MATRICULATION PLAN
2007-2008

Los Angeles Harbor College
Los Angeles Community College District
Revised (10/31/2007)
LOS ANGELES COMMUNITY COLLEGE DISTRICT

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Nina Malone, Dean of Student Life
Dr. Robert Richards, Associate Dean of Research and Planning
Mercy Yanez, Associate Dean of EOP&S/CARE
Elizabeth Colocho, Matriculation Coordinator
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College: Los Angeles Harbor College  
District: Los Angeles College District

Region Number: 7
Submitted to: Arnold Bojorquez / Chuen-Rong Chan

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

District Name and Address: Los Angeles College District  
770 Wilshire Blvd.  
Los Angeles, CA 90017

Signature of District Chancellor:  
Name: Dr. Marshall E. Drummond  
Date: 1/28/07

Signature of College President:  
Name: Dr. Linda M. Spink  
Date: 

Signature of College Academic Senate President:  
Name: June Smith  
Date: 11/14/07

Signature of Matriculation Coordinator’s Supervising Administrator:  
Name: Abbie Patterson  
Date: 10/29/07

Signature of College Matriculation Coordinator:  
Name: Elizabeth Colocho  
Date: 11/26/07
Title 5 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.

Elizabeth Colocho  (faculty, staff, student)
Sally Fasteau  (faculty, staff, student)
Joy Fisher  (faculty, staff, student)
Lauren McKenzie  (faculty, staff, student)
David Ching  (faculty, staff, student)
Rhea Estoya  (faculty, staff, student)
Dr. Robert Richards  (faculty, staff, student)
Citlally Santana  (faculty, staff, student)
Jose Luna  (faculty, staff, student)
Carina Lopez  (faculty, staff, student)
## 1. ADMISSIONS COMPONENT

<table>
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<tr>
<th>AB3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
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<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></td>
<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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1.1 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. The online application via CCC Apply System is operational. (Component Standard #1, 3)

9. Document imaging system is operational. This will improve the ease of retrieved of documents. (Component Standard #1, 3)
1.1 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 EOPS Office, DSPS 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 DSPS 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)
1.2 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. Timeframe: Ongoing. Persons responsible: Dean and Staff of Admissions & Records.

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. Timeframe: Ongoing. Persons responsible: Dean and Staff of Admissions & Records.

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. Timeframe: Ongoing. Persons responsible: Dean and Staff of Admissions & Records.

D. Materials, which explain the criteria for exemptions to matriculation, will be made available early in the admissions process. Timeframe: Ongoing. Persons responsible: Dean and Staff of Admissions & Records.

E. The admissions process will make reasonable accommodation for students with special needs such as disability or language barriers. Timeframe: Ongoing. Persons responsible: Dean and Staff of Admissions & Records.
1.3 STAFFING FOR THE ADMISSIONS COMPONENT:

1. Admissions Assistants (7.5), Counselors (7), 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 (7), 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-DSPS (4), DSPS Clerk (1), Student Workers (3)
12. Admissions Supervisor (2), Information Technology (MIS) District, Research Analyst (1), Senior Office Assistant (1)
### 2. ORIENTATION COMPONENT

<table>
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<tr>
<th>AB3</th>
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<th>COMPONENT STANDARDS</th>
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<tr>
<td>78212 (b) (2)</td>
<td>55502 (j)</td>
<td>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>
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<tr>
<td>78212 (a)</td>
<td>55530</td>
<td>Provide written definitions informing students of their rights and responsibilities.</td>
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<td>55201 (f) (g)</td>
<td>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></td>
<td>55534 (b)</td>
<td>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 (a)</td>
<td>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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<td></td>
<td>55522</td>
<td>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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<tr>
<td>78214 (b) (3)</td>
<td>55532 (s)</td>
<td>Adopt District governing board policies specifying criteria for 55510 (a) (5) exemption.</td>
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<td></td>
<td>55532 (c)</td>
<td>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>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>Utilize computerized information services to implement or support orientation activities.</td>
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</table>
2.1 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 may show a PowerPoint Orientation to students, students may view the presentation themselves or access the online orientation via the internet. Each method 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, a copy of each of the three graduation patterns, a Student Handbook/Planner, Pocket Facts and Steps for Student Success brochures. (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.

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 is referred to the SARS computers at the Appointment Center to schedule a date and time, for new student orientation. (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, in the schedule of classes, and in the online orientation. (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 corequisite 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. Orientations are available in a PowerPoint format or online.
2.1 ACTIVITIES FOR THE ORIENTATION COMPONENT:

Counselors may also lead orientation sessions. 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 (DSPS) 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 DSPS 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 results to a counselor. The counselor fills out a Prerequisite Approval Form and/or inputs corresponding placement levels onto the S091 screen in DEC. A Course Eligibility/Matriculation Exemption Form is filled out by the counselor and it is given to the student to show to his/her English instructor as proof of placement. 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)
2.2 GOALS FOR THE ORIENTATION COMPONENT:

A. Students who have attended orientation will express a greater level of satisfaction and knowledge of college programs and services than students who have not been oriented. Timeframe: Ongoing. Person responsible: Counselors, Counseling Chair, Researcher, Assessment Staff.

B. Students will move smoothly and efficiently through the registration process as a result of orientation. Timeframe: Ongoing. Person responsible: Counselors, Assessment Staff.

C. Students who have attended orientation 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. Timeframe: Ongoing. Person responsible: Counselors, Researcher, Assessment Center Staff.
2.3 STAFFING FOR THE ORIENTATION COMPONENT:

1. Counselors (5.2), Matriculation Coordinator (.4), Proctor, hourly (1), Student Services Assistant (1), Student Worker (1)

2. Admissions Assistants (5.5)

3. Information Technology (MIS) District, Matriculation Coordinator (.4) Student Services Assistant (1), Research Analyst (.5)

