The Mt. SAC Matriculation Plan

By James Ocampo

Background

With the passage in 1986 of AB3, the Seymour-Campbell Matriculation Bill, and California’s implementation of Title 5 matriculation regulations, the state formally established a student services mandate for California Community Colleges emphasizing the need to fully matriculate students from admission to completion of their educational goals. As with all California Community Colleges, Mt. San Antonio College was required to develop a matriculation plan and submit the plan to the Chancellor’s Office for approval. The document must include planning for eight (8) components:

1. Admissions;
2. Orientation;
3. Assessment;
4. Counseling/Advisement;
5. Student Follow-up;
6. Coordination and Training;
7. Research and Evaluation; and
8. Prerequisites, Corequisites and Advisories on Recommended Preparation.

The Mt. SAC Matriculation Plan

The Mt. SAC Matriculation Plan is directly tied to providing an environment of academic excellence and is driven by the college’s mission (http://www.mtsac.edu/about/mission.html).

Under the coordination of the Director of Assessment and Matriculation, Mt. SAC’s plan was revised and updated in Fall 2008 (http://inside.mtsac.edu/organization/committees/matriculation/docs/2008_matriculation_plan.pdf). As with previous plans, the new matriculation plan was developed jointly by faculty from various disciplines, administrators, and key classified staff assigned to units that are components of the college’s matriculation efforts. The participation and expertise of those involved in developing the plan is essential to creating a document that is inclusive of all key players and meaningful to the college as a whole. For example, the Dean of Counseling and the Chairperson of the Counseling department were directly involved in the development and focus of both the Counseling/Advising component, as well as the Orientation component. Another example is the development of the Assessment component portion of the plan. Faculty input from areas directly linked to student placement based on assessment was essential to developing the plan. Faculty from English, American Language, math, and reading provided input during Assessment and Matriculation Committee meetings.

The planning and evaluation process established by the college’s matriculation plan and the units involved in developing the plan cannot be fully summarized in this article, but below are some examples of the process.

One requirement of Title 5 regulations is that multiple measures be used for student placement in courses. The college is required to include a plan for addressing this issue as part of our matriculation plan. The Director of Assessment and Matriculation has continuously worked with faculty to develop effective means of assessing students with multiple measures. One example of multiple measures used for placement is the use of a student questionnaire to assist with placement in writing courses. Another example is the Math department’s use of professional judgment, along with adopted assessment instruments, when making a final determination for placement of students who

(Continued on pages 2 and 3.)
are referred for assessment advice. After evaluating the use of multiple measures for student course placement, the data have shown that when using multiple measures we have been effective in placing students. When multiple measures have made a difference in student placement, students have proven to be as successful and at times even more successful, than students placed directly in a course.

Members of the Assessment and Matriculation Committee are currently finalizing plans to adopt a more consistent use of multiple measures for student placement. During the 2009–2010 academic year, the Director of Assessment and Matriculation, faculty and staff drafted a “Student Success Inventory” to assist with course placement. The intention is to have all students complete the inventory as part of the overall assessment process.

According to Title 5, the college must assure that new and prospective students are provided with vital information during orientation. Student Services and the Counseling department have continuously strived to provide orientations that are informative and meaningful to students. As part of the college’s matriculation plan, the Counseling department has established a goal to “research the effectiveness of orientation as a student learning outcome and will use resulting data and other information provided by students to improve the quality of sessions.” To achieve this, Counseling has developed an administrative unit outcome (AUO) aimed at evaluating the effectiveness of orientation in assuring student confidence and readiness for the first semester at Mt. SAC. Students in attendance are surveyed after orientation sessions. Based on the evaluation of student responses to survey questions, Counseling has used the data to adjust the current means of delivery, as well as pilot a new approach to conducting orientation.

These are two examples of planning and evaluation in Student Services based on development and use of the college’s matriculation plan. Without going into detail, other examples include the implementation and validation of course prerequisites, and research and evaluation of disproportionate impact on students based on course placement. The Research and Institutional Effectiveness department provides research support as needed. Please refer to Page 3 for a chart illustrating some of the ways the use of the matriculation plan provides direction in addressing matriculation requirements.

**Conclusion**

Student Services, the Assessment and Matriculation Committee, and the Student Preparation and Success Council continually provide direction on development and evaluation of matriculation services. The Mt. SAC Matriculation Plan is at the core of the work of the Assessment and Matriculation Committee and is tied in with many aspects of the Student Services Planning for Institutional Effectiveness (PIE). It has historically been an effective instrument as we continually refine our approaches to best serve our students and assure their success through the various research and evaluative techniques available.

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**Did You Know…..**

**GLOSSARY TERM: Multiple Measures**

Refers to using more than one type of assessment to measure outcomes or objectives. When using multiple measures it is important to delineate which findings result from each measure. In general, it is a good idea to have convergence between multiple measures. This is because when trying to assess the same skill (e.g., English composition) through different measures (e.g., quizzes, essays, take-home exams) the resulting data can be difficult to interpret if scores are reported differently.

