College of San Mateo

MATRICULATION PLAN

Revised
Activities, Staffing and Goals

October 26, 2005
Region Number:  3  

Submitted to: Arnold Bojorquez/ Sally J. Montemayor

College Name and Address:  College of San Mateo  
1700 West Hillsdale Boulevard  
San Mateo, CA  94402

District Name and Address:  San Mateo County Community College District  
3401 CSM Drive  
San Mateo, CA  94402

Signature of District Chancellor:  
Name:  Ron Galatolo  
Date:  Oct. 26, 2005

Signature of College President:  
Name:  Shirley J. Kelly  
Date:  Oct. 26, 2005

Signature of College Academic Senate President:  
Name:  Tom Diskin  
Date:  Oct. 26, 2005

Signature of Matriculation Coordinator's Supervising Administrator:  
Name:  Shirley J. Kelly  
Date:  Oct. 26, 2005

Signature of College Matriculation Coordinator:  
Name:  Patricia L. Griffin  
Date:  Oct. 26, 2005
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.

Albert Acena ____________________________ (faculty)
Sylvia Aguirre-Alberto __________________ (faculty)
Rick Ambrose ____________________________ (faculty)
Gary Booker ______________________________ (staff)
Gladys Chaw ____________________________ (faculty)
Gerald Frassetti __________________________ (faculty)
Patricia Griffin __________________________ (administrator)
Dima Khudari ____________________________ (student)
Mario Medina ____________________________ (student)
Michael Palya ____________________________ (student)
Marsha Ramezane _________________________ (administrator)
Danita Scott-Taylor ______________________ (administrator)
John Stewart ____________________________ (administrator)
Amy Sobel ______________________________ (faculty)
Tim Stringari ____________________________ (faculty)
Ruth Turner ______________________________ (faculty)
Henry Villareal __________________________ (administrator)
Arlene Wiltberger ________________________ (faculty)
Jing Wu ________________________________ (faculty)
### 1. ADMISSIONS COMPONENT

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<tr>
<th>AB 3</th>
<th>Title 5</th>
<th>Component Standards</th>
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<tbody>
<tr>
<td>78212(b)(1)</td>
<td>55520(a)</td>
<td>1. Provide a procedure for the processing of the admission application.</td>
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<td></td>
<td>55522</td>
<td>2. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.</td>
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<td></td>
<td>55510(a)(4)</td>
<td>3. Utilize computerized information services to implement or support admissions services.</td>
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</table>
1.1 Activities for the Admissions Component:
(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

1. Disseminate, collect and process in an efficient manner applications for admission, notifying students of matriculation requirements as appropriate. (Component Standard #1)

2. Ensure that the application form captures all data required for the determination of the matriculation exemption status of new and returning students, as well as data required for local and State (Management Information System) reporting. (Component Standard #1)

3. Inform students who are exempt from matriculation that services are available to them if they choose to take advantage of them. Letters sent or handed to exempt students each semester include an invitation to participate in matriculation services (including assessment, orientation, counseling and academic advising); relevant schedule and location information is included. (Component Standard #1).

4. In cooperation with the Multicultural Center and EOPS staff, provide alternative or modified admissions services for ethnic and language minority students. Prospective students whose first contact with the College is through the Multicultural Center are given personal assistance by bilingual staff in understanding admission requirements and procedures and in completing the application form. Student Services staff members in other offices are sensitive to the needs of ethnic and language minority students; they refer students to appropriate campus sources of assistance as needed. The College has staff able to assist students in many languages and have listed their names in a directory that is available online. (Component Standard #2).

5. Working with the DSPS staff, provide alternative or modified admissions services some of which are available online for students with disabilities. DSPS staff provide special personal assistance to disabled students in completing the application form and in going through the admission/registration process. When in-person registration is required, DSPS staff often accompany disabled students as they move through the steps, providing mobility and speech/interpretive assistance as needed. Special admission/registration procedures are individually arranged for severely disabled students. (Component Standard #2).

6. Utilize SCT Banner Student System software for student recruitment, admission and registration with attention to data requirements of the matriculation program. Admission and registration can be completed online. Participate in continuing software development and modification. (Component Standard #3).

7. Utilize WebSMART registration system which facilitates the registration process and assists students in complying with matriculation requirements. WebSMART is currently available 22 hours per day. Continue the development and modification of SMART to meet student needs. (Component Standard #3).

8. Ensure that essential registration and matriculation assistance is available in Spanish and other languages as necessary. Oral translations of written procedural information on admission, registration, and other matriculation procedures into appropriate foreign languages are provided by faculty and staff to augment the personal assistance offered to students whose native language is other than English. (Component Standard #2).
9. Publish a statement in the schedule of classes and the College catalog/student handbook which explains that alternative matriculation services are available for students who require special accommodations in the educational environment. This statement gives campus location and telephone number references to students interested in these alternative services. (Component Standard #2).

10. Utilize the District computer system to enter, analyze, summarize, and report student data for admission and registration activities, including the determination of matriculation exemption status. [T5-55510 (a)(4)]

11. Provide students determined to be non-exempt with information about the matriculation process and activities. The information is provided in a letter sent to students in hardcopy or electronic forms. The letter outlines the step by step instructions for completing the matriculation process. (Component Standards #1, 2, 3)

12. Maintain the College website that provides information about the admissions and matriculation process and details about matriculation activities offered year-round. (Component Standard #1, 2, 3)
1.2 GOALS FOR THE ADMISSIONS COMPONENT:

A. Potential students will be well informed about admission requirements and College programs and services and, in particular, about matriculation requirements and services. *(Dean of Enrollment Services, Assistant Registrar, Admissions and Records staff; ongoing)*

B. Applications for admission will be processed efficiently and admitted students will be informed clearly and in a timely fashion of the steps they are to follow in matriculating as new or returning students. *(Dean of Enrollment Services, Assistant Registrar, Admissions and Records staff; ongoing)*

C. All student data required for local and State reporting will be captured on well-designed forms following efficient procedures. *(Dean of Enrollment Services; ongoing)*

D. Each year the number and percentage of underrepresented students at the College will increase. *(Dean of Enrollment Services; ongoing)*

E. The admission and registration process will be supported and strengthened through effective use of the District computer system. *(Dean of Enrollment Services; ongoing)*

F. The participation rate of student utilizing online admissions and registration will increase over time and be maintained at a minimum of 90 percent. *(Dean of Enrollment Services, Assistant Registrar, Admissions and Records staff; ongoing)*
1.3 STAFFING FOR THE ADMISSIONS COMPONENT:
(Include job titles and numbers of positions involved with this component.)

1. Dean of Enrollment Services (1), Assistant Registrar (1), Admissions and Records Assistants (7)

2. Dean of Enrollment Services (1), Assistant Registrar (1), District Information Technology Services staff members (6)

3. Public Information Officer (1), Dean of Enrollment Services (1), Assistant Registrar (1), Admissions and Records Assistants (7)

4. Multicultural Center Coordinator (1), Multicultural Center and EOPS Counselors (3.5), Dean of Enrollment Services (1), Assistant Registrar (1), Admissions and Records Assistants (7)

5. Disability Resource Center, Learning Disability Specialist (1), Assistive Technology Specialist (1), DSPS staff members (7), Dean of Enrollment Services (1), Assistant Registrar (1), Admissions and Records Assistants (7)

6. Dean of Enrollment Services (1), Assistant Registrar (1), District Information Technology Services staff members (6), Admissions and Records Assistants (7)

7. Dean of Enrollment Services (1), Assistant Registrar (1), District Information Technology Services staff members (6)

8. Multicultural Center staff (2)

9. Dean of Counseling/Advising and Matriculation (1), DSPS staff members (7), EOPS staff members (3.5), Language Arts faculty, Dean of Enrollment Services (1)

10. Dean of Enrollment Services (1), Assistant Registrar (1), and Admissions and Records staff (7)

11. Dean of Counseling, Advising, and Matriculation (1), Assistant Registrar (1), Admissions and Records staff (7)

12. Dean of Counseling, Advising, and Matriculation (1), Assistant Registrar (1), Admissions and Records staff (7), Public Information Officer (1)
## 2. ORIENTATION COMPONENT

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

1. Conduct individual and group orientations for non-exempt students and exempt students throughout the academic year and summer. During these meetings, the following topics are covered: College programs and services available to students; academic expectations; course scheduling; student rights and responsibilities; financial assistance; campus facilities and grounds; and institutional procedures. [AB3-78212(b)(2)] [T5-55502(j)] (Component Standard #1).

