

SAN DIEGO MIRAMAR COLLEGE

Matriculation Plan

**Constance Carroll, Ph.D., Chancellor
San Diego Community College District**

Ron Manzoni, Interim President

Robert Garber, Vice President of Student Services

Julianna Barnes, Dean of Student Affairs & Matriculation

Revised April 28, 2005

Matriculation Advisory Committee

Dana Andras, Supervisor, Admissions

Julianna Barnes, Dean, Student Affairs & Matriculation

Rick Cassar, Chair/Faculty, Counseling

Pamela Deegan, Vice President, Instruction

Kathy Doorly, Program Director/Faculty, Disabled Students Programs & Services

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Robert Garber, Vice President, Student Services

Carmen Jay, Chair/Faculty, English Department

Toniann Johnston, Sr. Student Services Assistant, Assessment

Carol Murphy, Chair/Faculty, Math Department

Nicholas Peters, President, Associated Students

Bernice Reyes, Faculty, Extended Opportunity Program & Services

Susan Scott, Faculty, English

Joan Thompson, Program Director/Faculty, Extended Opportunity Program & Services

Kandice Walker, Faculty, Disabled Students Programs & Services

ATTACHMENTS

1. Organization Chart
2. Matriculation Advisory Committee
3. Policy 5500, *Prerequisites, Corequisites, Advisories on Recommended Preparation, and Other Limitations on Enrollment*
4. Policy 5500.2, *Student Challenge Procedures-Prerequisites, Corequisites and Limitations on Enrollment*

COLLEGE MATRICULATION PLAN

College Name and Address: San Diego Miramar College
Dean, Student Affairs/Matriculation
10440 Black Mountain Rd.
San Diego, CA 92126-2999

District Name and Address: San Diego Community College District
Administrative Offices
3375 Camino del Rio South
San Diego, CA 92108-3883

Signature of District Chancellor:

Constance Carroll, Ph.D.

Date

Signature of College President:

Ron Manzoni

Date

Signature of College Academic Senate President:

Wheeler North

Date

Signature of Supervising Administrator:

Robert Garber

Date

Signature of College Matriculation Dean:

Julianna Barnes

Date

San Diego Miramar College, San Diego Community College District

1. ADMISSION 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.

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ACTIVITIES FOR THE ADMISSION COMPONENT:

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

1. Review the application for admission process to insure that it is meeting the needs of the district and matriculating students. (Component Standard #1 and #3.)
2. Develop and distribute an information package for applicants to guide them through the admissions, matriculation, and registration process. (Component Standards #1 and #2.)
3. Provide information and appointments for assessment/orientation. (Component Standards #1 and #2.)
4. Maintain and update student information to support the student matriculation process. (Component Standard #3.)
5. Encourage and increase student awareness of declaring an educational objective and the importance of submitting official transcripts to complete this process. (Component Standards #1, #2 and #3.)
6. Computerize student information and record system. (Component Standards #1 and #3.)
7. Provide necessary materials and documentation to support registration and grades, i.e., temporary parking permit, confirmations, receipt of payments, certifications, deferments, grade changes, missing grade reports, incompletes, credit/no-credit, positive attendance. (Component Standards #2 and #3.)
8. Develop and implement a procedure that provides internal communications between counseling, admissions, DSPS, EOPS, financial aid, veterans and instruction to implement a workable and fair process for dealing with students' concerns. (Component Standards #1 #2 and #3.)
9. Hold regular meetings with all units that participate in the admission/registration process, to plan, implement and evaluate the process. (Component Standards #1 #2 and #3.)
10. Create a directory of information experts and a resource pool of bilingual staff to serve on campus at key areas during critical periods to help students resolve concerns and issues immediately. (Component Standards #1 and #2.)
11. Provide training and support for DSPS staff to assist with the application and registration process during critical periods. (Component Standard #2.)

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12. Provide and staff an information table in the admissions patio area during the first week of class, using the referral system to deal with students' concerns. (Component Standards #1 and #2.)
13. Expand staff development training activities and workshops on dealing with diverse populations and alternative services for students and the community. (Component Standards #2 and #3.)
14. Use appropriate resources to provide admissions, enrollment and advisement services as appropriate in the service area, and to respond to requests for informational services by groups in the service area. (Component Standards #1 and #2.)
15. Design and staff a separate information counter in the admissions area for prospective students. (Component Standards #1 and #2.)
16. Plan and implement a telephone information counter/help line as an integral part of the admission/registration office. Component Standards #2 and #3.)
17. Provide modified or alternative services for underrepresented students and students with disabilities. (Component Standard #1 and #2.)
18. Provide complete services and support to the matriculating Police/Fire Academy to meet the diverse needs of the program. (Component Standards #1 and #3.)

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GOALS FOR THE ADMISSION COMPONENT:

The Miramar College Admissions Office facilitates student access to achieve educational goals by assuring a successful process of admission, registration and information gathering. Student services are outlined to prospective, new and continuing students. The Admissions Office is also responsible for maintaining transcripts and documents required for registration and assisting students and instructors in resolving problems pertaining to enrollment status and grades.

