

VICTOR VALLEY COLLEGE

**COLLEGE MATRICULATION PLAN
UPDATE**

REVISION - FALL 2008

VICTOR VALLEY COLLEGE MATRICULATION PLAN REVISED FALL 2008

The following Matriculation Plan discusses the current Matriculation efforts and the goals for improvement for the 2008-2009 year (including recommendations from the Matriculation Committee and the last Technical Review site visit in 1998.)

DEFINITIONS

Matriculation – the process which results in agreement between the college and each degree, certificate, and / or transfer student for the purpose of defining and realizing his/her educational goal (Board Policy 5225).

Matriculated Student – The Board of Trustees defines “matriculated” students as those who are enrolled in **credit** courses and who have declared their Educational Goals on their Application as **Transfer** to 4-year college, **AA/AS** degree, Vocational **Certificate** or “**Undecided**” or who are **special** full time/part time students concurrently enrolled at a local **high schools**. Other students taking math or English courses with an English or math prerequisite will be assessed. (Board Policy 5225b). This definition will be found in the Catalog, Class Schedule and “Steps to Enrollment” form. All other students are considered “non-matriculants” and not subject to matriculation services.

Matriculation Mission at VVC:

Overview

It is the overall mission and intent of the matriculation process to enhance student access and success in their educational endeavors. The essence of the matriculation process is to ensure that all credit non-exempt students complete their college courses, persist to the next academic term, and achieve their educational goals at Victor Valley College.

GENERAL MATRICULATION PUBLICITY – Information on Matriculation services is included in the Catalog, Class Schedule, Admissions “Steps to Enrollment” sheets, on the college website, the Student Services Poster and the Faculty/Staff Newsletter.

The direction of the College and the Matriculation Advisory Committee is guided by a comprehensive mission statement approved by the Board of Trustees; the mission statement represents the perspectives by which our programs and protocols are fashioned.

Victor Valley College Mission Statement:

The direction of the College and the Matriculation Plan is guided by both a comprehensive mission statement and strategic goals.

VISION

Victor Valley College uplifts the diverse communities we teach and serve by promoting educational excellence, enhancing local prosperity, and ensuring environmental leadership. As a student-centered learning organization, we will uphold the following core values:

Excellence – providing superior service and educational opportunities

Integrity – guiding the college’s actions with an internally consistent framework of principles

Accessibility – facilitating access to the college’s programs from other locations

Diversity – valuing different points of view and contributions of all

Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal

Innovation – providing creative approaches to problem solving and growth

MISSION

Our mission is to:

Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.

Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.

Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.

Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.

Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

1. ADMISSIONS COMPONENT

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

Elements of the Component for the Plan.

1. Legislative and regulatory requirements;
2. The list/description of your college's activities in this component;
3. The list/description of your college's goals in this component; and,
4. The list of the college staff positions that have responsibilities in the component.

Documents for reference:

- Steps form = VVC steps to enrollment for new students
 - Listed in the Schedule of classes
 - Flyers available in Assessment and Admissions
- College Home Web page
- College Catalog

ACTIVITIES FOR THE ADMISSIONS COMPONENT:

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

ADMISSIONS

Standard 1: Provide a procedure for processing of admission applications.

Applications –

VVC provides students with two ways to apply for admission: online through our CCC Apply process or in person at the Admissions office by filling out a paper application. This application process includes collecting demographic, residency and academic information. New students are given information for “Steps to Enrollment” which explains the entire application, registration process and includes referrals to Orientation, Assessment, Counseling and Financial Aid. When a student completes the application process, a registration date is assigned and the student is advised of the matriculation process incorporated in the “Steps to Enrollment.”

VVC also offers an outreach program known as the Bridge Program. The Bridge Program is designed to encourage and assist high school students in applying to and enrolling in college. This program is coordinated by an Adjunct faculty member at VVC who also teaches full time at a local high school. This is a huge advantage to high school students who want to get an early jump on the matriculation process. All high school graduates are given priority registration in the fall semester as first-time freshmen after graduating from high school.

Concurrent Enrollment students (K-12) file an admissions application in person. They also attend orientation, take an assessment test, and submit a form which authorizes them to take specifically listed courses that have been approved by their Principal or School Designee. The Admissions staff registers students to assure that all processes have been followed and students are enrolled in approved courses. These students are limited to take 11.0 units in Fall/Spring semesters and 8.0 units in Winter/Summer sessions.

Standard 2: Provide alternative processes for ethnic and language minority students and disabled.

The Admissions office provides assistance for students with various ethnic and language needs and for minority and disabled students. We have 2 Bilingual A/R Technicians who assist students where English is their second language. Spanish versions of the Application for Admissions and Steps to Enrollment forms are available to these students, and individualized attention is provided to them for help with admissions, registration, course offerings and location of classes. Portions of the class schedule and catalog are provided in Spanish. We work closely with the Bilingual counselors to ensure that consistent admissions and registration information is given to students. A Bilingual A/R Technician presents this information at ESL Information Sessions.

We also offer an application for admissions in Spanish for our non-English speaking students. Students come or are referred to the Admissions office where they receive assistance from a Bilingual A/R Technician on the admissions and registration process. We also have a “Steps to Enrollment” form in Spanish which assists our non-English speaking student population with the matriculation process.

Disabled and EOPS students are provided priority registration which allows them to enroll in classes before any other students. These students enroll via the Web, telephone or in person. We have a window which allows staff to assist disabled students who need more individualized attention. We also work closely with the EOPS and DSPS counselors to help assist students with the registration process.

Students are provided the option of being referred to Financial Aid. This option is listed on the Steps to Enrollment form and gives them the FAFSA Website to apply for financial aid and the location of the Financial Aid office.

Standard 3: Utilize computerized services to support admissions services.

The majority of individuals apply to VVC via CCC Apply, which is an online application process. VVC also provides in-person application service where staff individually enters the student applications directly into the college student database. VVC students may also register for classes through Web-Advisor, an online registration process and through RAM Talk telephone registration.

A/R staff manually enters admissions application data into our Datatel system when a student applies for admissions in person. For students who choose to apply for admissions online, we offer an electronic admissions process through CCC Apply, which can be accessed via our website at www.vvc.edu.