4. Counselors (5.2)

5. Matriculation Coordinator (.4), Student Services Assistant (1), Vice President of Student Services (1)

6. Admissions Assistants (5.5), Counselors (5.2), Proctor, hourly (1), Student Services Assistant (1)

7. Counselor (2), Director of DSPS (1), Learning Disabilities Specialist (1), Student Worker (1)

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

9. Admissions Assistants (5.5)
### 3. ASSESSMENT COMPONENT

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<td>55520 (c)</td>
<td>1. Conduct assessment for all non-exempt students.</td>
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<tr>
<td>78212 (b) (3) (A)</td>
<td>2. Administer assessment instruments to determine student competency in computational and language skills.</td>
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<tr>
<td>78212 (b) (3) (B)</td>
<td>3. Assist students to identify their aptitudes, interests and educational objectives.</td>
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<tr>
<td>78213 (a)</td>
<td>4. Evaluate students’ study and learning skills.</td>
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<td>78213 (a) 55521 (a)</td>
<td>5. Use only assessment instruments approved by the Chancellor.</td>
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<tr>
<td>55521 (b)</td>
<td>6. Use Assessment instruments only for the purpose for which they were developed or validated.</td>
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<tr>
<td>55521 (c)</td>
<td>7. Use multiple measures (other than two or more highly correlated instruments) for placement, required and appropriate referral, or subsequent evaluation.</td>
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<tr>
<td>78213 (b) (2) 55521 (e)</td>
<td>8. Use assessment instruments, methods or procedures in an advisory manner in the selection of academic courses and educational programs.</td>
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<tr>
<td>55522</td>
<td>9. 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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<tr>
<td>78214 (b) (3) 55532 55510 (a) (5)</td>
<td>10. Adopt District governing board policies specifying criteria for exemption.</td>
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<tr>
<td>55532 (c)</td>
<td>11. Make exempted students aware that they may choose whether or not to participate in this component.</td>
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<tr>
<td>55532 (d)</td>
<td>12. Ensure that exemptions from this component are not based on a specified sole criterion.</td>
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<tr>
<td>55510 (a) (4)</td>
<td>13. Utilize computerized information services to implement or support assessment services.</td>
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3.1 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, online, by a counselor or through a PowerPoint Presentation, which is followed by a 9-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, students are informed of the campus services, procedures, rights and responsibilities, etc. Students are encouraged to visit the Career Center to explore the various resources regarding aptitudes, interests, educational objectives and sources of college success materials. Counselors are available on a drop in basis after the orientation to assist students in their educational and career planning. (Component Standard #3)

3. In an effort to evaluate students’ learning and study skills, additional sections of Personal Development classes have been developed and offered since Spring 2006. Course curriculum covers time management, study skills, learning styles, career and educational planning, memory techniques, note taking, stress management, how to take tests, etc. Personal Development classes are offered on campus, at outreach locations and online. (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 and 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 Compass/ESL test provides counselors, advisors, and the student with student profiles. The high school grade point average is gathered through this process to be used as a multiple measure. Students are given placement advice based on their assessment scores using multiple measures. The validated cut scores are used for placement into English, ESL and math classes. Students are referred to services and subsequent evaluations based on their responses to the ACT self reported demographic information.
3.1 ACTIVITIES FOR THE ASSESSMENT COMPONENT:

Correlations and appropriate analyses are conducted periodically to ensure that multiple measures other than two or more highly correlated instruments are used for placement. (Component Standard #7, 8)

7. Students with disabilities needing modified or alternative assessment services may contact Special Programs and Services (DSPS) before or during the application process. These students are then assisted throughout the entire Assessment/Placement process through DSPS and/or the Assessment Center. DSPS 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 DSPS service offerings, they may receive modified assessment services through contact with 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 enter the information in the district computer system to indicate exemption. If a student has 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
3.1 ACTIVITIES FOR THE ASSESSMENT COMPONENT:

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 EOPS and DSPS, 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. Math Competency tests are given once in Fall and Spring semesters to students to fulfill the graduation math requirement.

11. Computerized information services, such as the ACT, APMS, District MIS and IT on campus, and local reports are evaluated for their use to implement or support assessment services. (Component Standard #13)
3.2 GOALS FOR THE ASSESSMENT COMPONENT:

A. Test all incoming non-exempt students for appropriate class placement, by appointment and on a walk-in basis. Timeframe: Ongoing. Person responsible: Assessment Staff.

B. Ensure proper placement, thus increasing chances for academic success in a timely manner. Timeframe: Ongoing. Persons responsible: Assessment Staff, Math and English Faculty.

C. Refine process for early admissions for high school students and athletes, nurses, international students, and other special populations. Timeframe: Ongoing. Person responsible: Assessment Staff.

D. Coordinate with Career Center and Personal Development classes in evaluating students’ aptitudes, interests, skills, and educational objectives. Timeframe: Ongoing. Person responsible: Counseling Chair and Assessment Staff.

E. Involve English & Math Faculty more in assessment activities by providing Staff Development workshops for Flex credit. Timeframe: Ongoing. Person responsible: Assessment Staff, Matriculation Coordinator and Faculty.

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
   - Services and needs evaluation
   - Adaptive testing for special groups (including learning disabled and other physically challenged people)

   The new Student Services building is scheduled to be complete by Fall 2008. Person responsible: Assessment Staff and Matriculation Coordinator.

G. Ensure division chairs and program managers have current information relating to the Assessment Center and its relationship to Matriculation. Timeframe: Ongoing. Person responsible: Assessment Staff and Matriculation Coordinator.

H. Use the SARS system to schedule all placement tests. Timeframe: Ongoing. Person responsible: Assessment Staff and Matriculation Coordinator.

I. ACT-COMPASS on-line will be implemented Spring 2008.
3.3 STAFFING FOR THE ASSESSMENT COMPONENT:

1. Admissions Personnel, Counselors (5.2), Learning Disabilities Specialist (1), Student Services Assistant (1), Student Services Aide (1), Student Workers (2)

2. Counselors (5.2), Matriculation Coordinator (.6), Student Services Aide (1) Student Services Aide (1)

3. Counselors (5.2), Student Services Assistant (1),

4. Chairpersons, Division/Department, Faculty Representatives, Matriculation Advisory Committee, Matriculation Coordinator (.6), Student Services Assistant (1), Student Services Aide (1), Vice President of Student Services (1)

5. Department/Division Chair(s), Matriculation Advisory Committee, Matriculation Coordinator (.6), Assistant Research Analyst (1), Student Services Assistant (1), Student Services Aide (1), Vice President of Student Services (1)

6. APMS Support (.11), Counselor (1), Division Chairs, Faculty Representatives, Matriculation Advisory Committee, Matriculation Coordinator (.6), Assistant Research Analyst (1), Student Services Aide (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 (5.2), Department/Division Chair(s), Matriculation Coordinator (.6)

9. Admission Personnel, Matriculation Coordinator (.6)

10. Admissions Personnel, College Recruitment Coordinator (1), Counselors (5.2), Department/Division Chair(s), Matriculation Coordinator (.6), Student Services Assistant (1), Student Services Aide (1), Student Worker (1)

11. ACT COMPASS/ESL Technical Support, APMS Support (1), Information Technology (IT), District (MIS), Assistant Research Analyst (1)
## 4. COUNSELING/ADVISEMENT COMPONENT

