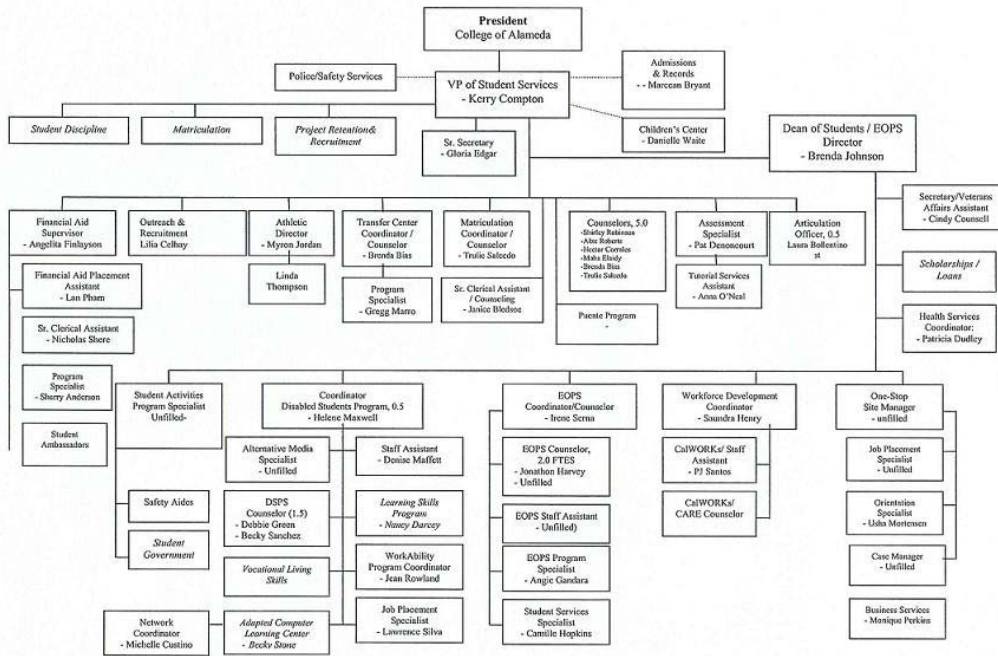
§58106: \_\_\_\_\_

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

District – Peralta Community College District  
 College– College of Alameda

*Student Services (2005-2006)*



Functions: Delivery of Student Services programs that include the Matriculation Program (Admissions, Assessment, Orientation, Counseling, Follow-up, Research), management, Disabled Student Programs, EOPS, Financial Aid, articulation, Workforce Development, One-Stop Career Center, program review, student services budget development and management, student appeals and grievances, student activities, transfer center, child care, athletics, in-service training and staff development, hire, supervise and evaluate student services staff, and assessment of student services needs and implementation of appropriate support programs.



**Matriculation Advisory Committee**

Kerry Compton, VP Student Services  
Hector Corrales, Counseling  
Pat Denoncourt, Program Specialist, Assessment  
Christa Ferrero, ESL Faculty  
Greg Golebiewski, Researcher  
Bob Grill, Academic Senate President  
Brenda Johnson, Dean of Student Services  
Maurice Jones, Dean, Division II  
Helene Maxwell, DSPS Coordinator  
Shirley Robinson, Department Chair, Counseling  
Andrea Safir, English Faculty  
Peter Simon, Dean, Division I  
Trulie Thompson, Matriculation Coordinator