

MATRICULATION SITE VISIT GUIDELINES

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COORDINATOR'S GUIDE TO THE MATRICULATION TECHNICAL ASSISTANCE VISIT

This guide will explain the matriculation technical assistance visit to the Matriculation Coordinator. A copy is also being sent to the Academic Senate President, in the expectation that faculty will be fully involved in preparing for and participating in the visit's various activities. The guide is divided into five parts: an overview of the review and assistance process; a description of the review team; a description of the team's activities; a discussion of your responsibilities before, during, and after the visit; and a suggested timeline for the visit.

I. Overview

The Chancellor's Office uses the six-year accreditation calendar as the time frame within which comprehensive, structured matriculation technical assistance visits are conducted at colleges (typically in the year prior to the self-study, but occasionally in the self-study year itself). This approach provides the districts with a predictable, widely-used calendar on which to plan for such assistance. It will also allow Chancellor's Office staff to better coordinate the visits.

A list of the colleges that will have a technical assistance visit during this academic year is attached. Colleges and districts are notified individually of the dates of their respective visit. The matriculation technical assistance visits have four main purposes:

1. To provide formative evaluation information to colleges and districts regarding their implementation of matriculation and to assist the colleges and districts in strengthening their matriculation process;
2. To provide colleges with detailed, useful and timely information on matriculation and its effects for use in the colleges' accreditation self-study process;

3. To provide the Chancellor's Office with detailed information on the implementation of matriculation at individual colleges and districts and information that can be aggregated for required statewide reporting (e.g., annual reports to the Legislature; reports to the Board of Governors, CPEC and other agencies); and
4. To provide matriculation-related staff at individual colleges the opportunity to exchange ideas and experiences with their colleagues from other colleges on the review team and with Chancellor's Office staff.

Every college that has a technical assistance visit will be visited by a team composed of matriculation-related staff and faculty from other colleges and an independent consultant. At all the colleges the technical assistance is based on the college's identification, prior to the visit, of those aspects of matriculation in which the college would most like the team to offer suggestions for improvement; the college's approved matriculation plan and any updates or revisions to it; the annual progress reports submitted to the state Chancellor's Office; a review of files and other documentation provided before the visit and on campus; individual and group interviews with counseling and instructional faculty, students, staff, administrators; and team members' observations (where possible) of matriculation services and activities.

An oral report of the team's observations and recommendations is presented on the last day of the visit. The report contains component-specific and matriculation-wide observations. A written final report is produced and sent to the college within five weeks of the visit. Follow-up on the report and its recommendations, including the college's subsequent actions, is a shared responsibility between the college and the Chancellor's Office.

II. The Technical Assistance Team

The size and exact composition of the team vary from one college to another depending on the size of the college, the size of the matriculation process (e.g., number of staff involved and number of students served), and the range and complexity of matriculation services. You will be notified of the size of your team, and the individuals on it, as soon as it is finalized. Most of the team members will be matriculation coordinators and other matriculation-related staff and faculty at other colleges. The team functions as a single team, with each member having both component-specific and matriculation-wide responsibilities. In this way, the team's structure and duties closely resemble the college staff's own structure, i.e., individuals who focus on one or more components at the same time they are coordinating with other matriculation services and college-wide operations. This approach also ensures that the final report contains both component-specific and matriculation-wide perspectives and recommendations.

Currently the Chancellor's Office is contracting with an outside consultant (Educational Evaluation Associates -- EEA) to assist in conducting the matriculation visits. Your review team will be chaired by an individual from this firm. That person will work with the Chancellor's Office to coordinate all pre-site-visit activities (letters, instructions, team member assignments, interview schedules, and communication with the college); all on-site activities (introduction, team meetings, preparation and presentation of the oral report); and the preparation of the written

report. The chair will also share information-gathering responsibilities with the other team members during the site visit, including staff and student interviews.