<table>
<thead>
<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>
<tr>
<td>78212 (b) (3) (E)</td>
<td>55520 (d) 55523 (a) (4)</td>
<td>2. Provide advisement concerning course selection.</td>
</tr>
<tr>
<td>78212 (b) (4)</td>
<td>55523 (a) (1) 55526</td>
<td>3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.</td>
</tr>
<tr>
<td>78212 (b) (4)</td>
<td>55523 (a) (2) 55526</td>
<td>4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.</td>
</tr>
<tr>
<td>78212 (b) (4)</td>
<td>55523 (a) (3) 55526</td>
<td>5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.</td>
</tr>
<tr>
<td></td>
<td>55520 (d) 55523 (a) (4)</td>
<td>6. Make counseling or advisement available to all non-exempt students</td>
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<tr>
<td></td>
<td>55523 (b)</td>
<td>7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.</td>
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<tr>
<td></td>
<td>55520 (e) 55525 (a) (b) 55530 (d)</td>
<td>8. Provide assistance in selection of a specific educational goal and development of the student educational plan, including student responsibilities.</td>
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<tr>
<td></td>
<td>55525 (c)</td>
<td>9. Record the student educational plan in written or electronic form.</td>
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<tr>
<td></td>
<td>55525 (c)</td>
<td>10. Review as necessary, the student educational plan, its implementation, and its accuracy related to students’ needs.</td>
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### 4. COUNSELING/ADVISEMENT COMPONENT

<table>
<thead>
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<tbody>
<tr>
<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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<tr>
<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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<tr>
<td>55525 (d)</td>
<td></td>
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<tr>
<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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<tr>
<td>55525 (d)</td>
<td></td>
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<tr>
<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>
<td></td>
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<tr>
<td>78214 (b) (3)</td>
<td>15. Adopt District governing board policies specifying criteria for exemption.</td>
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<tr>
<td>55532 (a)</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>55510 (1) (5)</td>
<td></td>
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<tr>
<td>55532 (c)</td>
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<tr>
<td>55532 (d)</td>
<td>17. Ensure that exemptions from this component are not based upon specified sole criterion.</td>
<td></td>
</tr>
<tr>
<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>
4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:

1. When probationary students come in for their counseling appointments, their individual circumstances are discussed with the counselor. Present and future coursework is discussed. 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. Students are required to watch a PowerPoint Orientation or complete the online version. At the end of the orientation, students are required to complete a quiz to obtain the assessment results. Ways of avoiding probation and dismissal are covered in the orientation. (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 in the lobby area adjacent to 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 and in the lobby. (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. Counselor notes are accessed through the SARS system. (Component Standard #2, 7)

5. Students receive a copy of their SEP when it is completed. Each time a student has a counseling appointment; the counselor notes and SEPs are accessed. SEPs 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. Hard copies of counseling notes, previously filed in Admissions, are now kept in the counseling area. The Degree Works Audit System will be implemented in Fall 2008, enabling the creation of electronic SEPs. (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,
4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:

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)

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. The SARS system allows staff to electronically schedule counseling appointments. E-SARS, the on-line scheduling system, has further broadened students’ abilities to schedule counseling appointments via the Internet. 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), and counselors teaching Personal Development classes, and the referrals to counseling made in orientation. Students must see counselor to clear prerequisites (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 petition for readmission. 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. Dismissal status from semester to semester is monitored by the Counseling Chairperson. (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 most semesters. Career counseling appointments are available year-round. (Component Standard #4)

11. The career counselor visit classes (Real Estate and Personal Development) during the semester and leads 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)
4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:

12. We hope to begin visiting the basic skills classes again to discuss grade point averages, probation, student services, etc. Due to staffing problems, the visits have not been made this year. When classroom visits are renewed, students in basic skills classes will be encouraged to make counseling appointments. (Component Standard #5)

13. Counselors develop SEPs with all of the college’s athletes. All athletes need to have an SEP to play their sport. Also, counselors are invited to P.E major classes and present requirements for transfer, general education, AA and AS degree, etc. All athletes are required to complete mid-term grade reports. Coaches track the grade reports. (Component Standard #7, 9, 10)

14. The development of the Student Education Plan (SEP) is available to all students. SEPs are developed with students during appointments. (Component Standard #8, 9)

15. The LACC District has provided Student Services computer screens to record the SEP’s and counselor/student contacts. The SEP 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 SEP is electronically entered on the DEC S255 screen. (Component Standard #9)

16. The Catalog and the schedule of classes inform students of their right to challenge (on specific grounds) a pre- or corequisite 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 students 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 minority students are eligible for financial aid, the Extended Opportunity Programs and Services (EOPS) does offer students the same, modified matriculation services. EOPS students may submit applications via the EOPS Office and students may complete their counseling and follow-up within that office. EOPS students are also referred to many other services on campus as needed. The EOPS counselors attend the Counseling Division Meetings with all of the counselors. (Component Standard #14)
4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:

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

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)
4.2 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. Timeframe: Ongoing. Person responsible: Counselors, Information Desk Staff, Articulation Officer.

B. An increasing number of students on academic probation will receive counseling in order for them to succeed, and turn their grades around. Timeframe: Ongoing. Person responsible: Counselors, Student Workers, Vice President of Student Services.

C. A greater percentage of students on progress probation will see a counselor. Timeframe: Ongoing. Person responsible: Counselors, Student Workers, Vice President of Student Services.

D. Students will increase their ability to identify short and long-term educational objectives. Timeframe: Ongoing. Person responsible: Counselors, Personal Development Faculty, Assessment Center Staff.

E. A greater number of entering freshmen will be able to select courses appropriate to their goals. Timeframe: Ongoing. Person responsible: Counselors, Information Desk Staff, Outreach Staff.

F. An increasing number of students in Basic Skills classes will persist and enroll in college-level courses. Timeframe: Ongoing. Timeframe: Person responsible: Counselors, Personal Development, Developmental Communications, & Math Faculty, Assessment Center Staff, Researcher.

G. An increasing number of students will have an educational plan, which identifies courses and services needed. Timeframe: Ongoing. Person responsible: Counselors, Information Desk Staff.

H. An increasing number of students who wish to transfer will be familiar with transfer requirements. Timeframe: Ongoing. Person responsible: Counselors, Information Desk Staff, Transfer Center Staff, Articulation Officer, Webmaster, IT Staff.

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. Timeframe: Ongoing. Person responsible: Counselors, Information Desk Staff, Transfer Center Staff, Articulation Officer, Vocational Faculty.

