

ADMISSIONS
COMPONENT

1. ADMISSIONS COMPONENT:

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

1.1 ACTIVITIES FOR THE ADMISSIONS COMPONENT:

(After each activity, where appropriate, indicate the #s of the Component Standard satisfied.)

1. Provide information to high school principals, counselors, parents and students on admissions policies, procedures, and matriculation components through various forms of media. (Component Standards #1,2,3)
2. Provide instructions for ESL students during the Admission process. (Component Standards #1,2,3)
3. Provide assistance with forms and procedures as needed for students with disabilities and refer students to DSPS for further services as needed. (Component Standards #2)
4. Respond to all students applying for admission notifying of acceptance and informing them of matriculation process through electronic means. (Component Standards #1,2,3)
5. Identify special populations and provide services when needed. (e.g. ESL, Cal-Works, EOP&S, DSP&S, Veterans) (Component Standards #1,2)

1.2 GOALS FOR THE ADMISSIONS COMPONENT:

1. Increase the efficiency of the process for both students and staff.
2. Welcome students and inform them of procedures for admissions through an electronic notification that is sent once an admission application is completed online.
3. Provide an admission application in Spanish online for students.
4. Provide more information in Spanish for students on the admission process through our Schedule of Classes/Webpage and handouts.
5. Provide a Matriculation brochure for the college.

1.3 STAFFING FOR THE ADMISSIONS COMPONENT:

(For each activity, list positions or job titles involved and the approximate number of each)

Activity

1. Counselors (7 – 4 of which are categorical), Student Services Technicians (3), Student Workers (2), Director of Admissions & Enrollment Services (1), YCCD Information Technology Staff (variable)
2. Counselors (7 – 4 of which are categorical), Student Services Technicians (3), Student Workers (2), Director of Admissions & Enrollment Services (1)
3. Counselors (7 – 4 of which are categorical), Student Services Technicians(3), Student Workers (2), Director of Admissions & Enrollment Services (1), DSP&S Coordinator (1), DSP&S Staff
4. Student Services Technicians (3), Director of Admissions & Enrollment Services (1), YCCD Information Technology Staff (variable)
5. Counselors (7 – 4 of which are categorical), Student Services Technicians (3), Student Workers (2), Director of Admissions & Enrollment Services (1), DSP&S Coordinator (1), DSP&S Staff, EOPS Staff, Veteran Affairs Liaisons.

ORIENTATION
COMPONENT

2. ORIENTATION COMPONENT

<u>AB 3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212(b)(2)	55502(j)	1. Provide students and potential students with information concerning college programs, services, financial assistance, facilities and grounds, academic expectations, course scheduling and institutional procedures in a timely manner.
78212(a)	55530(b),(d)	2. Provide written definitions informing students of their rights and responsibilities.
	55201 (f),(g)	3. Promptly inform students of their right to challenge (on specified grounds) a 58106(c),(d),(e) pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.
	55534(b)	4. Inform students of procedure for alleging unlawful discrimination in the implementation of matriculation practices.
	55534(a)	5. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.
	55522	6. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students' and students with disabilities.
	78214(b)(3)	55532(a), 55510 (a)(5)
	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.

2.1 ACTIVITIES FOR THE ORIENTATION COMPONENT:

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

1. The college provides and regularly updates printed resources such as the student planner, financial aid applications, the college catalog and the current class schedule. The college also makes these available online. These resources cover college services; programs and procedures; instructions in the use of the student planner; discussion of college expectations for student success, including review of student rights and responsibilities; explanation of the right to appeal and the processes for appealing the matriculation regulatory provisions, including pre- or co-requisites; and a description of facilities and grounds. (Component Standards #1, 2, 3, 4, 5, 6, 7, 8, 10)
2. Orientations are offered for all students, including special populations such as ESL and EOP&S. (Component Standards #1,2,3,4,5,6,10)
3. Counselors attend college programs at high schools to present parents and students with relevant information. An extended orientation program for high school seniors is presented at some feeder high schools and on campus for others. (Component Standard #1)
4. Local high schools are furnished with catalogs, handbooks, and current articulation agreements. (Component Standards #1,4, 5)
5. All students are informed through the college schedule of classes of the various matriculation services available to them. (Component Standards #1, 2, 8, 10)
6. Online orientations are available on the college web site in English to provide students and potential students with information concerning college programs, services, and financial assistance. (Component Standards #1, 10)