In pursuing student excellence, staff is committed to the following goals:

1. Establish an application process that is efficient and informative.
2. Enhance students' awareness and understanding of the entire admission and registration process, and provide opportunities for applicants to ask questions and discuss their concerns about any part of the procedure.
3. Increase student awareness of the importance of having an educational plan.
4. Utilize a workable and fair problem resolving process for dealing with students' concerns expressed during the application/registration procedure.
5. Maintain supportive linkages and communications with all departments which interface with Admissions.
6. Develop and maintain a comprehensive records management system to support matriculation.
7. Develop and maintain community outreach programs to target underrepresented groups.
8. Ensure access for underrepresented and nontraditional students and students with disabilities through modified or alternative services for the matriculation process.
9. Improve community awareness of the benefits of attending San Diego Miramar College.

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STAFFING FOR THE ADMISSION COMPONENT:

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

<u>Activity #</u>	<u>Position(s)</u>	<u>Other Specialist(s)</u>
1.	Admissions/Records Supervisor (2) Student Services Assistants (6)	
2.	Vice President Student Services Dean, Student Affairs/Matriculation Admissions/Records Supervisor (2) Student Services Assistants (6) Counselor (1)	Public Information Officer
3.	Admissions Staff (8) Assessment Staff (1) Counselor (1)	
4.	Admissions/Records Supervisors (2) Student Services Assistants (6)	
5.	Admissions/Records Supervisors (2) Student Services Assistants (6) Counselor (1)	
6.	Vice President Student Services Dean, Student Affairs/Matriculation Admissions/Records Supervisors (2)	
7.	Admissions/Records Supervisors (2) Student Services Assistants (6)	
8.	Vice President Student Services Dean, Student Affairs/Matriculation Admissions/Records Supervisors (2) Counselor (1)	DSPS Specialist Financial Aid Director Veterans Clerk Faculty
9.	Vice President Student Services Dean, Student Affairs/Matriculation Admissions/Records Supervisors (2) Counselor (1)	Veterans Staff Financial Aid Director (1)
10.	Vice President Student Services Dean, Student Affairs/Matriculation Admissions/Records Supervisors (2) Student Services Assistants (6) Counselor (1)	Campus Police Accounting Staff Veterans Staff Financial Aid Director (1) DSPS Specialist

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| 11. | Admissions/Records Supervisors (2)
Student Services Assistants (6) | DSPS Specialist |
| 12. | Admissions/Records Supervisors (2)
Student Services Assistants (2)
Counselor (1) | Secretary
Public Information Officer |
| 13. | Vice President Student Services
Dean, Student Affairs/Matriculation
Admissions/Records Supervisors (2)
Student Services Assistants (6)
Counselor (1) | Facilitator |
| 14. | Vice President Student Services
Dean, Student Affairs/Matriculation
Admissions/Records Supervisors (2)
Student Services Assistants (2)
Counselor (1) | |
| 15. | Vice President Student Services
Dean, Student Affairs/Matriculation
Admissions/Records Supervisors (2)
Student Services Assistants (6) | |
| 16. | Admissions/Records Supervisors (2)
Student Services Assistants (2) | |
| 17. | Vice President Student Services
Dean, Student Affairs/Matriculation
Admissions/Records Supervisors (2)
Student Services Assistants (6) | DSPS Specialist |
| 18. | Dean, Student Affairs/Matriculation
Admissions/Records Supervisors (2)
Student Services Assistants (1) | |

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

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ACTIVITIES FOR THE ORIENTATION COMPONENT:

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

1. Offer orientation sessions, both in person and online, throughout the academic year and Summer. Sessions include information on college programs and services, academic expectations, student rights and responsibilities, and instructional procedures. (Component Standards #1 and #10.)
2. Provide explanations of district/college policies and procedures in class schedules, catalogs and other publications that inform students of their rights and responsibilities including reporting of alleged unlawful discrimination. (Component Standards #2 and #4.)
3. Provide information about rights and procedures for challenging matriculation regulations including investigation, attempts to resolve complaints, and maintenance of records related to complaints. (Component Standard #5.)
4. Provide information about rights to challenge a pre- or co-requisite or limitation on enrollment including their responsibility for showing grounds for the challenge and their right to file a complainant of unlawful discrimination. (Component Standard #3.)
5. Provide alternative matriculation services for students with disabilities or language needs not met by regular orientation procedures such as extended test-taking time, small orientation classes, or individual orientation. (Component Standard #6.)
6. Make available for students' perusal the district/college policies for the setting of exemptions and the right of the exempted student to choose whether or not to participate in this component. This information is available in the schedule of classes and catalog. In addition, it is presented in all orientation meetings. (Component Standards #7, #8 and #9.)
7. Develop faculty presentations for groups of students who have indicated interest in particular academic or vocational areas. (Component Standard #1.)
8. Conduct orientations in feeder high schools for high school seniors who are prospective students. (Component Standard #1.)
9. Increase the number of students who enroll in the College Success Seminar (PERG 127) which includes an expanded orientation and development of SEP. (Component Standards #1, #2, #3, #4, #5, #8 and #10.)
10. Conduct a student satisfaction survey to evaluate the orientation services. (Component Standards #1 and #6.)

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11. Conduct staff training seminars prior to each enrollment period for all student services staff to ensure greater dissemination of district/college practices and procedures, thereby ensuring broader opportunities to address student inquiries. (Component Standards #1 and #5.)