2. Provide campus tours of the facilities and grounds for non-exempt students and exempt students throughout the year. (Component Standard #1)

3. Provide written explanations in the class schedule, the College catalog/student handbook and other appropriate publications to inform students of their rights and responsibilities and the College procedures for filing complaints alleging unlawful discrimination in the implementation of matriculation practices. [AB3-78212(a)] [T5-55530(b)(d)] [T5-55534(b)] (Component Standard #2).

4. 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 challenge; and their right to file a complaint of unlawful discrimination by printing appropriate information in the class schedule and the College catalog. [T5-555201(f),(g)] [T5-58106(c), (d), (e)] (Component Standard #1, 3).

5. Utilize DSPS, ESL, or bilingual/bicultural counselors to provide alternative text format and orientation services such as small orientation classes or sessions with a bilingual counselor for non-exempt students with verified disabilities or language needs not met by regular orientation procedures. (Component Standard #6)

6. Present information regarding College programs, support services, facilities and grounds, academic expectations, students' rights and responsibilities, and challenging matriculation regulatory provisions at each group orientation and in follow-up College success courses. In addition, the online College catalog and class schedule is an accessible format for attaining detailed information informing students of their rights and responsibilities, appeals procedures for course prerequisite requirements, and the process of challenging matriculation regulatory provisions. Students are informed as part of the orientation process that they are entitled to review the matriculation regulations and the District's exemption criteria and to file a complaint in the Office of the Vice President, Student Services, when they believe the College has engaged in any prohibited practice. All such complaints are investigated and documented by the Vice President or her designee. (Component Standard #1, 5, 6).

7. Utilize trained volunteers from Associated Students Senate to participate in presenting various portions of the orientation process. (Component Standard #1).

8. Provide special presentations for potential students who have indicated interest in particular academic or vocational areas of the College. (Component Standard #1).
9. Ensure that the District's Board of Trustees' policies specify the criteria for exemption from the orientation component and that the exemptions from this component are not based on any one of the prescribed criteria listed in 55532(d). (Component Standard #7, 9)

10. Orientations are available in the following formats: in-person, online, and orientation courses (CRER 120, 121, 122, 123, 681, 682, 683, 684). Students are encouraged to utilize all orientation formats to better acquaint themselves with important information. There is a strong focus on how to utilize follow-up matriculation services and activities. (Component Standards #1, 2, 3, 4, 5, 6).

11. Offer career and life planning courses with emphasis on educational planning and college survival skills for students of diverse cultural and language backgrounds. (Component Standard #1).

12. Distribute College catalogs to all full time non-exempt students who participate in College orientation. (Component Standard #2).

13. Provide a packet of materials to all students who participate in College orientation. (Component Standard #2).

14. Continue to use student satisfaction surveys to evaluate orientation services.

15. Offer Planning for Student Success courses and/or workshops in high schools, as requested, for prospective college students. (Component Standards #1, 6).
2.2 GOALS FOR THE ORIENTATION COMPONENT:

A. Students who have been oriented will express satisfaction with their orientation. *(Dean of Counseling, Advising and Matriculation; ongoing)*

B. Each year the number and percentage of students being oriented will increase. *(Dean of Counseling, Advising and Matriculation; ongoing)*

C. Representatives from the Associated Students Senate will participate in the orientation programs. *(Student Activities Coordinator; ongoing)*

D. Students will move smoothly and efficiently through the admissions and registration process as a result of orientation. *(Counseling faculty who provide orientation; ongoing)*

E. The number of bilingual and multicultural staff assisting with orientation will increase in direct proportion to need. *(Counseling faculty who provide orientation; ongoing)*

F. Students who have been oriented through alternative or modified orientation activities, including ethnic and language minority students and students with disabilities, will express the same level of satisfaction with their orientation programs as students being oriented through the College's regular orientation program. *(Director of Student Support; ongoing)*

G. Students will become familiar with College programs and services as a result of orientation. *(Counseling faculty; ongoing)*

H. The District computer system will allow CSM to efficiently identify the exemption status of students and capture student completion of orientation. *(Assistant Registrar; ongoing)*

I. Increase the number of students enrolled in the Planning for Student Success courses as a means of extended orientation. *(Counseling faculty; ongoing)*
2.3 STAFFING FOR THE ORIENTATION COMPONENT:
(Include job titles and numbers of positions involved with this component.)

1. Counseling faculty, Dean of Counseling, Advising, and Matriculation (1), Assessment Service Coordinator.

2. Student Activities Coordinator (1)

3. Dean of Counseling, Advising and Matriculation (1), Vice-President of Student Services (1)

4. Dean of Counseling, Advising and Matriculation (1), Vice-President of Student Services (1)

5. Director of Student Support (1), DSPS Staff and faculty, ESL staff and faculty, Counseling faculty, Multicultural Center Counselors (2)

6. Vice-President of Student Services (1), Dean of Enrollment Services (1), Dean of Counseling, Advising and Matriculation (1), Dean of Articulation and Research (1) Director of Student Support (1), counselors and faculty advisors, DSPS Program Staff and Faculty.

7. Student Activities Coordinator (1).

8. Counseling faculty

9. Dean of Counseling, Advising, and Matriculation (1), Vice-President of Student Services (1).

10. Counseling faculty, Counseling office staff (2)

11. Counseling faculty

12. Counseling Faculty, Counseling office staff (4)

13. Counseling Faculty, Counseling Office staff (4)

14. Dean of Counseling, Advising, and Matriculation (1)

15. Counseling Faculty, High School Relations Counselor (1)
# 3. ASSESSMENT COMPONENT

<table>
<thead>
<tr>
<th>AB 3</th>
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<tbody>
<tr>
<td>55520(c)</td>
<td>78212(b)(3)(A)</td>
<td>1. Conduct assessment for all non-exempt students.</td>
</tr>
<tr>
<td>78212(b)(3)(B)</td>
<td>55521(a)</td>
<td>2. Administer assessment instruments to determine student competency in computational and language skills.</td>
</tr>
<tr>
<td>78212(b)(3)(C)</td>
<td>55521(b)</td>
<td>3. Assist students to identify their aptitudes, interests, and educational objectives.</td>
</tr>
<tr>
<td>78213(a)</td>
<td>55521(c)</td>
<td>4. Evaluate students' study and learning skills.</td>
</tr>
<tr>
<td>55521(e)</td>
<td>78213(b)(2)</td>
<td>5. Use assessment instruments approved by the Chancellor.</td>
</tr>
<tr>
<td>55522</td>
<td>8. Use assessment instruments, methods or procedures in an advisory manner in the selection of academic courses and educational programs.</td>
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<tr>
<td>55532(a)</td>
<td>9. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.</td>
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<tr>
<td>55510(a)(5)</td>
<td>10. Adopt District governing board policies specifying criteria for exemption.</td>
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<tr>
<td>55532(c)</td>
<td>11. Make exempted students aware that they may choose whether or not to participate in this component.</td>
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<tr>
<td>55532(d)</td>
<td>12. Ensure that exemptions from this component are not based upon specified sole criterion.</td>
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<tr>
<td>55510(a)(4)</td>
<td>13. Utilize computerized information services to implement or support assessment services.</td>
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3.1 ACTIVITIES FOR THE ASSESSMENT COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

1. Provide through the Assessment Center year round, day and evening placement testing and assessment services. The Assessment Center provides daily computerized testing in English and mathematics and weekly manual testing in English, mathematics, and ESL. DSPS testing with accommodations is provided on an appointment basis. (Component Standards #1, 2, 3, 4, 5, 8).

2. Collaborate with career and counseling services to offer inventories and other measures to assess interest, values, college readiness, student and learning skills, and personal traits related to educational and career goal setting. (Component Standards #1, 2, 3, 4, 5, 8).

3. Ensure that the assessment instruments used by the College are approved by the Chancellor's Office. (Component Standard #5)

4. With the assistance of the State Chancellor's Office ensure that assessment instruments are being used only for purposes for which they were developed or validated. Math and Language Arts Division faculty have the responsibility for reviewing and recommending testing instruments, evaluating and recommending placement levels, etc. Such recommendations are then reviewed by appropriate faculty committees and administrators.