**GLOSSARY TERM: Mission Statement**

Includes an institutional statement with an expanded statement of institutional purpose such that a campus is unified through its demonstrated connection to the mission. At Mt. SAC, the mission is driven by the needs of the community and Mt. SAC programs, revised by President’s Advisory Council (PAC), and approved by the Board of Trustees. It informs all planning and assessment. [http://www.mtsac.edu/about/mission.html](http://www.mtsac.edu/about/mission.html) (also see pg. 14 of the SLO/AUO Guidebook).

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**FAQ: What is an administrative unit outcome (AUO)?**

An administrative unit objective (AUO) is a statement about what a client will experience, receive, or understand as a result of a given service.

For more information on Administrative Unit Objectives (AUOs), Student Learning Outcomes (SLOs), and General Education Outcomes (GEOs), refer to a [Guidebook to Student Learning Objectives and Administrative Unit Outcomes](http://www.mtsac.edu/administration/committees/academic/documents/SLOAUOGUIDEBOOK090808FINAL.pdf).
### Examples of Using the Matriculation Plan to Direct Activities

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>TITLE 5 SECTION</th>
<th>COMPONENT STANDARD</th>
<th>COMPONENT GOAL</th>
<th>CURRENT ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>55510(a)</td>
<td>Utilize computerized information services to implement or support admissions services.</td>
<td>Technology will continually be upgraded to assure increased efficiency and effectiveness of admissions services.</td>
<td>All basic admissions services – application, registration, grade posting, etc. - are now provided online.</td>
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<tr>
<td>Orientation</td>
<td>55502(1)</td>
<td>Provide students and potential students with information concerning College programs, services, institutional procedures....</td>
<td>Student Learning Outcomes will be integrated into the evaluation of the orientation process.</td>
<td>Counselors have developed and assessed an AOU to determine student reported confidence and readiness about starting their first semester. (Summary above)</td>
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<tr>
<td>Assessment</td>
<td>55521(c)</td>
<td>Use multiple measures for placement, required and appropriate referral, or subsequent evaluation.</td>
<td>Multiple measures will be utilized in placement decisions.</td>
<td>The college is finalizing efforts to implement a more uniform approach to using multiple measures for placement using a student questionnaire and faculty professional judgment. (Summary above.)</td>
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<tr>
<td>Counseling/Advisement</td>
<td>55520(e)</td>
<td>Provide assistance in selection of a specific educational goal and development of the student educational plan, including student responsibilities.</td>
<td>Student Learning Outcomes will be integrated into the evaluation of the Counseling/Advisement process.</td>
<td>The counseling department has developed the SLO, “Students who complete COUN 5 will decide on a major or career.” The department is currently assessing the SLO.</td>
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<td>Follow-up</td>
<td>55520(1)</td>
<td>Provide post enrollment evaluation of each student’s academic progress enrolled under specific academic conditions.</td>
<td>Implement a probation intervention plan which targets first and second level probation students by limiting the number on units in which each can enroll while on probation.</td>
<td>Counseling has established a process of contacting all students on probation. The department is reexamining requirements for students who are on probation. An issue the department is considering is whether or not to require all students who are on any type of probation to meet with a counselor before enrolling in subsequent classes.</td>
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<td>Coordination/Training</td>
<td>55516</td>
<td>Develop and implement a program for providing all faculty and staff with training appropriate to their needs with respect to provision of matriculation services.</td>
<td>Continue the cross-training and coordination among all areas that provide matriculation services.</td>
<td>The campus-wide Assessment and Matriculation Committee is comprised of faculty, administrators and support staff. The Director of Assessment and Matriculation, and the Dean of Counseling are involved through various campus committees. The annual student services retreat offers an opportunity to train staff on various aspects of matriculation.</td>
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<tr>
<td>Research and Evaluation</td>
<td>55512(a)</td>
<td>Determine whether any assessment instrument, method, or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age, or disability.</td>
<td>Monitor and evaluate student outcomes and provide reports regarding progress, success rates and disproportionate impact for all credit students.</td>
<td>The Office of Research and Institutional Effectiveness continues to conduct research on disproportionate impact of the assessment process.</td>
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<tr>
<td>Prerequisites, Corequisites and Advisories</td>
<td>55201(e)</td>
<td>Communication and Computation pre- or corequisites for any course other than a communication or computation course are based on content review, sound data-gathering research practices, and demonstration that a student is highly to succeed without the pre-</td>
<td>Develop, implement and evaluate a content review process for courses other than communication or computation courses that require pre- or corequisites from those disciplines.</td>
<td>Instruction assures that faculty are trained in content review and development of pre and co-requisites. A handbook has been developed to assist faculty with the process.</td>
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