J. Use of the Student Handbook and Academic Planner will increase students’ awareness of student services, and enhance time management skills. Timeframe: Ongoing. Person responsible: Counselors, Personal Development Faculty, Assessment Center Staff, Financial Aid Director, Matriculation Coordinator.
4.2 GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT:

K. Use of the SARS appointment system will alleviate frustration on the part of students trying to schedule a counseling appointment. Timeframe: Ongoing. Person responsible: Counselors, Information Desk Staff, IT Staff, Assessment Center Staff.
4.3 STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:

1. Counselors (5.2), Secretary (1)
2. Counselors (5.2)
3. Counselors (5.2)
4. Counselors (5.2)
5. Counselors (5.2), Secretary (1)
6. Counselors (5.2), Division Chairperson of Counseling (1), Secretary (1), Vice President of Student Services (1)
7. Counselors (5.2), Secretary (1), Student Worker (1)
8. Counselors (7), Secretary (1), Student Worker (1)
9. Counselors (5.2), Secretary (1)
10. Counselor (1)
11. Counselor (1)
12. Counselor (1)
13. Counselors (5.2)
14. Counselors (5.2), Secretary (1)
15. Counselors (5.2), Matriculation Coordinator (.5)
16. Matriculation Coordinator (.5), Secretary (1)
17. Counselors (7), EOPS Director (1)
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 (IT), District (MIS), Research Analyst (1)
### 5. STUDENT FOLLOW-UP COMPONENT

<table>
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<tr>
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<tbody>
<tr>
<td>78212 (b) (4)</td>
<td>55520 (f)</td>
<td>1. Provide post-enrollment evaluation of each non-exempt student’s academic progress 55523 (a) (1) enrolled under specific academic conditions.</td>
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<td>55526</td>
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<td>55523 (a) (2) (3)</td>
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<tr>
<td></td>
<td>55526</td>
<td>2. Establish a follow-up system that ensures regular monitoring for early detection of academic difficulty.</td>
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<td>55520 (g) (1)</td>
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<tr>
<td></td>
<td>55520 (g)</td>
<td>3. Make referral to appropriate services/curricula as necessary.</td>
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<td>55526</td>
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<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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<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>
5.1 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. 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 (DSPS), 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. (Component Standard #1, 2, 3)

3. 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 by mail and by phone (via SARS-call) to come in and receive assistance.
   d) Feedback to the instructors is given in the Matriculation Newsletter. (Component Standard #1, 2, 3)

4. 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 DSPS are also sent a letter and are asked to meet with counselors. Disabled students who do not participate in DSPS can get needed advisement through the regular counseling office. DSPS also works closely with students needing additional monitoring/evaluative documentation for clients of state or community agencies. Special DSPS 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)
5.1 ACTIVITIES FOR THE STUDENT FOLLOW-UP COMPONENT:

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

6. 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)

7. We will better promote Career Center services by redeveloping the career center marketing materials. The number of Personal Development classes offered has increased on campus, at outreach locations, and one class has been developed and offered online. (Component Standard #1, 3)

8. We will increase the visits to 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)

9. 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)

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

11. We maintain programs such as the Honors Program to facilitate transfer to four-year institutions. We will continue asking to replace the Transfer Center Counselor/Director position to fully staff the center and expand the transfer effort. We will continue coordinating the Annual Transfer University Fair utilizing the few resources dedicated to that function. (Component Standard #3)

12. We maintain the Counseling Bulletin Board in the Administration Building, which gives institutions, workshops, applications deadlines, testing dates, and other information of student interest. (Component Standard #3)

13. Faculty and Staff can refer students to appropriate services at any time during the year. (Component Standard #3)

14. Participation in the Job Fair provides students with the opportunity to talk with instructors, professionals in various fields, and counselors. (Component Standard #3)
5.1 ACTIVITIES FOR THE STUDENT FOLLOW-UP COMPONENT:

15. 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. 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)

16. 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)

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

18. 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)

19. The SARS-Suite (Scheduling Appointment and Reporting System) Software has been installed in EOPS, Counseling, Information Desk Recruitment Office, Financial Aid, Assessment Center, Admissions and Records office computers to schedule counseling and to track students’ counseling appointments and drop-in contacts. (Component Standard #5)
5.2 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. Timeframe: Ongoing. Person responsible: Counselors, Matriculation Coordinator

B. Students who follow-up with counselors will express greater levels of satisfaction with college than students who do not follow-up. Timeframe: Ongoing. Person responsible: Counselors, Matriculation Coordinator.

C. Each year the number and percentage of students having follow-up will increase. Timeframe: Ongoing. Person responsible: Counselors, Matriculation Coordinator.

D. Students will utilize campus services from which they will benefit. Timeframe: Ongoing. Person responsible: Counselors, Matriculation Coordinator.

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. Timeframe: Ongoing. Person responsible: Counselors, Faculty, Matriculation Coordinator.

F. Students’ academic progress will be monitored through computer technology as well as repeated human contact. Timeframe: Ongoing. Person responsible: Counselors, Matriculation Coordinator.

G. Student Athletes will increase counseling contact, and maintain focus on their academic curriculum to graduate or transfer to a four year institution. Timeframe: Ongoing. Person responsible: Counselors, Matriculation Coordinator, Faculty.

H. Students’ counseling contacts will be tracked through SARS-Suite System to have accurate data for future state funding. Timeframe: Ongoing. Person responsible: Counselors, Matriculation Coordinator.

I. Encourage more Faculty participation in the Early Alert System in both Fall and Spring semester to keep and track student data to provide data reports. Timeframe: Ongoing. Person responsible: Matriculation Coordinator, Faculty, and Dean of Admissions.

J. Use the SARS Suite system to track student’s counseling and assessment contacts, students on progress and academic probation, academic and progress disqualification, and dismissed students; as well as, to call students who are on the Early Alert roster to encourage them to talk to their instructors or to make a counseling appointment. Timeframe: Ongoing. Person responsible: Matriculation Coordinator, Counseling Chair, Student Services Assistant.

K. Track ESL students who transitioned from non-credit ESL to credit ESL courses. Timeframe: Ongoing. Person responsible: Matriculation Coordinator.
5.3 STAFFING FOR THE STUDENT FOLLOW-UP COMPONENT:

1. Admissions Assistants (5.5), (MIS) District

2. Admissions Assistant (1), Counselors (5.2), Student Workers (2)

3. Counselors (5.2), Instructors, Matriculation Coordinator (.6), Learning Center Coordinator (1), Student Services Assistant (1), Student Workers (2), Tutors

4. Admissions Assistant (1), Counselors (2), Student Workers (3)

5. Counselor (1), Counselor Assistants (1), Dean of Student Services (1), Student Mentors/Peer Advisors (5)

6. Instructor (1), Student Services Assistant (1)

7. Counselor (1), Student Worker (1)

8. Counselor (1)

9. Counselors (7), Student Workers (2)

10. Admissions Assistants (2), Counselors (5.2)

11. Honors Counselor (.62), Student Worker (1), Transfer Center Counselor, hourly (.2)

12. Counselor (1)

13. Instructors, Matriculation Coordinator (.6)

14. Admissions Assistants (3), Counselors (4), Instructors

15. Counselor (1), Faculty (1), Learning Center Coordinator (1), Matriculation Coordinator (.6) Student Services Assistant (1), CGCA (1)

16. Counselors (2),

17. ESL Instructors

18. Info Tech (MIS) District, Assistant Research Analyst (1), Student Services Assistant (1)

19. Counselors (5.2), Secretary (1), Student Workers (2)
### 6. COORDINATION AND TRAINING COMPONENT

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

1. The Matriculation Advisory Committee meets once a month to facilitate matriculation, make decisions, develop programs, services, and training in Admissions, Orientation, Assessment, Counseling/Advisement, Follow-up, and Research and Evaluation. (Component Standard #1)

