MATRICULATION
PLAN
2003-2004

Los Angeles Harbor College
Los Angeles Community College District
Revised (12/2003)
LOS ANGELES COMMUNITY COLLEGE DISTRICT

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Elizabeth Colocho, Matriculation Coordinator
COLLEGE MATRICULATION PLAN
COVER PAGE

College Name and Address:  Los Angeles Harbor College
                           1111 Figueroa Place
                           Wilmington, CA 90744

District Name and Address:  Los Angeles Community College District
                           770 Wilshire Boulevard
                           Los Angeles, California 90017

Name:  Dr. Mark Drummond  Date: 12/19/03

Signature of District Chancellor:  [Signature]

Name:  Dr. Linda Spink  Date: 12/19/03

Signature of College President:  [Signature]

Name:  Susan McMurray  Date: 12/18/03

Signature of College Academic Senate President:  [Signature]

Name:  Abbie Patterson  Date: 12/10/03

Signature of Matriculation Coordinator's Supervising Administrator:  [Signature]

Name:  Elizabeth Colocho  Date: 12/10/03

Signature of College Matriculation Coordinator:  [Signature]
MATRICULATION COMMITTEE

COMMITTEE NAME: Matriculation

CHAIRPERSON: Elizabeth Colocho    TITLE: Counselor

COMMITTEE MEMBERS:

Abbie Patterson    Vice President of Student Services
Joy Fisher    Chair, Counseling Department
Debbie Tull    Director, Special Programs and Services
Sally Fasteau    Learning Disabilities Specialist
Citrally Santana    Student Services Assistant/Assessment
David Ching    Dean of Student Services and Evening Operations
Dr. Ann Tomlinson    Dean of College Planning, Research, and Special Projects
Kate Campbell    English Faculty
Lauren McKenzie    Math Faculty
Paul Grady    ESL Faculty
Robert Richards    Dean of Academic Affairs

ASO Representatives
Title V Section 55510 (b) requires that the matriculation plan for each district "be developed in consultation with representatives of faculty, students, and staff with appropriate expertise."

Please list the persons who participated in the writing of this plan. Add more pages as needed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Joseph</td>
<td>(faculty, staff, student)</td>
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</tr>
<tr>
<td>Abbi Patterson</td>
<td>(faculty, staff)</td>
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<tr>
<td>Melissa Neale</td>
<td>(faculty, staff, student)</td>
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<tr>
<td>Sally Fasteau</td>
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<td>Joyce Fisher</td>
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<td>Shikin Ching</td>
<td>(faculty, staff, student)</td>
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<tr>
<td>Anna Lopez</td>
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<tr>
<td>Citlally Santana</td>
<td>(faculty, staff, student)</td>
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<tr>
<td>Areta Tomlinson</td>
<td>(faculty, staff)</td>
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<tr>
<td>Ana Santos</td>
<td>(faculty, staff, student)</td>
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<tr>
<td>Tanya Jaime</td>
<td>(faculty, staff, student)</td>
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</tbody>
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Dr. Spink
Abbie Patterson
Elizabeth Colocho
Sally Fasteau
Joy Fisher
Debbie Tull
David Ching
Rhea Estova
Citlally Santana
Dr. Ann Tomlinson
Areli Santos
Tanya Jaime
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Admissions Component
1. ADMISSIONS COMPONENT

<table>
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<th>AB3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
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<tbody>
<tr>
<td>78212 (b) (1)</td>
<td>55520 (a)</td>
<td>1. Provide a procedure for the processing of the admissions application.</td>
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<td>55522</td>
<td>2. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.</td>
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<td></td>
<td>55510 (a) (4)</td>
<td>3. Utilize computerized information services to implement or support admissions services.</td>
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ACTIVITIES FOR THE ADMISSIONS COMPONENT

1. Provide adequate information from the initial contact with the college. Personnel who have initial contact with students are well trained and informed on all college services. (Component Standard #1.)

2. Provide written admissions materials, which are easy to understand and complete. This includes but is not limited to, the schedule of classes, college catalog, application forms, and matriculation explanations and questionnaires. (Component Standard #1.)

3. Provide additional staffing during registration in order to minimize the time needed to complete the process of admission and registration. (Component Standard #1.)

4. Provide local support for statistical reports required by the matriculation plan. Personnel responsible for other matriculation components often request information available only from the Admissions Office. (Component Standard #1.)

5. Provide special written instructions and registration material for outreach classes (courses offered off-campus as a service to the community). (Component Standard #1.)

6. Provide staff that can assist students in completing the college application or other adjunct documents necessary for admission. Since Los Angeles Harbor College is located in the city of Wilmington, a predominantly Hispanic neighborhood, Spanish/English bilingual admissions and registration clerks are available at the admissions and registration area to assist Hispanic minority students. Hispanic bilingual students are encouraged to see bilingual counselors and attend ESL orientation/assessment sessions. Additionally, admissions information is available in both Spanish and English on telephone recording. Staff members who speak other ethnic languages are available to assist language minority students when it is deemed necessary. (Component Standard #1, 2.)

7. Provide registration for continuing students (telephone/Internet registration) in order to minimize the physical traffic through the Admissions area. This maximizes the available staff time for new students who need more services at this critical time. Ninety-five percent of continuing students and eighty percent of new students utilize telephone registration to enroll in classes. (Component Standard #1, 3.)

8. Enter the application information into the computer system quickly and accurately. The efficiency is critical, because students’ assessment information must match with the system. (Component Standard #1, 3.)

9. File and organize the written information submitted by all students. Implement document imaging system to improve the ease of retrieval of documents. (Component Standard #1, #3.)
ACTIVITIES FOR THE ADMISSIONS COMPONENT

10. Enter additional updated matriculation data into the computer system throughout the year. This includes, but is not limited to, changes in the student's compliance with matriculation components fulfilled at later dates. (Component Standard #1, 3.)

11. Provide an effective method to identify and assist students with special needs. Based on telephone or walk-in conversations with students and students' answers on admissions application forms, the admissions and registration clerks identify the students needing special services such as Extended Opportunity Programs and Services and Special Programs and Services. These students are referred to the EOP&S Office, SP&S Office and other appropriate offices. Students with disabilities are given special assistance in the preparation and submission of Admissions application forms and all registration material. This assistance is provided by the registration clerks in some instances and/or by specially trained staff within the SP&S Office (These special services are provided in accordance with basic Admissions Office policies). Disabled students are exempt from certain aspects of the regular registration timetable. (Component Standard #2.)

12. Computerized information services, such as the state MIS reports, district reports and local reports, will be evaluated for their use to implement admissions services. (Component Standard #3.)
STAFFING FOR THE ADMISSIONS COMPONENT

ACTIVITY NUMBER

1. Admissions Assistants (7.5), Counselors (9), Secretary (1), Student Workers (4)
2. Admissions Assistants (7.5), Admissions Supervisor (2), Secretary (1)
3. Admissions Assistants (2), Student Workers (5)
4. Admissions Assistants (2), Admissions Supervisor (1)
5. Admissions Assistants (1), Admissions Supervisor (1)
6. Admissions Assistants (7.5), Bilingual Counselors (2), Counselors (9), Student Workers (3)
7. Admissions Assistants (7.5), Admissions Supervisors (2), Student Workers (5)
8. Admissions Assistants (7.5), Senior Office Assistant (1)
9. Admissions Assistants (7.5), Student Workers (4)
10. Admissions Assistants (2), Senior Office Assistant (1)
11. Admissions Assistants (7.5), Counselor-SP&S (4), SP&S Clerk (1), Student Workers (3)
12. Admissions Supervisor (2), Information Technology (MIS) District, Research Analyst (1), Senior Office Assistant (1)
GOALS FOR THE ADMISSIONS COMPONENT

A. Admission will be a smooth, speedy, and efficient vehicle for students entering the institution. Adequate staffing and equipment are critical to this goal.

B. Students will be well informed and properly directed from their initial contact with the college. Materials describing the admission process will be widely available and easy to read and understand.

C. The matriculation concept will be made clear to all students. Efforts to coordinate counseling services with admissions will help facilitate answers to students’ questions.

D. Materials, which explain the criteria for exemptions to matriculation, will be made available early in the admissions process.

E. The Admissions Office will maintain proper documentation essential to the matriculation process, including the tracking of student progress and follow-up. Information systems, which facilitate the process, will be selected and installed.