2.2 GOALS FOR THE ORIENTATION COMPONENT:

1. Provide basic orientation information to as many students as possible.
2. Make orientation activities available to local high schools.
3. Explore the creation of a dedicated location for all orientation services.
4. Recruit and train staff to become more involved in orientations.
5. Orient area high school counselors and student services staff to fully understand the programs and services offered at WCC.
6. Reassess and update online orientation.
7. Provided there is sufficient staffing, require students who complete an online orientation to visit a counselor.
8. When staffing allows, expand orientation offerings for evening and weekend students and coordinate with other services – e.g. Financial Aid, Admissions & Records, etc.
9. When staffing allows, offer orientation services targeted to specific populations – including returning students, Veterans, and specific majors (e.g. Nursing).
10. Continue to evaluate orientation activities and to improve services.

2.3 STAFFING FOR THE ORIENTATION COMPONENT:

(For each activity, list positions or job titles involved and the approximate number of each)

Activity

1. Counselors (7 – 4 of which are categorical), Student Services Technicians (3), Student Workers (2), Director of Admissions & Enrollment Services (1), YCCD Information Technology Staff (variable)
2. Counselors (7 – 4 of which are categorical)
3. Counselors (7 – 4 of which are categorical)
4. Director of Admissions & Enrollment Services (1)
5. Director of Admissions & Enrollment Services (1)
6. Counselors (7 – 4 of which are categorical), Financial Aid Staff (1)

ASSESSMENT
COMPONENT

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 the 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.

13. Utilize computerized information services to implement or support assessment services.

3.1 ACTIVITIES FOR THE ASSESSMENT COMPONENT:

(After each activity, where appropriate, indicate the #s of the Component Standard satisfied.)

1. Provide non-exempt students with the opportunity to review testing results in a counseling or advisory session, in which the counselor interprets the results with other data available (e.g. high school record, competing demands, work hours) for advisory placement and/or referral purposes. (Component Standards #1,2,3,4,5,6,7,8,9)
2. Maintain procedures to refer students with disabilities through the counseling process to DSP&S and for modified test conditions and/or services as needed for placement exam. (Component Standards #1,2,3,4,5,6,7,9)
3. Provide instructions and/or modified services for assessing ESL students. (Component Standards #9)
4. Provide students with accurate and timely results of their assessment scores to use as part of the multiple measures course placement process. (Component Standards #1,3,6,8)
5. Provide consistent test administration conditions for all students including ESL. (Component Standards #1,2,5,6)
6. Use those assessment instruments approved by the Chancellors Office. (Component Standard #5)
7. Continue to work with feeder high schools to encourage all students to take the Yuba Community College District Placement Exam at their school site and provide guidance and instruction of testing results (Component Standards #1,2,5,6,7,8)
8. Continue to review the procedures for ESL placement testing in the registration cycle and make recommendations for continued improvement. (Component Standards #1,2,6,7,9)
9. Provide written information about the assessment process in the Schedule of Classes, on the website, on the portal and in other documents that are available to students. (Component Standards #10, 11)
10. Provide assistance to local high schools on the development of the Early Assessment Program (EAP) in preparing students to be college ready. (Component Standards #1,2,3,5,8)
11. Students' study and learning skills are evaluated through workshops and Student Learning Outcomes in Counseling 10 courses.(Component Standard #4)

3.2 GOALS FOR THE ASSESSMENT COMPONENT:

1. Increase the success rate of students in basic skills and entry-level classes.
2. Provide feedback to students on their educational and/or career options and goals.
3. Provide consistent and frequent opportunities for students to assess their skills in a variety of areas (i.e., career planning, workshops, various skill building opportunities through programs and services)
4. Assure that students are informed of the assessment opportunities available to them.
5. Provide consistent assessment policies at all the sites.
6. Expand levels of ESL courses so student scores can be associated more appropriately for better placement.
7. Continue to expand assessment services at feeder high schools.
8. Provide support for improved ESL testing, including reviewing and revising validation studies, cut scores, and test instruments.
9. Develop a plan to provide information to students about how to access ESL computerized placement testing.
10. Develop a plan to ensure more students participate in face-to-face ESL orientations in which assessment is confirmed and courses are scheduled.
11. Provide number of testing opportunities with new building location and designate a day solely for ESL testers while looking to expand assessment services to better serve evening and weekend students.