2. In Admissions, staff has regular meetings, wherein necessary matriculation training occurs. Written materials are provided to staff when necessary, and staff development workshops/seminars are available. The Dean of Admissions attends monthly Matriculation Advisory Committee meetings; and other conferences/workshops as needed. (Component Standard #1)

3. For Orientation, counselors meet, discuss and implement improvements and changes that can be made in the orientation process. The matriculation coordinator, who is a counselor, informs applicable staff of new requirements and procedures. Written information is provided to all counselors concerning priority topics to be covered, such as Student Educational Plan and graduation requirements, etc. (Component Standard #1)

4. The Student Services Assistant identifies training needs with respect to assessment and provides training and written information to all applicable staff. The Student Services Assistant attends monthly Matriculation Advisory Committee meetings and Matriculation/Assessment conferences that deal with Assessment. (Component Standard #1)

5. The Student Services Aide attends Matriculation Advisory Committee meetings as needed and Matriculation/Assessment conferences that deal with Assessment. (Component Standard #1)

6. The Counseling Staff is informed of new procedures and requirements regarding matriculation. As new procedures are implemented, training and written materials are provided. Usually discussion takes place at the counselors’ meetings as to the best way of providing services to students. Counselor skills and knowledge are also updated through workshops and conference attendance. The Counseling Chairperson and Matriculation Coordinator/Counselor attend monthly Matriculation Advisory Committee meetings, and work closely with each other to coordinate activities, to identify training needs, and to provide training. (Component Standard #1)

7. For the Follow-up component, all applicable staff are informed of new procedures and requirements by the Matriculation Coordinator. The new procedures are discussed in monthly Matriculation Advisory Committee Meetings and Counselors’ meetings before implementation occurs. (Component Standard #1)

8. The Associate Dean of Research and Planning and the Assistant Research Analyst will continue participation in conferences on research and evaluation. District wide Research Committee meetings are held monthly. Both the Associate Dean of Research and
6.1 ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT:

Planning and the Assistant Research Analyst also participate in the monthly Matriculation Advisory Committee Meetings. (Component Standard #1)

9. Training for faculty and staff about matriculation-related issues, are provided for Harbor Colleges’ FLEX activities. (Component Standard #1)

10. Matriculation Newsletters are distributed to all faculty and staff. Announcements are also made through electronic bulletins. Early Alert rosters and instructions are distributed to all faculty. Early alert letters are printed on campus and are mailed to students who are at risk and were referred by Instructors. Phone calls are programmed in SARS-call to follow up on Early Alert letters mailed to students. Student Handbook/Planner, Pocket Facts and Steps for Student Success brochures will be distributed to new, continuing, and returning students. (Component Standard #1)

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

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

13. A proctors training manual is updated periodically and given to proctors.

14. 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)

15. The Matriculation Coordinator meets monthly with the Student Services Assistant and the Student Services Aide of the Assessment Center to coordinate and schedule assessment/placement tests (Component Standard #1)

16. Admissions and Records office, EOPS, DSPS, Assessment, Financial Aid, and Recruitment Staff were trained to use the new Scheduling And Reporting System (SARS) to schedule counseling and assessment appointments. (Component Standard #1, 2)

17. Life Skills Center and Health Center Staff will be trained to use SARS to keep track of their student contacts. (Component Standard #1, 2)

18. Counselors were trained to use the new Scheduling And Reporting System (SARS) which would help them monitor student counseling appointments, keep counseling notes, and track student information to generate statistical reports to the CCC Chancellor’s Office. (Component Standard #1, 2)
6.1 ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT:

19. The Matriculation Coordinator attends meetings to discuss the selection, purchase, implementation and training appointments of the Degree Works Program which will do degree audit and electronic Student Educational Plan. (Component #1, 2)

20. The Matriculation Coordinator position might become full time to dedicate adequate time to the Basic Skills and student success. (Component #1, 2)
6.2 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. Timeframe: Ongoing. Person responsible: Matriculation coordinator, Counseling Chair, Counselors.

B. Students who have received a Student Handbook/Planner, Pocket Facts and Steps for Student Success brochures, will be well informed of the L.A. Harbor student support services and resources, and therefore perform better in college. Timeframe: Ongoing. Person responsible: Matriculation coordinator, Counseling Chair, Counselors.

C. Staff and student workers who have been trained in Public Relations and office procedures will have a greater understanding and knowledge of college procedures and customer service. Timeframe: Ongoing. Person responsible: Matriculation coordinator, Counseling Chair, Counselors, Student Workers.

D. Faculty and Staff will have a greater knowledge of matriculation. Timeframe: Ongoing. Person responsible: Matriculation coordinator, Counseling Chair, Counselors, Faculty and Staff.

E. Faculty and Staff will participate more than in previous years in areas of matriculation. Timeframe: Ongoing. Person responsible: Matriculation coordinator, Counseling Chair, Counselors, Faculty and Staff.

F. Faculty and will have greater understanding of matriculation. Timeframe: Ongoing. Person responsible: Matriculation coordinator, Counseling Chair, Counselors, Faculty.

G. Faculty and Staff who are trained in matriculation will provide better service to students. Timeframe: Ongoing. Person responsible: Matriculation coordinator, Counseling Chair, Counselors, Faculty and Staff.

H. Faculty and Staff who are provided with SARS computerized counseling and assessment appointment systems access, will keep track of student records accurately. Timeframe: Ongoing. Person responsible: Matriculation coordinator, Counseling Chair, Counselors. Student Workers, Faculty and Staff.

I. The Matriculation Newsletter informs faculty, staff, and students of Matriculation issues at local, region, and state level. Timeframe: Ongoing. Person responsible: Matriculation Coordinator.

J. As a result of the revision of the Math cut scores, the Cut Score Subcommittee recommended to discontinue for posterity the use of calculators while taking the Math Placement test. Person responsible: Math Department Chair, Assistant Research Analyst, Associate Dean of Research and Planning.
6.2 GOALS FOR THE COORDINATION/TRAINING COMPONENT:

K. Coordinate the revisions of the on-line orientation. Timeframe: Ongoing. Person responsible: Matriculation Coordinator, Counseling Chair, Counselors, IT on campus.