A member of the Chancellor's Office Matriculation Unit staff may join the team as an observer on the last day-and-a-half of the visit. The staff member would sit in on the formulation of the team's observations and recommendations regarding matriculation and would join the team at the exit interview on the final day. The staff member's role in the site visit is to "touch base" with the team members and with the college's administrators and matriculation-related staff and faculty in case there are questions about the possible ramifications of the team's visit and findings. The staff member would also spend time with you and your college's or district's budget officer to review the Staffing Survey and the college's most recent Matriculation Expenditure Report, including the college or district match, in case there are problems or concerns with matriculation-related expenditures. Please plan to set aside time the afternoon of the third day of the visit to work with the staff member on this general fiscal review. You will be notified ahead of the visit as to whether or not the staff member will be on campus.

III. The Team's Activities

The technical assistance visit takes three-and-a-half days. The team members first review matriculation services and accomplishments on your campus so that they can later offer the most appropriate, site-specific recommendations for matriculation improvements. They engage in a variety of activities, including group and individual interviews with faculty, staff members and students, review of documents, direct observation of matriculation services (where appropriate), and informal discussions with individuals knowledgeable about matriculation. Together with the outside consultant, the team members share responsibilities for examining quantitative and qualitative measures of ongoing matriculation services and accomplishments including staff assignments and student outcomes. They also examine matriculation's wider role at the college -- how it is coordinated with other instructional and student services programs, the extent of faculty involvement, the college-wide understanding of matriculation processes, and matriculation's contribution to overall institutional effectiveness.

Using your college's approved matriculation plan and any subsequent updates, the recent progress reports, and your identification of matriculation areas in need of improvement as a guide, the team examines the following broad questions in each component:

- What matriculation services are provided?
- Which students are served by matriculation?
- Which are exempted, and on what basis?
- What are the responsibilities of the various college staff and faculty members for those activities and how does the college assist them to prepare for those responsibilities?
- How do those services and responsibilities compare with the matriculation plan, the updates and the progress reports?
- What are the barriers, if any, in fully implementing matriculation at your college?
- What are the qualitative and quantitative issues that affect matriculation services and effectiveness?

- What impact has matriculation had on the curriculum, on instruction, on intra-staff working relationships, on student success and on the effectiveness of the institution?
- What recommendations should be made to improve matriculation's effectiveness?

The results of the visit are communicated in two ways:

1. A summary of team members' impressions and specific recommendations is shared with the college staff and administrators at an exit interview on the final day of the site visit.
2. Subsequently, a written report detailing the team's observations and recommendations is sent to the college. Informational copies of the report are also sent to the state Chancellor's Office and to each team member.

IV. Your Responsibilities

As the matriculation coordinator, you have five principal responsibilities:

- to assist the team in focusing its expertise on those areas of your college's matriculation process in which their help would be of most value;
- to prepare materials for the team before the site visit;
- to facilitate the team's work by making students and matriculation-related staff available for interviews;
- to prepare college staff and faculty for the visit; and,
- upon the college's receipt of the written report, to respond to the recommendations made regarding matriculation.

The team's focus. The team's principal purpose is to help your college implement matriculation in ways that are most effective for students, faculty and the institution as a whole. Although they will examine activities and outcomes in all matriculation components, they will need you to help them focus some of their time and attention on those aspects of matriculation in which their experience can make the greatest contribution to your college's efforts. The **Team Focus** form (attached) is designed to do that. First, it will help the state Chancellor's Office select team members whose expertise best meets your needs. Second, it will help the team chair develop an interview schedule (see below) that concentrates team members' time on the areas the college has identified. And third, the form will be shared with the team itself, to alert them to the college's specific matriculation needs. Please complete the **Team Focus** form with the assistance of your campus and district colleagues, and return it to Arnold Bojorquez at the state Chancellor's Office by the requested date.

Materials for the review team. You will need to prepare two sets of matriculation-related materials for the team: a packet or binder of information for *each* team member, sent to him or her before the visits (see the *Information Packet Sent to Team Members Prior to Visit* list attached); and a set of resource or reference documents to which the team as a whole will have access while on campus (see the *Materials Available to Team members on Site* list, attached).