3.3 STAFFING FOR THE ASSESSMENT COMPONENT:

(For each activity, list positions or job titles involved and the approximate number of each)

Activity

1. Counselors (7 – 4 of which are categorical)
2. Student Services Technicians (3), Director of Admissions & Enrollment Services (1), Counselors (7 – 4 of which are categorical), DSP&S Coordinator (1)
3. Student Services Technicians (3), Director of Admissions & Enrollment Services (1)
4. Student Services Technicians (3), Director of Admissions & Enrollment Services (1)
5. Student Services Technicians (3), Director of Admissions & Enrollment Services (1), IT Staff
6. Student Services Technicians (3), Director of Admissions & Enrollment Services (1), Director of Planning & Research (1), Counselors (7 – 4 of which are categorical)
7. Student Services Technicians (3), Director of Admissions & Enrollment Services (1), Counselors (7 – 4 of which are categorical), VP Academic & Student Services (1)
8. Student Services Technicians (3), Director of Admissions & Enrollment Services (1), Director of Planning & Research (1), Counselors (7 – 4 of which are categorical)
9. Student Services Technicians (3), Director, Admissions & Enrollment Services (1), Counselors (7 – 4 of which are categorical), IT Staff
10. Student Services Technicians (3), Director of Admissions & Enrollment Services/EAP Coordinator (1), Counselors (7 – 4 of which are categorical), Director of Planning & Research(1), Deans (2), VP Academic & Student Services (1)
11. Counselors (7 – 4 of which are categorical)

COUNSELING &
ADVISING
COMPONENT

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)	2. Provide advisement concerning course selection.
78212(b)(4)	55523(a)(4), 55523(a)(1)	3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.
78212(b)(4)	55523(a)(2)	4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.
78212(b)(4)	55523(a)(3)	5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.
	55520(d)	6. Make counseling or advisement available to all non-exempt students.
	55523(a)(4), 55523(b)	7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.
	55520(e)	8. Provide assistance in selection of a specific educational goal and development of the student educational plan, including student responsibilities.
	55525(a),(b); 55530(d); 55525(c)	9. Record the student educational plan in written or electronic form.
	55525(c)	10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students' needs.
	55201(f),(g)	11. Promptly inform students of their right to challenge (on specified grounds) a pre- or co-requisite or limitation on enrollment; their responsibility for showing that grounds exist

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

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| 55534(b) | 12. | Inform students of procedures for filing complaint alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of process for developing student educational plan. | |
| 55534(a) | 13. | Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints. | |
| 55522 | 14. | Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities. | |
| 78214(b)(3) | 55532(a) | 15. | Adopt District governing board policies specifying criteria for exemption. |
| 55510(a)(5),
55532(c) | 16. | Make exempted students aware that they may choose whether or not to participate in this component. | |
| 55532(d) | 17. | Ensure that exemptions from this component are not based upon specified sole criterion. | |
| 55510(a)(4) | 18. | Utilize computerized information services to implement or support counseling/advising activities. | |

4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:

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

1. Counselors work cooperatively with other college staff members through individual and group efforts on matters pertaining to student welfare and effective instruction. (Component Standards #1, 7)
2. Counselors are available to advise students in their high schools and in the community to prepare them to enroll and to make educational and vocational plans that will move them toward their career goals. (Component Standards #1,2,3,4,5,6,7,8,10,11,12,13,14,16)
3. Students with undeclared goals or undecided majors are encouraged to obtain counseling, referred to the Career Center and/or recommended to enroll in Career Planning and/or College Success courses. (Component Standards #1,2,4,5,6,7)
4. Student education plans are completed for financial aid, EOPS, DSP&S, CalWorks and Veterans. (Component Standards #2,7,8,9,10,18)
5. Students are informed in the college orientation, the college catalog, and the college website of the counseling services available to them. (Component Standards #1,6,7,15,16,17)
6. Assessment and advising are offered on the high school campus of most feeder high schools. (Component Standards #1, 2,4,5,6,7,18)
7. A concurrent enrollment program has been created for academically prepared high school students. (Component Standards #1,2,3,4,5,10)
8. Counselors assist with registrations, serve on campus committees, and attend various workshops and conferences. (Component Standards #1,7,18)
9. Counseling 10 (College Success) courses are offered each semester. (Component Standards #1, 2)
10. Encourage students through the Class Schedule, Student Handbook, website, and other media to meet with counselors regularly. (Component Standards #1, 2, 3, 4, 5, 6, 8, 10, 18)
11. Use computerized career resources and standardized online career interest inventories to assist students in career planning. (Component Standards #2, 8, 18)
12. A counselor advises students who are enrolled in WCC's Disabled Students and Program and Services program. (Component Standards #1,2,3,4,5,6,7,8,9,10,14)