F. The admissions process will make reasonable accommodation for students with special needs such as disability or language barriers.
Orientation Component
### 2. ORIENTATION COMPONENT

<table>
<thead>
<tr>
<th>AB3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>78212 (b) (2)</td>
<td>55502 (j)</td>
<td>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.</td>
</tr>
<tr>
<td>78212 (a)</td>
<td>55530</td>
<td>2. Provide written definitions informing students of their rights and responsibilities.</td>
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<td></td>
<td>55201 (f) (g)</td>
<td>3. 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.</td>
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<td></td>
<td>58106 (c) (d) (e)</td>
<td>4. Inform students of procedure for filing complaint alleging unlawful discrimination in the implementation of matriculation practices.</td>
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<td></td>
<td>55534 (b)</td>
<td>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.</td>
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<tr>
<td></td>
<td>55534 (a)</td>
<td>6. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.</td>
</tr>
<tr>
<td>78214 (b) (3)</td>
<td>55532 (s)</td>
<td>7. Adopt District governing board policies specifying criteria for 55510 (a) (5) exemption.</td>
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<td></td>
<td>55532 (c)</td>
<td>8. Make exempted students aware that they may choose whether or not to participate in this component.</td>
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<td></td>
<td>55532 (d)</td>
<td>9. Ensure that exemptions from this component are not based upon specified sole criterion.</td>
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<td></td>
<td>55510 (a) (4)</td>
<td>10. Utilize computerized information services to implement or support orientation activities.</td>
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</table>
ACTIVITIES FOR THE ORIENTATION COMPONENT

1. Regularly scheduled orientation sessions are conducted for all non-exempt students throughout the academic year and summer. During these meetings, the counselors show a power point orientation to students which highlights the college programs and services available to students; academic expectations; students’ rights and responsibilities; financial assistance; course scheduling; and institutional procedures, the facilities and grounds, student activities, credit card information, standards of student conduct, etc. Each student receives a folder of information, which includes a College Catalog, Schedule of Classes, a time management/schedule planning form, CSU & IGETC patterns, and a copy of each of the three graduation patterns. Campus tours are offered to students immediately following Orientation. (Component Standard # 1.)

Our monthly Nursing Group Advising sessions began as orientation breakout sessions and have become the way in which Nursing Advising takes place. Our “Majors and Programs Information” sessions are an outgrowth of the breakout sessions too (listed in the schedule of classes).

2. When the student submits a Los Angeles Harbor College application for admission, and the student is determined to be a matriculating student, he/she selects a date for new student orientation. The Admissions clerk writes the date on a matriculation sheet, which explains the matriculation components, the student’s rights and responsibilities, and the matriculation regulatory provisions. (Component Standard #1, 2, 5.)

3. Computerized information services, such as the state MIS reports, district and local reports, will be evaluated for their use to implement orientation activities. Matriculation services are described through the campus website. (Component Standard # 1,2,10.)

4. By referral to the written statements in the catalog, students are informed 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. The catalog also informs students of their rights and responsibilities. The catalog informs students of the procedure for filing a complaint alleging unlawful discrimination in the implementation of matriculation practices. The schedule of classes lists the course Prerequisite Policy and the Prerequisite Challenge Procedures. (Component Standard # 2, 3, 4.)

5. District procedures for challenging Matriculation regulatory provisions, investigation and resolution of complaints are available in writing in the Student Services Office. (Component Standard # 5.)

6. Non-exempt matriculating students for whom English is a second language (ESL) are informed of the ESL and the English as a native language (ENL) assessments and orientation sessions. Students may self-select the assessment and orientation session in which they feel comfortable. Counselors conduct the orientation sessions supplemented
ACTIVITIES FOR THE ORIENTATION COMPONENT

by a power point presentation. Our counseling staff is multi-ethnic/multicultural, and two counselors are bilingual. Counselors have attended and are encouraged to attend conferences and workshops dealing with cross-cultural/multicultural issues. (Component Standard #6.)

7. Students with disabilities are provided with the opportunity to be assessed and oriented through the Special Programs and Services (SP&S) Office. A special orientation is available in which students receive an overview (through discussion and video presentation) of all college programs and services (with heavy emphasis placed on SP&S services and programs), academic expectations, student rights and responsibilities, and college procedures. Disabled students are encouraged to participate in the mainstreamed orientation environment when possible (Component Standard #6.)

8. Harbor College's orientation exemption criteria are:

   - Student is taking P.E., recreational, or personal growth classes only and has no intention of pursuing a certificate or degree.

   - Student is taking one or two classes (not English or math) to renew a license and has no intention of pursuing a certificate or degree.

   - Student is concurrently enrolled at another institution and is taking one or two classes to transfer back to their home institution.

The clerks in the Admissions Office indicate on each student's application, whether or not the student is a matriculating student based on his/her response to questions # 21, 23, 25, and 26, on the LAHC application. A student who has completed assessment and orientation at another college may submit their results to a counselor. The counselor fills out a Course Eligibility/ Matriculation Exemption form, gives one copy to the student and retains one copy for entry into the computer. This component can be waived for students who have completed an associate or higher degree. (Component Standard #6,7,9.)

9. Exempt students are informed of their right to choose whether or not to participate in this component by the Admissions staff. (Component Standard #8.)
STAFFING FOR THE ORIENTATION COMPONENT

ACTIVITY NUMBER

1. Counselors (7), Matriculation Coordinator (.5), Proctors, hourly (2), Student Services Assistant (1), Student Worker (1)

2. Admissions Assistants (5.5)

3. Information Technology (MIS) District, Matriculation Coordinator (.5) Student Services Assistant (1), Research Analyst (.5)

4. Counselors (7)

5. Matriculation Coordinator (.5), Student Services Assistant (1), Vice President of Student Services (1)

6. Admissions Assistants (5.5), Counselors (7), Proctors, hourly (2), Student Services Assistant (1)

7. Counselor (1), Director of SP&S (1), Learning Disabilities Specialist (1), Student Worker (1)

8. Board of Trustees, District Matriculation Consortium, Matriculation Advisory Committee

9. Admissions Assistants (5.5)
GOALS FOR THE ORIENTATION COMPONENT

A. Students who have been oriented will express a greater level of satisfaction and knowledge of college programs and services than students who have not been oriented.

B. Students will move smoothly and efficiently through the registration process as a result of orientation.

C. Students who have been oriented will have a greater knowledge of the college’s programs, services, expectations, procedures, graduation and transfer requirements, and greater persistence towards graduation or certificate completion than students who have not participated in orientation.
Assessment Component
### 3. ASSESSMENT COMPONENT

<table>
<thead>
<tr>
<th>AB3</th>
<th>TITLE 5</th>
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<tbody>
<tr>
<td>78212 (b) (3) (A)</td>
<td>55520 (c)</td>
<td>1. Conduct assessment for all non-exempt students.</td>
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<tr>
<td>78212 (b) (3) (B)</td>
<td></td>
<td>2. Administer assessment instruments to determine student competency in computational</td>
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<td></td>
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<td>and language skills.</td>
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<td>78213 (a)</td>
<td></td>
<td>3. Assist students to identify their aptitudes, interests and educational objectives.</td>
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<tr>
<td>78213 (a)</td>
<td>55521 (a)</td>
<td>4. Evaluate students’ study and learning skills.</td>
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<td>55521 (b)</td>
<td>5. Use only assessment instruments approved by the Chancellor.</td>
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<td>55521 (c)</td>
<td>6. Use Assessment instruments only for the purpose for which they were developed or</td>
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<td>validated.</td>
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<td>55522</td>
<td>7. Use multiple measures (other than two or more highly correlated instruments) for</td>
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<td>placement, required and appropriate referral, or subsequent evaluation.</td>
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<td>78214 (b) (3)</td>
<td>5553 (a) (5)</td>
<td>8. Use assessment instruments, methods or procedures in an advisory manner in the</td>
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<td>selection of academic courses and educational programs.</td>
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<td></td>
<td>55532 (c)</td>
<td>9. Provide modified or alternative services for the matriculation process (if</td>
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<td></td>
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<td>necessary) for ethnic and language minority students and students with disabilities.</td>
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<td>55532 (d)</td>
<td>10. Adopt District governing board policies specifying criteria for exemption.</td>
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<td>55510 (a) (4)</td>
<td>11. Make exempted students aware that they may choose whether or not to participate</td>
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<td>in this component.</td>
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<td>12. Ensure that exemptions from this component are not based on a specified sole</td>
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<td>criterion.</td>
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<td>13. Utilize computerized information services to implement or support assessment</td>
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<td>services.</td>
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ACTIVITIES FOR THE ASSESSMENT COMPONENT

1. All non-exempt students at Harbor College are offered an appointment for academic placement and testing (which includes language skills, mathematical computations, and multiple measures) using valid instruments approved by the State Chancellor’s Office. Total time for testing is about 2 hours. During assessment, students are given information packets that explain registration procedures and services available. The Orientation Component is provided subsequent to the assessment session, either by a counselor or through a power point presentation, which is followed by a 6-question quiz. Students who need individual attention are directed to see a counselor before registration and further planning. Students are also directed to Personal Development classes to assist the student with goal setting and college skills. (Component Standard # 1,2.)

