MATRICULATION

AR 3170

In accordance with the Cabrillo College Matriculation Policy and requirements of the State of California, the administrative regulations for implementing the matriculation policy, as reflected in current program practices, are as follows:

A. General Administrative Regulations

1. The Cabrillo Community College District is committed to the protection of the individual rights of all students and shall ensure that no matriculation practice subjects any person to unlawful discrimination.

2. The Cabrillo Community College District shall take steps to ensure that the matriculation process is efficient so that students are not discouraged from participating in college programs.

3. The Cabrillo Community College District shall ensure the right of students to enroll in valid and necessary prerequisite and corequisite courses and shall allow students the right to appeal prerequisite and corequisite requirements based on policies described in AR #3180.

4. The Cabrillo Community College District shall not use any matriculation component or service in a manner that excludes students from access and admission to Cabrillo College.

5. Matriculation services shall be required for all new students except those:
   a. Who have earned a degree and are not seeking enrollment in mathematics.
   b. Who are taking six units or less and who are not seeking a degree or certificate and are not enrolling in mathematics or English.

B. Admission of Students to Cabrillo College

1. The admissions process of the college shall embrace the open access challenge of community colleges through the following:
   a. Applications shall be readily available to interested students, potential students, and community members, through the Admissions and Records Office, Watsonville Center, the county-wide distribution of the schedule of classes, recruitment materials, and through information packets delivered to local high schools.
   b. Applications shall be accepted in a timely manner, well in advance of each registration period for each academic term.
   c. The admissions process shall be sensitive and accommodating to language minority students and students with disabilities through activities such as:
      i. Admissions application and related materials translated for language minority students representing a significant service population.
      ii. Admissions procedures, staff selection, and staff training sensitive to the needs of language minority and disabled students.
      iii. Where appropriate, referral to other college service units and trained personnel with expertise in serving students with diverse language, cultural, and economic backgrounds or with physical and learning disabilities.

2. Information solicited from the student on the Application for Admission shall conform to the state MIS reporting requirements.

3. The registration process shall be conducted in an efficient manner such that potential students are not discouraged from enrolling at Cabrillo College.
Efficiency is defined as the benchmark standard of performance in registration procedures for comparable higher educational institutions. Efficiency shall be attained through a continuous process of improvement. Problem areas in registration shall be identified through an evaluation and performance measurement process.

4. Each student shall be required to complete a Student Update Form every semester as a part of the registration procedure. The Student Update Form shall solicit information to comply with state reporting requirements.

5. Student satisfaction with the admissions process shall be evaluated through a periodic matriculation student survey.

C. Assessment Services

1. Students shall be exempt from assessment services if they meet the criteria outlined previously in A.5. Otherwise, only those students who provide verification of the following criteria shall receive a waiver exemption for the assessment component activities:
   a. Placement recommendations from another college or university assessment testing program.
   b. Completion of equivalent courses from another college or university.
   c. Scores of 550 or better on the College Entrance Examination Board Achievement Tests or scores of 3, 4, or 5 on the Advanced Placement Tests (Calculus or English Composition).
   d. Enrollment in the diagnostic assessment program at Cabrillo.

2. All students shall be encouraged to participate in assessment services, regardless of exemption status.

3. Assessment services at Cabrillo College shall be performed by a variety of departments including the assessment center, counseling, disabled student services, and relevant academic divisions. The college assessment testing process includes the use of multiple measures for course placement. Assessment tests are only one measure of skill level or proficiency in a particular academic area. The likelihood of an appropriate course placement is increased when more than one measure is used to determine a course placement. Course placement recommendations shall be determined by the use of multiple measure indicators. Multiple measurements indicators are defined as the following items:
   a. Cabrillo College assessment test scores
   b. Previous educational experience
   c. Recency of previous educational experience in subject area
   d. Academic load/number of units
   e. Hours of employment
   f. Alternative measurements from other comparable community college assessment programs, equivalent courses completed at another college or university, or standardized college placement tests, i.e., the College Entrance Examination Board Achievement Tests or the Calculus and English Advanced Placement Tests
   g. Other individual factors unique to each student.

4. Students, upon completion of the assessment testing process, shall have the right to waive their course placement recommendation. Students shall have the right to
retake the assessment test as the first step in the waiver process. Students shall also have the right to file a waiver form with a counselor to override the course placement recommendation. The student may override the placement recommendation by signing the waiver form and acknowledging that they choose to disregard the placement advice.