In conjunction with the financial aid and counseling departments, A/R offers students one-on-one assistance with “Guided registration,” in a computer lab format. This small group setting allows students who need more help with the college’s online application and registration processes to have individualized attention and assistance.

1.2 GOALS FOR THE ADMISSIONS COMPONENT:

1998/99 Goals

1999 Site Visit Recommendation 4: Systematic accommodation should be made available, where necessary, for language minority students in admissions, orientation, and counseling.

Response: Since this goal was established, students now have access to a Spanish version of the Application for Admissions and the Steps to Enrollment form. The Admissions office has 2 full-time Bilingual A/R Technicians who assist students when English is not their primary language. Spanish speaking students, disabled students and minority students are referred to ESL Counseling/orientation and our

DSPS, EOPS and Financial Aid offices for further information regarding these programs and services. The Schedule and College Catalog section in Spanish explains the various matriculation steps necessary to become a student.

Recommendation 5: Provide regular in service training for the admissions staff, particularly concerning consistent application of exemption criteria and referral.

Ongoing training during regularly scheduled staff meetings is provided to staff regarding the assessment and orientation exemption criteria, and A/R staff are aware that referral to counseling is necessary for students who meet the criteria. This information also appears on the Steps to Enrollment form. Additionally, during (quarterly or monthly as needed) Matriculation Advisory Meetings, representatives from various constituent groups receive training.

VVC Goals (Response to previous goals)

- *Hire an Admissions Coordinator to monitor and improve operations. An Admissions Coordinator was hired in 1999.*
This position was upgraded to Director of Admissions and Records in 2000. The operations of the Admissions department has improved significantly with the hiring and upgrading of this position.
- *Revise the Application to update high schools and majors; review the possibility of mail-in applications and readmit update forms; and include a Spanish language section.*
The Application for Admissions was updated in conjunction with the implementation of Datatel in July 2004. A Spanish version of the Application was implemented in 2007. Staff enters the name of the high school if it is in California, or out of state or out of country. All VVC majors are indicated on our current Admissions Application.
- *New Goal – New majors will be added to the Application based on new majors approved through the curriculum committee and the Chancellor's office.*
- Reduce peak time lines; expand RAMTALK time; allow additional add/drops on RAMTALK; reduce application period; develop additional signs and general information handouts; hire additional staff; use line monitors; have separate add/drop stations. Peak time lines have been reduced with the implementation of Web Advisor, a web based registration system. The majority of our students use Web Advisor or Ramtalk to register for classes. More staffing is used at the windows during peak times which reduce the wait time for students. A computer Powerpoint presentation is available to students waiting to be served in the Admissions Office. This presentation offers valuable admissions and registration dates as well as general admissions information. Detailed admissions information is also found on our website. One full- time A/R

Technician (Bilingual) staff has been added and the Office Assistant position was upgraded to an A/R Technician. One full-time seasonal staff person is hired for a 5-week period during peak registration times. A/R personnel monitor the lines during peak times.

- *New Goal – The Director is working with MIS to implement access codes through our Datatel system to allow students to add classes on Web Advisor or on Ramtalk once classes are closed. This will help reduce peak time lines significantly.*
- Make various process improvements such as scanning of back files; early evaluation and computer entry of veteran's credit and transfer transcripts; a computerized degree audit system; automated census and positive hour data; faculty entry of and student phone access to grades; and online transcript transfer to other colleges will also be explored. The Admissions Office has purchased and implemented a document imaging system, Hershey Singularity. An outside vendor, Data Impact, was hired to do the scanning of back log files. We are in the process of working with this vendor to get the data cleaned up and imported into the Hershey system. Faculty enter their grades electronically through Web Advisor. Once grades are uploaded, students can access their grades through Web Advisor or Ramtalk.
- *New Goal – We continue to explore the computer entry of student's college credits into our Datatel system for early evaluation. The A/R Director is also working with the MIS Director to implement the Degree Audit component of Datatel. The MIS department is working on implementing an automated census and positive hour data submission process for faculty. A new process similar to the online application, CCC Apply, is being explored. CCC Tran will allow us to send and receive transcripts electronically to/from California Community Colleges, UC and CSUs.*
- Revise High School Concurrent Enrollment process. The High School Concurrent Enrollment process has been revised and is working well. The Steps to Enrollment form for Concurrent Enrollment students help to make the process much clearer than in the past. Age/Grade level restrictions have been added by various Academic departments. This information is posted in the Schedule of Classes.
- *New Goal – Revise the current process to allow concurrent enrollment students to apply for admissions and register online.*

STAFFING FOR THE ADMISSIONS COMPONENT:

Greta Moon, Director of Admissions and Records

Malia Carpenter, Administrative Secretary I

Lori Osborne, A/R Specialist II

Doug Foxworthy, A/R Specialist

Erin Lockett, A/R Specialist

Donna Vigil, A/R Technician

Maria Cardoza, A/R Technician

Silvia Avila, A/R Technician (Bilingual)

Jean Suderno, A/R Technician

Diane Mohr, A/R Technician

Kenyonna Allen, A/R Technician (50%)

Linda Aragon, A/R Technician

Hilda Mendoza, A/R Technician (Bilingual)

2. ORIENTATION COMPONENT

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

Elements of the Component for the Plan:

1. Legislative and regulatory requirements;
2. The list/description of your college's activities in this component;
3. The list/description of your college's goals in this component; and,
4. The list of the college staff positions that have responsibilities in the component.

2.1 ACTIVITIES FOR THE ORIENTATION COMPONENT:

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

ORIENTATION

Standard 1: Provide students with information concerning college programs, services, financial assistance, facilities and grounds, academic expectations, course scheduling and institutional procedures in a timely manner.

VVC provides an orientation throughout the academic year which covers the required areas. VVC also provides bilingual ESL orientations. All newly matriculated students are encouraged to follow the Steps to Enrollment sheet before registering or scheduling a counseling appointment. The college catalog and class schedule are available online or may be purchased at the bookstore. The class schedule is also mailed to area residents. Students who attend orientation are also provided with their own copy of the class schedule. Rosters of attendees are entered into the computer database. Currently, all students who are exempt from Assessment or Orientation/Advisement have the option of receiving orientation services. Information about programs and services including financial aid is included in the orientation packets.