13. Address transfer needs at the district-level by developing articulation agreements with four-year universities, offering workshops on transfer, inviting representatives from various four-year universities, and through direct communication with students. (Component Standards #7,8,10,18)

4.2 GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT:

1. Increase the percentage of students who utilize matriculation services to achieve their educational goals.
2. Increase student retention, persistence and success by developing workshops on college success topics.
3. Make available for each student a process to develop a Student Educational Plan (SEP).
4. Provide appropriate counseling/advising for students who have not declared a major and/or educational objective.
5. Provide basic-skills students with the necessary personal and academic support to achieve their educational goals.
6. Provide probationary students with counseling and knowledge of support services that will increase their chances for success.
7. Continue to request the need for a Counseling Clerk to assist in all aspects of counseling department.
8. Continue to develop a Transfer Center with a designated counselor (20% release time).
9. Inform students about career planning classes and transfer/career center services such as Eureka Online and other career assessment instruments.
10. Continue to develop computerized career resources and standardized online career interest inventories to assist students in career planning.
11. Conduct presentations in basic skills classes to inform students of college success support services.
12. Hire an ESL counselor to serve ESL students on our campus.

4.3 STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:

(For each activity, list positions or job titles involved and the approximate number of each)

Activity #

1. Counselors (7 – 4 of which are categorical)
2. Counselors (7 – 4 of which are categorical)
3. Counselors (7 – 4 of which are categorical)
4. Counselors (7 – 4 of which are categorical), CalWORKS (1), EOP&S (1), DSP&S (1)
5. Counselors (7 – 4 of which are categorical)
6. Counselors (7 – 4 of which are categorical)
7. Counselors (7 – 4 of which are categorical)
8. Counselors (7 – 4 of which are categorical)
9. Counselors (7 – 4 of which are categorical)
10. Counselors (7 – 4 of which are categorical), Director of Admissions and Records (1)
11. Counselors (7 – 4 of which are categorical)
12. Counselors (7 – 4 of which are categorical), DSP&S Coordinator (1)
13. Counselors (7 – 4 of which are categorical), Transfer Center (40%)

FOLLOW-UP
COMPONENT

5. FOLLOW-UP COMPONENT:

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

5.1 ACTIVITIES FOR THE FOLLOW-UP COMPONENT:

(After each activity, where appropriate, indicate the #s of the Component Standard satisfied.)

1. Send a letter to dismissed or probationary students, both academic and progress, from the Office of the Vice President informing them of their status and requesting that they meet with a counselor to develop a student education plan and discuss academic and personal support services. (Component Standards #1, 2, 3,4 and 5)
2. Encourage non-exempt students at their initial counseling session to make a follow-up appointment during the semester with their counselor to discuss their academic progress and educational/career goals. (Component Standard #3)
3. Establish counselor office/work hours and set up appointment book before each semester. (Component Standards #3, 5)
4. Drop-in counseling is available during posted hours. (Component Standard #3)
5. Continue to provide the opportunity for students whose petitions are denied to appeal to the Student Success Committee in keeping with Board and administrative policies. The outcome of this appeal will be communicated in writing to the student and to the Admissions and Records Office by the Vice President's Office. (Component Standards #1, 3, 4, and 5)
6. Continue to identify educational goals in the system for all students. (Component Standard #5)
7. Continue to offer academic probation workshops for students on probation or who have been dismissed. (Component Standards #1, 3)
8. Implement Early Alert System with pilot testing. (Component Standards #1, 3)