The Dean of Counseling, Advising and Matriculation, in coordination with the Assessment Services Coordinator and the District Matriculation Advisory Committee, ensures that the instruments are being consistently used in accordance with Title 5 Standards and regularly consults with the appropriate instructional and student services administrators to ensure that consistent and correct use of all testing instruments is being maintained.

The appropriate administrators are charged with the responsibility of ensuring that everyone (e.g., counselors and faculty advisors, instructional faculty, Assessment Services Coordinator, etc.) who has responsibility for using or interpreting placement instrument results has been oriented to their proper use and procedures. (Component Standard #6)

5. Ensure the use of multiple measures. Multiple measures used to assess English skills include test results from Companion/Accuplacer, past performance in English course work and information yielded by discussion with the counselor/advisor. Multiple measures for mathematics skills include the results of the MDTP, past performance in mathematics course work, recency of prior mathematics course work, and information resulting from discussion with the counselor or faculty advisor. (Component Standard #7)

6. Use assessment results in an advisory capacity in the counseling process for academic courses and in the development of the Student Education Plan. The College will continue to evaluate students on an individual basis taking into account their special needs. The combination of counseling/advising, the results of assessment and the students' previous experience will be used to determine the educational plan most appropriate for students. (Component Standard #8)

7. Provide bilingual and bicultural student assistant in the Assessment Center (under the supervision of the Assessment Service Program Coordinator) to assist ethnic and language minority students in understanding the testing policy, which tests may fit their needs best and the interpretation of placement test results. Special pre-assessment advisement is provided in the Multicultural Center,
and, as necessary, additional follow-up assessment opportunities with bilingual faculty, Learning Disabilities Specialists, Disability Resource Center Specialist, and Multicultural Center staff also is provided. Based on the assessment of language difficulties and special needs, students may be given the opportunity for an interpreter or extended testing time. Additionally, a bilingual proctor is on site at each testing session to assist students with special needs. For students with disabilities, the College has scheduled all testing sessions in areas which have wheelchair access.

When assessing special student populations, current procedures include the utilization of a range of multiple measures, which is similar to the procedure followed for the assessment of skills levels for other student populations. The range of multiple measures which are used to assist in skills levels evaluation of a student from a special population includes, but is not limited to, the following: grade in previous course work, recency of previous course work, assessment score(s), and other experiences demonstrating proficiency.

Special accommodation requests for other than extended test time are directed to the Disability Resource Center, or the Learning Disabilities Center. The DSPS Specialist then makes arrangements to provide alternative testing opportunities for these students. Additionally, the DSPS Specialist documents the special needs of students to be tested (ex: type of disability and what special adaptation, accommodation, or assistance will be needed). (Component Standard #9).

8. Ensure that the District's Board of Trustees' policies specify criteria for exemption from the assessment component and that the exemptions from this component are not based on any one of the prescribed criteria listed in 55532(d). (Component Standards #10, 12)

9. Publish the College policies for challenging the Matriculation regulatory provisions and the right of the exempted student to choose whether or not to participate in the assessment component. This information is available in the class schedule and College catalog. (Component Standard #11)

10. Make available assessment of students' career interests, skills, and abilities as part of one-on-one and group career counseling assistance for students who are undecided on their educational and career goals and who opt to participate in the College's career planning programs. (Component Standards #3, 4).

11. Utilize the Computerized Assessment and Placement Program (CAPP) for scoring, evaluating, and disseminating advisory student placement information to students, counselors/advisors and appropriate College staff in the area of English, Reading and Mathematics (including ESL). Regularly upload this information to the District mainframe system. The College utilizes the District computer system in many ways, including: 1) identifying students' exemption status; 2) addressing communications to students to complete assessment; 3) determining when students have partially met skill level prerequisites, co-requisites, or recommended preparation; 4) assisting divisional offices in determining course scheduling needs; 5) identifying other assessment measures (e.g., work hours, recency of courses); and 6) providing a database enabling the College to conduct institutional research and evaluation in areas related to assessment validation and disproportionate impact. [T5-55510a)(4)]
3.2 GOALS FOR THE ASSESSMENT COMPONENT:

Goals for the Assessment Component:

A. Students who have been assessed will have a better understanding of their reading, writing and computational skills. (*Counselors and Faculty Advisors; ongoing*)

B. The College will continue to evaluate the potential use of alternative assessment instruments which, although not currently in use at the College, have been approved by the State Chancellor's Office. (*Dean of Articulation and Research; ongoing*)

C. The number of students being assessed in the areas of study skills, career interests, and educational goals will increase each year. (*Assessment Program Services Coordinator; ongoing*)

D. The College will have an assessment program that employs multiple measures and provides advisory results to students. (*Assessment Program Services Coordinator; ongoing*)

E. The College's assessment program will be periodically reviewed to ensure that the assessment program is meeting the needs of students. (*Assessment Program Services Coordinator; ongoing*)

F. Students who have been assessed through alternative or modified assessment activities, including ethnic and language minority students and students with disabilities, will express the same level of satisfaction with the assessment services as students being assessed through the College's regular assessment program. (*Assessment Program Services Coordinator and Director of Student Support; ongoing*)

G. As a result of research and evaluation of assessment policies and procedures, placement of students for optimum success will be maximized. (*Dean of Articulation and Research; ongoing*)

H. Continue to explore the full utility of the Computerized Assessment and Placement Program and the District computer system so as to maximize the benefits of assessment services for students and staff. (*Career Resources/Counselor Aide; continuous*) (*Assessment Program Services Coordinator; ongoing*)

I. The College will implement a computer-based assessment as an alternative to paper and pencil testing. (*Assessment Program Services Coordinator; ongoing*)
3.3 STAFFING FOR THE ASSESSMENT COMPONENT:
(Include job titles and numbers of positions involved with this component.)

Staffing for the Assessment Component:

1. *Assessment Program Services Coordinator (1), Assessment Center Assistant*

2. *Assessment Program Services Coordinator (1), Career counselor and faculty.*

3. *Assessment Program Services Coordinator (1), Dean of Counseling/Advising and Matriculation (1), Dean of Articulation and Research (1).*

4. Dean of Articulation and Research (1), *Assessment Program Services Coordinator (1).*

5. *Language Arts Faculty, Mathematics Faculty, Reading Faculty, counselors and faculty* advisors, Deans of Language Arts (1), Math/Science (1), and Counseling/Advising and Matriculation (1)

6. Counselors and faculty advisors, Dean of Counseling/Advising and Matriculation (1), *Assessment Program Services Coordinator (1).*

7. *Assessment Program Services Coordinator (1), EOPS Program faculty and staff, DSPS Program faculty and staff*

8. *Dean of Counseling, Advising, and Matriculation (1), Vice-President for Student Services (1).*

9. Dean of Counseling, Advising and Matriculation (1), Vice-President for Student Services (1)

10. Counselors and Faculty Advisors, *Assessment Program Services Coordinator (1)*

11. *District Information Technology staff (4), Assessment Program Services Coordinator (1), Counselors and Faculty Advisors,* Dean of Counseling, Advising and Matriculation (1).
4. COUNSELING/ADVISEMENT COMPONENT