12. Inform students of their rights and responsibilities in the college catalog, class schedule and orientation handouts regarding exempt and non-exempt status. Exemptions are made when student's educational goal is one or more of the following: preparation for a new career, advancement in current job/career, maintenance of a certificate or license, high school diploma/GED, enrollment in apprenticeship program, or student has associate degree or is currently enrolled at a four-year college or university. (Component Standards #1, #2, #7, #8 and #9.)

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GOALS FOR THE ORIENTATION COMPONENT:

The overall purpose of orientation at Miramar College is to provide all new and prospective matriculants an opportunity to learn about the programs, services, facilities, grounds, academic expectations and institutional procedures. In the expanded orientation program, exempt and non-exempt students have the opportunity to learn their rights, responsibilities and privileges as students.

In keeping with this overall purpose, San Diego Miramar College has the following goals for the orientation component of the Matriculation Plan:

1. Students will be better informed about college programs, services, policies and procedures, activities, financial aid, and academic procedures.
2. As a result of orientation, students will understand college procedures and will therefore move more smoothly through the registration process.
3. If needed, language minority students and students with disabilities will receive special orientation services that meet specific needs.
4. The percentage of students participating in orientation will increase each year.
5. Early orientation activities at local high school sites will be increased.
6. Students will be informed of the exemption criteria for this component.

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STAFFING FOR THE ORIENTATION COMPONENT:*(Include job titles and numbers of positions involved with this component.)*

<u>Activity #</u>	<u>Position(s)</u>	<u>Other Specialist</u>
1.	Counselors (9) Student Services Supervisor (1)	
2.	Dean, Student Affairs/Matriculation Counselor (1 or more)	
3.	Dean, Student Affairs/Matriculation Counselor (1 or more)	
4.	Dean, Student Affairs/Matriculation Counselor (1 or more)	
5.	Counselors (9) Student Services Supervisor (1)	Disabled Student Specialist (1) EOPS Counselor (1)
6.	Vice President Student Services Dean, Student Affairs/Matriculation Counselors (5)	
7.	Counselors (1 or more)	Faculty (4 or more)
8.	Counselors (2 or more)	
9.	Counselors (3 or more)	
10.	Dean, Student Affairs/Matriculation Counselor (1)	
11.	Vice President Student Services Dean, Student Affairs/Matriculation Counselors (2) Student Services Supervisor (1)	
12.	Dean, Student Affairs/Matriculation Counselors (5) Admissions Staff	Public Information Officer

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3. 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 only assessment instruments approved by the Chancellor.
	55521(b)	6. Use assessment instruments only for purpose for which they were developed or validated.
	55521(c)	7. Use multiple measures (other than two or more highly correlated instruments) for placement, required and appropriate referral, or subsequent evaluation.
78213(b)(2)	55521(e)	8. Use assessment instruments, methods or procedures in an advisory manner in the selection of academic courses and educational programs.
	55522	9. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
78214(b)(3)	55532(a) 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.

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ACTIVITIES FOR THE ASSESSMENT COMPONENT:

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

1. Offer assessment testing, both in person and online, for students throughout the academic year and Summer. Administer assessment instruments to determine student competency in reading, writing and computational skills. (Component Standards #1 and #2.)
2. During assessment session provide information (online, printed materials and counselor presentation) to students regarding English, mathematics, tutorial center, Career/Transfer Center and personal growth classes; personal growth classes are designed to identify students' aptitudes, interests and educational goals and evaluate and improve students' study and learning skills. (Catalog, class schedule, flyers.) (Component Standard #3, #4 and #5.)
3. Provide printed assessment results and placement recommendations to students in a timely manner. Counselors will be available on a walk-in basis to assist students in appropriate course selection and to provide appropriate referral or subsequent evaluation. (Component Standards #1 and #7.)
4. Make available alternative assessment instrument for language minority students. (Component Standard #9.)
5. Make available modified or alternative assessment procedures for students with disabilities. (Component Standard #9.)
6. Provide career planning classes and seminars to assist students to identify their aptitudes, interests and educational objectives. (Component Standards #3, #5, #6, #7, and #8.)
7. Make available inventories to identify students' aptitudes, interests, educational goals and to evaluate students' study and learning skills. (Component Standard #3, #4, #5, #6, #7, #8 and #9.)
8. Provide College Success Skills courses to assist students in clarifying educational goals, and evaluating and improving their study and learning skills. (Component Standard #2 and #3.)
9. Professional counselors will be available to consult with students in the selection of academic courses and educational programs. Professional counselors will also be available to advise students of and refer them to alternative or modified assessment procedures. (Component Standards #3, #4, #5, #6, #7 and #9.)
10. Conduct assessments in feeder high schools for high school seniors who are prospective students. (Component Standards #1 and #2.)