Live orientations are conducted several times each week and twice daily during the peak enrollment periods. Students are guided through a presentation covering transitional success topics including, but not limited to, the matriculation process, how to prepare for assessment, financial aid access, time management strategies, the four registration modalities, education goal options and requirements, available student support systems and how to use the Catalog and Schedule of Classes. The college web page and web-based registration system are featured components of orientation. Students have the opportunity to use the computers in the orientation lab and they visit the VVC website including the Financial Aid web page. Students are informed to look for critical information regarding due dates, Pell grant disbursement dates, etc. Students also receive instruction on how to use Web Advisor to look for open sections and how to register for classes.

Separate Financial Aid orientations/workshops are provided by staff throughout the year. New and continuing students attend the financial aid orientations and mandatory loan workshops facilitated by Financial Aid staff.

Standard 2: Provide written definitions informing students of rights and responsibilities.

Student rights and responsibilities are listed online as well as in the schedule, catalog, and student handbook.

Standard 3: Promptly inform students of their right to challenge (on specified grounds) a pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for a challenge, and their right to file a complaint of unlawful discrimination in this process.

Student rights and responsibilities are listed online as well as in the schedule and catalog. Students are informed of their right to challenge a pre- or co-requisite during college orientation. The pre-requisite challenge form is included in the orientation packet.

Standard 4: Inform students of the procedure for alleging unlawful discrimination in the implementation of matriculation processes.

Student rights and responsibilities are listed online as well as in the college catalog. Students are informed of the matriculation process and their rights during college orientation.

Standard 5: Provide students with procedures for challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which the district maintains such complaints.

Student rights and responsibilities are listed online as well as in the schedule and catalog. Students are informed of their rights during college orientation. Additionally, all division deans are provided with the information to disseminate to their faculty. VVC has established a process for addressing complaints. A student with a complaint completes the form and the specific department manager is required to conduct a follow-up with a student. Once the follow-up and a resolution have been made, the manager indicates this on the form and it is sent back to the Office of the Vice President of Instruction. A file is kept for future reference.

Standard 6: Provide modified services for students.

EOPS/CARE – This program conducts a mandatory supplemental orientation for all participant students.

ESL – A Spanish-English bilingual counselor conducts numerous ESL orientations throughout the academic year and during the summer and winter intercessions. Guided registration is also provided twice each term for any student with challenges. This is conducted in a small group lab setting.

DSPS – Assistance is provided by counselors at intake interviews and individual orientations.

Standards 7, 8, and 9: Adopt District criteria for exemptions; make students aware that participation is optional and that there is no specified sole criteria for exemptions.

See Assessment Standards 10, 11, and 12.

Standard 10: Utilize computerized services to implement or support orientation.

Orientation attendance is noted in the SARS scheduler at the same time assessment is indicated. Orientation data is captured in Datatel via the matriculation screen. Orientation is noted under *student contact summary* which details the name of the person conducting orientation, date and time and specific information about the type of orientation (new student orientation, ESL, etc.)

VVC had an online orientation in the past. However, because it was not interactive, it was discontinued. VVC is now in the process of developing an new online orientation.

2.2 GOALS FOR THE ORIENTATION COMPONENT:

1998/99 Goals:

1999 Site Visit Recommendation 3: The Team recommends the Vice President, Learning, the Vice President, Student Services, and the Counseling Department clearly define the orientation process for all students to insure consistent practice including reviewing and modifying all orientation options to ensure that each fully satisfies Title 5 regulations. The team also recommends that the appropriate staff to develop and implement a system that will require new, non-exempt students to participate in orientation process.

Orientation is now required of all new, non-exempt students. It has been incorporated into a one-stop process where students complete assessment and orientation and can make an extended counseling appointment or use the counseling drop-in service. To ensure consistency, the counselors developed a power point presentation which is shown at every orientation. Additionally, students receive uniformed orientation packets. Names of students who attend orientation are entered in the Matriculation screen of the Datatel student system. Additionally, in partnership with the Bridge Program Consortium, VVC will develop a new interactive online orientation.

EOPS/CARE, DSPS, Student Support Services (TRIO), and the Title V HSI Program also conduct specialized student orientations. Additionally, during live orientations, students also have the opportunity to use the computers in the orientation room lab and they visit the VVC website including the Financial Aid web page. Students are informed to look for critical information regarding due dates, Pell grant disbursement dates, etc. Students also receive instruction on how to use Web Advisor to look for open classes and how to register for classes

GOALS

1. Expand Student Success courses by including orientation components along with financial aid information and other college resources that are available to students. College counselors will work closely with Financial Aid staff to include financial aid presentations in Student Success courses.
2. Revise the class schedule to include old Student Handbook information, Student Code of Conduct, and grievance process to include due process and procedures.
3. Develop and add an online multi-media Orientation presentation to the Assessment/Orientation process by the end of 2009 and conduct on-going evaluation of this component.
4. Add an off-campus ESL orientation/Guidance class.

2.3 STAFFING FOR THE ORIENTATION COMPONENT:

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

Victoria Hindes, Executive Dean Student Services

Rebecca Elmore – Coordinator for Orientation and Career Pathways

Sandy Moreno – Student Services Secretary

All full and part-time counselors

ASSESSMENT COMPONENT

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

Elements of the Component for the Plan.

1. Legislative and regulatory requirements;
2. The list/description of your college's activities in this component;
3. The list/description of your college's goals in this component; and,
4. The list of the college staff positions that have responsibilities in the component.

3.1 ACTIVITIES FOR THE ASSESSMENT COMPONENT:

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

ASSESSMENT

Standard 1: Conduct assessment for all non-exempt students

Using the Computerized Placement Test by Accuplacer, VVC assesses about 88% of its new credit students in math, writing and reading using the new web-based ACCUPLACER. The Assessment Center has 25 new computers to ease the waiting period peak time. When credit students file their application, they are told by the A/R staff whether they need an assessment based on the criteria and exemptions published in the “Steps” sheet, Catalog, Schedule, and Student Handbook. The “exemptions” must be verified by the counseling staff. Assessment is enforced by requiring it before allowing Counselor sessions. High School Concurrent students are assessed unless they are only taking courses in Physical Education, Theater, or Youth Symphony.

ESL administers the CELSA 1 & 2.