Using the *Information Packet Sent to Team Members Prior to Visit* list, please prepare six (EEA plus other team members plus Chancellor's office staff) packets that contain items 1-11: one for each team member (including the team chair) and one for the staff member of the Chancellor's Office who will join the team near the end of the visit. One of these six packets also needs to contain items 12-14 (for the team member who will focus on research). Another of these six packets also needs to contain items 15-25 (for the team member who will focus on prerequisites). The team chair will forward these packets to the appropriate team member (or will notify you in advance of which team member has those assignments so you can send the packets directly).

In some cases, your college may not use or have available all the items on the checklist, while in other cases one item is included within another (e.g., an orientation handbook within a general student handbook). Please indicate "not available" or "contained within ___" on your summary page of documentation provided.

Please begin preparing these packets now. When the Chancellor's Office gives you the names of the team members and the team chair specifies each team member's component assignment(s), you should send each an information packet. As noted above, one of the packets that contain items 1-11 should be sent to Arnold Bojorquez, at the Chancellor's Office, who may join the team at the end of the visit.

You do not need to send the team members a copy of your matriculation plan or progress reports. The Chancellor's Office will send these documents to the team members before the visit.

Using the *Materials Available to Team Members on Site* list, you can also begin to assemble a single set of additional materials for the team members. These are not sent to team members but rather are made available to them in the "work room" you have arranged for them to use during the visit. Only one copy of each of these items is needed. Again, not every college will have separate materials in each of the identified areas; where this is the case at your college, please indicate "not available" or "contained within ___" on your summary page of documentation provided.)

A closely related piece of information to be made available to the team before the site visit, as part of the information packet, is your own brief description of the strengths of the matriculation process and the prerequisite process at your college and the areas that need further development (**Matriculation: A Brief Self-Assessment**, enclosed). By design, there are no specific instructions for completing this page, but please try to touch on each matriculation component. (And please don't go beyond one side of one page for each of these two summaries!). The team will be interested in your unique, candid perspective on matriculation and prerequisites at your college. Please include the self-assessment as item #9 in the packets prepared for individual team members.

If you choose, you may develop the Self-Assessment in conjunction with other staff at the college, e.g., the Academic Senate President, the Faculty Curriculum Chair, the Matriculation Advisory Committee, the Curriculum Committee or the President. If the Self-Assessment represents more than your unique perspective alone, please make that clear. The team members need to know whose description of the matriculation process is reflected in the Self-Assessment.

Use of state matriculation funds to expand college staffing. Most colleges have used some portion of the state funds to hire additional administrators, counselors, research staff, clerical support, assessment technicians, etc. to carry out the new and expanded matriculation services required by the regulations and described in the college's plan. Chancellor's Office staff will take advantage of the site visit to review with you your college's use (if any) of state funds for staffing. Enclosed is the **Staffing Survey** we'll use for this purpose and instructions for its completion. Please complete the survey at least one month prior to the visit and return it to Arnold Bojorquez at the Chancellor's Office.

Chancellor's Office staff will share the survey with the team chair and other team members before the visit so they have a more complete understanding of exactly how and where the college has strengthened its matriculation services by increasing respective staffing levels. The Chancellor's Office staff member who may join the team at the end of the visit would then ask you (and business office staff, if necessary) to set aside some time on the afternoon of the third day of the visit to review the survey and confirm the accuracy of the information. Although one aspect of this review is the state concern with supplanting (the use of state funds to replace preexisting district support), the more beneficial purpose is to develop more detailed, reliable information that the Chancellor's Office can report to the Legislature the Board of Governors and others about exactly how the state funds are being used. The general belief that the funds are being used effectively has helped matriculation gain a small increase in the statewide allocation each year, but the Legislature's willingness to simply believe is wearing thin, and they are asking more pointed questions about, for example, how many additional counselors have been hired with the matriculation funds. The information you provide on the Staffing Survey, then, will serve local as well as state purposes.