5.2 GOALS FOR THE FOLLOW-UP COMPONENT:

1. The percentage of probationary students who persist to the following semester and complete at least 15 units with a 2.0 GPA will increase.
2. The overall persistence rate, by percentage, of matriculants from semester to semester will increase.
3. The percentage of students making counseling appointments during the semester will increase.
4. The percentage of students making follow-up appointments for later in the semester at the time of their registration appointments will increase.
5. The number of certificates and degrees awarded each year will increase as well as the number of students transferring to four-year colleges and universities.
6. The percentage of students using the campus student service programs will increase.
7. Utilize all modalities, including portal, the WCC website, the schedule of classes, and the course catalog to encourage counseling appointments for all students prior to submitting graduation petitions or certificates to ensure that all courses have been taken to increase number of successful graduates and guidance in degree selection.
8. Increase awareness of graduation deadlines for students including those applying for certificates through signage and web notifications.
9. Increase faculty involvement in follow-up activities – e.g. early alert system, scheduled announcements to faculty about graduation petitions and certificate deadlines, workshops on the basics of transfer for faculty, develop a recommendation form for ESL instructors to complete, near the end of the semester, so that counselors can use this information to discuss upcoming semester's placement with students.
10. Offer college success workshops.
11. Counselors visit basic skills classes every semester to explain counselor and matriculation role.
12. Continue to monitor and expand Early Alert System on campus.
13. Continue workshops for probationary students funded through general funds.

5.3 STAFFING FOR THE FOLLOW-UP COMPONENT:

(For each activity, list positions or job titles involved and the approximate number of each)

Activity

1. Counselors (7 – 4 of which are categorical), Student Services Technicians (3), VP Academic & Student Services (1), Director of Admissions & Enrollment Services (1)
2. Counselors (7 – 4 of which are categorical), Student Services Technicians (3),
3. Counselors (7 – 4 of which are categorical), Student Services Technicians (3)
4. Counselors (7 – 4 of which are categorical), Student Services Technicians (3)
5. Counselors (7 – 4 of which are categorical), Student Services Technicians (3), Student Success Committee, VP Academic & Student Services (1), Director of Admissions & Enrollment Services (1)
6. Counselors (7 – 4 of which are categorical), Student Services Technicians (3), Director of Admissions & Enrollment Services (1), YCCD IT Staff
7. Counselors (7 – 4 of which are categorical)

COORDINATION
AND
TRAINING
COMPONENT

6. COORDINATION AND TRAINING COMPONENT:
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<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: <ul style="list-style-type: none">a. Admissionsb. Orientationc. Assessmentd. Counseling/Advisemente. Follow-upf. Research and Evaluation
	55510(a)(4)	2. Utilize computerized information services to implement or support coordination/training activities.

6.1 ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT:

(After each activity, where appropriate, indicate the #s of the Component Standard satisfied.)

1. Provide ongoing information updates to all staff regarding regulations and procedures related to matriculation. (Component Standards #1,2)
2. Provide readily accessible information for all faculty and staff through flex workshops, student services website, catalog and schedule, flyers and brochures at Convocation, adjunct and full-time faculty meetings, division meetings and committee meetings, especially Scheduling Committee and Curriculum Committee. Component Standards #1,2)
3. Matriculation is a standing agenda item in Counseling and Student Services meetings, and should be included in funding proposals related to student success. (Component Standards #1,2)
4. Fund professional development for student services personnel, including membership in professional organizations, attendance at state and national conferences, coordination with state and national organizations, and subscriptions to periodicals. (Component Standards #1,2)
5. Administration will continue to articulate goals of the Matriculation Plan at major meetings, and encourage integration of the matriculation plan with other campus plans including Student Equity, Budget, Diversity, Educational Master Plan, and Basic Skills Plans.(Component Standards #1,2)
6. Include matriculation information in new student services employee orientations and train all student services student workers in the matriculation process.
7. Provide matriculation information procedures to area high schools, principals, counselors, and community organizations. (Component Standards #1)
8. Hold at least two meetings each year with high school principals and counselors in which matriculation is a standing agenda item (Component Standard #1)
9. Provide training to high school counselors on the WCC matriculation process and periodically provide updates on policy or regulatory changes. (Component Standards #1,2)

6.2**GOALS FOR THE COORDINATION/TRAINING COMPONENT:**

1. Provide students and potential students with the most up-to-date and correct information concerning matriculation requirements.
2. Encourage and promote the essence of collaboration among all non-teaching student services staff; and among student services and teaching faculty relative to the matriculation process.
Hold regular training on the concepts of customer service and One-Stop Student Services.
3. Provide WCC counselors with training on how to use Colleague, SARS and Imagenow.
4. Provide appropriate WCC personnel with training on how to use all aspects of the Early Alert System.
5. Provide WCC staff with training concerning the requirements and functions of matriculation.
6. Provide district high school counselors with training concerning the WCC matriculation requirements and procedures.
7. Provide WCC staff with in-service concerning the operations of other educational institutions in our service area.
8. Establish a system for electronic educational planning to allow students to develop SEPs through the web or portal.
9. Ensure the effectiveness of the online orientation process through regular assessments and review by student services staff.