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<th>AB 3</th>
<th>Title 5</th>
<th>Component Standards</th>
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<tbody>
<tr>
<td>78212(b)(3)(D)</td>
<td>55520(g)(1),(2)</td>
<td>1. Make appropriate referral(s) to available support services and curriculum offerings.</td>
</tr>
<tr>
<td>78212(b)(3)(E)</td>
<td>55520(d)</td>
<td>2. Provide advisement concerning course selection.</td>
</tr>
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<td></td>
<td>55523(a)(4)</td>
<td>3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.</td>
</tr>
<tr>
<td>78212(b)(4)</td>
<td>55523(a)(1)</td>
<td>4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.</td>
</tr>
<tr>
<td></td>
<td>55526</td>
<td>5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.</td>
</tr>
<tr>
<td>78212(b)(4)</td>
<td>55520(d)</td>
<td>6. Make counseling or advisement available to all non-exempt students.</td>
</tr>
<tr>
<td></td>
<td>55523(a)(4)</td>
<td>7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.</td>
</tr>
<tr>
<td>78212(b)(4)</td>
<td>55523(b)</td>
<td>8. Provide assistance in selection of a specific educational goal and development of the student educational plan, including student responsibilities.</td>
</tr>
<tr>
<td>55520(e)</td>
<td>55525(a),(b)</td>
<td>9. Record the student educational plan in written or electronic form.</td>
</tr>
<tr>
<td>55525(d)</td>
<td>55530(d)</td>
<td>10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students' needs.</td>
</tr>
<tr>
<td>55201(f),(g)</td>
<td>58106(c),(d),(e)</td>
<td>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.</td>
</tr>
<tr>
<td>55534(b)</td>
<td>55525(d)</td>
<td>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.</td>
</tr>
<tr>
<td>55534(a)</td>
<td>55525(d)</td>
<td>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.</td>
</tr>
<tr>
<td>55522</td>
<td></td>
<td>14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.</td>
</tr>
<tr>
<td>78214(b)(3)</td>
<td>55532(a)</td>
<td>15. Adopt District governing board policies specifying criteria for exemption.</td>
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<td>55510(a)(5)</td>
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</tbody>
</table>
16. Make exempted students aware that they may choose whether or not to participate in this component.

17. Ensure that exemptions from this component are not based upon specified sole criterion.

18. Utilize computerized information services to implement or support counseling/advising activities.
4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

1. Provide counselor and faculty advisor services to all non-exempt students and all exempt students who request counseling and advising services to include the following: appropriate referral(s) to available support services and curriculum offerings, advisement concerning course selections, assistance in the selection of a specific educational goal, development of a student educational plan, articulating student responsibilities, and interpretation of placement test results. [AB-78212(b)(3)(D)] [T5-55520(g)(1),(2)] [AB-78212(b)(3)(E)] [T5-55520(d)] [T5-55523(a)(4)] [T5-55520(c)] [T5-55525(a),(b)] [T5-55530(d)]

2. Through written correspondence make available to all probationary and potentially dismissed students, students without a declared educational plan, and students enrolled in pre-collegiate basic skills courses the opportunity to participate in specialized workshops, planning for student success courses and one-to-one and group counseling and faculty advising services. (Component Standards #3, 4, 5)

3. Conduct counseling and faculty advising staff meetings, workshops and in-service training sessions on a regular basis to ensure that counseling and advising services are being conducted by appropriately trained counselors and counselors/advisors in areas deemed appropriate by the District. (Component Standard #7)

4. Ensure that initial Student Educational Plans and related records are recorded in written or electronic form and include educational objectives, assessment/placement recommendations, prior educational institutions, hours of employment, referral to specialized services, and first semester of recommended classes. Students are also informed orally and/or in writing about follow-up counselor and faculty advisor services for expanded educational planning. (Component Standard #9)

5. Mail to all non-exempt students a postcard during their first semester requesting that they schedule a meeting with a counselor or faculty advisor to 1) review and further refine their educational plan, 2) discuss its implementation, and 3) assess its accuracy related to the students' needs. Subsequent follow-up visits with counselor or faculty advisor will also be encouraged and scheduled as necessary to ensure currency of the Student Educational Plans.

Counselors and faculty advisors are readily able to assess student data via computers located in their offices. This data includes application information, testing data, academic history and transcript information. This information is used in discussions with students to determine educational and career goals leading to the development of a Student Educational Plan. (Component Standard #10).

6. Publish the College policies to challenge the matriculation regulatory provisions and the right of exempted students to choose to participate in the component. A petition to challenge a matriculation component is available in the Admissions and Records Office, online, and in the counseling offices and is reviewed by the Dean of Counseling, Advising, and Matriculation within 24 hours of filing the petition. (Component Standard #13, 16).
7. Inform students of their right to challenge (on specific grounds) a pre- or co-requisite of limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination. This activity will be carried out at counseling/advising sessions and through the dissemination of information at orientation, including printing appropriate information in the class schedule and the College catalog. [T5-55201(f),(g)] [T5-58106(c),(d),(e)]

8. Provide written explanations in the class schedule, the College catalog, and other appropriate publications to inform students of the College procedures for filing complaint(s) alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation(s) of process for developing the student educational plan. Counselors/advisors and other college staff may also inform students of the College complaint procedures. [T5-55534(b)] [T5-55525(d)]

9. Make available bilingual and bicultural counselors for day and evening students with limited English ability. Counselors who speak languages other than English modify their counseling approach to the language ability of the student and provide assistance in the development of an educational plan, and in the identification of special needs (e.g.: study skills assessment, tutorial assistance, disabled student services). (Component Standard #14)

Additionally, the College has a Multicultural Center which is a specialized counseling program established to meet the needs of multi-ethnic and non-traditional students. Counselors provide needs assessments in study skills, tutorial assistance, and disabled student services as well as academic, career and personal counseling in a supportive, culturally enriching atmosphere. Students are informed about these special services during the orientation programs, in career and life planning classes, and through campus publications. Specialized counseling programs such as CalWORKs, EOPS, and the International Students Program provide a wide variety of support services for students similar to those cited above.

For students with disabilities, the College has specialized counseling services designed to meet specific needs beyond the regular counseling/advising services provided all students. Students are referred to either the Language Disabilities Specialist or the College Specialist for Disabled Students for additional diagnostic evaluations and for assistance in developing an educational plan. In addition to providing liaison assistance with instructors and counselors, these Specialists assess students' needs in the area of tutoring, note taking, study skills, test-taking assistance, assistive technology, alternative text format, special parking permits and classroom accessibility. (Component Standard #14).

10. Ensure that the District's Board of Trustees' policies specify the criteria for exemptions from the orientation component, and that the exemptions from this component are not based upon any one of the prescribed criteria listed in 55532(d). (Component Standards #15, 17)

11. Provide Transfer Center services in order to offer students who have an educational goal of transfer a central and convenient location in which to obtain timely and accurate transfer information. (Component Standard #1)

12. Provide a computerized counseling support system for counselors/advisors, giving them immediate access to students' academic records and assessment information. This system includes access to general information about degrees, certificate programs and transfer schools, as well as Internet access to Project ASSIST data for academic planning. [T5-55510(a)(4)]
13. Offer planning for student success courses and Career Development Center services to all students.  
**Component Standard #1**

14. Communicate in writing with students on academic probation. The letter informs students of pending dismissal and tells them to meet with a counselor immediately. These letters are scanned into WebXtender to record and document this first intervention. All counselors and faculty advisors have access to WebXtender. **Component Standard #3**

15. All students on dismissal status meet with a counselor prior to registration. The counselor and students review and update student educational plans, review current and recent progress and discuss services and success strategies. The counselor determines whether a counseling class or other limitations on enrollment are required to support success. **Component Standard #3**
4.2 GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT:

A. Students who have been counseled or advised will express satisfaction with their educational goal and course selections. *(Dean of Counseling, Advising, and Matriculation; ongoing)*

B. Students who have been counseled or advised will make more frequent use of support services than students who have not been counseled or advised. *(Dean of Counseling, Advising, and Matriculation; ongoing)*

C. Students who have been counseled or advised will have a better understanding of their placement test results than students who have not been counseled or advised. *(Dean of Counseling, Advising, and Matriculation; ongoing)*

D. Students who are on probationary or in potentially dismissed status who meet with a counselor or advisor will have a better understanding of their probationary or dismissal status and strategies for improving their academic record. *(Dean of Counseling, Advising, and Matriculation; ongoing)*

E. Students who have been counseled or advised will be better able to establish and make satisfactory progress toward achieving their educational goals than students who have not received these services. *(Dean of Counseling, Advising, and Matriculation; ongoing)*

F. Counselors and counselors/advisors who have the computerized counseling support system available in their offices will utilize and express satisfaction with the system. *(Dean of Counseling, Advising, and Matriculation; ongoing)*

G. Students who have been counseled or advised through alternative or modified counseling/advisement activities, including ethnic and language minority students and students with disabilities, will make satisfactory progress in achieving their educational goals to the same extent as do students being counseled or advised through the College's regular counseling/advisement program. *(Student Services Administrators; ongoing)*
4.3 STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:
(Include job titles and numbers of positions involved with this component.)

