Introduction

The following Riverside Community College District Matriculation Plan was developed through a collaborative effort involving college-wide representation of administration, faculty, staff and students during the 2000-2001 school year. Revisions to this plan were presented to the Academic Senate, the Student Senate, the Matriculation Advisory Committee, the President's Cabinet and the Board of Trustees.

Although the Matriculation Office works in conjunction with other departments throughout the District, Matriculation Services in the Riverside Community College District are offered to all students. The primary goal of the Matriculation Department is to increase retention and success of students in the Riverside Community College District. All of the activities in this plan are dedicated to this goal, and in agreement with the RCCD Student Services Mission Statement.

Riverside Community College District Student Services
Mission Statement:

Riverside Community College District Student Services' personnel do professionally and proactively dedicate ourselves to providing a student-centered environment that will enhance the academic achievement of our students.
MATRICULATION ADVISORY COMMITTEE
2000 - 2001

Rick Axelson
Mike Barnes
Tony Beebe
Daria Burnett
Nikki Carpenter
Michael Carrillo
Claudia Castro
Eileen Colapinto
José Chávez
Arturo Dassow
Debbie DiThomas
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Marilyn Jacobsen
Charlene Jeter
George Jiang
Gilbert Jimenez
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David Páyan
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Gail Piestrup
John Pietro
Bonavita Quinto
Rosa Ramos
Salvatore Rotella
Mary Ryder
Garth Schultz
Donna Schutte
Cindy Taylor
Marilyn Tewksbury
Sylvia Thomas
Tony Thomas
Pat Titus
David Torres
Bill Vincent
Eugenia Vincent
Elizabeth Yglecias
GOALS FOR THE ADMISSION COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied)

1. Create a student centered admission process that eliminates barriers to enrollment.
   A. Make applications available in the community, including the local libraries.
   B. Provide enrollment services at all three district campuses and community-based instructional sites.
   C. Continue to make admissions processes easier to understand and complete for first time college students.
   D. Improve effective communications to student groups.
   E. Modify facilities to enhance student-centered goals.

2. Provide admissions services to targeted student groups.
   A. Support a separate, personalized matriculation process for students with specific needs.
   B. Provide access to and perform research on application data in order to identify and support high-risk students.

3. Upon purchase and implementation of the new District mainframe hardware and software, utilize computerized information services to automate various admissions services.

4. Work with Matriculation and Counseling staffs to enforce orientation, assessment and advisement components of Matriculation
ACTIVITIES FOR THE ADMISSION COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

1. (Goal 1A) Provide ongoing training for standardization of data collection and data entry. Ensure integrity of the data being collected.

2. (Goal 1A) Run MIS edit reports to show internal discrepancies and correct errors. (Standard 1)

3. (Goal 1B) Send admissions application with the schedule of classes to every home in the District and to local employers via the coordinator of vocational outreach. Multi-lingual applicants will be sought for positions that serve non-native speakers of English. (Standards 1 and 2)

4. (Goal 1B) Utilize registration assistants at high schools to enroll concurrent enrollment students. (Standard 1)

5. (Goal 1D) Admissions personnel will continue to participate in outreach and services such as "Day of the Tiger" to address needs of matriculants who are first time college students. (Standard 1)

6. (Goals 1D and 1E) Continue to review application, class schedule, and registration information and modify forms in order to improve communication. (Standards 1 and 2)

7. (Goal 2A) Designate one admissions clerk to register Puente, First Year Experience, and other special program students. Full-time employees are given special projects, as this is part of the cross training that is in the Admissions and Records office. (Standard 2)

8. (Goal 2A) Continue to support an early counseling and registration period for Disabled Student Services, EOPS, and Veterans. (Standard 2)

9. (Goal 2A) Provide on-going training to admissions staff regarding Limited English Proficient (LEP) students; issues regarding residency; needs of students with disabilities and other special populations. (Standards 1 and 2)

10. (Goal 2A) Identify LEP students and direct them to alternative or individualized assessment and/or orientation sessions.

11. (Goals 2B and 3) Perform research using application data and student surveys to assess service to targeted student groups. (Standards 1 and 2)
12. Continue to improve communication with faculty regarding record keeping and grade processing through faculty in-service and additions to the Faculty Handbook regarding the Admissions component.