2. During the orientation portion of the assessment session, counselors inform students of the campus services and procedures, rights and responsibilities, etc. Included in their presentation are aptitudes, interests, educational objectives and sources of college success. Counselors refer students at risk on academic or progress probation to take the College Success Factors Index. The Career Center provides interest and skills inventories, Eureka Computerized Career Information System, and a library of career and occupational opportunities. Counselors are available to assist students in their educational and career planning. (Component Standard # 3.)

3. New assessment instruments and software have prompted a re-evaluation of skills testing and increased interest in expanding student understanding of their study and skill. Due to budget constraints the number of Personal Developmental courses has decreased. The campus offers free hour-long seminars on various aspects of study skills. They are publicized and students are encouraged to attend. (Component Standard # 4.)

4. All assessment instruments are approved by the state chancellor. (Component Standard # 5.)

5. Tests currently being used are: ACT Compass/ESL, which utilizes multiple measures to place students into English, English as a second language and math courses. ACT Compass/ESL is used for ENL Ability to Benefit. CELSA is used for ESL-Ability to Benefit. The instruments are used only for the purposes for which they were developed and validated and are monitored by the Student Services Assistant. (Component Standard # 6.)

6. Self-reported information collected on the ACT test, provides counselors, advisors, and the student with student profiles. Students are given placement advice based on their assessment scores and these multiple measures. Some of the information gathered through this process includes: work hours, last English and Math courses completed (and grades), and high school grade point average. Since we have validated our cut scores for English, ESL, and math we use them for placement into English, ESL and math classes.
ACTIVITIES FOR THE ASSESSMENT COMPONENT

Students are referred to services and subsequent evaluations based on their responses to the ACT self-reported information.

Correlations and appropriate analyses are conducted periodically to ensure that multiple measures other than two or more highly correlated instruments are used for placement, required and appropriate referral, or subsequent evaluation. (Component Standard # 7.8)

7. Students with disabilities needing modified or alternative assessment services may contact Special Programs and Services (SP&S) before or during the application process. These students are then assisted throughout the entire Assessment/Placement process through SP&S and/or the Assessment Center. SP&S counselors, a learning disability specialist, readers and writers are available to address oral presentation of material through the use of readers, untimed testing, use of special equipment, use of writers to mark tests and distraction free environment.

A special campus orientation is also available for these students. If a student with a disability does not want to participate in SP&S service offerings, they may receive modified assessment services through contact with regular college student assistants, classified staff and/or certificated staff. (Component Standard # 9)

8. We encourage incoming non-exempt students to take the Assessment/Placement tests. Students who have specific English and math classes identified by college transcript and students, who have completed comparable assessments at college level, are not required to take Harbor College’s assessment tests.

The Board of Trustees has adopted the policy that students may be exempted from the Assessment/Placement component and that any exemption may not be based on a sole criterion—and that each college in the District may establish their own exemption criteria. (The only “sole criterion” allowable is a completion of an AA/AS or higher degree).

Harbor College has adopted the following District exemption criteria for assessment:

- Student is taking P.E., recreational, or personal growth classes only and has no intention of pursuing a certificate or degree.

- Student is taking one or two classes (not English or math) to renew a license and has no intention of pursuing a certificate or degree.

- Student is concurrently enrolled at another institution and is taking one or two classes to transfer back to their home institution.

If a student is exempt from this component, the counselor or Admission Personnel enters the information in the district computer system to indicate exemption. If a student has
ACTIVITIES FOR THE ASSESSMENT COMPONENT

transcripts, report card or test scores from other colleges or universities, the counselor assesses the student's previous academic experience and then enters the student's recommended course placement or signs a prerequisite approval form. (Component Standard # 10.)

9. Exempted students are made aware that they may choose whether or not to participate in this component by the clerks in the Admissions & Records at the time the application is submitted. Furthermore, this information is printed in the catalog and schedule of classes. (Component Standard # 11.)

10. Other Assessment Activities (Component Standard # 12):

A. The Assessment Center is open year-round for tests and group Orientation/Placement testing.

B. Early Admissions opportunities are available for special groups, such as EOP&S and SP&S, Athletes, International Students, and High School Students.

C. Nursing students take a reading test as a part of their admittance to the Nursing Program as validated.

D. All other groups are encouraged to bring their testing needs to the attention of the Assessment Center.

E. Various career interest inventories are available through the Career Center.

F. ATB and ATB-ESL are available to Financial Aid applicants.

G. The College Success Factors Index test is available for at risk students by counseling referral.

11. Computerized information services, such as the ACT, APMS, MIS, district, and local reports are evaluated for their use to implement or support assessment services. (Component Standard # 13.)
STAFFING FOR THE ASSESSMENT COMPONENT

ACTIVITY NUMBER

1. Admissions Personnel, Counselors (7), Learning Disabilities Specialist (1), Proctors, hourly (2), Student Services Assistant (1), Student Workers (2)

2. Counselors (7), Matriculation Coordinator (.5), Student Services Assistant (1)

3. Counselors (7) (9), Student Services Assistant (1),

4. Chairpersons, Division/Department, Faculty Representatives, Matriculation Advisory Committee, Matriculation Coordinator (.5), Student Services Assistant (1), Vice President of Student Services (1)

5. Department/Division Chair(s), Matriculation Advisory Committee, Matriculation Coordinator (.5), Proctors, hourly (2), Research Analyst (1), Student Services Assistant (1), Vice President of Student Services (1)

6. APMS Support (1), Counselor (1), Division Chairs, Faculty Representatives, Matriculation Advisory Committee, Matriculation Coordinator (.5), Research Analyst (1), Student Services Assistant (1), Vice President of Student Services (1)

7. Department/Division Chair(s), Learning Disabilities Specialist (1), Matriculation Advisory Committee, Student Services Assistant (1)

8. Admissions Personnel, Counselors (7), Department/Division Chair(s), Matriculation Coordinator (.5)

9. Admission Personnel, Matriculation Coordinator (.5)

10. Admissions Personnel, College Recruitment Coordinator (1), Counselors (7), Department/Division Chair(s), Matriculation Coordinator (.5), Proctors, hourly (2), Student Services Assistant (1), Student Workers (2)

11. ACT COMPASS/ESL Technical Support, APMS Support (1), Information Technology (MIS) District, Research Analyst (1)
GOALS FOR THE ASSESSMENT COMPONENT

A. Test all incoming non-exempt students for appropriate class placement, by appointment and on a walk-in basis.

B. Assure proper placement, thus increasing chances for academic success in a timely manner.

C. Refine process for early admissions for high school students and athletes, nurses, international students, and other special populations.

D. Coordinate with Career Center and Personal Development classes in evaluating students' aptitudes, interests, skills, and educational objectives.