Staffing for the Counseling/Advise ment Component:

1. Counselors and Faculty Advisors, Counseling office staff (3).

2. Counselors and Faculty Advisors, Counseling office staff (3), Transfer Services Program Coordinator

3. Dean of Counseling, Advising and Matriculation (1), District Information Technology Services (3), Counselors and Faculty Advisors, DSPS Program faculty and staff, EOPS Program faculty and staff, Financial Aid Director (1), Instructional Deans

4. Counselors and Faculty Advisors.

5. Counselors and Faculty Advisors, Counseling office staff (3).

6. Dean of Counseling, Advising and Matriculation (1), Vice-President of Student Services (1).

7. Counselors and Faculty Advisors, Counseling office staff (3), Assessment Center staff (2), Vice-President of Student Services (1), Student Service Administrators

8. Dean of Counseling, Advising and Matriculation (1), Vice-President of Student Services (1).

9. Counselors and Advising faculty, Multicultural Center counselors (2), Counseling office staff, Dean of Counseling, Advising and Matriculation (1), DSPS Program staff and faculty, EOPS Program staff and faculty, Financial Aid office staff, Admissions and Records office staff.

10. Dean of Counseling, Advising and Matriculation (1), Vice-President of Student Services (1).

11. Transfer Services Program Coordinator (1), Counselors and Faculty Advisors.

12. District Information Technology Services (3), Office of Public Information and Marketing (1), Office of Articulation and Research, Dean of Counseling, Advising and Matriculation (1), Dean of Enrollment Services (1)

13. Counseling faculty, Multicultural Center counselors (2)

14. Dean of Counseling, Advising and Matriculation (1)

15. Counseling faculty, Multicultural Center counselors (2)
## 5. STUDENT FOLLOW-UP COMPONENT

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

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

1. Provide means by which all students’ academic progress will be monitored. Students in probationary or dismissed status, following the issuance of final grades, are so notified and encouraged to meet with a counselor. (Component Standard #1, #2)

2. Work with instructors to communicate concerns to counselors or faculty advisors about students who are encountering difficulties. 
   Instructors are encouraged to provide counselors or faculty advisors with information about student performance early in the semester. Once a counselor or faculty advisor receives notification of a student encountering difficulties, he/she may call the student in, discuss academic standing issues, make recommendations for services, and encourage ongoing counseling support, draft a student educational plan, suggest CRER courses. Also, instructors may observe student behavior and academic performance that cause the instructor to refer the student directly to counseling services, tutorial support, learning disabilities assessment, specialized workshops, etc. (Component Standard #2)

3. Encourage all credit students who are unclear about their educational and/or vocational objectives to take one or more of the planning for student success courses. Many of these courses are taught by bilingual/Multicultural Center counselors/advisors for students with special needs. (Component Standard #3, #4)

4. Invite and encourage students to participate in workshops and activities offered by the Counseling Division, Extended Opportunities Programs and Services, and Disabled Students Programs and Services. These include Transfer Center activities and Job Fairs designed to assist students with educational and vocational decisions. Some of these activities are designed for students with special needs. (Component Standards #3, #4)

5. Encourage all credit students with academic skills deficiencies, on probation, and/or undecided about their educational objectives to take courses to improve their reading and study skills. These students are identified during counseling appointments after assessment and by faculty referrals. (Component Standards #1, #3, #4)

6. Provide modified or alternative services such as bilingual counseling and referrals to tutoring, basic skills courses, and learning disabilities personnel (if necessary) for ethnic and language minority students and students with disabilities whose needs have not been met by regular follow-up procedures. (Component Standard #4)

7. Make available counseling and faculty advising appointments to all students. Electronic counseling notes are utilized and accessible to all counselors and faculty advisors and allow for continuity of services and information flow. (Component Standards #1, 2, 3).

8. Assign counselors, faculty advisors, and staff to visit basic skills and other classes each semester to inform students of programs and services and encourage use of follow-up counseling services. (Component Standards #1, 2, 3).

9. Assign counseling faculty to participate in all Learning Communities sections to reinforce the use of counseling and other student services to help students achieve their educational goals. (Component Standard #1).
10. **Offer courses throughout the year developed by counseling faculty to support follow-up.** Course titles include: *College Planning, Transfer Essentials, Achieving an Associate Degree or Certificate, Introduction to Choosing a College Major, ESL Orientation, Career Choices – Assessment, Study Skills I – Planning and Organizing Your Academic Life, Study Skills II – Test Taking and Project Completion.* (Component Standards #1, 2, 3).

11. **Provide a transcript evaluation service to students who have transferred into the College of San Mateo from other colleges and universities.** Encourage students to utilize this service in their first semester of enrollment as a means to accurately review academic history and efficiently plan an academic program at CSM. (Component Standard #1).

12. **Enhance follow-up system and work with students by utilizing electronic counseling notes, WebXiender capabilities, and WebSMART.** (Component Standard #1, 3, 4, 5).
5.2 GOALS FOR THE FOLLOW-UP COMPONENT:

A. Through a variety of follow-up activities for students, College personnel will identify those needing special assistance and provide individualized assistance for them. *(Counselors and Faculty Advisors, Dean of Counseling, Advising and Matriculation; ongoing).*

B. Enable students with special needs, as well as ethnic and language minority students, to achieve a higher level of academic success by offering such services as academic intervention counseling, bilingual counseling, tutoring, basic skills courses, and learning disabilities services. *(Counselors and Faculty Advisors, Dean of Counseling, Advising and Matriculation; ongoing).*

C. Engage in research to determine whether students who meet with a counselor to plan a Student Educational Plan achieve a higher level of academic success than students who do not. *(Dean of Articulation and Research; ongoing).*

D. Make effective use of the District computer system to notify all students of their grades and academic progress, and to identify and communicate with students in need of specific follow-up services. *(Dean of Admissions and Records; Dean of Counseling, Advising and Matriculation; ongoing).*
5.3 STAFFING FOR THE FOLLOW-UP COMPONENT:
(Include job titles and numbers of positions involved with this component.)

1. Student Services Administrators (3), District ITS (1), Counseling Faculty and Faculty Advisors, Counseling office staff (2).

2. Instructional Deans, Dean of Counseling, Advising and Matriculation (1), Counseling Faculty and Faculty Advisors, Multicultural Center counselors (2), Counseling office staff (3), DSPS Program staff (2), EOPS Program staff (2)

3. Counseling Faculty and Faculty Advisors, College Instructional Faculty, Office of Counseling, Advising, and Matriculation staff

4. Counseling Faculty and Faculty Advisors, College Instructional Faculty, Student Activities Office staff, Counseling office staff (6), DSPS Program Faculty and staff, EOPS Program Faculty and staff

5. Counseling Faculty and Faculty Advisors, Multicultural Center counselors (2), College Instructional Faculty, Counseling Office staff (6), Assessment Center staff (2), DSPS Program Faculty and staff, EOPS Program Faculty and staff

6. Counseling Faculty and Faculty Advisors, Multicultural Center counselors (2), Counseling Office staff, Assessment Center staff, DSPS Program Faculty and staff, EOPS Program Faculty and staff

7. Counseling office staff (3), Counseling Faculty and Faculty Advisors

8. Counseling Faculty and Faculty Advisors, Transfer Services Program Coordinator, Career Services Faculty and staff (2)

9. Learning Communities Faculty, Counseling Faculty (4)

10. Counseling Faculty (9)

11. Counseling Faculty and Faculty Advisors, Counseling Office staff (4), Assessment Center staff (2), Admissions and Records staff

12. Counseling Faculty and Faculty Advisors, Counseling Office staff (4), Assessment Center staff (2), Admissions and Records staff, Career Services Program staff, Transfer Services Program Coordinator
### 6. COORDINATION AND TRAINING COMPONENT

<table>
<thead>
<tr>
<th>AB 3</th>
<th>Title 5</th>
<th>Component Standards</th>
</tr>
</thead>
</table>
| 78216(b)(c)(3) 55516 55510(a)(3) 55523(b) | 1. Develop and implement a program for providing all faculty and staff with training appropriate to their needs with respect to provision of matriculation services.  
   a) Admissions  
   b) Orientation  
   c) Assessment  
   d) Counseling/Advisement  
   e) Follow-up  
   f) Research and Evaluation  
   g) Pre- and Co-requisites and Advisories |  |
| 55510(a)(4) | 2. Utilize computerized information services to implement or support coordination and training activities. |
6.1 Activities for the Coordination/Training Component:
(After each activity, where appropriate, indicate the #(s) of the legislative or regulatory authority satisfied.)