13. (Goals 1, 2, and 3) Continue to utilize technology to enhance the following admissions services:
    (Standard 3)
    - Degree Audit (Datatel Colleague)
    - Document Imagining System
    - TREG (Telephone Registration)
    - Photo I.D.
    - Web-services

14. (Goal 4) At the point of admissions, students receive a brochure that explains the matriculation process and gives exempt students the opportunity to fill out a form requesting participation in the program. (Standard 2)

15. (Goal 3) Admissions and counseling personnel inform students that while they are exempt, they may choose to participate in this component. (Standard 8)

16. (Goal 4) All first time college students who complete assessment, orientation and advisement will be cleared to register for classes using "Tiger Talk."
STAFFING FOR THE ADMISSIONS COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

Director of Matriculation (5%)  1
1000 Hour employees, district wide (approximately)  37
Deans, Student Services, Moreno Valley, Norco, Riverside (10%)  3
Admissions & Records Student Services Specialist, Riverside  3
Admissions and Records Clerks 1, Moreno Valley, Norco, Riverside  6
Admissions and Records Clerks II, Riverside  3
Admissions and Records Clerk III, Riverside  1
Academic Evaluations Specialists, Riverside  4
Veterans' Staff  2

Consultants (as needed) - Touch tone system Datatel imaging system

Admissions & Records Specialists  1
Director of Admissions & Records  1
Assistant Director of Admissions & Records  1
GOALS FOR THE ORIENTATION COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

1. Provide all matriculants with an orientation to the College that includes information about College programs, services and facilities, academic expectations and procedures, in order to motivate students to set and achieve goals.

2. Inform students about RCC District and student rights and responsibilities. These include a) the right to appeal matriculation requirements and other legal rights concerning fair and equitable treatment, b) procedures for filing and processing complaints and for resolution of complaints, c) their right to challenge pre- or co-requisites and d) the right to file complaints of unlawful discrimination and the grounds for the challenge.

3. Adhere to District governing board policies for exemption from matriculation requirements.

4. Develop alternative deliveries of orientation to coordinate with the newly adopted online placement.
ACTIVITIES FOR THE ORIENTATION COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

1. (Goals 1, 2 and 4) Continue to provide orientation services to all new, non-exempt students.
   (Standards 1, 3, 4 and 5)

2. (Goals 1 and 4) Utilize a variety of alternative technologies to provide orientation by Fall 2001.
   (Standard 1)

3. (Goal 4) Conduct orientations in facilities that are accessible to the disabled. (Standard 6)

4. (Goal 4) Work closely with the ESL department to translate materials and to provide an orientation suitable for the needs of LEP students.

5. (Goals 1, 2 and 4) Continue to offer Guidance 45, Introduction to College, through alternative delivery methods, as a means by which new matriculants to meet matriculation regulations. (Standards 1 and 2)

6. (Goals 2 and 3) Continue to annually update the Student Handbook, Catalog and Class Schedule so that information provided to students regarding their rights and responsibilities, college policies and procedures is current and accurate. The Student Handbook is given to and reviewed by each student during the orientation session and in the Guidance 45 classes. The Handbook is also available through the Counseling Center at all campuses. Procedures for filing and processing complaints are included in the Handbook and students are directed to those pages by the orientation presenter. (Standards 2, 3, 4 and 5)

7. (Goals 2 and 3) Continue to make the appeal petitions available at the Counseling Center at all three campuses for students who wish to appeal prerequisites or to file complaints of unlawful discrimination. The Director of Matriculation and the Student Services Dean at each campus have the authority to take action on petitions. Completed petitions and responses will be kept on file in the Counseling Center for a period of five years. (Standards 3, 4 and 5)

8. (Goal 1) Continue to offer supplemental orientation services to targeted students such as athletes, veterans and international students. (Standard 6)

9. (Goal 1) Continue to assess student needs by gathering information from the Educational Planning Form administered during the Orientation/Counseling sessions. (Standard 1)
10. (Goal 3) Use the following board approved criteria to exempt students from Orientation prior to registration by Fall 2001: (Standards 7 and 9)

   A. Students who have completed 60 or more units or who have graduated from an accredited U.S. college or university with an AA degree or higher.