L. To continue participation in the coordination, implementation and training of the Degree Works Audit Program. In order to provide implementation of Matriculation provisions the Matriculation Coordinator will ultimately become full time. Timeframe: Ongoing. Person responsible: Matriculation Coordinator, Counseling Chair, Counselors, Admissions Staff and Articulation Officer.
6.3 STAFFING FOR THE COORDINATION/TRAINING COMPONENT:

1. Matriculation Advisory Committee
2. Dean of Admissions (1), Matriculation Advisory Committee
3. Counselors (6), Matriculation Coordinator (.6)
4. Proctors, hourly (2), Student Services Assistant (1), Student Workers (1)
5. Counselors (7) includes DSPS and EOPS, Matriculation Coordinator (.6)
6. Counselors (7) includes DSPS and EOPS, Matriculation Advisory Committee, Matriculation Coordinator (.6)
7. Student Services Assistant (1), Matriculation Advisory Committee, Assistant Research Analyst (1)
8. Counselor (1), Matriculation Advisory Committee, Staff Development Committee
9. Matriculation Coordinator (.6), Student Workers (2) Student Services Assistant (1)
10. Counselors (7), Matriculation Coordinator (.6), Student Services Assistant (1)
11. Counseling Chair (1), Counselor (1), Matriculation Coordinator (.6)
12. Matriculation Coordinator (.6), Student Services Assistant (1)
13. Matriculation Coordinator (.6)
14. Information Technology (MIS) District, Matriculation Coordinator (.6), Assistant Research Analyst (1)
15. Matriculation Coordinator (.6), Student Services Assistant (1)
16. Matriculation Coordinator (.6), Information Technology (IT) (1)
17. Matriculation Coordinator (.6), Information Technology (IT) (1)
## 7.  RESEARCH AND EVALUATION COMPONENT

<table>
<thead>
<tr>
<th>AB3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
</tr>
</thead>
<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>
</tr>
<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>5. Analyze degree to which matriculation helps students to define their educational goals and objectives.</td>
<td></td>
</tr>
<tr>
<td>78214 (b) (2)</td>
<td>6. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.</td>
<td></td>
</tr>
<tr>
<td>78214 (b) (6)</td>
<td>7. Analyze degree to which matriculation assists District efforts to assess educational needs.</td>
<td></td>
</tr>
<tr>
<td>55512 (a) (3)</td>
<td>8. Analyze degree to which matriculation matches District resources with students’ educational needs.</td>
<td></td>
</tr>
<tr>
<td>55514 (d)</td>
<td>9. Analyze degree to which matriculation provides students the specialized support and service programs to which they are referred.</td>
<td></td>
</tr>
<tr>
<td>78214 (c)</td>
<td>10. Determine ethnicity, sex, and age of credit students.</td>
<td></td>
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</tbody>
</table>
### COMPONENT STANDARDS

<table>
<thead>
<tr>
<th>AB3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>55514 (a)</td>
<td>11.</td>
<td>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>
</tr>
<tr>
<td>55514 (b)</td>
<td>12.</td>
<td>Determine proportion of students of ethnic, gender, age, and disability groups who enter and complete pre-collegiate basic skills courses.</td>
</tr>
<tr>
<td>55514 (c)</td>
<td>13.</td>
<td>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>
</tr>
<tr>
<td>55532 (a) 55514 (f)</td>
<td>14.</td>
<td>Record number of students exempted by category and grounds for exemption.</td>
</tr>
<tr>
<td>55514 (g)</td>
<td>15.</td>
<td>Maintain numbers of students filing complaints (re: 55534) and the basis of those complaints.</td>
</tr>
<tr>
<td>55514 (h)</td>
<td>16.</td>
<td>Document particular matriculation services received by each non-exempt student.</td>
</tr>
<tr>
<td>55510 (a) (4)</td>
<td>17.</td>
<td>Utilize computerized information services to implement or support research and evaluation activities.</td>
</tr>
</tbody>
</table>
7.1 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 Associate Dean of Research and Planning.

   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 regularly produces summary reports. In addition, student information is available to the Assistant Research Analyst using direct computer access. (Component Standard #1)

2. The college is committed to test instruments that have been approved by the CCC 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)

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)
7.1 ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT:

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)

16. Records are kept on particular matriculation services received by each non-exempt student. Documentation is evaluated on a regular basis. (Component Standard #16)
7.1 ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT:

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)
7.2 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. Timeframe: Ongoing. Person responsible: Assistant Research Analyst, Associate Dean of Research and Planning.

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

   Timeframe: Ongoing. Person responsible: Assistant Research Analyst


D. Set realistic timelines for completion cycles of the preceding goals. Timeframe: Ongoing. Person responsible: Assistant Research Analyst.
7.3 STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT:

1. Assistant Research Analyst (1)

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

3. Assistant Research Analyst (1)

4. Assistant Research Analyst (1)

5. Assistant Research Analyst (1)

6. Assistant Research Analyst (1)

7. Assistant Research Analyst (1)

8. Assistant Research Analyst (1), Communications Department Chair (1), Math Department Chair (1)

9. Assistant Research Analyst (1), Information Technology (IT), District (MIS) (1), Matriculation Coordinator (.6)

10. Assistant Research Analyst (1), Information Technology (IT), District (MIS) (1)

11. Assistant Research Analyst (1)

12. Assistant Research Analyst (1), Information Technology (IT), District (MIS) (1)

13. Assistant Research Analyst (1), Information Technology (IT), District (MIS) (1)

14. Assistant Research Analyst (1), Information Technology (IT), District (MIS) (1)

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

16. Information Technology (IT), District (MIS) (1)

17. Assistant Research Analyst (1), Information Technology (IT), District (MIS) (1)
COLLEGE MATRICULATION PLAN
Prerequisites, Corequisites and Advisories on Recommended Preparation

This signature page pertains to the prerequisites section of the college matriculation plan.

College: Los Angeles Harbor College          District: Los Angeles College District

Signature of President / Superintendent:       
Name: Dr. Linda M. Spink                       Date: 

Signature of College Academic Senate President: 
Name: June Smith                               Date: 11-14-07

Signature of Chief Instructional Officer:       
Name: Luis M. Ross                            Date: 10-30-07

Signature of Chief Student Services Officer:    
Name: Abbie Patterson                        Date: 10-29-07

Signature of Curriculum Committee Chair:        
Name: Lauren McKenzie                        Date: 10-31-07

Signature of College or District Researcher:     
Name: Dr. Robert Richards                    Date: 10-31-07

Signature of College Matriculation Coordinator: 
Name: Elizabeth Colacho                        Date: 10-31-07
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.