Preparing an interview schedule for the team. This is the second major area of your pre-site-visit responsibilities. Individual and group interviews are the central on-site activity of the team. Your selected counseling and instructional faculty, administrators, other matriculation-related staff, students and other individuals on campus will spend a great deal of time individually and in groups, talking with team members over the three-and-a-half days of the visit.

Scheduling these staff and student interviews for the team is a vital task. It is very important that it be done well. These instructions will help you, and the staff member(s) you assign to this task, to begin to organize the interview scheduling process. There are several points to keep in mind:

1. There will be separate but slightly overlapping interview schedules developed for each of the team members. You will need to work closely with EEA and with the team chair to make sure that all necessary staff and students are scheduled, and that the schedules do not duplicate or conflict with each other.
2. Members of the team will want to begin the visit with group interviews with college staff, faculty and students, to get the "lay of the land" from a broad range of perspectives. These group discussions about matriculation will then allow the team members to focus their later individual interviews on particular topics of interest or concern identified by you and other college staff.

Among the groups that could be scheduled with the team are the matriculation advisory committee, the curriculum committee, the academic senate (or a representative sample of senate members), the assessment committee, the English or language arts instructional faculty, the math instructional faculty, and the counseling faculty. Indeed, there may be other groups on campus that you, as coordinator, feel the team should meet with; please identify those groups to the team chair or other representative of EEA when they call to begin the interview-scheduling process. Where group interviews aren't possible, individual interviews with various members of the committees should be arranged.

3. You will also be asked to set up group interviews with at least five types of students: ESL students, students in basic skills courses, new students, continuing students and evening students. (The team chair may ask for additional groups of students, e.g., students on probation or students without a declared educational goal, and you may suggest such groups be interviewed, depending on your particular emphases within matriculation.) Please make the selection of these students as random and/or as varied as possible; a homogeneous group (e.g., all student leaders, all student peer advisors, all students who work for matriculation staff) will not provide the team members with the broad range of student experiences they need to hear. Please let the review team know how the students for each group interview were selected.
4. The team members will individually interview a number of matriculation-related staff including a sample of students, a number of campus staff, faculty, some administrators, and possibly some off-campus individuals such as advisory committee members and members of the district's Board of Trustees. You can plan on having staff members spend between 30 minutes (for student workers) and two hours (for senior staff) with one or more of the team members at some point between the afternoon of the first day and the afternoon of the third day of the site visit.
5. Please include the Academic Senate, the counseling department or division, and the various instructional departments and divisions in selecting the individual counseling and instructional faculty to be interviewed by the team. Team members need to speak with a representative sample or cross-section of college faculty, one that will give the team the broadest possible view of how matriculation operates at the college. As such, it is very important that the development of this part of the interview schedule be a shared, participatory responsibility.
6. If the college has an orientation video, please set aside time for one or more team members (particularly the team members responsible for understanding this component) to view it. Along the same lines, you might want a team member to sit in on part of an orientation workshop or course.

Most all the interviews can be arranged before the site visit. Enclosed is a blank interview schedule similar to the one from which the team chair will work with you in specifying the individuals to be interviewed, and by which team member, during the visit. You'll notice that it does not include evening hours, but the team chair may ask you to add these when developing the specific interview schedule with you. Please do not structure interview

schedules for the team until you are contacted by the team chair or a representative of EEA.

Please complete the Generic List (enclosed) by the requested date, and send one copy each to:

Roxanne Lozano Marie Freeman Arnold Bojorquez
EEA 1437 Raymond Ave. Matriculation Specialist
9230 Jellico Glendale, CA 91201 California Community Colleges
Northridge, CA 91325 1107 Ninth St., 2nd floor Sacramento, CA 95814

There is no need to fill in individual names of students or staff members on the various committees identified on the **Generic List**. These individuals can be identified later, when the actual interview schedule is assembled. At least three weeks before the team arrives, the team chair (or an associate from EEA) will contact you to schedule most of the individual and group interviews for the team members, working from the **Generic List** above.

In some cases, team members will ask to schedule additional interviews once the team is on campus and begins to better understand your matriculation process.