1. Periodically conduct training for counselors, faculty advisors on topics such as educational planning, proper course selection, transfer and graduation requirements, intervention strategies, new information about college programs and services, pre- and co-requisites and advisories, etc. pertinent to the orientation, counseling/advising, assessment and pre- and co-requisites and advisories components. Provide similar training for admissions and records and registration staff on topics such as ways students can satisfy exemption criteria, initiate matriculation appeals procedures, etc. pertinent to the admissions component. Following each registration, student services administrators and staff meet with instruction business services and its staff and evaluate services rendered students based upon the admissions, orientation, assessment, counseling/advising and pre- and co-requisites and advisories components. (Component Standards #1, 2, 3, 4).

2. On a regular basis throughout the year hold meetings of the student services administrators to review various matriculation components, and, as needed, hold meetings with instructional deans and representative faculty to also participate in this review. As changes in policies and procedures occur, provide training to all staff in their respective areas and disciplines. (Component Standards #1 - 8).

3. Offer matriculation training to faculty as needed, conducted by appropriate student services staff, to familiarize faculty with matriculation policies and procedures. [AB3-78216(b)(c)(3)] [T5-55516] [T5-55510(a)(3)] [T5-55523(b)]

4. Provide in-service training for counselors, faculty advisors and selected student services staff describing the assessment instruments used by the College and providing interpretation of test scores as these pertain to placement in specific courses. (Component Standards #3, 8).

5. At regularly scheduled meetings and in individual sessions, provide training to new and continuing counselors/advisors in follow-up activities and in available student support services. Provide faculty, especially those in the divisions of Math and Language Arts, with information about College evaluation and research efforts and informally meet with selected Math, English and ESL faculty to give guidance on faculty matriculation-related research. [AB3-78216(b)(c)(3)] [T5-55516] [T5-55510(a)(3)] [T5-55523(b)]

6. Consult with administrators and faculty in English, ESL and math and with district Information Technology Systems (ITS) staff to develop both required and requested research related to specific disciplines and particular aspects of matriculation, such as test instruments, placement and prerequisites. As these studies are completed, disseminate the results to all College personnel involved in the matriculation process. (Component Standards #3, 7, 8).

7. Where appropriate, communicate with the Matriculation Coordinators at the other colleges in the District to ensure cooperation in the delivery of services to students and to facilitate collaboration in meeting the goals and activities of selected matriculation components. Address matriculation concerns at meetings of the District-wide Matriculation Advisory Committee (MAC) as necessary. (Component Standards #1 - 8).
8. Review on an annual basis the College's catalog, brochures and schedule of classes to ensure that these College publications contain adequate and correct information about the College's matriculation program. (Component Standards #1 - 8).

9. Utilize the District computer system to train selected classified staff and counselors/advisors in data entry and retrieval related to matriculation activities, and in extracting data for required matriculation reporting. [T5-55510(a)(4)]
6.2 GOALS FOR THE COORDINATION/TRAINING COMPONENT:

A. Expand faculty and staff understanding of the College's matriculation plan to better serve students. *(Student Services Administrators; continuous)*

B. *Periodically* review each component of the College's matriculation plan for currency and provide additional staff training as needed. *(Matriculation Coordinator; annually)*

C. Use the results of College research to provide in-service training for faculty and staff as needed. *(Matriculation Coordinator; continuous)*

D. Provide College administrators, faculty, and staff with opportunities, such as conferences and workshops, to learn how to improve student access and success. *(Matriculation Coordinator; annually)*

E. Train appropriate College staff in data entry and retrieval, making use of the District computer system. *(Associate Director of District Information Technology Services; continuous)*
6.3 STAFFING FOR THE COORDINATION AND TRAINING COMPONENT:
(Include job titles and numbers of positions involved with this component.)

1. Student Services Administrators (4), Counselors/Advisors (34), support staff
2. Matriculation Coordinator (1), Student Services and Instruction Deans (10), faculty, support staff
3. Matriculation Coordinator (1), Student Services Deans (4), faculty
4. Testing Technician (1), faculty, support staff
5. Student Services Administrators (4), Counselors/Advisors (34), faculty
6. Dean of Articulation and Research (1), Instruction Deans (6), district staff
7. Matriculation Coordinator (1)
8. Matriculation Coordinator (1), Student Services Deans (3), Instruction Deans (6)
9. Dean of Enrollment Services (1), Dean of Counseling/Advising and Matriculation (1), Assistant Registrar (1), Support staff, District Information Technology Services staff (2)
## 7. RESEARCH AND EVALUATION COMPONENT

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

17. Utilize computerized information services to implement or support research and evaluation activities.
7.1 ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT:
(After each activity, where appropriate, indicate the legislative and regulatory requirement satisfied by its implementation.)

1. The Office of Articulation and Research was established in March 1991 at the College in order to design, coordinate, and implement a comprehensive matriculation research and evaluation program. [55512(a)]

Monitor and measure the effectiveness of the services provided students through the College's matriculation and basic skills instructional programs. In conjunction with other SMCCC District and College administrative units, the following items describe the research and evaluation activities conducted by the Office of Articulation and Research. [55512(a)(2)]

2. Determine the proportion of students from various ethnic, gender, age, or disability groups who are placed in pre-collegiate, associate degree applicable, or transfer level courses in reading, writing, computation, or ESL. Examine data in relation to ethnicity, gender, age, and disability status of credit students. (Component Standards - #10, 11). [55514(a)]

3. Determine the proportion of students from various ethnic, gender, age, or disability groups who enter and complete pre-collegiate basic skills courses. In addition, those students who complete pre-collegiate basic skills courses are tracked to determine the proportion who subsequently enter and complete courses applicable to the associate degree. If any unjustified disproportionate impact is found, a plan will be developed to monitor it and take appropriate corrective action. This data will also provide evidence regarding the extent to which matriculation promotes student academic success. Obtain additional information regarding the factors influencing student success through survey and focus groups research described in #6 below. [T5-55512(a)] [AB3-78214(b)(6)] [T5-55512(a)(3)] [T5-55514(d)] [T5-55514(b)] [T5-55514(c)]

4. Assess the extent to which a disproportionate impact occurs between remedial coursework and subsequent college-level coursework. These disproportionate impact studies assess the effect of placement test cut-scores, and subsequent success in relevant coursework, upon the various student sub-populations specified in Title 5. In addition, discipline experts review instruments for potential threats to test reliability and validity arising from linguistic or cultural bias. [55512(a)]

5. Evaluate the predictive validity of assessment measures utilized as placement recommendations. Based on placement test scores, examine student success rates in various levels of mathematics and English courses. Compare the success rates of students following placement recommendations with those who score below cut ranges. In addition, conduct the same type of validation study for the College's basic skills course prerequisites in mathematics and English for the purpose of assessing the correlation between prerequisites, course content, and course success. [55512(a)]

6. Analyze the extent to which matriculation activities have affected students, student access and enrollment, courses, and programs and facilities. This information is gathered by means of qualitative survey research and quantitative data analysis. Quantitative analysis of overall application-to-registration rates (pre- and post-matriculation) is performed. In addition, assess the extent to which matriculation has resulted in greater student success and goal clarification by means of a survey research instrument designed to probe student opinion regarding the utility and effectiveness of, and satisfaction with, matriculation components. [55512(a)(2)] [55512(a)(3)] [55512(a)(4)] [55512(a)(5)] [55512(a)(6)] [55520(g)]
7. Examine the effect of matriculation on courses, programs, and facilities, and assess the degree to which matriculation assists District efforts to assess educational needs. In addition to information obtained by student surveys described in #6, data is retrieved by survey research involving faculty, administration, and staff. [55512(a)(1)] [55512(a)(5)]

8. Create a research design to analyze satisfaction of students referred to specialized support services and programs by matriculation. [55512(a)(6)] [55520(g)]

9. Monitor the number of students who are exempted from various matriculation components and reasons for granting exemptions. [55532(a)]