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11. Provide information about exemption criteria. (Component Standards #10 and #11.)
12. Evaluate current placement tests and cut-off scores and revise as necessary. (Component Standards #4, #6, #7, and #8.)
13. Expand the existing clerical and technical staffing in assessment in order to provide necessary services to meet student needs. (Component Standards #3 and #4.)
14. Provide department chairs with student assessment demographics to be used in scheduling semester courses for basic skills development classes. (Component Standard #13.)
15. Plan and administer in-service workshops for faculty and staff to review appropriate use of assessment instruments. (Component Standards #5, #6, #7, #8, #10 and #12.)
16. Utilize transcripts, counselor and/or faculty assessment, and evaluation of students' prior experiences in determining placement. (Component Standard #7.)
17. Implement exemption criteria approved by the Board of Trustees. (Component Standard #10.)
18. Inform exempted students that assessment is desirable and optional. (Component Standard #11.)
19. Inform students of their rights and responsibilities in the college catalog, class schedule and orientation handouts regarding exempt and non-exempt status. Exemptions are made when student's educational goal is one or more of the following: preparation for a new career, advancement in current job/career, maintenance of a certificate or license, high school diploma/GED, enrollment in apprenticeship program, or student has associate degree or is currently enrolled in a four-year college or university. (Component Standard #12.)
20. Integrate computerized assessment test scores into the student record via computer (academic history, educational plan). (Component Standard #13.)

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GOALS FOR THE ASSESSMENT COMPONENT:

At Miramar College assessment is used as one of several multiple measures available to determine individual need for each new and prospective student. All new exempt and non-exempt students are given the opportunity to participate in the assessment process to determine correct placement in English and math classes. This opportunity is also available for continuing and returning students who may not have been assessed when they entered college. The admissions office, assessment and faculty work together to ensure student assessment and placement. The results of assessment are to be shared with students in a manner that clarifies the predictive value of assessment but leaves them free to make their own academic decisions.

1. Increase percentage of new students participating in assessment sessions.
2. Students will choose to enroll in math and English classes that are appropriate for their skill levels.
3. Increase retention and successful completion percentages in English and math classes.
4. Conduct assessment for all non-exempt students in computational and language skills, using assessment instruments that have been approved by the Chancellor.
5. Provide assessment in educational and career interests to all students requesting such assessments.
6. Use multiple assessment measures for placement, referral and any subsequent evaluations.
7. Ensure that assessment interpretation includes a clear explanation of the predictive value of the assessment, but clarifies the students' right to make their own placement decisions.
8. Provide modified or alternative services as needed for ethnic and language minority students.
9. Provide modified or alternative services for students with disabilities.
10. Clarify criteria for exemption from assessment, ensuring that multiple criteria are used.
11. Develop means for students to avoid unnecessary reassessment by determining correlations, wherever possible, with recent assessments at other colleges.
12. Maintain up to date assessment information and skill levels on data systems.

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STAFFING FOR THE ASSESSMENT COMPONENT:

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

<u>Activity #</u>	<u>Position(s)</u>	<u>Other Specialist</u>
1.	Placement Officer (1) Student Services Assistant (1)	ILC Supervisor DSPS
2.	Counselors (9) Student Services Assistant (1)	PLACe Coordinator EOPS DSPS
3.	Counselors (9) Placement Officer (1) Student Services Assistant (1)	ILC Supervisor
4.	Counselors (9) Student Services Assistant (1)	EOPS DSPS
5.	Counselors (9) Student Services Assistant (1)	DSPS
6.	Counselors (4)	
7.	Counselors (9)	
8.	Counselors (4)	DSPS EOPS
9.	Counselors (9)	
10.	Counselors (4) Student Services Assistant (1)	
11.	Counselors (4) Student Services Assistants (2)	
12.	Counselors (5) Student Services Assistants (1)	
13.	Classified Staff (2)	
14.	Counselors (2) Classified Staff (1)	English & Math Faculty
15.	Dean, Student Affairs/Matriculation	Staff Development Committee

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- 16. Counselors (9)
Student Services Assistant (1)

- 17. Board of Trustees (6)

- 18. Counselors (9)
Student Services Assistant (1)

- 19. Counselors (9)
Admissions & Records Staff

- 20. Counselors (9)
Student Services Assistant (1)

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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) 55526	5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.
	55520(d) 55523(a)(4)	6. Make counseling or advisement available to all non-exempt students.
	55523(b)	7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.
	55520(e) 55525(a),(b) 55530(d)	8. Provide assistance in selection of specific educational goal and development of the student educational plan, including student responsibilities.
	55525(c)	9. Record the student educational plan in written or electronic form.
	55525(c)	10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students' needs.
	55201(f),(g) 58106(c),(d),(e)	11. Promptly inform students of their right to challenge (on specified grounds) a pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.
	55534(b) 55525(d)	12. Inform students of procedure for filing complaint alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of process for developing student educational plan.
	55534(a) 55525(d)	13. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.

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4. COUNSELING/ADVISEMENT COMPONENT (continued)

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
	55522	14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
78214(b)(3)	55532(a) 55510(a)(5)	15. Adopt district governing board policies specifying criteria for exemption.
	55532(c)	16. Make exempted students aware that they may choose whether or not to participate in this component.
	55532(d)	17. Ensure that exemptions from this component are not based upon a specified sole criterion.
	55510(a)(4)	18. Utilize computerized information services to implement or support counseling/advising activities.