Preparing college staff and faculty for the visit. Well before the visit, you should begin to prepare matriculation-related and other college staff for the visit. Since the team will expect college staff and faculty to be familiar with their own roles in matriculation, and to have at least a working familiarity with other staff members' roles, the staff in-service for the visit should be structured around the matriculation plan and how it is being implemented. Make sure that each staff and faculty member with whom the team is scheduled to speak is familiar with his/her duties and responsibilities, what outcomes (effects) the plan called for as a result of those duties, and the documentation you expect him/her to maintain regarding those duties and outcomes. There are several steps that you might take to prepare the staff:

- You and/or other staff members from your college will have participated in a team prior to your own visit and will thus be familiar with what a team looks for in a matriculation process, the kinds of questions the team members ask, and the kind of documentation the team will ask to review. Use this experience to prepare the staff for the review, e.g., conduct mock interviews or schedule staff meetings at which staff members discuss their activities with the whole staff and provide mutual feedback.
- Review the matriculation plan and the most recent progress report. The team members will each have a copy of these documents.
- Call on other matriculation coordinators in your region who have been on a review team and/or whose matriculation process has been reviewed and ask them to help you and your staff prepare for the visit.
- Enclosed is a **memo** from Arnold Bojorquez, which you may wish to distribute to college staff and students who will be interviewed by the team. (Its use is entirely optional; you may also modify it and send it out under your name if that better serves your needs.)

- If you have any further questions, call on the Matriculation Unit staff at the state Chancellor's Office or the team chair from EEA.

Responsibilities during the site visit. As the matriculation coordinator, your chief responsibility during the site visit is to see that the team members are able to carry out their tasks efficiently. Accordingly, your main task throughout the visit will be to see that the team members are able to contact the students and staff with whom they wish to speak and to help arrange a schedule for other interviews and observations as requested by the team. During the first day of the site visit your activities are:

1. To arrange for a room on campus where the team can meet from 10:00 a.m. to 1:00 p.m. This will be the team's first chance to meet each other, and they will use the time to review the on-site materials you have compiled, their respective interview schedules, each other's roles, the purposes of the visit and the procedures to be followed. It would be very helpful if this (or another) room could be reserved for the team's use throughout the visit, for team meetings and/or scheduled interviews.
2. To organize a short introduction meeting (at 1:00 p.m.) for the team to meet college staff and faculty, appropriate college administrators (including your immediate supervisor), and any other matriculation-related staff and faculty with whom the team will be meeting later in the site visit. Please be sure to invite the President, the Vice Presidents and/or Deans of Student Services and Instruction, the dean (or other lead administrator) for vocational education, the president of the Academic Senate and the president of the Associated Students.

If the college President cannot attend this introductory meeting, you will need to schedule a short, separate meeting with the President and the review team to take place after the tour of the campus.

3. To provide (or arrange for) a very short tour of the campus. The tour should focus on matriculation-related facilities and on the other campus offices and locations used by staff and students (e.g., counseling, tutoring, learning center, data processing, admissions and records, administration building, etc.). There is no need (and usually not enough time) to see everything on the campus. A good campus map can be used to locate other sites if the team needs to go somewhere not visited on the tour. Twenty to thirty minutes should be sufficient for this tour.
4. To meet with the team, for up to two hours, and go through the matriculation plan and related documents (including the most recent progress report) to confirm the most appropriate information sources for the various kinds of questions that the team will have about matriculation activities and outcomes.

This meeting is also the opportunity for you and the team to begin discussing in greater detail those matriculation activities in which you are a major participant. Because of the large number of activities in which you are involved, several additional interview times will probably be scheduled with you and various team members during the visit.