E. Involve faculty more actively in assessment needs of their individual disciplines.

F. Increase the number of computers for computerized testing for the following services when moving to a new student services building:
   - Placement in English, ESL and math courses
   - Nursing Reading Test
   - Ability To Benefit and Ability To Benefit-ESL
   - College Success Factors Index
   - Study /learning skills assessment
   - Services and needs evaluation
   - Adaptive testing for special groups (including learning disabled and other physically challenged people)

G. Ensure division chairs and program managers have current information relating to the Assessment Center and its relationship to Matriculation.
Counseling/Advising Component
### COUNSELING/ADVISEMENT COMPONENT

<table>
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<tr>
<th>AB3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>78212 (b) (3) (D)</td>
<td>55520 (g) (1) (2)</td>
<td>1. Make appropriate referral(s) to available support services and curriculum offerings.</td>
</tr>
</tbody>
</table>
| 78212 (b) (3) (E) | 55520 (d)  
55523 (a) (4)                                      | 2. Provide advisement concerning course selection.                                    |
| 78212 (b) (4)    | 55523 (a) (1)  
55526                                               | 3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling. |
| 78212 (b) (4)    | 55523 (a) (2)  
55526                                               | 4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling. |
| 78212 (b) (4)    | 55523 (a) (3)  
55526                                               | 5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement. |
|                  | 55520 (d)  
55523 (a) (4)                                      | 6. Make counseling or advisement available to all non-exempt students                |
|                  | 55523 (b)                                              | 7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district. |
|                  | 55520 (e)  
55525 (a) (b)  
55530 (d)                                             | 8. Provide assistance in selection of a specific educational goal and development of the student educational plan, including student responsibilities. |
|                  | 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. |
### 4. COUNSELING/ADVICEMENT COMPONENT

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<th>AB3</th>
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<th>COMPONENT STANDARDS</th>
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<tbody>
<tr>
<td></td>
<td>55201 (f) (g)</td>
<td>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.</td>
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<td>58106 (c) (d) (e)</td>
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<td>55534 (b)</td>
<td>12. Inform students of procedures for filing a complaint alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of the process for developing a student educational plan.</td>
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<td></td>
<td>55525 (d)</td>
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<tr>
<td></td>
<td>55534 (a)</td>
<td>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 the district maintains such complaints.</td>
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<td></td>
<td>55525 (d)</td>
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<tr>
<td></td>
<td>55522</td>
<td>14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.</td>
</tr>
<tr>
<td>78214 (b) (3)</td>
<td>55532 (a)</td>
<td>15. Adopt District governing board policies specifying criteria for exemption.</td>
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<td>55510 (1) (5)</td>
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<td></td>
<td>55532 (c)</td>
<td>16. Make exempted students aware that they may choose whether or not to participate in this component.</td>
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<tr>
<td></td>
<td>55532 (d)</td>
<td>17. Ensure that exemptions from this component are not based upon specified sole criterion.</td>
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<tr>
<td></td>
<td>55510 (a) (4)</td>
<td>18. Utilize computerized information services to implement or support counseling/advising activities.</td>
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</tbody>
</table>
ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT

1. When probation students come in for their counseling appointments, their individual circumstances are discussed with the counselor. Present and future coursework is discussed as well as the CSFI results, which will be considered for adequate referrals. Referrals to support services or curriculum offerings are made if needed. Also, the consequences of remaining on probation are discussed. (Component Standard # 1, 3.)

2. During counseling sessions, students’ needs are assessed by a counselor. Information is provided as to appropriate curriculum offerings and services available on campus. A list of services appears on the Student Educational Plan. Counselors may walk a student over to a particular service area, telephone the service area to arrange an appointment if needed, or refer the student directly to the service area by using the campus map. Students attending orientation are given a list of campus services in their orientation packet and counselors emphasize ways of avoiding to get on probation or academic dismissal. Students who miss the orientation given by a counselor are required to watch a one-hour power point orientation. At the end of the orientation, students are required to complete a quiz to obtain the assessment results. (Component Standard # 1, 7, 8.)

3. Counselors are available during registration on a drop-in basis to assist students with their selection of courses. Graduation and general education patterns are available in racks across from the Information Desk, in the Student Information Packet, in the College Catalog, schedule of classes, and with the counselors. Also, transfer preparation sheets for the various majors, and vocational programs brochures are available at the Information Desk. (Component Standard # 2, 7.)

4. Counselors advise students regarding course selection based on the students’ specific abilities, characteristics, majors, degree objectives, assessment recommendations, prerequisites, and the availability of classes. (Component Standard # 2, 7.)

5. Students receive a copy of their S.E.P. when it is completed. Each time a student has a counseling appointment, the counselor notes and S.E.P.’s are accessed. S.E.P.’s are updated when the student’s plan changes or when they become out-of-date. These return counseling appointments provide the student with an opportunity to discuss the results of any referrals made to other services on campus, class progress, interests, course selection, and graduation/transfer plans. (Component Standard # 2, 8, 9, 10.)

6. Students who have been on probation for three consecutive semesters are subject to dismissal. A student may petition for readmission to the college and complete a dismissal contract if he or she would like to continue to enroll. During a counseling appointment, a contract is completed which addresses the student’s goals, problems, prescription for alleviating the problem, the conditions under which the student will be able to continue enrollment, and a time line for meeting those conditions. After the dismissal contract is completed and the petition for readmission is submitted, the student obtains clearance to register from the Counseling Chairperson. (Component Standard # 3.)
ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT

7. Counseling is available to all students on a year-round basis, both days and evenings. Students can schedule counseling appointments in person, or by telephoning the secretary at the Information Desk. Students are encouraged to see counselors by several means, such as counseling appointments, drop-in counseling, counselors at orientations, class presentations, referrals from faculty (including Early Alert), counselors teaching Personal Development classes, and the referrals to counseling made in orientation. (Component Standard # 3, 4, 5, 6.)

8. Probation and dismissal status reports are available in late February/early March (based on Fall performance), and again in July (based on Spring performance). Letters are sent to the students subject to dismissal, asking them to schedule an appointment with a counselor to develop a dismissal contract and to take the CSFI test. Letters are also sent to students on academic and progress probation. The definitions of probation and dismissal are included in the letters. (Component Standard # 3, 7.)

9. During the four to five-week registration periods for the Fall and Spring semesters, counseling appointments are available for students subject to dismissal who have holds on their registration. They must see a counselor prior to registration. (Component Standard # 3, 7.)

10. Students who are undecided about their educational goals are encouraged and invited to participate in career counseling activities. Counselors indicate the referrals on the SEP. The Career Center is described in the orientation. Career planning classes are offered each semester. Career counseling appointments are available year-round. (Component Standard # 4.)

11. The career counselors visit classes (Psychology, Cooperative Education, Personal Development, CHAMP Program, etc.) during the semester and lead the classes in career activities that 1) encourage students to visit the Career Center, and 2) help students in their exploration of careers and college majors. (Component Standard # 5.)

12. A counselor visits the basic skills classes each semester to discuss grade point averages, probation, student services, etc. Students are encouraged to make a counseling appointment. (Component Standard # 5.)

13. Counselors develop S.E.P.'s with all of the college's athletes. All athletes need to have an S.E.P. to play their sport. Also, the CHAMP counselor goes to the CHAMP classes and presents requirements for transfer, general education, AA and AS degree, etc. Then, he reviews the students' class schedules of the few students who registered for classes without seeing a counselor. He revisits the classes when it is time to register for the next semester. He reviews the information and tells them to make a counseling appointment if they have not done so already. All athletes are required to complete mid-term grade reports. Counselors track the grade reports and call students who are not passing the classes to make an appointment to discuss the problem. (Component Standard # 7, 9, 10.)
ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT

14. The development of the Student Education Plan (SEP) is available to all students. S.E.P.'s are done with students during appointments and occasionally on a drop-in counseling basis. (Component Standard # 8, 9.)

15. The LACC District has provided Student Services computer screens to record the SEP's and counselor/student contacts. The S.E.P. data appears on the Digital Equipment Corporation (DEC) System. The Matriculation Coordinator, with the other counselors and coordinators make recommendations to Information Technology to improve the screens when needed. Each counseling appointment and S.E.P. is electronically entered on the DEC S255 screen. (Component Standard # 9.)

16. The Catalog and the schedule of classes informs students of their right to challenge (on specific 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. The Catalog also informs students of the procedure for filing a complaint alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of process for developing a student educational plan. The Vice President of Student Services Office provides student with written District procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which the district maintains such complaints. (Component Standards # 11, 12, 13.)

17. We offer bilingual counseling and advising for students, and we have a multi ethnic staff of counselors. Counselors have attended and are encouraged to attend conferences and workshops dealing with cross-cultural/multi-cultural issues. Although not all ethnic and language students are eligible for financial aid, the Extended Opportunity Programs and Services (EOP&S) does offer students the same, modified matriculation services. EOP&S students may submit applications via the EOP&S Office and students may complete their counseling and follow-up within that office.

EOP&S students are also referred to many other services on campus as needed. The EOP&S counselors attend the Counseling Division Meetings with all of the counselors. (Component Standard # 14.)

18. Students with disabilities are referred to the Special Programs and Services (SP&S) Office for modified Matriculation services. SP&S provides academic, career counseling, and follow-up services. The SP&S certificated staff works closely with college faculty and community and state agencies in the provision of services for this population. S.E.P.'s are designed in response to the functional limitations of the students. Each SP&S service contact is electronically entered on DEC S255, S275 and S258 screens. (Component Standard # 14, 18.)
ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT

19. The Los Angeles Community College District has adopted district governing board policies regarding exemption criteria.