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ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:

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

1. Provide services of professionally trained counselors to assess the need for and make appropriate referral(s) to available support services such as financial aid, Educational Opportunity Programs & Services, veterans' services, learning disability specialist, disabled student services, seminars and personal growth courses. (Component Standards #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11, #12, #14, #16 and #17.)
2. Conduct regularly scheduled, well-publicized seminars and personal growth courses to assist students in clarifying career goals, developing written educational plans, and obtaining skills required for success in college courses. (Component Standards #2, #3, #4, #5, #6, #7, #8, #9, #10, #11, #12 and #13.)
3. Make available individual meetings with counselors on a scheduled or walk-in basis to provide counseling, advisement concerning course selection, clarification of goals, appropriate referrals and assistance in the development of an educational plan. (Component Standards #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11 and #12.)
4. Record the student educational plan in written form and/or electronically. Provide hard copy and retain copy in student's file. (Component Standards #8, #9, #10 and #18.)
5. Provide counselor presentations to ESL, Special Education and pre-collegiate basic skills classes. These presentations will emphasize the availability and value of utilizing various services provided by counselors. (Component Standards #3, #4, #5 and #6.)
6. Make available services of counselors to advise students on appropriate course selection, study load, other assessment measures, and to make appropriate referrals. They will also explain the academic appeal process and provide printed information regarding requirements for various certificate, associate and transfer degrees when students receive the results of the formal assessment of reading, writing and math skills. (Component Standards #1, #2, #3, #4, #5, #6, #7, #11, #12 and #17.)
7. Make available services of Learning Disability Specialist and modified or alternative services for students with disabilities. (Component Standards #5, #7, #10, #12 and #14.)
8. Make available for students' perusal district/college policies: for the setting of exemptions and the right of the exempted student to choose whether or not to participate in this component; district procedures for challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints and methods by which district maintains such complaints; procedures for alleging unlawful discrimination; right to appeal requirement of any prerequisite based on the unavailability of a course. This information will be available in the schedule of classes, catalog or other publications. (Component Standards #11, #12, #13 and #17.)

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9. Provide educational planning seminars for all matriculated students who do not have a written education plan on file. Hours that counselors are available and procedure for making appointments will be available. (Component Standards #2, #3, #4, #6, #7, #8, #9 and #10.)
10. Hold registration for disqualified students, with release of the hold contingent upon seeing a counselor. Send letter to probationary students strongly urging them to seek counseling. (Component Standard #3.)
11. Include, as a part of district-wide degree audit program, an electronically recorded SEP for each student. (Component Standards #9 and #18.)
12. Utilize data collected from in-class student surveys (needs assessment) and CAPP to assist in developing academic support programs and making appropriate referrals of student to the various matriculation components. The needs assessment will allow matriculation personnel to determine the level of service needed, and satisfaction of all students including ethnic and language minority students and students with disabilities. (Component Standards #1 and #18.)
13. Include, as a part of the establishment of the SEP, materials and discussion relating to students' obligation to help them succeed by taking responsibility for meeting course requirements and for using available services. (Component Standards #1 and #7.)
14. Provide, whenever possible, alternative means of access to all counseling services, such as Braille-adapted assessment instruments, readers for skills inventories, counselors proficient in American Sign Language, etc. (Component Standard #14.)
15. Maintain and further develop core curricula, transfer guarantee agreements, CAN numbering and other articulation agreements with campuses of UC, CSU and other institutions as appropriate. (Component Standards #2, #7, #8 and #10.)
16. Develop counseling services which assist students in the transfer process such as general education transfer requirements, developing articulated major prerequisite handouts and hosting representatives from four-year institutions. (Component Standards #2, #7, #8 and #10.)
17. Maintain active liaison between counseling department and DSPS, EOPS, and tutoring through counselors identified as department liaisons, department chairs and unit heads, and by other means as appropriate. (Component Standard #14.)
18. Meet (individually or within a group) the probationary/disqualified students who have been identified in order to review steps to improve performance and identify educational goals through tutoring, study groups, study skills classes and career assessment. (Component Standards #3, #4, #7 and #8.)

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19. Conduct workshops for students interested in receiving associate degree/certificate, transferring to CSU or UC systems or for those undecided students transferring to either systems (IGETC). (Component Standards #1 and #7.)
20. Send letters to probationary non-exempt students inviting them to see a counselor and/or attend a workshop. (Component Standard #3.)
21. Send a letter to "undeclared" matriculants informing them of their status and inviting them to use counseling services to assist them with goal definitions. (Component Standard #4.)
23. When necessary, provide counseling services that meet the needs of ethnic and language minority students and students with disabilities. (Component Standard #14.)
24. Inform students of their rights and responsibilities in the college catalog, class schedule and orientation handouts regarding exempt and non-exempt status. Exemptions are made when student's educational goal is one or more of the following: preparation for a new career, advancement in current job/career, maintenance of a certificate or license, high school diploma/GED, enrollment in apprenticeship program, or student has associate degree or is currently enrolled at a four-year college or university. (Component Standard #17).

GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT:

1. Increase the percentage of new students who declare an informed educational goal.
2. Increase the percentage of new matriculating students who develop an educational plan.
3. Develop and offer courses and workshops that promote student success.
4. Increase the percentage of successful course completion, especially in basic skills courses, as a result of counselor intervention.
5. Record Student Educational Plan (SEP) electronically providing hard copy to student.
6. Identify exempt and non-exempt student needs and goals.
7. Maintain a comprehensive career and transfer assistance center and maintain active articulation agreements to assist students in meeting their academic goal of transfer to a four-year school.
8. Provide modified or alternative counseling opportunities for ethnic and language minority students and students with disabilities when needed.