DSPS also administers additional assessment instruments for determination of eligibility for the Learning Disabled (LD) program.

Standard 2: Administer assessment instruments to determine competency in computational and language skills

All non-exempt students complete the computerized Assessment/Placement process for reading, sentence skills and math as one component of course selection.

In 2006 the VVC English department completed their content validity of the English placement and made the recommendation to include a writing sample. VVC is currently conducting a pilot study using WritePlacer. The math department is currently in the process revalidating the math assessment. (See also standard 1.)

Standard 3: Assist students to identify their aptitudes, interests and educational objectives

See Standard 1 (above) plus “personality” and “vocational interest” tests such as the Myers Briggs Personality Type Indicator and the COPS, CAPS, and COPES that are administered through the Guidance classes and by Counselors. The Career Center also uses Eureka Occusort and Microskills.

Standard 4: Evaluate students’ study and learning skills

Students who score low on the assessment test are referred by Assessment to the Counseling staff where they meet with a counselor to determine their needs, their records reviewed, and if necessary referred to Basic Skills, ESL, Title IV, Guidance or Developmental classes or other services (DSPS, EOPS, Learning Center). Other students are identified by self-referral, faculty, counselors, and Learning Center staff.

Standard 5: Use assessment instruments approved by the Chancellor’s Office

The ACCUPLACER is on the approved list and has been validated; the Combined English Language Skills Assessment (CELSA) is also on the approved list.

Standard 6: Use assessment instruments only for purposes for which they were developed and validated

Counselors use the results as a tool in an overall assessment process to help students select appropriate Math and English courses. (See also standard 1).

Standard 7: Use multiple measures for placement, referral or subsequent evaluation

Other factors considered in the selection of courses include study habits, certainty of educational goals, specific skills, emotional well-being, employment, family or other commitments, family support, health, maturity, motivation, self assessment, education history, etc. The counseling staff uses multiple measures as outlined in the Catalog and Student Handbook.

Standard 8: Use assessment instruments, methods or procedures in an advisory manner in the selection of academic courses and educational programs

All assessment tests are used as one component of course selection. Assessment test results alone are not used as required prerequisites.

Standard 9: Provide alternative services

ESL – Students receive CPT assessment and/or CELSA.

DSPS – Eligible DSPS students receive assistance from three full-time DSPS counselors and additional testing/assessment is provided; a separate distraction-free space is provided and an “adaptive” computer will be provided for DSPS use in taking the CPT; reader assistance and extended time is provided if needed.

Standard 10: Adopt District governing board policies specifying criteria for exemption

Board Policy 5225b delineates the following exemptions, which are also listed in the Catalog, Handbook, Schedule and “Steps to Enrollment” sheet:

- Completed College Algebra or Eng 101 or equivalent
- Completed an Associates or Bachelors from an accredited school
- Scores from a comparable approved assessment instrument in the last 3 years
- Enrolled only in Non-Credit courses

Standard 11: Make exempted students aware that they may choose whether or not to participate in this component

This is indicated in the Catalog, Handbook, Schedule and STEP sheet.

Standard 12: Ensure exemptions are not based on specified sole criteria

VVC exemptions meet these criteria. Assessment exemptions are clearly outlined in the College Catalog, schedule, and VVC steps to enrollment form.

Standard 13: Utilize computerized information to implement and support

The CPT assessment results are entered in the computer database for internal access by counselors, admission staff, and other appropriate staff. Approved exemptions are also indicated on the computer database after review by Counseling.

3.2 GOALS FOR THE ASSESSMENT COMPONENT:

Primary goals for the Assessment Component were derived from the 1999 Matriculation site visit. These are reflected in the following:

1999 Matriculation Technical Assistance Recommendations:

Recommendation 13. The team recommends that the Vice President of Student Services ensure that all placement raw scores not be distributed to students or counselors. Also, counselors, in conjunction with ESL, English, and math faculty, should establish and implement a multiple measures process for placement into appropriate courses, until appropriate validation studies are conducted. The team further recommends that the college cease immediately the use of the BEST and TABE tests and no longer exercise a secondary level of assessment. [Title 5: Sections 55202(c); 55512(a); 55514(e); 55521(a) (1-3); 55524].

This has been accomplished. Only assessment instruments approved by the Chancellor's Office are currently in use by the college. No secondary levels of assessment are being utilized for placement purposes.

Recommendation 15. The team recommends the Vice President of Student Learning, the Dean of Academic Programs and Dean of Student Services ensure that all placement test scores not be distributed to students or counselors until appropriate validation studies are conducted. The Team further recommends that Victor Valley College cease immediately the use of the BEST test instrument [Title 5: Section 55521(a)].

This has been accomplished. The college ceased using the BEST immediately following the technical assistance visit. The college has followed the criteria outlined in the Assessment Standards in utilizing the CELSA. The current cut scores, along with multiple measures, are used only in an advisory manner in recommending ESL course placement.

Goals:

1. Work closely with the English and math departments and the Research Office to revalidate the math and English placement tests.

Status: English. The English Department recently completed content validity of the English placement tests. A recommendation was made to include a writing sample. The College is currently conducting a study focusing on using the WritePlacer instrument.

Math: The Math Department is in the process of revalidating the math assessment.

2. Continue to provide support for the Bridge Program when testing local high school students.

3. Work with the ESL department and the Research Office to evaluate the CELSA and explore the possibility of using other approved tests.

3.3 STAFFING FOR THE ASSESSMENT COMPONENT:

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

Willie Pringle, Director of Student Services

Sue Gonzales, Student Services Specialist

Lilia Garcia, Bi-lingual Student Services Specialist = 50% Matriculation/50% Bilingual.