   B. Students who plan to enroll in five units or fewer and who have declared one of the following goals:

      - Advance in current career/job
      - Maintain certificate/license
      - Personal development
      - Complete credits for high school diploma
      - Students who are enrolled full time at another institution (high school or college) and will be taking five units or fewer.
College: Riverside   District: Riverside Community College

STAFFING FOR THE ORIENTATION COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

Director of Matriculation (5%) 1
Secretary to the Director of Matriculation (5%) 1
18 Counselors (10%) 18
Student Ambassadors (40%) 9
Student Activities Staff (10%) 2
Assessment Test Proctors (10%) 6
User Support Coordinator, Information Services (10%)
GOALS FOR THE ASSESSMENT COMPONENT:
(After each activity, where appropriate, indicate the #(#s) of the Component Standard satisfied.)

1. Provide an assessment process to all matriculants and any students who can benefit from guidance in course placement.

2. Provide training to all counselors, English, Reading and Mathematics teachers and necessary support staff on the use and interpretation of any newly adopted assessment/placement instruments.

3. Use multiple measure assessment information captured through a designated software support to aid students in selecting courses and services that will enable them to achieve their educational goals.

4. Ensure that all assessment practices are consistent with state law and Riverside Community College values and policies.

5. Utilize available technologies to increase efficiency in implementing the assessment/placement process.
College: Riverside    District: Riverside Community College

ACTIVITIES FOR THE ASSESSMENT COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

1. (Goal 1) Provide all non-exempt students with basic skills assessment in reading, English, and math prior to registration. Provide placement test results to students immediately following this assessment. (Standards 1, 5 and 13)

2. (Goal 1) Give all students the opportunity to choose either a placement test for native speakers of English (Accuplacer) to place them in English or reading classes or a placement test for non-native speakers PTESL (Proficiency Test in English as a Second Language) to place them in ESL classes. (Standards 1, 2, 3, 5 and 9)

3. (Goal 4) Conduct all tests in facilities that are accessible to the physically disabled. (Standards 1, 2, 3, 5 and 9)

4. (Goal 2) Standardize all test administration instructions and provide each test administrator with a manual describing the procedures for administering the test and standards for test decorum. (Standards 6 and 8)

5. (Goal 3) Using research that identifies the most appropriate multiple measures and test-scoring software, provide students with a weighted score that takes into consideration test scores and other academic criteria. Advise students via the Handbook, College Catalog and orientation sessions that multiple measures are used for all placement decisions. (Standard 7)

6. (Goals 2 and 4) Inform students during assessment, orientation and counseling that placement is mandatory. During the telephone registration process, inform students of any existing prerequisites and block them from enrollment if the prerequisite has not been met. (Standards 1 and 13)

7. (Goal 5) Develop a process to upload computerized test scores from the Web to the Datatel administrative software so that all the necessary information is available for counseling, registration, research and other purposes. (Standard 13)

8. (Goal 4) Inform exempt students of their option to participate in matriculation services. (Standard 11)

9. (Goal 1) Continue to provide assessment services at feeder high schools. (Standards 1, 2, 3, 4, 5, 8, 9 and 13)
10. (Goals 5) Complete all activities necessary to implement computerized testing, including identifying appropriate locations; purchasing hardware and software; hiring staff; providing staff development; and customizing test administrative system. (Standard 13)

11. (Goals 1, 2 and 3) Provide assessment data to the Vice Presidents, Deans of Instruction and Student Services, and the Department Chairs to assist them in establishing academic courses and educational programs. (Standards 3 and 8)

12. (Goal 3) Use the following board approved criteria to exempt students from Assessment prior to registration by Fall 2001: (Standards 7, 9, 10 and 12)

A. Students who have completed 60 or more units or who have graduated from an accredited U.S. college or university with an AA degree or higher.