6.3 STAFFING FOR THE COORDINATION/TRAINING COMPONENT:

(For each activity, list positions or job titles involved and the approximate number of each)

Activity #

1. Deans (2), Vice President (1)
2. Deans (2), Vice President (1)
3. Counseling and Student Services Committee Chairs (2), Deans (2), Vice President (1)
4. Vice President (1)
5. Deans (2), Vice President (1).
6. Counselors (1 – 4 of which are categorical), Student Services Technicians (3), Deans (2)
7. Admissions and Records Director (1)
8. Admissions and Records Director (1), Deans (2), Vice President (1)
9. Admissions and Records Director (1), Counselors (1 – 4 of which are categorical)

RESEARCH
AND
EVALUATION
COMPONENT

7.	RESEARCH AND EVALUATION COMPONENT:	
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<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, ESL, 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 a particular group 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. |
| 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. |

7.1 ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT:

After each activity, where appropriate, indicate the #s of the Component Standard satisfied.)

1. Maintain the MIS database structure and develop means to extract tracking and performance evaluation data from the system. (Component Standards #1,2,3,4,5,6,7,8,9,14,16,17)
2. Evaluate the performance of matriculated students in English, math, reading and basic skills courses, and compare that performance with their placement exam scores. (Component Standards #1,2,3,17)
3. Publish an annual enrollment report that analyzes the enrollment of credit students by demographic characteristics such as ethnicity, sex, age, and disability group. (Component Standards #5,17)
4. Develop a comprehensive analysis of student success as measured by outcomes, persistence, skill improvement, grades, and goal attainment to include analysis of participation in matriculation components. (Component Standards #6)
5. Develop and maintain a matriculation database that will, among other activities, allow tracking of the number and types of exemptions and the reasons for the exemptions. (Component Standards #14,17)
6. Maintain a record of the number of students filing complaints and the basis and resolutions of the complaints. (Component Standards #15,17)
7. Conduct comprehensive analyses of basic skills course placement, using test scores pre- and co-requisites, and multiple measures data to determine the accuracy and effectiveness of the placement system. (Component Standards #2,17)
8. Publish an annual Assessment & Placement report on the activities of the Assessment Office. (Component Standards #1,3,5,6,7,8,10,11,12,13,14,17)
9. Assess entering student engagement and student perception of matriculation process. (Component Standards #5, 6, 9)
10. Utilize an instrument for the assessment and placement of students in basic skills courses that is on the Chancellor's Office approved list. (Component Standards #2,3, 17)

7.2 GOALS FOR THE RESEARCH AND EVALUATION COMPONENT:

1. Identify and analyze any disproportionate impact created by the assessment of placement of students in basic skills courses.
2. Improve the information gathered on Woodland Community College transfer students.
3. Annually use the analysis of student success to implement appropriate changes in college policies.
4. Make changes to the cut-off scores based on an analysis of the scores and student placement and course success.
5. Annually, prepare a comprehensive report of 1) student placement and success by demographics – noting any disproportionate impacts on groups of students, and 2) the effects of the matriculation process on student achievement outcomes (skill improvement, goal attainment, pass rate, retention/success rate, and GPA) by site (Woodland, Colusa, Distance Ed and WCC) and academic area.

7.3 STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT:

(For each activity, list positions or job titles involved and the approximate number of each)

Activity

1. YCCD Director of Information Systems (1), Director of Planning, Research & Student Success (1), Director of Admissions & Enrollment (1), YCCD Information Systems Support Staff (variable)
2. Dean of Student Services (1), Director of Planning, Research & Student Success (1), Appropriate Faculty (variable), Basic Skills Committee (1), Testing and Assessment Specialist (1)
3. Director of Planning, Research & Student Success (1), Appropriate Faculty (variable), Student Success Committee (1)
4. Director of Planning, Research & Student Success (1), Appropriate Faculty (variable), Student Success Committee (1)
5. YCCD Director of Information Systems (1), YCCD Information Systems Support Staff (variable)
6. Director of Admissions & Enrollment (1)
7. Director of Planning, Research & Student Success (1), Appropriate Faculty (variable), Student Success Committee (1), Testing and Assessment Specialist (1)
8. YCCD Testing and Assessment Specialist (1)
9. Director of Admissions & Enrollment (1)