**TITLE 5 COMPONENT STANDARD STANDARDS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Requirement</th>
<th>Requirements Met</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>58106 (b) 1.</td>
<td>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.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Local policies/procedures follow District Model exactly (see sections I.A. and II.C. of Model)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Local policies/procedures differ from District Model (see attached)</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td>55201 (b)(1) 2.</td>
<td>Board-adopted policy establishes the process for establishing necessary and appropriate prerequisites, corequisites and advisories and their respective level of scrutiny, including data collection where appropriate.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Local policies/procedures follow District Model exactly (see sections I.C. and II.B. of Model)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Local policies/procedures differ from District Model (see attached)</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td>55002 (a)(2)(D) 3.</td>
<td>Curriculum committee reviews course outline of record to determine if associate degree credit course shall require pre-or corequisite to enhance students’ likelihood of success.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Local policies/procedures follow District Model exactly (see sections I.C.2. and I.C.3. of Model)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Local policies/procedures differ from District Model (see attached)</td>
<td>___</td>
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</tr>
</tbody>
</table>
8. PRE-AND COREQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION

**Component Standards**

<table>
<thead>
<tr>
<th>Title 5</th>
<th>4. Communication or 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 student is highly unlikely to succeed without the pre-or-corequisite.</th>
</tr>
</thead>
<tbody>
<tr>
<td>55201 (e) 55510 (a) (6)</td>
<td>X Local policies/procedures follow District Model exactly (see sections I.C.2., I.C.3., II.A.I.c, 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)</td>
</tr>
<tr>
<td>55002 (a) (2) (E)</td>
<td>5. If the curriculum committee determines that success in associate degree credit course is dependent on communication or computation skills, it establishes eligibility for enrollment in associate degree credit course(s) in English and/or mathematics as pre-or-corequisite(s). X 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., 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)</td>
</tr>
<tr>
<td>55002 (b) (2) (1)</td>
<td>6. Curriculum committee recommends establishment of pre- or corequisites for non-degree applicable course, where appropriate. X 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)</td>
</tr>
<tr>
<td>55201 (b) (3)</td>
<td>7. Board-adopted policy specifies the process for periodically reviewing pre-and corequisites (at least once every six years) and advisories, including level of scrutiny and frequency of review. X Local policies/procedures follow District Model exactly (see section I.D. of Model) __ Local policies/procedures differ from district Model (see attached)</td>
</tr>
</tbody>
</table>
8. PRE-AND COREQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION

<table>
<thead>
<tr>
<th>Title 5</th>
<th>Component Standards</th>
</tr>
</thead>
</table>
| 55002 (a) (4) 55002 (b) (4) 55201 (b)(2) | 8. District ensures that associate degree credit courses and precollegiate basic skills courses (including those with pre- and corequisites) 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 corequisite.  
   X Local policies/procedures follow District Model exactly (see section I.F. of Model)  
   ___ 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.  
   X Local policies/procedures follow District Model exactly (see section I.E. of Model)  
   ___ Local policies/procedures differ from district Model (see attached) |
| 58106 | 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) |
| 55201 (f) | 11. College resolves challenges (made on specified grounds) to pre- and corequisites 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 COREQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION

<table>
<thead>
<tr>
<th>Title 5</th>
<th>Component Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>55202 (a)</td>
<td>12. Pre-and corequisites and advisories are identified in college publications and in the respective course outline(s) of record.</td>
</tr>
<tr>
<td></td>
<td>X  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>
<tr>
<td>55202 (d)</td>
<td>13. District ensures that precollegiate basic skills reading, writing or math courses that serve as pre-or corequisites are offered with reasonable frequency and that the number of available sections is reasonable, given student need.</td>
</tr>
<tr>
<td></td>
<td>X  Local policies/procedures follow District Model exactly (see section II.A.2. of Model)</td>
</tr>
<tr>
<td></td>
<td>___ Local policies/procedures differ from district Model (see attached)</td>
</tr>
</tbody>
</table>
8.1 ACTIVITIES FOR THE PRE-AND CO-REQUISITES, AND ADVISORIES COMPONENT:

1. The Matriculation Advisory Committee Chair in cooperation with qualified faculty coordinates the Requisite Challenge process for a prerequisite or a corequisite, see Requisite Challenge Petition Form from 3/12/03. (Component Standard #1, 2, 9, 10, 11)

2. English and Math cut scores are periodically analyzed by the English and Math Faculty to assure accurate students’ placements. (Component Standard #5)

3. The Office of Academic Affairs describes in every semester’s class schedule and college catalog, the college policies and procedures regarding prerequisites, co-requisites, advisories, and limitations of enrollment. (Component Standard #1, 12)

4. Faculty members initiate requests for new requisites and update of preexisting requisites and co-requisites to submit them to the Curriculum Committee for approval. (Component Standard #6, 7)

5. The Curriculum Committee meets once a month to review the recommendations of the respective faculty disciplines to update requisites. (Component Standard #3, 6, 7)

6. A student has to show completion of a requisite and/or a co-requisite for a course during registration time. (Component Standard #9)

7. Requisites are checked automatically during registration by enrollment software system. (Component Standard #4)
8.2 GOALS FOR THE PRE AND CO-REQUISITES, AND ADVISORIES COMPONENT:

A. By enforcing and reviewing requisites, co-requisites, and advisories at least every five years, students will achieve maximum success in their classes.

B. The Curriculum Committee reviews Course Outlines on a five year cycle.

C. Admissions & Records Office will do the prerequisite sweeps and notify students in a timely manner so that students do not by pass this requirement and therefore be more successful in passing their classes.
8.3 STAFFING FOR THE PRE-AND CO-REQUISITES, AND ADVISORIES COMPONENT:

1. 0.2 FTE release time for Curriculum Committee Chair (Faculty Member).

2. Campus Curriculum Committee members both faculty and administration, and Curriculum Chairs’ Committee District wide.
## COLLEGE MATRICULATION PLAN
### BUDGET

<table>
<thead>
<tr>
<th>AB3</th>
<th>Title 5</th>
<th>Component Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>78211.5 (b)</td>
<td>1. State matriculation allocation is used only for matriculation services approved by the Chancellor.</td>
<td>Yes <strong>X</strong>  No</td>
</tr>
<tr>
<td>78211.5 55518(b)</td>
<td>2. District provides at least three-to-one dollar match of state matriculation allocation.</td>
<td>Yes <strong>X</strong>  No</td>
</tr>
<tr>
<td>55512 (b)</td>
<td>3. District provides for a review of the revenue and expenditures of matriculation as part of annual district audit.</td>
<td>Yes <strong>X</strong>  No</td>
</tr>
</tbody>
</table>
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
   \[\] 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
   \[\] Institutional practices
POLICIES AND PROCEDURES

E. Each pre-or corequisite 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      Board rule 8605 and 8605.10

   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      Board rule 8601

   Institutional practices

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

   Title 5, Section 55202 (b)

   X  Board-adopted policy      Board rule 8605 and 8605.10

   Institutional practices

H. Student’s satisfaction of pre-or corequisite 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      Board rule 8605 and 8605.10

   Institutional practices
POLICIES AND PROCEDURES

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

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)
   X  Board-adopted policy
   X  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
   X  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
   X  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)
   X  Board-adopted policy
   Board rule 8605, 8605.10, 8603 and 8604

   Institutional practices
POLICIES AND PROCEDURES

N. District ensures that there are sufficient numbers of corequisite 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

O. Board-adopted policy specifies the bases and processes for a student to challenge the application of a pre or corequisite.-Title 5, Section 55201(b) and (f)

X Board adopted policy  
Board rule 8603

X Institutional practices

P. Board-adopted district policies and procedures related to pre and corequisites and advisories are included in the college’s matriculation plan.-Title 5, Section 55510(a) (6)