As the site visit progresses:

5. A final interview with you will be scheduled for the late morning of the third day of the visit to review any remaining concerns or questions the team may have including clarification of matriculation activities, data and outcomes. This meeting between you and the team members is also an opportunity for you to bring up any other issues or concerns that may have developed in the course of the visit.
6. On the morning of the fourth day, about two hours before the exit interview is scheduled, the review team will meet with you alone for a pre-exit interview. This informal meeting is an opportunity for you to hear and comment on the team's observations and recommendations before they are presented in the more formal setting of the exit interview. The pre-exit interview allows you to correct or clarify any information that will be presented by the team, or to shed new light on an issue of importance that is touched on in the review team's observations and recommendations.

The pre-exit interview also serves as the time and place to discuss any off-the-record concerns the team might have, for example any personnel matters that seem to affect matriculation, or doubts, issues or findings that must be said but not necessarily in front of the college president or your supervising administrator. As befits an informal session, there are no minutes or recordings of the pre-exit interview.

After meeting with you, the team will have a pre-exit interview with the president.

7. You will be expected to attend the exit interview at the end of the site visit. The exit interview will include the college president, other college administrators, and those matriculation-related and other college staff and faculty you feel should attend. We strongly encourage you to invite everyone with whom the team has spoken. The purpose of the exit interview is to present and discuss the review team's observations and recommendations. If you wish to tape or video record the exit interview, please check with the team chair before the site visit.

After the site visit. Within five weeks of the site visit, the full report will be sent to you, your supervising administrator, the college president, the academic senate president and others on campus, the district chancellor and district matriculation coordinator, the state Chancellor's Office, and the team members. This report will contain the team's major observations and the specific recommendations for improving the college's matriculation process in the same form as they were stated at the exit interview. Particular attention will be paid to the aspects of matriculation that were identified by you and other college staff before the visit as those in which you wished additional ideas and suggestions. Since this is the full report, it should serve as a basis for beginning to take any steps that are needed to improve matriculation at your college.

Within thirty (30) days of your receipt of the final report, you (or the college or district administration) are asked to respond in writing to the Chancellor's Office regarding each of the review team's recommendations. The response should restate the recommendation, and then discuss in some detail the college's reaction to the recommendation and describe the steps that

have been taken, or planned, to implement it. The college does not have to accept or implement every recommendation. But, if the college chooses not to accept the recommendation, the Chancellor's Office will expect a discussion of the reasons for choosing not to, and, where appropriate, a discussion of other steps that have been considered to deal with the shortcoming identified in the technical assistance report.

The Chancellor's Office takes the matriculation technical assistance visit very seriously. The report's observations and recommendations, and the college's response to them, will become an integral part of the Chancellor's Office review process for your college's current and future matriculation plans, proposed revisions to the plan, requests for new matriculation-funded activities, and so forth. The college's follow-through on all of the report's recommendations, as outlined in the response letter(s), will complete its responsibilities to the technical assistance process. Congratulations!

V. Timeline

The team's visit lasts three-and-a-half days. Team members will arrive the morning of the first day of the site visit and will meet as a team on campus from 10:00 a.m. to 1:00 p.m. The introductory meeting with you and other college staff will take place at 1:00 p.m. Attached is a suggested schedule for the site visit. It is important for you to complete your pre-site-visit tasks on time and to follow the suggested site visit schedule as closely as possible because the review team members will depend on you to help them complete their own tasks in a timely manner.

9/7/96

Supplemental Guide: The Prerequisite Review Process for Matriculation Technical Assistance Program Reviews

1996-97

For information regarding material in this guide, contact Bill Scroggins by phone at 714/969-8629, by e-mail: bscrogg@ix.netcom.com or by fax at 714/969-8739.

I. REVIEW OF CAMPUS INFORMATION PRIOR TO SITE VISIT

The campus has been requested to supply you, the team member focusing on prerequisites, with additional information regarding prerequisites. (See Appendix C of the “Team Members’ Guide to the Matriculation Technical Assistance Program Review.”) If an item of requested information does not exist, a statement to that effect should be included on a separate sheet.

In reviewing campus information, make notes regarding apparent non-compliance or poor practices. Anticipate who among those you will interview could best address these deficiencies. If follow-up is needed with staff or faculty not on your interview list, request appointments to be set up.