B. Students who plan to enroll in five units or fewer and who have declared one of the following goals:
   - Advance in current career/job
   - Maintain certificate/license
   - Personal development
   - Complete credits for high school diploma
   - Students who are enrolled full time at another institution (high school or college) and will be taking five units or fewer.
College: Riverside  District: Riverside Community College

STAFFING FOR THE ASSESSMENT COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

Director of Matriculation (10%)  1

Secretary to the Director of Matriculation (5%)  1

Educational Advisor assigned to assessment (100%)  2
(1Riverside/1/2 Norco/1/2 Moreno Valley)

Educational Advisors (10%)  3

Counseling Clerks (10%) (1 Norco, 1 Moreno Valley, 3 Riverside)  5

Temporary part-time staff variable hours

Student help hourly

Computing services technician (5%)  1

Student Services Technology Support (5%)  1

User Support Coordinator (10%)  1
GOALS FOR THE COUNSELING/ADVISING COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

1. All matriculated students will be provided with the opportunity to develop an educational plan that identifies an education objective and the courses, services, and programs to be used to achieve the objective.

2. Student educational plans will be monitored and updated to reflect accurate and appropriate progress.

3. Counseling, or advisement, will be available in individual or group formats for all matriculated students with regard to course placement.

4. Supplemental counseling and advising will be provided for targeted groups of students to support student success.

5. Counseling follow-up will be provided for students at critical points in their progress toward their goals.

6. The counseling staff and/or outreach staff will continue to improve outreach with high schools and four-year colleges and universities with a minimum of one visit per campus each semester.

7. A means of systematic documentation of student use of support services will be developed.

8. Counselors will utilize technology to access information about students and for students.
ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:
(After each activity, where appropriate, indicate the #(#s) of the Component Standard satisfied.)

1. (Goal 7) Provide students appropriate referrals to student services during individual counseling sessions. (Standard 1)

2. (Goal 3) Direct all new matriculants with no previous college course work to a group advising session. During the group, students receive general information regarding their goal and a one-semester plan identifying the courses to register for during the next term. Develop a full educational plan for students enrolled in Guidance Courses or during a 30-minute individual appointment. Direct other students needing advisement for course selection walk-in counseling services. (Standards 2, 6 and 7)

3. (Goals 3 and 4) Send all students with probationary status a letter from the Matriculation Office informing them of their status. Require first-semester probation students to attend a college success workshop, and recommend second-semester probation to see a counselor. (Standard 3)

4. (Goals 1, 2 and 4) Inform students about career planning classes and Career/Transfer Center services such as SIGI PLUS, Eureka, Choices and regularly scheduled workshops exploring careers/major options. (Standards 1, 7 and 18)

5. (Goal 5) Develop a process through the transfer center to inform students who have completed 15 units or more, but have not declared an educational goal about the various workshops and counseling opportunities available to assist them in clarifying their goals. (Standards 1, 4, 16 and 18)

6. (Goal 4) Conduct counseling workshops in all basic skills classes to inform students of college success strategies and availability of support services. (At the conclusion of workshops, invite students to make individual counseling appointments.) (Standards 5 and 6)

7. (Goal 8) Use SARS scheduling software to facilitate student access to counseling appointments. (Standard 18)

8. (Goals 7 and 8) Complete development and implementation of upload of student contact information from SARS to Datatel. (Standard 18)
ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:
(After each activity, where appropriate, indicate the # of the Component Standard satisfied.)

9. (Goal 6) Counseling faculty provide individual counseling sessions, classroom instruction and educational and vocational counseling. These individuals are responsible for classroom instruction and providing the students with educational and vocational counseling. Educational advisors provide assistance for students especially in Career/Transfer Center and Assessment Placement Services. Student Ambassadors to provide general college information to students at orientation, in outreach activities and at the Admissions and Counseling areas. (Standard 7)

10. (Goals 1, 4 and 5) Continue to require financial aid students, EOPS, DSPS, and athletes to maintain a current Student Educational Plan (SEP) on file. By Fall 2002, require that all matriculants develop a student educational plan prior to registering for classes. Inform students that successful completion of Guidance 45 will meet this requirement. (Standards 7, 8 and 10)

11. (Goals 1, 2, 4 and 7) Continue to provide a written record of SEP to students; store written SEP at the college; continue to explore electronic means for developing and storing SEPs. (Datatel). (Standard 9)

12. (Goal 1) Continue to expand the offering Guidance 45, Introduction to College to seniors at feeder High Schools. In the class, students complete a Study Skills Inventory and a Student Educational Plan. (Standards 5, 6, 7, 8 and 9)