4. COUNSELING/ADVISEMENT COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212(b)(3)(D)	55520(g)(1),(2)	1. Make appropriate referral(s) to available support services and curriculum offerings.
78212(b)(3)(E)	55520(d) 55523(a)(4)	2. Provide advisement concerning course selection.
78212(b)(4)	55523(a)(1) 55526	3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.
78212(b)(4)	55523(a)(2) 55526	4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.
78212(b)(4)	55523(a)(3)	5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.
	55526	
	55520(d) 55523(a)(4)	6. Make counseling or advisement available to all non-exempt students.
	55523(b)	7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.
	55520(e)	8. Provide assistance in selection of a specific educational goal and development of the student educational plan, including student responsibilities.
	55530(d) 55525(a),(b)	
	55525(c)	9. Record the student educational plan in written or electronic form.
	55525(c)	10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students' needs.
	55201(f),(g)	11. Promptly inform students of their right to challenge (on specified grounds) a pre- or co-requisite or limitation on enrollment; their responsibility to show that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.
	58106(c),(d),(e)	
	55534(b) 55525(d)	12. Inform students of procedures for filing complaint alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of process for developing student educational plan.

- | | |
|----------------------|--|
| 55534(a)
55525(d) | 13. Provide students with or direct them to written district procedures for:
challenging matriculation regulatory provisions; district investigation and
attempted resolution of complaints; and methods by which district
maintains such complaints. |
| 55522 | 14. Provide modified or alternative services for the matriculation process (if
necessary) for ethnic and language minority students and students with
disabilities. |
| 78214(b)(3) | 55532(a) 15. Adopt District governing board policies specifying criteria for exemption.
55510(a)(5) |
| 55532(c) | 16. Make exempted students aware that they may choose whether or not to
participate in this component. |
| 55532(d) | 17. Ensure that exemptions from this component are not based upon specified
sole criterion. |
| 55510(a)(4) | 18. Utilize computerized information services to implement or support
counseling/advising activities. |

Elements of the Component for the Plan.

1. Legislative and regulatory requirements;
2. The list/description of your college's activities in this component;
3. The list/description of your college's goals in this component; and,
4. The list of the college staff positions that have responsibilities in the component.

4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:

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

COUNSELING

Standard 1: Make appropriate referral to support services and curriculum offerings:

This occurs during counseling appointments. General information regarding services is available at the counseling reception desk.

Standard 2: Provide advisement on course selection.

This occurs during counseling appointments and is based on student goals, assessment scores and class availability.

Standard 3: Make reasonable efforts that probationary, non-exempt students participate in counseling.

All students have access to generalist counseling services.

Standard 4: Make reasonable efforts that non-exempt students without a declared educational goal participate in counseling.

All students have access to generalist counseling services.

Standard 5: Make reasonable effort to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.

All students have access to generalist counseling services.

Standard 6: Make counseling or advisement available to all non-exempt students.

All students have access to generalist counseling services.

Standard: 7: Provide counseling or advisement by appropriated trained counselors or staff in areas deemed appropriate by the district.

All full-time and part-time counselors meet the minimum qualifications as established by the California Community College Chancellor's Office. Counselors meet with students in private offices to ensure confidentiality.

Standard 8: Provide assistance in selection of a specific educational goal and development of educational plan, including student responsibilities.

Counselors prepare individualized educational plans. These are based on the student's goals. Counselors often assist students in career exploration. Student responsibilities are printed in the VVC catalog.

Standard 9: Record the student education plan in writing or electronic form.

VVC education plans are in written form.

Standard 10: Review, as necessary, the student educational plan, its implementation, and its accuracy related to student needs.

Students are encouraged to meet with a counselor at least once during each fall and spring semester. Educational plans are revised or recreated as needed to meet student needs.

Standard 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 a challenge; and their right to file a complaint of unlawful discrimination.

Students are informed of their rights to challenge with a pre-requisite challenge form to which they attach documentation to substantiate the challenge. The nondiscrimination policy and discrimination complaint procedure are both in the VVC catalog.

Standard 12: Inform students of procedure for alleging unlawful discrimination in the implementation of matriculation processes, including the process for developing the student educational plan.

This information is in the VVC catalog.

Standard 13: Provide students with procedures for challenging matriculation regulatory provisions; district investigation and attempted resolutions of complaints; and methods with district maintains such complaints.

This information is available in the VVC catalog and from the Student Services department.

Standard 14: Provide alternative services.

Online counseling is available. In addition, VVC also offers Bridge counseling/advising services at 23 participating schools through the Bridge Program. Finally, the First Year Experience is an event which shows first-year students at VVC how to succeed at the college level and includes guest speakers, workshops, and networking with counselors and other mentors from the community.

4.2 GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT:

Goals

1. Hire a full time tenure track generalist counselor to coordinate the college's transfer and career center and related activities (1 FTEF).
2. Fill vacant counselor positions due to retirements (2 FTEF).
3. Continue to evaluate and improve counseling/advising services.

4.3 STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:

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

Full time:

Kelley Beach – Generalist and Athletics
Fernando Contreras – Generalist, Bilingual, Online
Pamela James – Generalist, Articulation Officer
Eartha Johnson – SSPIRE and PUENTE
Mike McCracken – Generalist
David Miller – Generalist
Lorena Ochoa – Title V and Generalist
Diane Wollan – Generalist and Nursing

Part time Generalists:

Maria Beck
Juanita Chou
Michelle Cox
Fred Dearborn
Melanie Dube-Gold
Lilia Franco
Keenan Giles
Deborah Roeber (Bridge Program lead Counselor)

EOP&S Counselors (full-time):

Manual Gaytan
Fontella Grimes
Peggy Mayer

DSPS Counselors (full-time):

Sherri Pierce
Susan Tillman
Jackie Trost

SSS/TRIO (part-time):

Jessica Diaz

CalWORKs Counselor (part-time):

Chris Cole

5. STUDENT FOLLOW-UP COMPONENT

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

Elements of the Component for the Plan.

1. Legislative and regulatory requirements;
5. The list/description of your college's activities in this component;
6. The list/description of your college's goals in this component; and,
7. The list of the college staff positions that have responsibilities in the component.

5.1 ACTIVITIES FOR THE FOLLOW-UP COMPONENT:

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

Standard 1: Provide post-enrollment evaluation of each non-exempt student's academic progress enrolled under specific academic conditions.

Students on probation or dismissal status receive a letter instructing them to meet with a counselor in order to get back on track. Counselors meet with the students to see what is needed to get them back on the road to success. Educational plans are revised or redone accordingly.

Standard 2: Establish a follow-up system that ensures regular monitoring for early detection of academic difficulty.