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STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:

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

<u>Activity #</u>	<u>Position(s)</u>	<u>Other Specialist</u>
1.	Counselors (9)	
2.	Counselors (9)	
3.	Counselors (9)	
4.	Counselors (9) Student Services Supervisor (1) Student Services Assistants (2)	
5.	Counselors (9)	
6.	Counselors (9)	
7.	Counselor (1) Disabled Student Specialist (1)	
8.	Counselors (9) Dean, Student Affairs/Matriculation Student Services Supervisor (1) Student Services Assistants (3)	
9.	Counselors (9) Student Services Assistants (2)	
10.	Counselors (9) Student Services Assistants (2)	
11.	Counselors (9)	Evaluator (2) Computing Services
12.	Counselor (1) Student Services Assistants (1)	District Researcher Assessment Coordinator
13.	Counselors (9)	Instructional Department Chairs EOPS DSPS PLACe Financial Aid

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- | | | |
|-----|--|-----------------------------------|
| 14. | DSPS Coordinator (1)
DSPS Clerk (1) | |
| 15. | Articulation Coordinator (1)
Counselors (9)
Student Services Assistant (1) | |
| 16. | Counselor (1)
Student Services Assistant (1) | |
| 17. | Counselors (9) | DSPS
EOPS
PLACe Coordinator |
| 18. | Counselors (9) | DSPS
EOPS
PLACe |
| 19. | Counselors (9)
Student Services Assistant (1) | |
| 20. | Counselors (3)
Student Services Assistant (1) | |
| 21. | Counselors (3)
Student Services Assistant (1) | |
| 22. | Counselors (9) | EOPS
DSPS |
| 23. | Dean, Student Affairs/Matriculation
Counselors (9)
Admissions Staff | Public Information Officer |

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5. STUDENT FOLLOW-UP COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212(b)(4)	55520(f) 55526 55523(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/curricula as necessary.
	55522	4. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students with disabilities.
	5510(a)(4)	5. Utilize computerized information services to implement, support, monitor and/or track follow-up services.

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ACTIVITIES FOR THE STUDENT FOLLOW-UP COMPONENT:

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

1. Letters are sent to students who are identified as being on probation or disqualified, advising them of services offered. A survey to assist students in identifying why they are having academic difficulties is provided. At the counseling appointment the questionnaire is discussed by the counselor to assist the student. (Component Standards #1, #2, #3 and #5.)
2. Pre-collegiate classes in English and mathematics, including ESL classes, are visited by a counselor every semester. This provides the students with information and establishes a relationship between counselor and students. Students are advised of the process for making a counseling appointment and are given information about courses in personal growth, college survival skills and career planning. Students also have an opportunity to ask questions. (Component Standards #1, #2 and #3.)
3. Counseling appointments are available for students who are on probation or who are disqualified. These individual sessions provide an opportunity for discussing reasons and circumstances affecting the student's academic performance, setting realistic and attainable goals, and offering referral to appropriate support services and/or courses. (Component Standards #2, #3 and #4.)
4. Counselors are available for referrals from instructors whose students are having difficulties in their courses. (Component Standards #1 and #2.)
5. Grades are mailed to students at the end of each semester or session. (Component Standards #1 and #5.)
6. A student support group facilitated by a counselor is formed each semester to address issues affecting academic performance. (Component Standard #1.)
7. Students are provided with information about their interests and career opportunities through workshops and speakers. (Component Standard #1.)
8. Increase student awareness of support services for ethnic and language minority students and students with disabilities through peer contact and faculty referral. (Component Standard #4.)
9. Instructors receive a scannable follow-up roster twice each semester which indicates students who are experiencing academic difficulties. These students will be notified. (Component Standard #2.)
10. Suggestions/recommendations to students will be included with the "early alert" letter, along with information about the student support group. (Component Standards #3 and #5.)

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11. When necessary, special follow-up services will be provided for ethnic and language minority students and students with disabilities. This may include assigning an individual advisor to monitor progress and coordinate services. (Component Standard #4.)

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GOALS FOR THE STUDENT FOLLOW-UP COMPONENT:

One purpose of matriculation follow-up efforts at Miramar College is to monitor students' progress during each semester so that those having academic difficulty may be identified for assistance at time when such intervention can be most effective. An additional purpose is to monitor progress from semester to semester so that success can be acknowledged and lack of progress can be addressed. The follow-up component encompasses students who haven't declared an educational goal; students enrolled in pre-collegiate basic skills courses; students who have been placed on academic probation, disqualification, or lack of progress status; and students identified by faculty as having academic difficulty in their courses. Faculty is intended to be the first point of reference for students experiencing academic difficulty. Instructional Services and Student Services (Counseling, DSPS and EOPS) work closely together to provide a support and information feedback system for Miramar students.