5. Cabrillo College shall use assessment instruments that have been approved by the Chancellor’s Office. These instruments shall be used in a manner consistent with the purposes for which they were designed. Additionally, Cabrillo College acknowledges its commitment to validate local instruments according to matriculation standards; to ensure that assessment instruments are not culturally or linguistically biased; and that testing instruments, methods, or procedures do not have a disproportionate impact on any particular group of students.

6. Assessment testing shall be scheduled throughout the calendar year to facilitate registration opportunities for Cabrillo students. Tests shall be administered in appropriate environments by trained assessment center personnel. Further, testing shall be accomplished, in general, as a component of the matriculation process that additionally includes orientation, educational planning and advisement, plus an opportunity for priority registration through the early assessment/early registration program, within the same setting and time period.

7. Testing materials, including standardized tests, forms, answer sheets, prompts, writing samples, and draft materials remain the property of the college, and shall be kept for a minimum of three years.

8. Proposed changes in the assessment instruments used by the college and the determination of or changes in decision rules for the placement of students in appropriate courses will be reviewed in a process that includes representation of the following: the discipline or division for which the instrument is used, the assessment center staff, the director of institutional research, the matriculation coordinator, the computer services manager, and the chief instructional officer or a designated representative. Procedures for recommending approval and implementing changes shall include a review of the proposed changes by the matriculation committee and final approval by the Vice President, Instruction.

9. College counselors shall provide assessment services to students and potential students through both individual and group counseling, advising, and educational planning. These services shall include multiple measures in the determination of an assessment review recommendation for course placement. Refer to the Counseling/Advising section for elaboration of this component.

10. The college career center shall provide, among its services related to assessment, various aptitude and interest assessments to students. These opportunities shall be promoted through the college catalog, schedule of classes, community education publications, individual publicity flyers, and orientation sessions.

11. The Disabled Students Services (DSPS) program shall provide, among its services related to assessment, alternative assessment evaluation through the learning skills program and/or DSPS counselor evaluation. These services are provided as a point of first contact by students who seek such services through DSPS; by students who have been given the option to seek DSPS assessment; or by students
who have used assessment center services and been referred to DSPS for further evaluation.

12. Special assessment services shall also be provided to potential students who do not possess a high school diploma and who wish to apply for financial aid benefits. The special assessment services shall be provided to determine eligibility for financial aid as required by P.L. 102-26, the “ability to benefit” legislation.

13. Student satisfaction with the assessment component shall be evaluated on a periodic basis through a matriculation student survey.

D. Orientation
Counseling staff shall provide an orientation to newly matriculated students and to other interested students immediately following assessment testing. Among the information students shall receive during the orientation are the following:

1. An orientation outline that describes the overall process for students.
2. A video tour or an actual tour of the college that discusses campus grounds, programs and services on both the main campus and the Watsonville Center.
3. An orientation handbook that elaborates on program and service information and focuses on information most critical to the integration and success of new students at Cabrillo.
4. A copy of the current college catalog is provided to each student participating in the assessment, orientation, and educational planning process. This catalog provides the student with further information about the college programs, services, and course descriptions.
5. Verbal explanation and written references to student rights and responsibilities as contained in the Students Rights and Responsibilities Handbook and as reflected in institutional policy and regulations as outlined below.
   a. Students are responsible for:
      i. Declaring an educational goal within a reasonable amount of time.
      ii. Initiating registration activities, including the conformance to information requirements, in a timely manner.
      iii. Regularly attending classes and performing assigned work.
      iv. Seeking and/or responding to various service activities in support of educational success.
   b. Students have the right:
      i. To be informed about college board policy #6110 “Student Rights and Responsibilities”.
      ii. To be informed about college board policy #5040 “Nondiscrimination” and reference to the proper procedure for alleging discrimination, as detailed in administrative regulation #5040, Section E.
      iii. To challenge any prerequisite or corequisite based on one or more of the following grounds. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:
(1) The prerequisite or corequisite has not been established in accordance with the district’s process for establishing prerequisites and corequisites;

(2) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

(3) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;

(4) The student will be subject to undue delay in attaining the goal in his or her educational plan because the prerequisite or corequisite course has not been made reasonably available

iv. To challenge any of the matriculation requirements by first approaching a counselor or the staff of the matriculation/assessment center.

v. To file a grievance or a complaint, to have that grievance or complaint monitored through appropriate procedures, and to attain a timely resolution of the grievance or complaint.

6. Students who may benefit from alternative or additional orientations are provided information, assistance, and referral for these other orientation alternatives provided by DSPS, Extended Opportunity Programs and Services, English as a Second Language, International Students, Re-entry program, the Athletic department. In such cases where the student may need special orientation services, yet does not seek to be identified with a particular subgroup, specialized staff assistance is sought to provide this orientation.