10. Monitor the number of students filing complaints alleging unlawful discrimination based upon matriculation requirements or challenging of any course prerequisite because of its unavailability. In addition, monitor the basis of the complaints and their subsequent disposition. [55514(g)]

11. Monitor the types of matriculation services received by non-exempt students. [55514(h)]

12. Coordinate activities with District Information Technology Services to provide necessary information and data in support of research and evaluation activities, including: determining student satisfaction with the College's matriculation program; tracking student enrollment in reading, writing, computation, and ESL coursework; monitoring disproportionate impact; evaluating predictive validity of assessment measures utilized for placement recommendations; and monitoring the effect of matriculation activities upon students, courses, and instructional programs. [T5-55510(a)(4)]
7.2 GOALS FOR THE RESEARCH AND EVALUATION COMPONENT:

A. Use available data to conduct institutional research and evaluation to enable the College to assess its effectiveness in providing matriculation services to students, including:

- Matching institutional resources with students' educational needs;
- Assisting students to clarify their educational and occupational goals;
- Accurately assessing students' educational abilities and needs;
- Providing students with specialized support services; and
- Facilitating the realization of students' educational objectives.
- Selecting assessment instruments which maximize student opportunities for access and success. (Vice President, Instruction; continuous).
- Providing College staff with information in order to improve matriculation services to students.

(Dean of Articulation and Research, Assistant Project Director, Vice President of Instruction, Vice President of Student Services, District Information Technology services staff, Dean of Counseling, Advising and Matriculation, Dean of Enrollment Services, Instructional Deans, students; ongoing)
7.3 STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT:

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

1. Dean of Articulation and Research (1), Research Project Director, District Information Technology Services staff, Dean of Counseling, Advising and Matriculation (1), Dean of Enrollment Services (1), Vice President for Student Services (1), staff from specialized support services and programs, Instructional Deans, students.

2. Dean of Articulation and Research (1), Research Project Director, District Information Technology Services staff, Dean of Counseling, Advising and Matriculation (1), Instructional Deans.

3. Dean of Articulation and Research (1), Research Project Director, District Information Technology Services staff, Dean of Counseling, Advising and Matriculation (1), Instructional Deans.

4. Dean of Articulation and Research (1), Research Project Director, District Information Technology Services staff, Dean of Counseling, Advising and Matriculation (1), Instructional Deans.

5. Dean of Articulation and Research (1), Research Project Director, District Information Technology Services staff, Dean of Counseling, Advising and Matriculation (1), Instructional Deans.

6. Dean of Articulation and Research (1), Research Project Director, District Information Technology Services staff, Dean of Counseling, Advising and Matriculation (1), Instructional Deans, Dean of Enrollment Services (1), students.

7. Dean of Articulation and Research (1), Research Project Director, District Information Technology Services staff, Dean of Counseling, Advising and Matriculation (1), Dean of Enrollment Services (1), Vice President for Student Services (1), staff from specialized support services and programs, Instructional Deans, students.

8. Dean of Articulation and Research (1), Research Project Director, District Information Technology Services staff, Dean of Counseling Advising and Matriculation (1).

9. Dean of Articulation and Research (1), Research Project Director, District Information Technology Services staff, Dean of Counseling, Advising and Matriculation (1).

10. Dean of Articulation and Research (1), Research Project Director, Vice President for Student Services (1).

11. Dean of Articulation and Research (1), Research Project Director, District Information Technology Services staff, Dean of Counseling, Advising and Matriculation (1).

12. Dean of Articulation and Research (1), Research Project Director (1), District Information Technology Services staff members (3), and Dean of Counseling, Advising and Matriculation (1).
This signature page pertains to the prerequisite section of the college matriculation plan.

College: College of San Mateo  District: San Mateo County Community College District

Signature of President/Superintendent:
Name: Dr. Shirley J. Kelly  Date: Oct. 26, 2005

Signature of College Academic Senate President:
Name: Mr. Thomas R. Diskin  Date: Oct. 26, 2005

Signature of Chief Instructional Officer:
Name: Mr. Michael Claire  Date: Oct. 26, 2005

Signature of Chief Student Services Officer:
Name: Dr. Patricia L. Griffin  Date: Oct. 26, 2005

Signature of Curriculum Committee Chair:
Name: Ms. Stacey Grasso  Date: Oct. 26, 2005

Signature of College or District Researcher:
Name: Dr. John J. Stewart  Date: Oct. 26, 2005

Signature of College Matriculation Coordinator:
Name: Dr. Patricia L. Griffin  Date: Oct. 26, 2005
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.
   ___X____ 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.
   ___X____ 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.
   ___X____ 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 communication or computation course are based on content review, sound data-gathering research practices, and demonstration that student is highly unlikely to succeed without the pre- or co-requisite.
   ___X____ Local policies/procedures follow District Model exactly
   (see sections I.C.2., I.C.3., II.A.l.c., II.A.l.g., and [where appropriate] II.A. 1.d.
   and/or 1.e. and/or 1.f of Model)
   _____ Local policies/procedures differ from District Model (see attached)

55002(a)(2)(E) 5. If the curriculum committee determines that success in associate degree credit course is dependent on communication or computation skills, it establishes eligibility for enrollment in associate degree credit course(s) in English and/or mathematics as pre- or co-requisite(s).
   ___X____ Local policies/procedures follow District Model exactly
   (see sections I.C.2., I.C.3., II.A.l.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.

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

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

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

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

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

_X__ 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.

_X__ 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.

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

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

1. District policy and practice ensures open enrollment for all courses unless legally permissible limitations are allowed. Board policy identifies when limitations may be imposed. All new courses are scrutinized to ensure compliance with Title 5 statutes and District policies. [58106(b)]

2. The Board has adopted a policy delineating the process for establishing necessary and appropriate prerequisites, co-requisites and advisories and their respective level of scrutiny, including data collection where appropriate. [55201(b)(1)]

3. The Committee on Instruction reviews all new course outlines of record to determine if associate degree credit courses and non-degree applicable courses shall require pre- and co-requisite to enhance students’ likelihood of success. Faculty must complete the required Enrollment Limitation Validation forms for courses with recommended preparation (i.e., advisories) or pre- and co-requisites. The Office of Research formally reviews course outlines of record and Enrollment Limitation Validation forms to ensure that the appropriate information is submitted by faculty that demonstrates student success is enhanced by proposed enrollment limitations. [55002(a)(2)(D)] [55002(b)(2)(D)]

4. Communication or computation pre- or co-requisites for any course other than a communication or computation course are based on content review, sound data-gathering research practices, and demonstration that student is highly unlikely to succeed without the pre- or co-requisite. Faculty must complete the required Enrollment Limitation Validation forms for courses with recommended preparation (i.e., advisories) or pre- and co-requisites. The Office of Research formally reviews course outlines of record and Enrollment Limitation Validation forms to ensure that the appropriate information is submitted by faculty that demonstrates student success is enhanced by proposed enrollment limitations. [55201(e)] [55510(a)(6)]

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). Faculty must complete the required Enrollment Limitation Validation forms for courses with recommended preparation (i.e., advisories) or pre- and co-requisites. The Office of Research formally reviews course outlines of record and Enrollment Limitation Validation forms to ensure that the appropriate information is submitted by faculty that demonstrates student success is enhanced by proposed enrollment limitations. [55002(a)(2)(E)]

6. 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. The Committee on Instruction monitors the periodic review of course enrollment limitations. The Office of Research formally reviews course outlines of record and Enrollment Limitation Validation forms to ensure that the appropriate information is submitted by faculty that demonstrates student success is enhanced by proposed enrollment limitations. [55201(b)(3)]

7. The Office of Instruction monitors faculty assignments to ensure that associate degree credit courses and pre-collegiate basic skills courses (including those with pre- and co-requisites) are
taught by qualified instructors and in accord with course outline of record, particularly those aspects of the course that are the basis for the pre- or co-requisite. [55002(a)(4)] [55002(b)(4)] [55201(b)(2)]

8. MIS System determines students' satisfaction of a prerequisite prior to enrollment or permits enrollment pending verification, and ensures that enrollment fees are promptly refunded to students who are involuntarily dropped from course for failure to successfully complete the prerequisite. [55202(g)]