1. Check catalog and schedule. Both should have each of the following.

- Explanation of prerequisites should be complete and in plain English, not just a quotation of Board policy or Title 5. Be sure the statement complies with Title 5 and the Model District Policy (as amended locally).
- Explanation of the assessment process should be thorough and also should cover how it affects placement. Check for compliance, especially with the use of multiple measures. (This prerequisite review assumes a separate and complete review of the assessment process. Assessment deficiencies will impact prerequisite compliance. Such problems will require coordination between team members responsible for these two areas.)
- Explanation of the challenge process should contain all required criteria and be specific enough to direct student action.
- Listing of prerequisites, corequisites, advisories and other limitations should comply with Title 5 and the Model District Policy. Read them all!
 - Note out-of-sequence math and English prerequisites and follow up that highest scrutiny was applied. These should also list both a course and an assessment outcome.
 - Note non-course prerequisites for follow up on highest scrutiny.
 - Be sure that no assessment is required other than in math or English.
 - Note any health and safety prerequisites for later follow up.
 - Note any limitations on enrollment (performance courses, block enrollment, honors courses, statutory limitations) for later follow up.

2. Review the Board policy and Matriculation Plan for compliance. Note any differences from the Model District Policy and be sure these were cleared with the Chancellor's Office.
3. Review the research and content review policies and procedures for compliance and efficacy. Compare the process used in the examples submitted with the written procedures.
4. Check that the challenge process is in compliance and seems workable.
5. Orientation material should explain assessment and prerequisites clearly and cover student rights in the challenge process.
6. Be sure that curriculum committee minutes show separate action for course and prerequisite approvals and that documentation is complete and appropriate to both the research, equivalent UC/CSU, and content review policies.
7. Review the training materials for completeness and effectiveness. Be sure that the full range of staff are trained (curriculum committee, counseling faculty, and instructional faculty in disciplines using prerequisites).
8. Review the submitted examples of non-course prerequisites for compliance. Cross-check that catalog and schedule information is correct and complete for each example. Particularly, performance limitations should give students complete information on any auditions or try-outs (date, place, and nature of skills assessed). Block enrollment (GAIN, EOPS, etc.) should be listed for particular sections in the schedule of classes with appropriate language. The same is true for honors sections listed in the catalog. These must emphasize OPEN ACCESS. Information should be referenced on how students become eligible for GAIN, EOPS, honors, etc. Be sure that course outlines list prerequisite skills in a separate section.
9. For program prerequisites:
 - be sure that documents refer to program enrollment rather than program admission (students are admitted to the college, not its programs),
 - be sure that program prerequisites have gone through the appropriate level of scrutiny, and
 - be sure that enrollment procedures beyond prerequisite limitations are non-evaluative (first-come-first-served, waiting list, or lottery).
10. Review the campus procedures that assure teaching to the course outline and regular review of programs. Basically, colleges just need to have such procedures and use them! You may wish to comment on the appropriateness and efficacy of these procedures.
11. With questionable areas and weak points in mind from the above review, re-examine the Matriculation Plan. It may be that the college is aware of these issues and has developed plans to resolve them.

II. ON-CAMPUS INTERVIEW AND FOLLOW-UP STEPS

1. Groups/individuals to interview: (Note: The Team Leader will work with the campus Matriculation coordinator to set up these interviews for you.)
 - curriculum committee,
 - matriculation advisory committee,
 - faculty curriculum chair/co-chair,
 - chief instructional officer,
 - institutional researcher,
 - faculty senate president,
 - faculty department chairs and administrative deans for math and English,
 - dean of counseling plus one or two counseling faculty, and
 - others to meet needs identified in review of campus documentation.

2. General interview approaches:
 - Use your notes from the review of campus information to target particular issues.
 - Assess who best could speak to these concerns.
 - Always follow up with at least a second individual on each topic.
 - Write down in advance questions to resolve those issues.
 - Bring the documentation with you for reference.
 - Take a positive approach. In most cases practices are fairly good and the problem consists of poor documentation or that the college has not reached that point of implementation in its matriculation plan.
 - Where insufficiencies exist, ask for future steps planned to address them.