7. Student satisfaction with the orientation component shall be evaluated on a periodic basis through a matriculation student survey.

E. Counseling/Advisement

1. Counseling/Advisement services shall be provided to all nonexempt matriculating students and to those exempt students seeking services. These services shall be presented in a variety of formats, by professionally educated and trained counselors. The formats shall include, but not be limited to, individual counseling sessions, group educational planning sessions, counseling and guidance course instruction, drop-in counseling, specialized counseling services, and special topic counseling presentations.

2. Counseling services related to matriculation shall generally emphasize course selection advisement, assessment evaluation, and educational planning as well as referral to other services where appropriate.

3. All first-time matriculated students shall participate in an initial educational planning session as a follow up to the group orientation. This planning session shall include an assessment review, based on multiple measures previously indicated in the Assessment Section (cross reference: Section C.3.)

4. The educational planning session shall also include the collection and review of the following student information:
   a. Student goal (may be identical or different from the original goal selected on the application for admission).
   b. Placement test results.
   c. High School graduation status and recency.
   d. Anticipated work hours.
e. Initial semester plan with both counselor and student acknowledgement that course recommendations are based on multiple indicators.
f. Agreement by student to seek follow-up counseling services related to long-term educational plan, prior to registration for subsequent semester.
g. Categories of information provided to student, e.g., graduation requirements, transfer requirements, support services, etc.

F. Student Follow-Up Component
The following students shall receive follow-up services, in the manner indicated, as part of established practice and procedures.

1. All first time, newly matriculated students will sign a statement on their educational plan that they will seek counseling prior to the subsequent semester.
2. Students enrolled in basic skills classes are provided both a student and/or instructor review, early in the semester, to determine interest in or need for available tutorial or other possible services that might be critical to their on-going success.
3. All students, as part of the registration process, are asked to self-identify any needs, services, or program information that they might seek. Each of these students receives relevant information through the mail as part of the college commitment to provide information and to meet the needs of students.
4. Students who have remained as “undecided on goal” after orientation/educational planning sessions, are identified mid-point in the semester and invited to a workshop or referred to Counseling & Guidance courses, as a means by which to assist them in the identification of a more defined educational goal.
5. Students whose final semester record indicates either an academic or progress deficiency are determined to be on probation and receive a strong written recommendation to see a counselor at their earliest convenience and in advance of the upcoming registration. After academic or progress dismissal students are required to submit a written petition to a counselor for re-entry to the college.
6. Special follow-up occurs in areas that have identifiable populations such as Extended Opportunity Programs and Services (EOPS), Financial Aid, Athletics, English as a Second Language, transfer-oriented students, Women’s re-entry, basic skills, and progress/academic probation students.
7. Students who have been identified, through an early alert system, as “at risk” for academic difficulties, will be referred to academic or other support services as necessary. These students will be monitored to evaluate their progress and to determine if additional support activities are required.

G. Coordination and Training
1. All faculty and staff at Cabrillo College shall be provided with training to enhance the provision of matriculation services. The Vice President, Instruction, in consultation with the Dean of Student Services, shall be responsible for developing and implementing a training program for faculty and staff in the six component areas of matriculation:
   a. Admissions
   b. Orientation
   c. Assessment
   d. Counseling/Advisement
e. Follow-up

f. Research and Evaluation

2. Training shall consist of activities such as in-house workshops, flex day workshops, consultant seminars, special staff meetings, subcommittee meetings, professional conferences, etc.

3. Coordination refers to the process of ensuring that all matriculation components are integrated with other matriculation components and with other college processes and programs. Goals and objectives for each component shall be reviewed by matriculation staff, administrators, as well as by members of the matriculation committee to assure the compatibility of these objectives.

4. Training activities shall be evaluated on a periodic basis through formative evaluation activities.

H. Research and Evaluation

The college shall establish and maintain a program of research and evaluation that includes activities in all of the following areas:

1. Evaluate matriculation activities and services.
2. Determine the reliability and validity of all non-standardized or locally developed assessment instruments.
3. Verify the accuracy of placement decision rules and the predictive validity of assessment instruments for the student population of Cabrillo.
4. Examine the possibility of disproportionate impact as a result of assessment testing and course placement.
5. Collect demographic, usage, and performance data on all students, but particularly matriculated students.
6. Evaluate the impact of matriculation on student success.
7. Examine all assessment procedures and instruments to ensure that linguistic or cultural bias has been minimized or eliminated.
8. Conduct student surveys to determine the needs of students as well as their self-reported level of satisfaction with matriculation services.
9. Disseminate research results to the college and to the community.

Adopted: April 4, 1994