VVC is currently working on an integrated computerized early alert system that would allow all instructors to inform students by the end of the 7th week of their progress in their classes. At the present time, VVC's progress reporting is primarily a paper process. Students take their progress verification form to instructors to be filled out, and the report is submitted to appropriate individuals at the following levels:

1. General progress reports at the program level: for students participating in specialized programs, their progress reports are sent to the program director, coordinator or counselor.
2. Academic/progress probation reports: for general students, their reports are sent to counselors and deans whenever appropriate in order that the students receive feedback. Counselors review students' educational plans and revise or update as needed.

The new online early alert system would include whether students are making satisfactory or unsatisfactory progress based on the following factors:

- Quizzes/exams
- Homework assignments
- In-class assignments
- Attendance
- Participation
- Papers
- Other

Instructors would also have the opportunity to provide comments.

Standard 3: Make referral to appropriate services and curricula as necessary.

1. Counselors and the Executive Dean of Student Services make presentations to selected English and Math classes to inform students of upcoming events and activities; provide them with early warning regarding due dates and information on college resources; and to encourage them to make a counseling appointment prior to peak periods.

2. During each term, counselors take turns providing at least two specialized workshops focusing on informing students and encouraging them to utilize the wide array of services and classes that are designed to help them succeed in college. These workshops also focus teaching strategies for overcoming barriers to success and developing healthy attitudes.

Standard 4: Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students with disabilities.

Each main term, the college provides individualized services (Guided registration) to assist students with language barriers and students with disabilities through the matriculation process. This is conducted in a small group lab setting.

Standard 5: Utilize computerized information services to implement, support, monitor and/or track follow-up services.

The College utilizes the SARS GRID to monitor/track all counseling services including follow-up. A follow up component is built into each counselor's schedule.

Counselors often email or call students to relay information which required additional research following the scheduled appointment. Specific follow-up time is designated for this in the SARS GRID. Counselors also handle this outside regular hours when required.

5.2 GOALS FOR THE FOLLOW-UP COMPONENT:

Goals

1. Complete the online early alert system.
2. At least 75% of faculty will complete early alert reports for students in their classes.

5.3 STAFFING FOR THE FOLLOW-UP COMPONENT:

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

*Dr. Victoria Hinds, Executive Dean of Student Services
Sandra Moreno, Student Services Secretary
Reba Pugliese, Counseling Office Assistant
Gisel Morales, Counseling Office Assistant*

*Kelley Beach – Generalist and Athletics
Fernando Contreras – Generalist, Bilingual, On line
Pamela James – Generalist, Articulation Officer
Eartha Johnson – SSPIRE and PUENTE
Mike McCracken – Generalist
David Miller – Generalist
Lorena Ochoa – Title V and Generalist
Diane Wollan – Generalist and Nursing*

Part time Generalists:

*Maria Beck
Juanita Chou
Michelle Cox
Fred Dearborn
Melanie Dube-Gold
Lilia Franco
Keenan Giles
Deborah Roeber (Bridge Program Lead Counselor)*

EOP&S Counselors (full-time):

*Manual Gaytan
Fontella Grimes
Peggy Mayer*

DSPS Counselors (full-time):

*Sherrri Pierce
Susan Tillman
Jackie Trost*

SSS/TRIO (part-time):

Jessica Diaz

CalWORKs Counselor (part-time):

Chris Cole

6. COORDINATION AND TRAINING COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78216(b)(c)(3)	55516	1. Develop and implement a program for providing all faculty and staff with training appropriate to their needs with respect to 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)(3)	
	55523(b)	
	55510(a)(4)	2. Utilize computerized information services to implement or support coordination and training activities.

Elements of the Component for the Plan.

1. Legislative and regulatory requirements;
2. The list/description of your college's activities in this component;
3. The list/description of your college's goals in this component; and,
4. The list of the college staff positions that have responsibilities in the component.

6.1 ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT:

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

Coordination/Training

Standard 1: Develop and implement a program for providing all faculty and staff with training appropriate to their needs with respect to provision of matriculations services.

Admissions and Registration: All faculty and staff can readily access information about the matriculation process via the College Website, and in the catalog and schedule of classes. Additionally, the matriculation process is clearly outlined in the VVC steps to enrollment form. It is a valuable tool that is widely disseminated on and off-campus. During the Counselor Round Table each fall, VVC also provides training to all high school counselors regarding the matriculation process and coordinates activities such as admitting, orienting, assessing and counseling new students. With the addition of the HSI grant which has enabled VVC to develop the Bridge Program, all personnel from partner schools attend at least one training yearly. Bridge counselors attend at least 3 training sessions yearly which focus on counseling, orientation, admissions/registration, and assessment. Additionally, through the Bridge Program, school personnel across the VVC service area are provided updates or new information regularly. VVC student services personnel receive ongoing training through regularly scheduled monthly departmental meetings. Opportunities for consistent training and coordination also take place during department chair meetings, matriculation committee meetings, at combined Student Services/Instructional deans-directors meetings, and during College Council.

Orientation/Assessment/Counseling-Advising

Each fall term, VVC hosts a Bridge Conference that includes all campus personnel as well as high school superintendents, principals and counselors. The conference includes assessment training and discussions about collaboration and problem solving. Ongoing training and coordination occurs regularly during the Counseling Departmental meetings weekly. Additionally, new or updated information is disseminated during the matriculation committee meetings which occur at least quarterly and monthly on an as-needed basis. Training pertaining to processes and new procedures also occurs during department chair meetings. During the weekly counseling meetings, department chairs from across the disciplines have an opportunity to receive this training.

Standard 2: Utilize computerized information services to implement or support coordination and training activities.

Through the college's website which is maintained by the college's webmaster, both students and staff can access information about services and training activities. Additionally, the Bridge Program web portal (<http://www.k16bridge.org/>) provides a wealth of information and links.

6.2 GOALS FOR THE COORDINATION/TRAINING COMPONENT:

GOALS

1. Matriculation services and categorical programs will utilize the SARS GRID.
2. Train specific key staff in the *One-Stop* customer service approach to make matriculation a smoother and less intimidating process for students.
3. Continue to provide collaboration meetings/training with key staff at least once each semester.

6.3 Staffing for the Coordination and Training Component:
(Include job titles and numbers of positions involved with this component.)