3. Typical topics discussed in interviews:
(These are guidelines only. Campus practice and responsibilities vary widely.)
 - **Curriculum Committee.** Go over the prerequisite process in general (and briefly) emphasizing curriculum committee responsibilities (separate approval of prerequisites to the appropriate level of scrutiny, proper documentation, prerequisite skills section in course outline, and catalog course descriptions). Then positively reinforce good practices and bring up problematic areas by first describing the issue in general terms and then giving a specific example from the documentation you reviewed. Try to schedule the individual faculty curriculum chair and CIO prior to the curriculum committee.

 - **Matriculation Advisory Committee.** Go over the prerequisite process in general (and briefly) emphasizing in particular the relationship to other components (orientation, assessment, and research) and the need for policies and procedures (Board policy, research, content review, challenge, program review, teaching to the course outline). Then positively reinforce good practices you have encountered in reviewing campus information. Finally, bring up areas of concern, first with an overall statement and then with a specific example from your review.

- **Faculty Curriculum Chair and CIO.** Go over what you will discuss with the curriculum committee. Try to straighten out any discrepancies and get a good idea what plan the college has to correct deficiencies and fill in missing areas.
- **Institutional Researcher.** Go over levels of scrutiny policies and procedures, bringing up any problematic areas. Use specifics from research and content review documentation submitted by the college. For gaps, be sure the college has committed to the staff time and resources needed for research. Try to have this interview before meeting with the Matriculation Advisory Committee so that you can go over research needs with them.
- **Academic Senate President.** Policies and procedures related to prerequisites should have senate approval. Be sure that either the president has obtained this approval or that a process is in place to obtain it. Policies and procedures for the operation of the Matriculation Advisory and Curriculum Committees, especially faculty appointments, should be handled by the senate.
- **Math/English Faculty Chairs and Deans.** Be sure they are comfortable with the assessment process and the prerequisites within the course sequences. Raise any issues from your review of campus documentation in this area. Use these meetings as a "reality check" on what others say in interviews. Is the college really doing--at the department level--what its policies say it is doing?
- **Counseling Faculty and Dean.** Discuss the impact of prerequisites on orientation, assessment, and challenges. Does the process work or do students "fall in the cracks?" Are there instructional areas where faculty use prerequisites inappropriately? Is catalog and schedule information clear to students?

III. ADDITIONAL CAMPUS INFORMATION TO BE SUPPLIED FOR PREREQUISITE REVIEW

If an item of requested information does not exist, a statement to that effect should be included on a separate sheet.

1. Board policy on prerequisites.
2. Chart of Math and English course sequences.
3. Research policy and procedure for highest level of scrutiny, plus one complete example, including course outlines of record for both target and prerequisite courses.
4. Content review policy and procedure plus one complete example, including course outlines of record for both target and prerequisite courses.
5. Challenge policy and procedure including implementation forms.
6. Example of curriculum committee minutes showing separate action for approval of a course and its prerequisite, including documentation submitted by discipline faculty to justify the prerequisite (copy of UC/CSU catalog listings, documented content review, and/or research outcome).
7. Prerequisite training information including: time, date place and attendees by name and title; names and titles of trainers; and examples of training materials.
8. Examples of college use of limitations other than course prerequisites (course outlines and documentation), if any, for:
 - corequisites;
 - block enrollment limitations;
 - performance course limitations;
 - honors course limitations;
 - health and safety prerequisites; and
 - statutory or regulatory limitations on enrollment.
9. For each program that has prerequisites:
 - materials explaining program prerequisites beyond that listed in the catalog, if any;
 - forms required to be submitted by students prior to enrolling in the program, if any;
 - for courses used as program prerequisites, course outlines of both the target and prerequisite courses; and
 - for non-course prerequisites, research results.
10. Campus policies and procedures to assure that courses with prerequisites are taught to the standards in the course outline.
11. The college program review process demonstrating regular prerequisite review.