Miramar College has developed the following goals for the follow-up component of the matriculation plan:

1. Provide services that support student success.
2. Visit all pre-collegiate basic skills classes each semester to insure that instructors and students are reminded of available services and programs.
3. Make available individual and group sessions for students experiencing academic difficulties to assist them in establishing realistic and attainable goals for their future academic pursuits.
4. Make appropriate referrals to services and programs that enhance student success.
5. Encourage referrals from instructors where appropriate.
6. Decrease the percentages of new students experiencing academic difficulty.
7. Develop a computerized early warning system that will identify academic status and generate letters and labels for contacting students experiencing academic difficulty in completing 15 units or more of degree applicable credit.
8. Provide goal-setting activities with comprehensive support services for students experiencing academic difficulty through the personal growth classes and mini study skills workshops.
9. Provide modified or alternative services for ethnic and language minority students and students with disabilities.

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STAFFING FOR THE STUDENT FOLLOW-UP COMPONENT:

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

<u>Activity #</u>	<u>Position(s)</u>	<u>Other Specialist</u>
1.	Counselor (1) Dean, Student Affairs/Matriculation Student Services Assistants (2)	Computing Services
2.	Counselors (9)	Basic Skills Faculty
3.	Counselors (6) Student Services Supervisor (1) Student Services Assistants (2)	PLACe Staff
4.	Counselors (9) Student Services Assistant (2)	Faculty
5.	Admissions and Records	
6.	Counselors (1) Student Services Assistant (1)	
7.	Counselors (3) Student Services Assistant (1)	Faculty EOPS and DSPS
8.	Counselors (9) Student Services Assistants (2)	Faculty EOPS and DSPS
9.	Counselors (2) Student Services Assistants (2)	Computing Services
10.	Counselor (1) Student Services Assistants (2)	
11.	Counselor (1) Student Services Assistants (2)	EOPS DSPS

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6. COORDINATION AND TRAINING COMPONENT

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

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ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT:

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

1. Conduct matriculation workshops during flex week. (Component Standards #1, #2, #3, #4, #5 and #6.)
2. Provide current copies of the campus Matriculation Plan that will be available in the Library/Learning Resources Center and in the Vice President of Student Services Office for review by faculty and staff. (Component Standards #1, #2, #3, #4, #5 and #6.)
3. Review matriculation procedures and practices at regularly scheduled unit meetings and follow up with training as needed. (Component Standards #1, #2, #3, #4, #5 and #6.)
4. Conduct a general Student Services meeting prior to each major enrollment period that provides review, update, sharing and training for all matriculation staff. (Component Standards #1, #2, #3, #4, #5 and #6.)
5. Provide special training days for temporary staff who work during busy enrollment periods. (Component Standards #1, #2, #3 and #4.)
6. Participate in district, regional and state level matriculation meetings and workshops as appropriate. (Component Standards #1, #2, #3, #4, #5 and #6.)

GOALS FOR THE COORDINATION/TRAINING COMPONENT:

1. Review, develop and make available general information about the matriculation program and available services.
2. Develop, organize and conduct matriculation meetings and training sessions that provide current information and enhance development of skills needed to perform matriculation related responsibilities in the Admissions, Orientation, Assessment, Counseling/Advisement, Follow-Up and Research and Evaluation Components.

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STAFFING FOR THE COORDINATION/TRAINING COMPONENT:

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

<u>Activity #</u>	<u>Position(s)</u>	<u>Other Specialist</u>
1.	Vice President Student Services Dean, Student Affairs/Matriculation Counseling Department Chair (1) Counselors (1 or more) Student Services Assistant (1 or more)	English faculty (1 or more) Mathematics faculty (1 or more)
2.	Deans (3 or more) Student Services Supervisor (1)	Faculty (3 or more)
3.	Vice President Student Services Dean, Student Affairs/Matriculation Counseling Department Chair (1) Student Services Supervisor (1)	
4.	Vice President Student Services Dean, Student Affairs/Matriculation Counseling Department Chair (1) Student Services Supervisor (3)	
5.	Vice President Student Services Dean, Student Affairs/Matriculation Counseling Department Chair (1) Student Services Supervisor (3)	
6.		Staff from various sites & levels Professional Consultants

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7. RESEARCH AND EVALUATION COMPONENT

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

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7. RESEARCH AND EVALUATION COMPONENT (continued)

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
	55514(c)	13. Determine proportion of students of ethnic, gender, age and disability groups who complete pre-collegiate basic skills courses and who subsequently enter and complete associate degree-applicable courses.
	55532(a) 55514(f)	14. Record number of students exempted by category and grounds for exemption.
	55514(g)	15. Maintain number 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.

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ACTIVITIES FOR THE RESEARCH/EVALUATION COMPONENT:

(After each activity, where appropriate, indicate the #(s) of the legislative and regulatory requirements satisfied by its implementation.)

1. Administer a survey to determine student satisfaction with matriculation services.
2. Collect and store student information obtained from the application for admission and from other sources. (Component Standards #1, #4, #5, #6, #7, #8, #10, #11, #12, and #13.)
3. Collect data about the number of students who receive support services.
4. Conduct a study to determine whether placement tests used to advise students on placement are good predictors of success in those courses and to determine whether assessment practices have a disproportionate impact on particular groups. (Component Standard #3.)
5. Participate in the State Chancellor's Office evaluation of assessment instruments. (Component Standard #2.)
6. Collect and maintain complaint data. (Component Standard #15.)

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GOALS FOR THE RESEARCH/EVALUATION COMPONENT:

1. Collect data and use it to evaluate the general effectiveness of matriculation services on student access and success.