13. (Goals 3 and 4) Inform students during Assessment/Orientation, in Guidance 45, and in the Student Handbook, Class Schedule, and Catalog of: a) their right to appeal prerequisites. b) procedures for alleging unlawful discrimination. c) the District policies and related procedures relating to Student Grievance, Sexual Harassment, and Discrimination. [All matriculation related complaints are kept on file in the office of the Director of Matriculation and are made available to any students who make a request to review the file. Copies of all District policies are available to students at the college libraries and in each dean's office.] (Standards 11, 12, 13)

14. (Goal 7) Make Matriculation Appeals Petitions available to students through the Counseling Department on all 3 campuses, for students who wish to appeal a prerequisite. Continue to enforce prerequisites during telephone and in-person registration for classes. (Standard 11)

15. (Goal 1, 3, and 4) All counseling activities take place in facilities that are accessible to physically disabled students. Bilingual clerical, paraprofessional and professional counseling staff are available to assist Spanish speaking students. Information about ESL courses is available in English and Spanish. Special accommodations are available for all disabled students. (Standard 14)
ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:
(After each activity, where appropriate, indicate the # of the Component Standard satisfied.)

16. (Goal 3) Use the following board approved criteria to exempt students from the Counseling Advisory Component of Matriculation prior to registration for classes, by Fall 2002: (Standards 7 and 9)

A. Students who have completed 60 or more units or who have graduated from an accredited U.S. college or university with an AA degree or higher.

B. Students who plan to enroll in five units or fewer and who have declared one of the following goals:
   - Advance in current career/job
   - Maintain certificate/license
   - Personal development
   - Complete credits for high school diploma
   - Students who are enrolled full time at another institution (high school or college) and will be taking five units or fewer.

17. (Goals 4 and 8) Exemption from matriculation is not an exclusion from counseling services. Students are encouraged through the Schedule of Classes and other vehicles to meet with counselors regularly. (Standards 16 and 17)

18. (Goal 6) Continue to utilize Educational Advisors to coordinate Assessment, Orientation and initial counseling contacts for seniors at feeder high schools. (Standards 1, 4, 5 and 6)

19. (Goals 1, 2, 4, 6 and 8) Continue to address transfer needs by developing articulation agreements with four-year universities, offering workshops in the mechanics of transfer, inviting representatives from various four-year universities to campus to speak to RCC students, and through direct communication with students. (Standard 1, 2, 8, 10 and 18)

20. (Goals 3 and 4) Continue to initiate contact with students outside the counseling area by providing workshops in classrooms. (Standards 1, 3, 4, 5 and 6)

21. (Goals 7 and 8) Utilize a document scanning system to facilitate electronic storage and retrieval of data. (Standards 9 and 18)

22. (Goals 1, 2 and 4) Use computerized career resources (SIGI Plus, EURKA, Choices) and standardized career interest inventories to provide services that assist students in identifying their aptitudes and educational objectives. (Standards 4, 8, 10 and 18)
**College:** Riverside  |  **District:** Riverside Community College

**STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:**
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

<table>
<thead>
<tr>
<th>Position</th>
<th>Percentage</th>
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<tr>
<td>Associate Vice President of Student Services</td>
<td>20%</td>
<td>1</td>
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<tr>
<td>Dean of Student Services</td>
<td>20%</td>
<td>3</td>
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<tr>
<td>Director of Matriculation</td>
<td>20%</td>
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<tr>
<td>Secretary to the Director of Matriculation</td>
<td>10%</td>
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<td>Instructional Department Specialist</td>
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<td>Educational Advisors</td>
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</table>
GOALS FOR THE FOLLOW-UP COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

1. Devise and maintain a computerized follow-up system to ensure regular monitoring for early detection of academic difficulty for all students.

2. Provide appropriate follow-up services for students who are on academic and progress probation and dismissal.

3. Utilize technology to implement, support, monitor and/or track follow-up services
ACTIVITIES FOR THE FOLLOW-UP COMPONENT:
(After each activity, where appropriate, indicate the #(#s) of the Component Standard satisfied.)