- Student is taking P.E., recreational, or personal growth classes only and has no intention of pursuing a certificate or degree.
- Student is taking one or two classes (not English or math) to renew a license and has no intention of pursuing a certificate or degree.
- Student is concurrently enrolled at another institution and is taking one or two classes to transfer back to their home institution.

This component is waived for students who have completed an associate or higher degree. Exempted students are made aware that they may choose whether or not to participate in this component at the time of the application. (Component Standard #15, 16, 17.)

20. Computerized information services, such as the state MIS reports, district reports, and local reports are evaluated for their use to implement or support counseling/advising activities. (Component Standard #18.)
STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT

ACTIVITY NUMBER

1. Counselors (7), Secretaries (2)
2. Counselors (7)
3. Counselors (7)
4. Counselors (7)
5. Counselors (7), Secretary (1)
6. Counselors (7), Division Chairperson of Counseling (1), Secretary (1), Vice President of Student Services (1)
7. Counselors (7), Secretary (1), Student Worker (1)
8. Counselors (9), Secretary (1), Student Worker (1)
9. Counselors (7), Secretary (1)
10. Counselor (1)
11. Counselor (1)
12. Counselor (1)
13. Counselors (7)
14. Counselors (7), Secretary (1)
15. Counselors (7), Matriculation Coordinator (.50)
16. Matriculation Coordinator (.50), Secretary (1)
17. Counselors (9)
18. Coordinator of Special Programs Services (1), Counselors (2), Learning Disabilities Specialist (1), Secretary (1), Student Worker (1)
19. Board of Trustees, Campus Matriculation Advisory Committee, District Matriculation Consortium
20. Information Technology (MIS) District, Research Analyst (1)
GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT

A. A greater number of students will enroll in and complete appropriate courses toward transfer requirements, the associate degree and certificate programs.

B. An increasing number of students on academic probation will receive counseling in order for them to succeed, and turn their grades around.

C. A greater percentage of students on progress probation will see a counselor.

D. Students will increase their ability to identify short and long-term educational objectives.

E. A greater number of entering freshmen will be able to select courses appropriate to their goals.

F. An increasing number of students in Basic Skills classes will persist and enroll in college-level courses.

G. An increasing number of students will have an educational plan, which identifies courses and services needed.

H. An increasing number of students who wish to transfer will be familiar with transfer requirements.

I. An increasing number of students who wish to earn a certificate and/or a two-year degree will be familiar with the requirements and understand transfer requirements if they wish to transfer at a later date in their academic career.

J. Use of the Student Handbook and Academic Planner will increase students’ awareness of student services, and enhance time management skills.
Student Follow-up

Component
### 5. STUDENT FOLLOW-UP COMPONENT

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<tr>
<th>AB3</th>
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<tbody>
<tr>
<td>78212 (b) (4)</td>
<td>55520 (f) 55526 55523 (a) (2)(3)</td>
<td>1. Provide post-enrollment evaluation of each non-exempt student’s academic progress 55523 (a) (1) enrolled under specific academic conditions.</td>
</tr>
<tr>
<td></td>
<td>55526 55520 (g) (1)</td>
<td>2. Establish a follow-up system that ensures regular monitoring for early detection of academic difficulty.</td>
</tr>
<tr>
<td></td>
<td>55520 (g) 55526</td>
<td>3. Make referral to appropriate services/curricula as necessary.</td>
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<tr>
<td></td>
<td>55522</td>
<td>4. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students with disabilities.</td>
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<tr>
<td></td>
<td>55510 (a) (4)</td>
<td>5. Utilize computerized information services to implement, support, monitor, and/or track follow-up services.</td>
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</tbody>
</table>
ACTIVITIES FOR THE STUDENT FOLLOW-UP COMPONENT

1. Students have access to their grades, academic status, and their semester grade point average via the LACCD website and Student Telephone Enrollment Program (STEP). Students who want a printed summary of their semester grades may request an unofficial transcript at the Admissions and Records Office. (Component Standard #1.)

2. The CHAMP Program (Counseling Harbor’s Athletic Mentorship Program) provides a mentoring support system within a classroom structure. The program requests instructors to turn in progress reports twice a semester for each CHAMP student. The Counseling Department/CHAMP provides special support sessions for the Athletes to develop a student educational plan required by the Commission on Athletics. (Component Standard #1.)

3. Each semester, data processing furnishes the Counseling Office with mailing labels and a list of all students on progress probation, academic probation, academic disqualification, and progress disqualification. These students are sent letters offering support, and advising them to see a counselor. Students meet with counselors and get assistance with course and program selection, referral to specialized services such as tutoring, financial aid, Special Programs (SP&S), etc. Disqualified students may be readmitted if they meet with a counselor, develop plans for remediation of their problems, fill out a readmission petition and dismissal contract, and if they have not done so already, develop a Student Educational Plan with the counselor. For students on probation, our expansion of the probation, dismissal, and GPA workshops being held in the Basic Skills classes will spread the word about the value of making academic progress. Students on probation are also recommended to take the College Success Factor Index. (Component Standard #1, 2, 3.)

4. The Early Alert System provides post-enrollment evaluation of all students’ academic progress.

   a) The instructor identifies students who need to improve and refers them to services, if needed, by completing the Exclusion/Early Alert Roster.

   b) The instructor may also discuss problems and solutions with students before referral to service(s).

   c) Students are contacted to come in and receive assistance.

   d) Feedback to the instructors is given in the Matriculation Newsletter. (Component Standard #1, 2, 3.)

5. Disabled students who are on progress or academic probation meet with Special Programs and Services counselors. Disabled students on progress or academic probation who do not participate in SP&S are also sent a letter and meet with counselors. Requesting instructors to submit progress reports on each student on an as needed basis.
ACTIVITIES FOR THE STUDENT FOLLOW-UP COMPONENT

also monitors student's progress. Disabled students who do not participate in SP&S can get needed advisement through the regular counseling office. SP&S also works closely with students needing additional monitoring/evaluative documentation for clients of state or community agencies. Special SP&S personnel review the functional limitations of each disabled student and modify the service levels as appropriate. The progress of disabled students (measured by course completion and final grades) is evaluated at the end of every semester prior to the next semester's registration. (Component Standard #1, 2, 3, 4.)

6. All EOP&S student are required to have at least three counseling contacts each semester. Students' progress is monitored and necessary referrals for services are made. EOP&S students turn in midterm progress reports, and appropriate referrals and/or counseling is provided. (Component Standard #1, 2, 3, 4.)

7. We provide alternative services for ethnic and language minority students through the International Student Advisor. Ethnic minority students who are not bilingual receive the same services as ethnic "majority" students. (Component Standard #1, 2, 3, 4.)

8. We will better promote the Career Center services by redeveloping the career center advertisements and expanding Personal Development classes. (Component Standard #1, 3.)

9. A counselor visits the pre-collegiate basic skills classes to explain what academic probation is, how students can stay off probation, and what support services are available on campus. (Component Standard #1, 3.)

10. Students who initiate follow-up counseling will have their academic progress evaluated, and be advised on course selection, transfer requirements, student services, and other areas of student concern. (Component Standard #1, 3.)

11. We shall continue counseling for financial aid students who are petitioning to stay eligible for financial aid monies. These students complete an S.E.P. during their appointments. (Component Standard #2.)

12. We maintain programs including the Transfer Center and the Honors Programs to facilitate transfer to four-year institutions. (Component Standard #3.)

13. We maintain the Counseling Bulletin Board in the Administration Building, which gives information about the California State Universities, the University of California, private institutions, workshops, applications deadlines, testing dates, and other information of student interest. (Component Standard #3.)

14. Faculty and staff can refer students to appropriate services at any time during the year. (Component Standard #3.)
ACTIVITIES FOR THE STUDENT FOLLOW-UP COMPONENT

15. Participation in the Job Fair provides students with the opportunity to talk with instructors, professionals in various fields, and counselors. (Component Standard #3.)

16. Each semester workshops or seminars are offered on topics such as: reading textbooks; note-taking; getting that "A," study strategies; time management; test preparation; survival skills in a new culture; managing stress; and transferring. A student who indicates a need on the study skills survey in Assessment receives referral information on their assessment printout. In Orientation and in the new student packets students are informed of seminars, English/speech, reading or math laboratories, Personal Development courses and counseling. (Component Standard #3, 4, 5.)

17. Bilingual counselors will provide follow-up services for Spanish-speaking students with counseling needs. Counselors make referrals to other services, such as tutoring, which currently has bilingual tutors in a variety of languages. (Component Standard #4.)