9. In cases where a mandatory enrollment limitation has been established, students are informed of the process whereby enrollment limitations may be challenged on the grounds specified in Title 5. All challenges are reviewed in a timely manner and, if the challenge is upheld, the enrollment limitation is waived. [58106 55201(f)]

10. Pre- and co-requisites and advisories are identified in college catalog, schedule of classes, and in the respective course outline(s). [55202(a)]

11. The Office of Instruction, working with Division Deans, ensures that pre-collegiate basic skills reading, writing or math courses that serve as pre- or co-requisites are offered with reasonable frequency and that the number of available sections is reasonable given student need. [55202(d)]
8.2 GOALS FOR THE PRE- AND CO-REQUISITES, AND ADVISORIES COMPONENT:

1. Systematically monitor proposals for new courses to ensure that any enrollment limitations comply with Title 5 statutes. (Committee on Instruction, Dean of Articulation and Research, Vice President of Instruction, Instructional Deans; ongoing)

2. Work with instructional faculty and division deans to inform them of Title 5 statutes regarding enrollment limitations and, where enrollment limitations are seen as necessary, how to conduct the necessary validation studies to ensure compliance with these statutes. (Committee on Instruction, Dean of Articulation and Research, Vice President of Instruction, Instructional Deans; ongoing)

3. To provide clear and unambiguous information in the catalog and schedule defining prerequisites, co-requisites, and advisories on recommended preparation, explaining the differences between these terms, explaining student rights to challenge prerequisites and co-requisites, or to enroll despite lacking the preparation recommended in the advisory, and listing every prerequisite or co-requisite that will be enforced. (Committee on Instruction, Dean of Articulation and Research, Vice President of Instruction, Instructional Deans; ongoing)

4. Regularly review the prerequisite challenge process to ensure that any challenges are being handled in a timely manner. Students are assured of a seat in the class while the challenge is being reviewed. (Committee on Instruction, Dean of Articulation and Research, Vice President of Instruction, Instructional Deans; ongoing)

5. Ensure that basic skills 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. (Committee on Instruction, Dean of Articulation and Research, Vice President of Instruction, Instructional Deans; ongoing)
8.3 Staffing for the Pre- and Co-requisites, and Advisories Component:
(Include job titles and numbers of positions involved with this component.)

1. Board of Trustees

2. Board of Trustees

3. Committee on Instruction, Dean of Articulation and Research (1), Vice President of Instruction (1), Instructional Deans

4. Committee on Instruction, Dean of Articulation and Research (1), Vice President of Instruction (1), Instructional Deans

5. Committee on Instruction, Dean of Articulation and Research (1), Vice President of Instruction (1), Instructional Deans

6. Committee on Instruction, Dean of Articulation and Research (1), Vice President of Instruction (1), Instructional Deans

7. Board of Trustees, Committee on Instruction, Dean of Articulation and Research (1), Vice President of Instruction (1), Instructional Deans

8. Board of Trustees, President, Vice President of Instruction (1), Instructional Deans

9. Board of Trustees, District Information Technology Services, Dean of Enrollment Services (1)

10. Board of Trustees, Instructional Deans

11. Instructional Deans
<table>
<thead>
<tr>
<th>AB 3</th>
<th>Title 5</th>
<th>Component Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>78211.5(b)</td>
<td></td>
<td>1. State matriculation allocation is used only for matriculation services approved by the Chancellor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>yes <strong>X</strong>     no</td>
</tr>
<tr>
<td>78211.5</td>
<td>55518(b)</td>
<td>2. District provides at least three-to-one dollar match of state matriculation allocation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>yes <strong>X</strong>     no</td>
</tr>
<tr>
<td>55512(b)</td>
<td></td>
<td>3. District provides for a review of the revenue and expenditures of matriculation as part of annual district audit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>yes <strong>X</strong>     no</td>
</tr>
</tbody>
</table>
Policies and Procedures

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

A. District ensures that no matriculation practice subjects any person to unlawful discrimination - Title 5, §55521(f)(a)(6).
   - X 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
   - X _____ 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
   - X _____ 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
   - X _____ 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).
   - X _____ 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).
   - X _____ Board adopted policy
   - _____ Institutional practices

G. All computational and communication pre- and co-requisites are established on a course-by-course basis - Title 5, §55202(b).
   - X _____ 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, §55201. - Title 5, §55202(c).

_____ Board adopted policy
X_____ 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
X_____ 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)

X_____ 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, §5534(a)

_____ Board adopted policy
X_____ 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
X_____ 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)

X_____ Board adopted policy
_______ Institutional practices

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

X_____ 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)

X_____ 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
X____ 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)

X____ 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
X____ 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
X____ Institutional practices

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

§55201: ____________ ____________ ____________

§55202: ____________ ____________ ____________

§58106: ____________ ____________ ____________
COLLEGE MATRICULATION PLAN
ATTACHMENTS

1. ORGANIZATION CHART(S)  □ College  □ District

2. MATRICULATION COMMITTEE

3. OTHER ATTACHMENTS (OPTIONAL)
1. ORGANIZATION CHART(S)

SEE ATTACHMENT 1
San Mateo County Community College District
College of San Mateo Organization

Board of Trustees
District Chancellor/Superintendent
Ron Galatolo
President
Shirley J. Kelly

Dean, Administrative Services
Virgil Stanford

 Dean, Corporate Education
 Sandra Mellor

 * Vice President, Student Services
 Patricia Griffin

 Technology Officer
 Frank Vaskelis

 Dean, Articulation & Research
 John Sewart

 Vice President, Instruction
 Michael Claire

 General Manager, KCSM
 Marilyn Lawrence

 Director, PR & Marketing
 Helen Hueg

 Institutional Advancement
 Milla McConnell-Tuite

 Supervisor, College Security
 John Wells

 Dean, Enrollment Services
 Henry Villareal

 Dean, Counseling/Advising & Matriculation
 Marsha Ramezane

 Director, Student Support
 Danita Scott-Taylor

 Dean, Business/Creative Arts
 Linda Avelar

 Dean, Language Arts
 Susan Estes

 Interim Dean, Math/Science
 Victor Krimsky

 Director, Nursing
 Jane McAteer

 Dean, Social Science
 Albert Acena

 Dean, P.E./Athletics
 Gary Dilley

 Director, ED>Net Multimedia Initiative
 John Avakian

 Dean, Technology
 Martha Tilmann

 Director, Library Services
 Lorrita Ford

* The Vice President, Student Services, serves as the Matriculation Coordinator
2. MATRICULATION COMMITTEE

Please type or print clearly

COMMITTEE NAME: Student Development Committee

CHAIRPERSON: Tom Diskin

TITLE: Academic Senate President

COMMITTEE MEMBERS:

Albert Acena (faculty)  Mario Medina (student)
Sylvia Aguirre-Alberto (faculty)  Michael Palva (student)
Rick Ambrose (faculty)  Marsha Ramezane (administrator)
Gary Booker (staff)  Danita Scott-Taylor (administrator)
Gladys Chaw (faculty)  Amy Sobel (faculty)
Tom Diskin (faculty)  Tim Stringari (faculty)
Gerald Frassetti (faculty)  Ruth Turner (faculty)
Patricia Griffin (administrator)  Arlene Wiltberger (faculty)
Dima Khudari (student)  Jing Wu (faculty)

SUBCOMMITTEES:


3. OTHER ATTACHMENTS

SEE ATTACHMENT 2
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
District Matriculation Advisory Committee

<table>
<thead>
<tr>
<th>Representative</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loretta Adrian</td>
<td>Administration, Skyline</td>
</tr>
<tr>
<td>Regina Blok</td>
<td>Faculty, Cañada</td>
</tr>
<tr>
<td>Patricia Griffin</td>
<td>Administration, CSM</td>
</tr>
<tr>
<td>Sherri Hancock</td>
<td>Administration, Skyline</td>
</tr>
<tr>
<td>Cathy Hasson</td>
<td>Administration, Skyline</td>
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<tr>
<td>Jennifer Hughes</td>
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<td>Phyllis Lucas-Woods</td>
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<td>Melissa Raby</td>
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<td>Marsha Ramezane</td>
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<td>Eric Raznick</td>
<td>Staff, District Office</td>
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<td>Bart Scott</td>
<td>Staff, Cañada</td>
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