Dr. Victoria Hinds, Executive Dean of Student Services
Rebecca Elmore, Coordinator for Orientation and Career Pathways
Greta Moon, Director of Admissions and Records
Willie Pringle, Director of Student Services
Carl Smith, Director of EOPS/CARE
Jeffrey Holmes, Director of DSP&S
Financial Aid Director
Diane Wollan, Nursing and General Counseling (Chair)

7. RESEARCH AND EVALUATION COMPONENT

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

- 55532(a) 14. Record number of students exempted by category and grounds for exemption.
- 55514(f)
- 55514(g) 15. Maintain numbers of students filing complaints (re: 55534) and the bases of those complaints.
- 55514(h) 16. Document particular matriculation services received by each non-exempt student.
- 55510(a)(4) 17. Utilize computerized information services to implement or support research and evaluation activities.

Elements of the Component for the Plan.

1. Legislative and regulatory requirements;
- 2 The list/description of your college's activities in this component;
3. The list/description of your college's goals in this component; and,
4. The list of the college staff positions that have responsibilities in the component.

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. Establish and maintain institutional research for evaluating efficacy of matriculation services and remedial programs and services.

A consultant was hired in 1999 to develop a data warehouse for institutional research purposes including matriculation. The warehouse is continuously evolving and now suffices as the decision support system for the institution and allows users a web interface for data acquisition. Regular training sessions are scheduled for new users and several student services staff have participated.

In spring of 2007, the Community College Survey of Student Engagement (CCSSE) was conducted. Several indicators, such as student's interactions with counselors, were studied and data presented to the student services areas.

In the fall of 2008, the Research Office conducted a consequential validity study for math placement. All surveys were disseminated in the second to third week of the semester and analysis will take place late fall or winter 2008. In addition, Accuplacer's product, Writeplacer, is being reviewed for its use as an additional assessment tool for English placement.

The Research Office is working closely with participating faculty on the Basic Skills Initiative. Results from cohort studies revealing the persistence from basic skills to intermediate math and English courses have been presented to this group.

2. Evaluate all assessment instruments to ensure they minimize or eliminate cultural and linguistic bias and are being used in a valid manner.

The college placement test (Accuplacer), in conjunction with additional items for multiple measure reasons, is used for placement into math and English. Math and English courses are blocked from student registration based on the Accuplacer cut-scores.

3. Determine whether any assessment instrument or procedure has a disproportionate impact on ethnicity, gender, age, or disability; develop a plan to correct.

Analysis of the consequential validity study in math and the review of Writeplacer will include a discussion of disproportionate impact.

4. Analyze degree of matriculation's impact on particular courses, programs and facilities.

Initial planning has started for identifying the impact that orientation has on students. For instance, do students make better decisions about counseling appointments, identifying an education goal and course selection because of the information gained through orientation?

5. Analyze degree to which matriculation helps students to define their educational goals and objectives.
In spring of 2007, the Community College Survey of Student Engagement (CCSSE) was conducted. Indicators such as developing career goals and career opportunities were asked and data presented to the student services departments.
6. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades and goal attainment.
Please see 7.2
7. Analyze degree to which matriculation assists district efforts to assess educational needs.
Assessment results show course needs while counseling data identifies the support our students need. The Research Office supplies data on transfer, retention and completion rates which aids in the planning for student need.
8. Analyze degree to which matriculation matches district resources with student's educational needs.
Assessment testing is performed at local high schools through the K-16 Bridge program.
9. Analyze degree to which matriculation provides students the specialized support services to which they are referred.
Data from the Chancellor's Office is presented to student services.
10. Determine ethnicity, sex and age of credit students.
This information is provided in several publications such as the FactBook and Quick facts. In addition, this data can be found on the Institutional Research website.
11. Determine proportion of students of ethnic, gender, age and disability placed in pre-collegiate, associate degree applicable, or transfer courses in reading, writing, computation or ESL.
The Research Office does not compile this information into one report, yet most of this information is provided to the college community through various publications (FactBook, IR website etc.)
12. Determine proportion of students of ethnic, gender, age and disability that enter and complete pre-collegiate basic skills courses
The Research Office is working closely with participating faculty on the Basic Skills Initiative. Results from cohort studies revealing the persistence from basic skills to intermediate math and English courses have been presented to this group.
13. Determine proportion of students who complete pre-collegiate basic skills courses and who subsequently enter and complete associate degree applicable courses
The Research Office is working closely with participating faculty on the Basic Skills Initiative. Results from cohort studies revealing the persistence from basic skills to intermediate math and English courses have been presented to this group. This information has also been collected to support the SSPIRE grant.

14. Record the number of students exempted by category and grounds for exemption.
College staff have the capability of being able gather data on students' exemption by category. Student exemption information is gathered from the college application form and this information is maintained in Datatel. The number of students with exemptions and without is reported in the College's MIS report.
15. Maintain numbers of students filing complaints (re: 55534) and the bases of those complaints.
Students with complaints must complete a "Complaint Form" which serves multiple uses. All complaints are sent directly to the Office of the Vice President of Instruction/Student Services. Since this is often a time-sensitive issue, it is date stamped and reviewed promptly. The Executive Dean of Student Services reviews all complaints and sends the completed complaint form to the appropriate supervisor. A copy of the complaint is maintained in a log book. The responsible supervisor contacts the student and works toward resolving the issue. A copy of the resolution/follow-up is sent back to the Office of the Vice President of Instruction/Student Services and this is maintained in a log book for future reference.
16. Document the particular matriculation services received by each non-exempt student.
Each department that provides a matriculation service is responsible for entering the matriculation data element in our Datatel student information system. For example, all students attending orientation are recorded in the Mati Screen for student contact.
17. Utilize computerized information to implement or support research.
The Research Office's data warehouse suffices as the decision support system for the institution and allows users a web interface for data acquisition. The research staff regularly use the data warehouse for internal reporting and ad hoc requests. Shared drives are designated for deans and VPs so as to open the communication between research and the administrators who need data refreshed daily. In addition, the IR website is a tool for displaying data to the college community and our service area.