1. (Goal 2) All students on probation or subject to dismissal are sent a letter from the Matriculation Office informing them of their status. First semester probation students must attend a college success workshop and second semester probation students are subject to dismissal. (Attachment 3) (Standards 1, 2, 3, 4 and 5)

2. (Goal 2) Continue to notify all students subject to dismissal and give them the opportunity to apply for readmission. Provide group counseling sessions during which students are informed of the conditions for their readmission and have the opportunity to develop a Readmit Contract. (Standards 1, 3, 4 and 5)

3. (Goal 1) Develop a process through the transfer center to inform students who have completed 15 units or more, but have not declared an educational goal about the various workshops and counseling opportunities available to assist them in clarifying their goals. (Standards 1, 3, 4, and 5)

4. (Goal 1) Conduct counseling workshops in all basic skills classes to inform students of college success strategies and availability of support services. (At the conclusion of workshops, invite students to make individual counseling appointments.) (Standards 1, 2, 3 and 5)

5. (Goals 2 and 3) Continue current student progress follow-up system through which instructors indicate students' progress at the 5th week of the semester which is in place for EOPS, DSPS, Reading, Athletics and Riverside Scholars until full implementation of the "early alert" process in Fall 2002. (Standards 2, 3, and 5)

6. (Goal 3) Continue implementation of photo ID system using tracking system in areas where students do not log in to Datatel or SARS. (Standards 3 and 5)

7. (Goals 2 and 3) Develop and implement SARS to Datatel upload process to ensure accurate tracking of student use of services.

8. (Goals 1, 2 and 3) Work with faculty to develop and implement an Early-Alert process for all students. (Standards 1, 2, 3, 4 and 5)
STAFFING FOR THE FOLLOW-UP COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

Director of Matriculation (15%) 1
Secretary to the Director of Matriculation (40%) 1
User Support Coordinator (10%) 1
Assistant Director, Information Services (5%) 1
Matriculation Committee (5%) Varies
18 Counselors (20%) 18
Instructional Staff (Faculty-Variable)
Student Services Technical Specialist (20%) 1
Students - Variable
Student Services
GOALS FOR THE COORDINATION & TRAINING COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

1. Develop and implement an ins-service training program that will enable appropriate faculty, counselors, administrators, student aides, trustees, and classified staff to provide students with high quality matriculation services.

2. Develop and systematize polices and procedures for matriculation services and inform all involved parties of processes.

3. Provide the budget and release time for counselors, instructors, administrators and other staff to attend conferences appropriate to their matriculation function.

4. To ensure more effective advisement, develop training materials for counselors and advisors and provide on-going training opportunities.

5. Systematically inform and solicit input from the teaching faculty on the components of matriculation.
ACTIVITIES FOR THE COORDINATION & TRAINING COMPONENT:
(After each activity, where appropriate, indicate the #(#s) of the Component Standard satisfied.)

1. (Goals 1 and 4) Provide training on a regular basis to staff in counseling, assessment/orientation, admissions and other support services regarding matriculation regulations, activities and procedures especially probation, dismissal, assessment and prerequisites. (Standard 1a - 1g)

2. (Goals 1 and 5) Provide appropriate faculty, administrators and staff with updates regarding approved assessment instruments. (Standard 1c)

3. (Goals 1, 2, and 5) Conduct an annual presentation to the Department Chairs, Academic Senate, Cabinet and Board of Trustees to update them on the status of the matriculation program and their roles in Matriculation Components. (Standard 1a - 1g, 2)

4. (Goals 1 and 3) Participate in the counseling staff’s annual meeting to develop goals and objectives for the year in compliance with program review. (Standard 1d)

5. (Goal 1) Develop and periodically review written procedures to insure proper test decorum and to protect the security and consistency of test administration. (Standard 1c)

6. (Goal 3) Attend regional and statewide meetings to gather and share matriculation related information and implementation strategies. (Standard 1a - 1.g)

7. (Goals 1, 2, 4 and 5) Disseminate matriculation related research to appropriate staff and provide training as to the implications of this research and implement necessary modifications to the matriculation process. (Standard 1.g)

8. (Goal 2) Revise the matriculation sections of the Faculty Handbook, Student Handbook and Schedule of Classes on an annual basis. (Standards 1 and 2)

9. (Goal 5) Conduct Matriculation Advisory Committee meetings. (Standards 1, 2, 3, 4 and 5)

10. (Goal 5) Produce and distribute a matriculation newsletter for faculty and staff on a quarterly basis. (Standards 1 and 2)

11. (Goals 1 and 2) Utilize technology to a) conduct presentations and b) communicate with faculty, staff and students. (Standards 1 and 2)
ACTIVITIES FOR THE COORDINATION & TRAINING COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