18. We provide Community Services non-credit classes for limited English speakers. (Component Standard #4.)

19. Computerized information services, such as the state MIS reports, districts reports, and local reports are evaluated for their use to implement, support, and monitor and/or track follow-up services. (Component Standard #5.)

20. The Track It System Software has been installed in a designated computer at the Information Desk to track students' counseling appointments and drop-in contacts. (Component Standard #5.)
STAFFING FOR THE STUDENT FOLLOW-UP COMPONENT

ACTIVITY NUMBER

1. Admissions Assistants (5.5), Info Tech (MIS) District
2. Counselor (1), Instructors (3)
3. Admissions Assistant (1), Counselors (7), Student Workers (2)
4. Counselors (7), Instructors, Matriculation Coordinator (.5), Learning Center Coordinator (1), Student Services Assistant (1), Student Workers (2), Tutors
5. Admissions Assistant (1), Counselors (2), Student Workers (3)
6. Counselor (1), Counselor Assistants (2), Dean of Student Services (1), Student Mentors/Peer Advisors (5)
7. Instructor (1), Student Services Assistant (1)
8. Counselor (1), Student Worker (1)
9. Counselor (1)
10. Counselors (7), Student Workers (2)
11. Admissions Assistants (2), Counselors (7)
12. Counselor (1), Student Worker (1), Transfer Center Coordinator (1),
13. Counselor (1)
14. Instructors, Matriculation Coordinator (.5)
15. Admissions Assistants (3), Counselors (4), Instructors
16. Counselor (1), Faculty (1), Learning Center Coordinator (1), Matriculation Coordinator (.5) Student Services Assistant (1), Transfer Center Coordinator (1)
17. Counselors (2),
18. ESL Instructors
19. Info Tech (MIS) District, Research Analyst (1), Student Services Assistant (1)
20. Counselors (7), Secretary (1), Student Workers (2)
GOALS FOR THE STUDENT FOLLOW-UP COMPONENT

A. A greater percentage of students who follow-up with counselors will attain their academic goals than those who do not follow-up with counselors.

B. Students who follow-up with counselors will express greater levels of satisfaction with college than students who do not follow-up.

C. Each year the number and percentage of students having follow-up will increase.

D. Students will utilize campus services from which they will benefit.

E. Students in academic difficulty who follow through with the Early Alert System will have more academic success than those who do not follow through.

F. Students’ academic progress will be monitored through computer technology as well as repeated human contact.

G. Students who take the College Success Factors Index test will become aware of campus resources, utilize them and therefore become successful.

H. Student Athletes will increase counseling contact, and maintain focus on their academic curriculum to graduate or transfer to a four year institution.

I. Students’ counseling contacts will be tracked through the Track It System to have accurate data for future state funding.
Coordination and
Training Component
## 6. COORDINATION AND TRAINING COMPONENT

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<th>AB3</th>
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<tbody>
<tr>
<td>78216 (b) (c) (3) 55516 55510 (a) (3) 55523 (b)</td>
<td></td>
<td>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.</td>
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<td>a. Admissions</td>
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<td>b. Orientation</td>
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<td>c. Assessment</td>
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<td>d. Counseling/Advisement</td>
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<td>e. Follow-up</td>
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<td>f. Research and Evaluation</td>
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<tr>
<td>55510 (a) (4)</td>
<td></td>
<td>2. Utilize computerized information services to implement or support coordination/training activities.</td>
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ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT

9. Matriculation Newsletters are distributed to all faculty & staff. Announcements are also made through electronic bulletins. Early Alert instructions are distributed to all faculty. Early alert letters are mailed to students who are at risk and were referred by Instructors. Student Handbook and Academic Planner will be distributed to new, continuing, and returning students if budget is available. (Component Standard #1.)

10. Appropriate staff will continue to participate in conferences, workshops and meetings regarding various components of matriculation. (Component Standard #1.)

11. A “Student Worker Training Manual” is distributed to Information Desk and Assessment student workers, at the time of training. (Component Standard #1.)

12. The Matriculation Coordinator meets regularly with other Matriculation Coordinators within the Los Angeles Community College District and Region 7 to coordinate and develop matriculation. (Component Standard #1,2.)

13. Computerized information services, such as the state MIS reports, district reports and local reports are evaluated for their use to implement or support coordination/training activities. (Component Standard #2.)
STAFFING FOR THE COORDINATION/TRAINING COMPONENT

ACTIVITY NUMBER

1. Matriculation Advisory Committee

2. Dean of Admissions (1), Matriculation Advisory Committee

3. Counselors (7), Matriculation Coordinator (.50)

4. Proctors, hourly (2), Student Services Assistant (1), Student Workers (1)

5. Counselors (11) includes DSPS and EOPS, Matriculation Coordinator (.50)

6. Counselors (11) includes DSPS and EOPS, Matriculation Advisory Committee, Matriculation Coordinator (.50)

7. Administrative Intern (.80), Matriculation Advisory Committee, Research Analyst (1)

8. Counselor (1), Matriculation Advisory Committee, Staff Development Committee

9. Matriculation Coordinator (.50) Student Workers (2)

10. Counselors (11), Matriculation Coordinator (.50), Student Services Assistant (1)

11. Counseling Chair (1), Counselor (1), Matriculation Coordinator (.50)

12. Matriculation Coordinator (.50)

13. Administrative Intern (.80), Information Technology (MIS) District, Matriculation Coordinator (.50), Research Analyst (1)
GOALS FOR THE COORDINATION/TRAINING COMPONENT

A. Students who have experienced the process of matriculation will express a greater level of satisfaction with college procedures than students who have not experienced matriculation.

B. Students who have received a student Handbook and Academic planner will be well informed of the L.A. Harbor student services and resources, and therefore perform better in college.

C. Staff and student workers who have been trained in Public Relations will have a greater understanding and knowledge of college procedures.

D. Faculty and staff will have a greater knowledge of matriculation.

E. Faculty and staff will participate more than in previous years in areas of matriculation.

F. Faculty and Staff will have greater understanding of matriculation.

G. Better communications will enhance morale.

H. Faculty and staff who are trained in matriculation will give better service to students.
Research and Evaluation

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<th>AB3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
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<tbody>
<tr>
<td>78214 (a)</td>
<td>55512 (a)</td>
<td>1. Establish and maintain institutional research for evaluating efficacy of matriculation services and remedial programs and services.</td>
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<tr>
<td>55512 (a)</td>
<td>2. Evaluate all assessment instruments to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner.</td>
<td></td>
</tr>
<tr>
<td>55512 (a)</td>
<td>3. Determine whether any assessment instrument, method, or procedure has a disproportionate impact on particular groups of students described in terms of groups of students described in terms of ethnicity, gender, age, or disability; where unjustified disproportionate impact is found, develop plan to correct it.</td>
<td></td>
</tr>
<tr>
<td>55512 (a) (1)</td>
<td>4. Analyze degree of matriculation's impact on particular courses, programs, and facilities.</td>
<td></td>
</tr>
<tr>
<td>78214 (c) (1)</td>
<td>55512 (a) (2)</td>
<td>5. Analyze degree to which matriculation helps students to define their educational goals and objectives.</td>
</tr>
<tr>
<td>78214 (b) (2)</td>
<td>55512 (a) (3)</td>
<td>6. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.</td>
</tr>
<tr>
<td>55514 (d)</td>
<td>7. Analyze degree to which matriculation assists District efforts to assess educational needs.</td>
<td></td>
</tr>
<tr>
<td>78214 (c) (2)</td>
<td>55512 (a) (4)</td>
<td>8. Analyze degree to which matriculation matches District resources which students’ educational needs.</td>
</tr>
<tr>
<td>78214 (c)</td>
<td>55512 (a) (5)</td>
<td>9. Analyze degree to which matriculation provides students the specialized support and service programs to which they are referred.</td>
</tr>
<tr>
<td>78214 (c) (4)</td>
<td>55512 (a) (6)</td>
<td>10. Determine ethnicity, sex, and age of credit students.</td>
</tr>
<tr>
<td>78214 (b) (4)</td>
<td>55520(g)</td>
<td></td>
</tr>
<tr>
<td>78214 (b) (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AB3</td>
<td>TITLE 5</td>
<td>COMPONENT STANDARDS</td>
</tr>
<tr>
<td>-----</td>
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<td>---------------------</td>
</tr>
<tr>
<td>55514 (a)</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>55514 (b)</td>
<td>12. Determine proportion of students of ethnic, gender, age, and disability groups who enter and complete pre-collegiate basic skills courses.</td>
<td></td>
</tr>
<tr>
<td>55514 (c)</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>55532 (a)</td>
<td>14. Record number of students exempted by category and grounds for exemption.</td>
<td></td>
</tr>
<tr>
<td>55514 (f)</td>
<td>15. Maintain numbers of students filing complaints (re:55534) and the basis of those complaints.</td>
<td></td>
</tr>
<tr>
<td>55514 (g)</td>
<td>16. Document particular matriculation services received by each non-exempt student.</td>
<td></td>
</tr>
<tr>
<td>55510 (a) (4)</td>
<td>17. Utilize computerized information services to implement or support research and evaluation activities.</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT

1. In order to evaluate the efficiency of matriculation services, and remedial programs and services, the college has established an Office of Institutional Research supervised by the Dean of Planning, Research and Special Projects. Matriculation funds 80% Administrative Intern for the office.