7.2 GOALS FOR THE RESEARCH AND EVALUATION COMPONENT:

1. Utilize data from SARS GRID to identify and track students who have completed matriculation services, such as orientation and counseling, in order to measure the effects that each component of matriculation have on student retention and goal attainment.
2. Better align assessment information with our enrollment management techniques. In knowing the matriculation services completed, assessment scores, and course taking patterns, we will be better prepared in creating efficient course schedules.
3. Conduct ongoing performance validation studies as well as disproportionate impact studies so that students are placed appropriately at all levels.
4. Continue planning has started for the development of a first year cohort study. This would enable the administration to view student need upon entering the college, course taking patterns during their stay, and attainment of their educational goals.
5. Review the Student Equity Plan (updated in 2008) and related activities on an annual basis.
6. Earmark no more than 10% of matriculation funds for Research staffing designated for matriculation research.

7.3 STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT:

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

Under the supervision of the Executive Dean of Institutional Effectiveness, the Research Office consists of an Institutional Research Coordinator and a Research Analyst. Internal and external requests for data as well as the development of the data warehouse and IR website are performed by the research staff. Very few complete studies consisting of data aggregation, analysis, and reporting are performed because of the limited resources in the Research Office and the increasing demand for data across campus. There is no designated researcher for matriculation purposes and this should be considered.

The College Research Staff includes:

Virginia Moran, Executive Dean of Institutional Effectiveness

Mark Clair, Institutional Research Coordinator

Jennifer Larriva, Research Analytical Technician

8. PREREQUISITES, CO-REQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION

<u>Title 5</u>	<u>Component Standards</u>
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58106(b) 1. District ensures open enrollment subject to health and safety considerations, facility limitations, etc., consistent with Board-adopted policies that identify such limitations and which require fair and equitable procedures for determining who may enroll in such courses.

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

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

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

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

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

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

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

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

55201(e)
55510(a)(6)
to 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 succeed without the pre- or co-requisite.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

55202(g) 9. District determines students' satisfaction of a prerequisite prior to enrollment or permits enrollment pending verification, and ensures that enrollment fees are promptly refunded to students who are involuntarily dropped from course for failure to successfully complete the prerequisite.

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

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

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

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

PREREQUISTIES, COREQUISTIES, AND ADVISORIES

VVC adopted the “Model” procedures and as a result does not need to respond to the following in detail per Chancellor’s Office instructions.

VVC Board Policy 4260 "Prerequisites and Co-requisites" implements Sections 55200-55202 of Title 5 of the California Administrative Code. The intent of these regulations is to promote student success by identifying the skills or knowledge essential or recommended to succeed in designated classes, while at the same time insuring that any limitations on student access to classes are thoroughly justified. Rigorous procedures for establishing advisories, prerequisites, and co-requisites safeguard student access and help promote student success. The amount of rigor applied in the placement of advisories or prerequisites/co-requisites varies by the nature of the proposed limitation.

1998/99 Goal: To develop a system to block registration in courses for students who do not have appropriate prerequisites, at least in English and math.

VVC has accomplished this goal for all classes requiring a prerequisite or co-requisite. The pre-requisite challenge process is currently facilitated by the Office of the Executive Dean of Student Services who reports to the Vice President of Instruction/Deputy Superintendent. In each discipline, the department chair is responsible for reviewing the supporting documents and approving or denying the challenge request based on the Challenge Categories.

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

Goals

1. Improve the pre-requisite challenge process by providing the opportunity for appropriate staff to enter information regarding whether or not a student has met the pre-requisites; thereby streamlining the process. For effective management of prerequisite challenge process, it will be critical to specify clear steps in data entry and record keeping procedures to leverage capabilities of the information system and improve the process.
2. Implement a process through Datatel by which students who have met the prerequisite challenge are identified.
3. Develop a consistent and systematic process that allows us, through the *Requisite Mismatched* process in Datatel, to run to all programs to determine which students have not met the prerequisite.

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

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

All counselors review student pre-and co-requisites. Additionally, department chairs across the disciplines are involved.

The counselors who serve on the curriculum committee and who are directly involved in this are the following:

Pamela James, Articulation Officer-Counselor

Michael McCracken, Generalist Counselor

The current chair of the Curriculum Committee is Richard Cerreto. The past chair is Carol Golliher.

MATRICULATION PLAN SIGNATURE PAGE

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

College: _____ District: _____

Signature of President/Superintendent: _____

Name: Dr. Robert Silverman Date: _____

Signature of College Academic Senate President: _____

Name: Debra Blanchard Date: _____

Signature of Chief Instructional Officer: _____

Name: Dr. Chris O'Hearn Date: _____

Signature of Chief Student Services Officer: _____

Name: Dr. Victoria Hinds Date: _____

Signature of Curriculum Committee Chair: _____

Name: Richard Cerreto Date: _____

Signature of College or District Researcher: _____

Name: Mark Clair Date: _____

Signature of College Matriculation Coordinator: _____

Name: Dr. Victoria Hinds Date: _____

Signature of Math Department Chair: _____

Name: Stephen Toner Date: _____

Signature of English Department Chair: _____

Name: Patricia Jo Teel Date: _____

Signature of Counseling Department Chair: _____

Name: Diane Wollan Date: _____

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

POLICIES AND PROCEDURES

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

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

_____ Board adopted policy
_____ Institutional practices

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

_____ Board adopted policy
_____ Institutional practices

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

_____ Board adopted policy
_____ Institutional practices

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

_____ Board adopted policy
_____ Institutional practices

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

_____ Board adopted policy
_____ Institutional practices

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

_____ Board adopted policy
_____ Institutional practices

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

_____ Board adopted policy

_____ Institutional practices

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

_____ Board adopted policy

_____ Institutional practices

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

_____ Board adopted policy

_____ Institutional practices

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

_____ Board adopted policy

_____ Institutional practices

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

_____ Board adopted policy

_____ Institutional practices

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

_____ Board adopted policy

_____ Institutional practices

_____ Board has chosen not to policy or procedure in this area.

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

_____ Board adopted policy

_____ Institutional practices

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

_____ Board adopted policy

_____ Institutional practices

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

_____ Board adopted policy
_____ Institutional practices

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

_____ Board adopted policy
_____ Institutional practices

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

_____ Board adopted policy
_____ Institutional practices

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

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

_____ Board adopted policy
_____ Institutional practices

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

_____ Board adopted policy
_____ Institutional practices

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

§55201: _____

§55202: _____

§58106: _____