12. (Goals 1, 2 and 5) Attend necessary meetings and participate on appropriate college-wide committees including Curriculum Committee, Assessment Committee and Matriculation Advisory Committee. (Standards 2 and 5)
STAFFING FOR THE COORDINATION & TRAINING COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

Dean, Student Support Services (10%) 3
(1 Riverside/1 Norco/1 Moreno Valley)

Director of Matriculation (20%) 1

Secretary to the Director of Matriculation (10%) 1

Director, Admissions and Records (10%) 1

Vice President, Academic Services (5%) 1

Vice President, Student Services (5%) 1

Counselors (10%) 3

Matriculation Committee (5%)
College: Riverside  District: Riverside Community College

GOALS FOR THE RESEARCH COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

1. Assess and report short-term and long-term student retention and persistence rates.

2. Evaluate matriculation components to assure their effectiveness in supporting student success.

3. Assess the effectiveness of the course placement program.

4. Develop a research component to evaluate the effectiveness of prerequisites and corequisites in supporting student success.

5. Develop institutional capacity to match services to students.

6. Improve the College's ability to monitor student progress.

7. Encourage classroom instructors and staff research activities to improve the matriculation program.

8. Routinely collect data needed for program and service evaluation and create access to the data through Computing Services.

9. Update longitudinal databases tracking entering student cohorts.

10. Expand access to existing mainframe databases.
ACTIVITIES FOR THE RESEARCH COMPONENT:
(After each activity, where appropriate, indicate the #(#s) of the Component Standard satisfied.)

1. (Goals 8 and 9) Maintain numbers of students filing complaints and the bases of those complaints. (Standard 15)

2. (Goals 5 and 9) Collect and report the number of students exempted by exemption category. (Standard 14)

3. (Goals 5 and 6) Distribute information collected on the application and in assessment pertaining to specialized support services and programs to the appropriate department for follow-up with students. (Standards 4, 6, 7, 8, 9 and 16)

4. (Goal 8) Continue to provide descriptive information on RCCD students in publications such as the Factbook and Research Notes. (Standard 10)

5. (Goal 2) Continue to present matriculation research requirements to the research advisory committee to maintain the priority of evaluating the efficacy of matriculation. (Standard 1)

6. (Goals 8, 9 and 10) Design and develop a research and evaluation database based on MIS and other data extracts to track student academic performance and service use over time. (Standards 4-14, 16 and 17)

7. (Goal 3) Use assessment instruments on the Chancellor's Office approved list for placing students. (Standard 2)

8. (Goal 3) Every two years, evaluate the placement process, including cut-scores and disproportionate impact, using faculty evaluations of student placement as the outcome variable. (Standards 3, 4 and 7)

9. (Goal 1) Maintain Student Success Report to continue to report a variety of information including but not limited to retention rates, persistence rates, withdrawal data, and grade point averages. The information would be aggregated by various classification categories such as campus location, division, full or part-time status, day/evening status, first-generation status, matriculation status, matriculation services usage, basic skills enrollment, and various educational goals as well as the demographic variables of ethnicity, gender, age and disability. (Standards 4, 6, 10, 12 and 13)

10. (Goals 2, 5 and 6) Compare the goals of the student upon initial entrance to the college and after contact with the matriculation process as collected on the SEP. (Standards 4, 5 and 7)
ACTIVITIES FOR THE RESEARCH COMPONENT:
(After each activity, where appropriate, indicate the #(# of the Component Standard satisfied.)

11. (Goals 2, 5, 6 and 8) Implement a student survey to determine awareness of and satisfaction with various student services, including matriculation services, to better address students' needs. (Standards 4, 7 and 8)

12. (Goals 4, 8 and 9) Evaluate the impact of matriculation on basic skills, including the number of students recommended into basic skills courses, the completion and success rates of students enrolled in basic skills, and the progress of students from basic skills courses to associate degree-applicable courses. (Standards 4, 6, 11, 12 and 13)

13. (Goals 2, 5 and 9) Conduct research on recent high school graduates (those who graduated the previous year) and report aggregate performance information to local high schools including placement, retention, persistence and grade point average. (Standards 4, 6 and 16)