   In order to conduct matriculation research, data files have been developed and maintained. Over 50 variables are available, including ethnicity, gender, age, primary language, disability, goals, assessment scores, placements, and course grades. Research staff produces summary reports regularly. In addition, student information is available to the Research Analyst using direct computer access. (Component Standard #1.)

2. The college is committed to test instruments that have been approved by the Chancellor. The Department Chairs and staff review the use of all tests to ensure that they are used appropriately, including intended use and proper administration. Currently, all assessment instruments have approval from the State for local use.

   The assessment instruments are evaluated to ensure that they minimize or eliminate cultural and linguistic bias. Test results and placement data are maintained in a computer database which is matched with course enrollment data and grades to carry out research on predictive validity and disproportionate impact. (Component Standard #2.)

3. The assessment database files are used to monitor disproportionate impact. Statistical tests are performed to analyze assessment results by ethnicity, gender, age, and disability. In the event of evidence of disproportionate impact, a plan will be developed to seek correction of the problem. Reevaluation after the plan takes effect will be conducted in a timely manner. (Component Standard #3.)

4. To analyze the degree of matriculation's impact on courses and facilities, reports are generated by individual course levels in English, math, and ESL with the number of placements, available seats, and course enrollments. Program impact is measured by comparing matriculation program participants in such areas as counseling, tutoring, and learning assistance (particularly using student surveys), with students not participating in these services as well as student records prior to participation. (Component Standard #4.)

5. In order to assess effectiveness of matriculation on students' goals, student records (including student feedback) are analyzed to determine changes in student goals over time in relation to matriculation component completion. (Component Standard #5.)
ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT

6. Statistical analysis using longitudinal archival study, follow-up questionnaires, and selected interviews are conducted to determine the impact of matriculation on student outcomes, persistence, skill improvement, grades, and goal attainment. (Component Standard #6.)

7. The college conducts analyses of the degree to which matriculation assists district efforts to assess educational needs within matriculation components and funding through evaluations, including the Counseling Department and computerized database means. (Component Standard #7.)

8. The college conducts analyses of course placement recommendations in English, math and ESL and compares available seats and course enrollment. (Component Standard #8.)

9. The college maintains records to determine the number of student referrals to support services and programs that are made in the matriculation process. Referrals are also made through Early Alert and records are maintained on those referrals. Records track the degree to which matriculation provides students the specialized support services and programs to which they are referred. (Component Standard #9.)

10. The student enrollment database is used to determine ethnicity, gender, and age of credit students. Statistical records are kept and compared on a regular basis. (Component Standard #10.)

11. Student placement data is maintained and analyzed to determine the placement in pre-collegiate, associate degree-applicable, and transfer courses in reading, writing, computation, or ESL by ethnicity, gender, age, and disability. (Component Standard #11.)

12. Student enrollment data is maintained and analyzed to determine the proportion of students of ethnic, gender, age, and disability groups who enter and complete pre-collegiate basic skills courses. (Component Standard #12.)

13. Student enrollment data is maintained and analyzed to determine the 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. (Component Standard #13.)

14. The Counseling Chair keeps records of the students exempted by category and grounds for exemption. These records are evaluated on a regular basis. (Component Standard #14.)

15. Information on students filing complaints is reported to the Vice President of Student Services, who records the number of complaints and the basis of those complaints. (Component Standard #15.)
ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT

16. Records are kept on particular matriculation services received by each non-exempt student. Documentation is evaluated on a regular basis. (Component Standard #16.)

17. Management Information System (MIS) and District information services (DEC) are utilized to implement and support research and evaluation activities. Local computer information access has been developed to provide additional and more accessible information. Information available only at the local campus is inputted and analyzed by the college research staff. (Component Standard #17.)
STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT

ACTIVITY NUMBER

1. Administrative Intern (.80), Research Analyst (1)

2. Administrative Intern (.80), Faculty (6), Research Analyst (1), Student Services Assistant (1)

3. Administrative Intern (.80), Research Analyst (1)

4. Administrative Intern (.80), Research Analyst (1)

5. Administrative Intern (.80), Research Analyst (1)

6. Administrative Intern (.80), Research Analyst (1)

7. Administrative Intern (.80), Research Analyst (1)

8. Administrative Intern (.80), Communications Department Chair (1), Math Department Chair (1), Research Analyst (1)

9. Administrative Intern (.80), Information Technology (MIS) Campus Staff (1), Matriculation Coordinator (.75), Research Analyst (1)

10. Administrative Intern (.80), Information Technology (MIS) Campus Staff, Research Analyst (1)

11. Administrative Intern (.80), Research Analyst (1)

12. Administrative Intern (.80), Information Technology (MIS) District Staff (1), Research Analyst (1)

13. Administrative Intern (.80), Information Technology (MIS) District Staff (1), Research Analyst (1)

14. Administrative Intern (.80), Information Technology (MIS) District Staff (1), Research Analyst (1)

15. Administrative Aide (1), Vice President of Student Services (1)

16. Information Technology (MIS) District Staff (1), Research Analyst (1)

17. Administrative Intern (.80), Information Technology (MIS) District (1), Research Analyst (1)
GOALS FOR THE RESEARCH AND EVALUATION COMPONENT

A. Evaluate the extent to which each matriculation component has achieved its goals and identify needed areas of improvement.

B. Conduct assessment research in accordance with the Title V regulations to comply with component standards.
   1. evaluate assessment bias
      • for cultural bias
      • disproportionate impact
      • test instrument reliability
      • test instrument validity
      • consequential validity
   2. evaluate effectiveness of placement recommendations

C. Measure the impact of matriculation on student success.

D. Set realistic timelines for completion cycles of the preceding goals.
Pre-Requisites and Co-Requisites Component
8. PREREQUISITES, COREQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION

Los Angeles Harbor College has adopted the District Model exactly. In 1998 the college developed a Requisite Manual to assist instructors and the Curriculum Committee in ensuring full compliance with pre-co-, and advisory requisite standards. Each year, legislation is reviewed and the manual is revised as necessary. Revisions also include updates on frequently asked questions.

Records of completed research results are provided to the Curriculum Committee and available with supporting documentation in the Office of Instructional Research.

<table>
<thead>
<tr>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>58106 (b)</td>
<td>1. <strong>District ensure open enrollment subject to health and safety considerations, facility limitations, etc., consistent with Board-adopted policies that identify such limitations and which require fair and equitable procedures for determining who may enroll in such courses.</strong></td>
</tr>
<tr>
<td></td>
<td>X Local policies/procedures follow District Model exactly (see sections I.A. and II.C. of Model)</td>
</tr>
<tr>
<td></td>
<td>___ Local policies/procedures differ from District Model (see attached)</td>
</tr>
<tr>
<td>55201 (b) (1)</td>
<td>2. <strong>Board-adopted policy establishes the process for establishing necessary and appropriate prerequisites, co requisites and advisories and their respective level of scrutiny, including data collection where appropriate.</strong></td>
</tr>
<tr>
<td></td>
<td>X Local policies/procedures follow District Model exactly (see sections I.C. and II.B. of Model)</td>
</tr>
<tr>
<td></td>
<td>___ Local policies/procedures differ from District Model (see attached)</td>
</tr>
<tr>
<td>55002 (a) (2) (D)</td>
<td>3. <strong>Curriculum committee reviews course outline of record to determine if associate degree credit course shall require pre-or co-requisite to enhance students’ likelihood of success.</strong></td>
</tr>
<tr>
<td></td>
<td>X Local policies/procedures follow District Model exactly (see sections I.C.2. and I.C.3. of Model)</td>
</tr>
<tr>
<td></td>
<td>___ Local policies/procedures differ from District Model (see attached)</td>
</tr>
</tbody>
</table>
8. PRE-AND CO-REQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION

**Component Standards**

4. Communication or computation pre-or-co-requisites for any course other than a communication or computation course are based on content review, sound data-gathering research practices, and demonstration that student is highly unlikely to succeed without the pre-or co-requisite.