X Board adopted policy  
Board rule 8605

X Institutional practices

Q. District policy ensures open enrollment (subject to meeting pre-and/or corequisites); policy is in catalog, schedule of classes, and on file with state Chancellor.-Title 5, Section 551006(b) and 58106(a)

X Board adopted policy  
Board rule 8603

X Institutional practices

R. District permits students, whenever possible, to avoid additional testing by submitting scores on recently taken tests which correlates with those used by the district – Title 5, Section 55530 (C)

X Board adopted policy

X Institutional practices
S. No portion of the district’s assessment process is used to exclude students from admission to the college—AB 3, 78213 (b) (3); Title 5, Section 55521 (d)

**Board adopted policy**

**Board rule 8600**

**Institutional practices**

Dates on which district board of trustees adopted policies in line with Title 5, Section 55201, 55202, and 58106:

- **Section 55201:** 6/26/91 Amended 4/14/99 Amended 6/23/99
- **Section 55202:** 6/26/91 Amended 4/14/91 Amended 6/23/99
- **Section 55206:** 6/26/91 Amended 4/14/91 Amended 6/23/99
<table>
<thead>
<tr>
<th></th>
<th>ATTACHMENTS</th>
<th>College</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ORGANIZATION CHART(S)</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>MATRICULATION COMMITTEE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>OTHER ATTACHMENTS (OPTIONAL)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. ORGANIZATION CHART

LOS ANGELES HARBOR COLLEGE
Organization Chart
2007

[Diagram of the organizational chart with various positions and names listed]
2. MATRICULATION COMMITTEE

COMMITTEE NAME: Matriculation Committee

CHAIRPERSON: Elizabeth Colocho

TITLE: Matriculation Coordinator / Counselor

COMMITTEE MEMBERS: Matriculation

David Ching
Rhea Estoya
Sally Fasteau
Joy Fisher
Paul Grady
Lauren McKenzie
Abbie Patterson
Dr. Robert Richards
Citlally Santana

SUBCOMMITTEES: Cut-Scores Subcommittee

Carmen Carrillo
Rhea Estoya
Sally Fasteau
Lauren McKenzie
Dr. Robert Richards
Citlally Santana
3. OTHER ATTACHMENTS

First Attachment:  Requisite Challenge Petition

Second Attachment:  Matriculation Services Refusal Form
LOS ANGELES HARBOR COLLEGE
REQUISITE CHALLENGE PETITION

Name ________________________________________________ SS# ______-_____-________

Address________________________________________________ Date ______/_______/______

City ______________________________ ZIP ______________ Phone (_____)_______________

CHALLENGE OF REQUISITE OR PLACEMENT
Check the box that applies to you

1. Not established in District’s Policy  □

2. Requisite is in violation of Title 5 (Section 55201)  □

3. Requisite is unlawfully discriminatory  □

4. Knowledge or ability to succeed  □

5. Undue delay in educational goals  □

6. Other  □

Course I wish to enroll in: ________________________________ Requisite: ________________________________

Please explain your request in detail. Use additional pages if necessary. If you are filing Challenge #4, transcripts, samples of previous work and letters of recommendation are mandatory supporting documents with this petition.

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

Submit this completed petition to the appropriate Division Chairperson.
The requisite challenge must be completed two weeks prior to the beginning of the semester in which the student plans to enroll. Once the Division Chair has approved the petition, the student may enroll in the desired class if space is available. Note: Students must have official transcripts on file in the Admissions & Records Office for all requisites completed at other institutions.

Student Signature: ______________________    Date _____/_____/_____

FOR OFFICIAL USE ONLY:
Action Taken:  □ Granted  □ Denied    Date _____/_____/_____

Attached is proof of prerequisite:  □ High School  □ College

Division Chairperson: _______________________ Panel Members: ________________________________

Comments:

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________
Criteria for Determining Valid Challenges:

Challenge #1 the student must show that the requisite has not been established in accordance with the district policies.

Challenge #2 refer to Title V, Section 55201 (f).

Challenge #3 the student must describe how the requisite is either discriminatory or is being applied in a discriminatory manner. Anecdotal information is acceptable.

Challenge #4 the student must show proof of knowledge by attaching high school or college transcripts, placement results, sample of work completed and letter(s) of recommendation. Consent of instructor or counselor is not considered a valid reason.

Challenge #5 the student must show that the requisite has caused undue delay in attaining educational goals. For example the college has not offered the course during a reasonable period of time.

Terminology:

PRE-REQUISITE: A requirement that must be satisfied before enrolling in a particular course; usually a previous course, a test score, or consent of the appropriate division chairperson.

CO-REQUISITE: A requirement that must be satisfied at the same time the target course is taken; usually concurrent enrollment in another course.

ADVISORY REQUISITE: skills, which have been determined to be very helpful, but not essential for the successful completion of a target course.

TARGET COURSE: course, which requires completion of a pre-requisite course, concurrent enrollment in a co-requisite course, or advisory skills.

Title 5 Regulations (Section 55201f):

A student may challenge any pre-requisite or co-requisite on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

1. The pre-requisite or co-requisite has not been established in accordance with the district’s process for establishing pre-requisites and co-requisites;
2. The pre-requisite or co-requisite is in violation of this article;
3. The pre-requisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
4. The student has the knowledge or ability to succeed in the course or program despite not meeting the pre-requisite or co-requisite;
5. The student will be subject to undue delay in attaining the goal in his or her educational plan because the pre-requisite or co-requisite course has not been made reasonably available; and
6. Such other grounds for challenge as may be established by the district governing board.

LACCD Policy (Section I.B.1.):

If space is available in a course when a student files a challenge to the pre-requisite or co-requisite, the district shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the district fails to resolve the challenge within five (5) working days, the student shall be allowed to enroll in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for the subsequent term.
Los Angeles Harbor College
Office of Matriculation
Matriculation Services Refusal Form

Name: ________________________________ Social Security #: ______-_____-________
  Last    First    MI (or issued Student ID#)

Semester Attending: _____________________ Date of Birth: _________________________

Matriculation is a state-mandated process designed to help new students in completing their educational goals successfully. Students entering Los Angeles Harbor College are required to complete the following Matriculation Procedures: Assessment, Orientation, and Counseling, in order to assist each student in successfully planning for the completion of his/her educational goals.

I understand that if I refuse to complete the following component(s) of the Matriculation Process, it might affect my success and that I am still required to meet requisites before enrolling in any class.

I refuse to complete the following component(s) of the Matriculation Process:

  ☐ Assessment  ☐ Orientation  ☐ Counseling

For the following reason:

________________________________________________________________________

________________________________________________________________________

Student's Signature    Date

For Office Use Only
Rec'd By: ________________ Date: __________
Please return to Student Services Office AD 125

11/3/05