14. (Goals 5, 8 and 9) Conduct study of transfer readiness to identify points that may be barriers to transfer. The information would be aggregated by various classification categories such as campus location, division, full or part-time status, day/evening status, first-generation status, matriculation status, basic skills enrollment, and various educational goals as well as the demographic variables of ethnicity, gender, age and disability. (Standards 4, 6, 7 and 8)

15. (Goals 2 and 6) Continue to work with Information Services to migrate data from SARS into Datatel for tracking of services requested and provided. (Standards 9, 16 and 17)
STAFFING FOR THE RESEARCH COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

Director of Matriculation (5%) 1
Secretary to the Director of Matriculation (5%) 1
Director, Institutional Research (10%) 1
Assistant Director, Institutional Research (50%) 1
Research Specialists (25%) 2
Director, Computing Services (5%) 1
Assistant Director, Computing Services (10%) 1
Vice President, Support Services (10%) 1
Secretary to the Vice President, Support Services (10%) 1
Director, Admissions and Records (10%) 1
Associate Vice President, Program Assessment/Accountability (5%) 1
Faculty (Participation in Research Activities) - Variable
GOALS FOR THE PREREQUISITES, COREQUISITES AND ADVISORIES COMPONENT:
(After each activity, where appropriate, indicate the #(s) of the Component Standard satisfied.)

1. Provide definitions for prerequisites, corequisites and advisories in the Catalog, Schedule of Classes, Faculty and Student Handbooks.

2. Continue to review and evaluate the challenge process for students who have not met prerequisites but wish to challenge based on Title 5 provisions.

3. Enforce all prerequisites and corequisites during Tiger Talk and walk-in registration.

4. The Curriculum Committee will establish all prerequisites, corequisites and limitations on enrollment in accordance with Title 5 regulations and will review them on a six year cycle.
ACTIVITIES FOR THE PREREQUISITES, COREQUISITES AND ADVISORIES COMPONENT:

1. (Goal 1) Provide the following information online, in the Schedule of Classes, the College Catalog and the Student Handbook: (Standard 12)
   - Prerequisites
   - Corequisites and limitations on enrollment
   - The process for challenging prerequisites
   - The grounds on which that challenge may take place

2. (Goal 2) While the challenge is being considered, provide a challenge process to allow students to enroll in the course, if space is available and if the petition is filed prior to the first day of classes. If the challenge is upheld, allow the student to remain in the class. If the challenge is denied, drop the student from the class with a full refund. (Standards 9, 10 and 11)

3. (Goal 4) Continue to establish all prerequisites, corequisites, and advisories on recommended preparation in compliance with Title 5, upon recommendation of the Curriculum Committee and approval of the Board of Trustees. (Standards 1 and 7)

4. (Goal 4) Develop and implement a process to review each prerequisite, corequisite, and advisory every six years to ensure that it is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with the provisions of the Board approved policy and the law. (Standards 1 and 2)

5. (Goal 3) Continue to enforce prerequisites, corequisites and limitations on enrollment in a consistent manner during registration. (Standards 1 and 9)

6. (Goal 4) Work with Vice President of Academic Affairs to ensure that all faculty are given outlines for all courses that they teach and to ensure that all faculty teach courses for which prerequisites or corequisites are established in accordance with the course outline of record. (Standard 8)

7. (Goal 4) Continue to work with Curriculum Committee to ensure that the levels of scrutiny for the establishment of prerequisites and corequisites, are adhered to by the faculty. (Standards 5, 6 and 7)

8. (Goal 4) Prerequisites and/or corequisite courses in communication or computation skills are not established across the curriculum. Any communication or computation skills prerequisites are established in consultation with the faculty and on a course-by-course basis.
STAFFING FOR THE PREREQUISITES, COREQUISITES AND ADVISORIES COMPONENT:

Director of Matriculation (20%) 1
Secretary to the Director of Matriculation (25%) 1
Evaluator (40%) 2
Assistant Director, Institutional Research (10%) 1
Director, Admissions & Records (5%) 1
Department Chairs (5%) Varies
Deans of Instruction (5%) 4
Administrative Secretary to Academic Affairs (5%) 1
Articulation Coordinator (20%) 1
Curriculum Committee Varies
Assessment Coordinator (10%) 1
Student Services Technical Specialist (30%) 1