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STAFFING FOR THE RESEARCH/EVALUATION COMPONENT:

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

<u>Activity #</u>	<u>Position(s)</u>	<u>Other Specialist</u>
1.	Counselors (2) Vice President Student Services Dean, Student Affairs/Matriculation	
2.	Counselors (9) Student Services Assistants (5) Enrollment/Registration Clerks (10) Student Services Supervisors (2)	
3.	Student Services Supervisors (2) Student Services Assistants (2)	
4.		Research & Planning Analyst (1)
5.	Vice President Student Services Dean, Student Affairs/Matriculation	
6.	Vice President Student Services Dean, Student Affairs/Matriculation	

MATRICULATION PLAN
Prerequisites, Co-requisites and Advisories on Recommended Preparation

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

College: <u>San Diego Miramar</u>	District: <u>San Diego Community College</u>
_____	_____
President	Date
_____	_____
President, Academic Senate	Date
_____	_____
Vice President, Instruction	Date
_____	_____
Vice President, Student Services	Date
_____	_____
Chair, Curriculum Committee	Date
_____	_____
Research Analyst, District Office	Date
_____	_____
Dean, Matriculation	Date

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PREREQUISITES, COREQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION

<u>Title 5</u>	<u>Component Standards</u>
<u>58106(b)</u>	<p>1. <u>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.</u></p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Local policies/procedures follow District Model exactly (see sections I.A. and II.C of Model)</p> <p style="padding-left: 40px;"><input type="checkbox"/> Local policies/procedures differ from District Model (see attached)</p>
<u>55201(b)(1)</u>	<p>2. <u>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.</u></p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Local policies/procedures follow District Model exactly (see sections I.C., II.A. and II.B of Model)</p> <p style="padding-left: 40px;"><input type="checkbox"/> Local policies/procedures differ from District Model (see attached)</p>
<u>55002(a)(2)(D)</u>	<p>3. <u>Curriculum committee reviews course outline of record to determine if associate degree credit course shall require pre- or co-requisite to enhance students' likelihood of success.</u></p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Local policies/procedures follow District Model exactly (see sections I.C.2 and I.C.3 of Model)</p> <p style="padding-left: 40px;"><input type="checkbox"/> Local policies/procedures differ from District Model (see attached)</p>
<u>55201(e)</u> <u>55510(a)(6)</u>	<p>4. <u>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.</u></p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> 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)</p> <p style="padding-left: 40px;"><input type="checkbox"/> Local policies/procedures differ from District Model (see attached)</p>
<u>55002(a)(2)(E)</u>	<p>5. <u>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).</u></p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Local policies/procedures follow District Model exactly (see sections I.C.2., I.C.3., II.A.1.a. or I.b. or 1.c. and 1.g., and [where appropriate] II.A.1.d. and/or 1.e. and/or 1.f. of Model)</p> <p style="padding-left: 40px;"><input type="checkbox"/> Local policies/procedures differ from District Model (see attached)</p>
<u>55002(b)(2)(D)</u>	<p>6. <u>Curriculum committee recommends establishment of pre- or co-requisite for non-degree-applicable course, where appropriate.</u></p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Local policies/procedures follow District Model exactly</p>

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- (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. or 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)
55002(b)(4)
55201(b)(2) 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.
- _____ 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 I.E. of Model)
- _____ Local policies/procedures differ from District Model (see attached)
- 58106 10. District establishes procedures for determining who may enroll in courses for which there are limitations on enrollment, provides for student challenges to the limitations on the grounds specified in Title 5, handles challenges to enrollment limitation in a timely manner, and waives the enrollment limitation if the challenge is upheld.
- _____ Local policies/procedures follow District Model exactly (see sections I.A.2. and I.B. of Model)
- _____ Local policies/procedures differ from District Model (see attached)
- 55201(f) 11. College resolves challenges (made on specified grounds) to pre- and co-requisites in a timely manner and, if the challenge is upheld, the student is allowed to enroll in the course or program.
- _____ Local policies/procedures follow District Model exactly (see sections 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 sections I.A. and I.C. of Model)

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_____ 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 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.

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

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

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BUDGET

<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 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

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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, Section 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, Section 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, Section 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, Section 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 or regulation; 2) the prerequisite assures that the student has the skills or knowledge without which success in the subsequent course (for 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, Section 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, Section 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, Section 55202(b).

Board-adopted policy
 Institutional practices

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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, Section 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, Section 55202(f).

- Board-adopted policy
- Institutional practices

J. Each course outline of record contains specific content and other required information and is made available to the instructor - Title 5, Sections 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, Section 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, Section 58106(b)(5).

- Board-adopted policy
- Institutional practices
- Board has chosen not to adopt policy or procedures in this area

M. Board-adopted policies identify limitations on enrollment - Title 5, Section 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, Section 55201(e).

- Board-adopted policy
- Institutional practices

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- O. Board-adopted policy specifies the bases and process for a student to challenge the application of a pre- or co-requisite - Title 5, Section 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, Section 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) 58106(a).

- Board-adopted policy
- Institutional practices

Policy will appear in Fall 1994 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, Section 55521(d).

- Board-adopted policy
- Institutional practices