   - Local policies/procedures follow District Model exactly (see sections I.C.2., I.C.3., II.A.I.a, II.A. I.g., and [where appropriate] II.A.I.d. and/or I.e. and/or I.f. of Model)
   - Local policies/procedures differ from District Model (see attached)

5. If the curriculum committee determines that success in associate degree credit course is dependent on communication or computational skills, it establishes eligibility for enrollment in associate degree credit course(s) in English and/or mathematics as pre-or co-requisite(s).

   - Local policies/procedures follow District Model exactly (see sections I.C.2., I.C.3., II.A.I.a. or I.b. or I.c. and I.g., an [where appropriate] II.A.I.d. and/or I.e. and/or I.f. of Model)
   - Local policies/procedures differ from District Model (see attached)

6. Curriculum committee recommends establishment of pre- or co-requisites for non-degree applicable course, where appropriate.

   - Local policies/procedures follow District Model exactly (see sections I.C.2., I.C.3., II.A.I.b. or I.c. and I.g., and [where appropriate] II.A.I.d. and/or I.f. of Model)
   - Local policies/procedures differ from District Model (see attached)

7. Board-adopted policy specifies the process for periodically reviewing pre-and co-requisites (at least once every six years) and advisories, including level of scrutiny and frequency of review.

   - Local policies/procedures follow District Model exactly (see section I.D. of Model)
   - Local policies/procedures differ from district Model (see attached)
8. **PRE-AND CO-REQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION**

<table>
<thead>
<tr>
<th>Title 5</th>
<th>Component Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>55002 (a) (4)</td>
<td>8. District ensures that associate degree credit courses and precollegiate basic skills courses (including those with pre-and co-requisites) are taught by qualified instructors and in accord with course outline of record, particularly those aspects of the course that are the basis for the pre-or co-requisite.</td>
</tr>
</tbody>
</table>
| 55002 (b) (4) | X Local policies/procedures follow District Model exactly (see section I.F. of Model)  
| 55201 (b)(2) | __ Local policies/procedures differ from district Model (see attached) |
| 55202 (g) | 9. District determines students' satisfaction of a prerequisite prior to enrollment or permits enrollment pending verification, and ensures that enrollment fees are promptly refunded to students who are involuntarily dropped from course for failure to successfully complete the prerequisite. |
| 58106 | X Local policies/procedures follow District Model exactly (see section I.E. of Model)  
| | __ Local policies/procedures differ from district Model (see attached) |
| 55201 (f) | 10. District establishes procedures for determining who may enroll in courses for which there are limitations on enrollment, provides for student challenges to the limitations on the grounds specified in Title 5, handles challenges to enrollment limitation in a timely manner, and waives the enrollment limitation if the challenge is upheld. |
| | X Local policies/procedures follow District Model exactly (see section I.A.2. and I.B. of Model)  
| | __ Local policies/procedures differ from district Model (see attached) |
| | 11. College resolves challenges (made on specified grounds) to pre-and co-requisites in a timely manner and, if the challenge is upheld, the student is allowed to enroll in the course or program. |
| | X Local policies/procedures follow District Model exactly (see section I.A.2. and I.B. of Model)  
| | __ Local policies/procedures differ from district Model (see attached) |
8. **PRE-AND CO-REQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION**

<table>
<thead>
<tr>
<th>Title 5</th>
<th>55202 (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12. Pre-and co-requisites and advisories are identified in college publications and in the respective course outline(s) of record.</td>
</tr>
<tr>
<td>X</td>
<td>Local policies/procedures follow District Model exactly (see section I.A. and I.C. of Model)</td>
</tr>
<tr>
<td>___</td>
<td>Local policies/procedures differ from district Model (see attached)</td>
</tr>
<tr>
<td></td>
<td>College publications will reflect new policies/procedures by Fall 1994 catalog and course schedule, or by: (date)_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>55202 (d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District ensures that precollegiate basic skills reading, writing or math courses that serve as pre-or co-requisites are offered with reasonable frequency and that the number of available sections is reasonable, given student need.</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>___</td>
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<tr>
<td>AB3</td>
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</tbody>
</table>
| 78211.5 (b) | 55518(b) | 1. State matriculation allocation is used only for matriculation service approved by the Chancellor.  
Yes X No
| 78211.5 | 55518(b) | 2. District provides at least three-to-one dollar match of state matriculation allocation.  
Yes X No
| 55512 (b) |  | 3. District provides for a review of the revenue and expenditures of matriculation as part of annual district audit.  
Yes X No
Polices and Procedures
10. POLICIES AND PROCEDURES

Indicate whether the following policies and procedures exist at your district by checking the appropriate response(s).

A. District ensures that no matriculation practice subjects any person to unlawful discrimination.
   Title 5, Section 55521 (f) (a) (6)
   X Board-adopted policy  Board rule 1202 and 8600
   Institutional practices

B. District takes steps to ensure that the matriculation process is efficient so that students are not discouraged from participating in college programs.
   Title 5, Section 55530 (c)
   X Board-adopted policy  Board rule 8605, 8605.10 and 8600
   Institutional practices

C. District and/or college has developed matriculation plan through consultation with representatives of academic senate, students and staff.
   Title 5, Section 55510 (b)
   Board-adopted policy
   X Institutional practices

D. In multi-campus district, the district makes arrangements for coordinating the various college matriculation plans.
   Title 5, Section 55510 (a) (7)
   Board-adopted policy
   X Institutional practices
10. **POLICIES AND PROCEDURES**

E. Each pre-or co-requisites is established for at least one of the following reasons: 1) required or authorized by statute or regulation; 2) the prerequisite assures that the student has the skills or knowledge without which success in the subsequent course (or specific course within a program) is highly unlikely; 3) the corequisite assures that the student will acquire the skills or knowledge without which success in the subsequent course (or specific course within a program) is highly unlikely; or 4) necessary to protect the health and safety of the student or others.

   Title 5, Section 55201 (c) (1-4)

   X Board-adopted policy

   Institutional practices

F. District has adopted clear written policies that define student responsibilities and the consequences of failing to fulfill such responsibilities.

   Title 5, Section 55530 (d)

   X Board-adopted policy

   Institutional practices

G. All computational and communication pre-and co-requisites are established on a course-by-course basis.

   Title 5, Section 55202 (b)

   X Board-adopted policy

   Institutional practices

H. Student's satisfaction of pre-or co-requisite is based on successful completion of appropriate course of multiple-measures assessment. Any assessment instrument used shall be selected and used in accord with Title 5, 55521.

   Title 5, Section 55202 (c)

   X Board-adopted policy

   Institutional practices
10. **POLICIES AND PROCEDURES**

I. District ensures that no exit test outside of a course is required to satisfy a prerequisite or co-requisite.  
   Title 5, Sections 55202 (f)  
   - Board-adopted policy  
   - Institutional practices
   - Board rule 8603

J. Each course outline of record contains specific content and other required information and is made available to the instructor.  
   Title 5, Sections 55002 (a) (3), 55002 (b) (3)  
   - Board-adopted policy  
   - Board rules 8605 and 8605.10
   - Institutional practices

K. Records of all student complaints of alleged violation of matriculation regulatory provisions are retained for at least three years after the complaint has been resolved.  
   Title 5, Section 55534 (a)  
   - Board-adopted policy
   - Institutional practices

L. Board has adopted policy on limitations on number of units or selected courses in which students on probationary or dismissal status may enroll, or requirement that they follow a prescribed educational plan.  
   Title 5, 58106 (b) (5)  
   - Board-adopted policy
   - Institutional practices
   - Board has chosen not to adopt policy or procedures in this area.

M. Board-adopted policies identify limitations on enrollment.  
   Title 5, Section 58106 (a) (b)  
   - Board-adopted policy  
   - Board rules 8605, 8605.10, 8603 and 8604
   - Institutional practices
10. POLICIES AND PROCEDURES

N. District ensures that there are sufficient numbers of co-requisite sections to accommodate students or the requirement is waived for individual students for whom space is not available.
Title 5, Section 55201 (e)

Board-adopted policy

X Institutional practices
Organizational Chart