COLLEGE MATRICULATION COVER PAGE

College Name and Address: WEST LOS ANGELES COLLEGE
9000 OVERLAND AVENUE, CULVER CITY, CALIFORNIA 90230-3500

District Name and Address: LOS ANGELES COMMUNITY COLLEGE DISTRICT
770 WILSHIRE BLVD. LOS ANGELES, CALIFORNIA 90017

Signature of District Chancellor: ________________________________
Name: Dr. Marshall E. Drummond  Date: _____________________________

Signature of College resident: ________________________________
Name: Dr. Mark Rocha  Date: _____________________________

Signature of College Academic Senate President: ________________________________
Name: Eloise Crippens  Date: _____________________________

Signature of Matriculation Coordinator Supervising Administrator: ________________________________
Name: Betsy Regalado  Date: _____________________________

Signature of College Matriculation Coordinator: ________________________________
Name: Patricia Banday  Date: _____________________________

Updated Summer 2007
Title V section 55510 (b) requires that the Matriculation Plan for each district “be developed in consultation with representatives of faculty, students, and staff with appropriate expertise”. Please list the persons who participated in the writing of this plan. Add more pages as needed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role(s)</th>
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<tbody>
<tr>
<td>Chuck Amaugo</td>
<td>(Student, Faculty, Staff)</td>
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<tr>
<td>Mary Jane Mc Masters</td>
<td>(Student, Faculty, Staff)</td>
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<td>Betty Jacobs</td>
<td>(Student, Faculty, Staff)</td>
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<tr>
<td>Jackie Manheim</td>
<td>(Student, Faculty, Staff)</td>
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<td>Edward Pai</td>
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<td>Adrienne Foster</td>
<td>(Student, Faculty, Staff)</td>
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<td>Anthony Gamble</td>
<td>(Student, Faculty, Staff)</td>
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<tr>
<td>Diana Kazahaya</td>
<td>(Student, Faculty, Staff)</td>
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<tr>
<td>Elizabeth Evans</td>
<td>(Student, Faculty, Staff)</td>
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<tr>
<td>Sherron Rouzan-Thomas</td>
<td>(Student, Faculty, Staff)</td>
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<tr>
<td>Karen Quitchau</td>
<td>(Student, Faculty, Staff)</td>
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<tr>
<td>Nancy Sanders</td>
<td>(Student, Faculty, Staff)</td>
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<tr>
<td>Glenn Schenk</td>
<td>(Student, Faculty, Staff)</td>
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<tr>
<td>Ana Chang</td>
<td>(Student, Faculty, Staff)</td>
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<tr>
<td>Dr. L. Jarmon</td>
<td>(Student, Faculty, Staff)</td>
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<tr>
<td>Lloyd Thomas</td>
<td>(Student, Faculty, Staff)</td>
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<td>Betsy Regalado</td>
<td>(Student, Faculty, Staff)</td>
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<td>Maria Luisa Mateo</td>
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<td>Paul Stansbury</td>
<td>(Student, Faculty, Staff)</td>
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<td>Elizabeth Jordan</td>
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<td>Alma Narez-Acosta</td>
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<td>Al-Nisa Johnson</td>
<td>(Student, Faculty, Staff)</td>
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<td>Leonor Diaz</td>
<td>(Student, Faculty, Staff)</td>
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Updated Summer 2007
## 1. ADMISSIONS COMPONENT

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

(The legislative or regulatory authority satisfied by each activity is indicated by the number in parentheses at the end of that activity's description)

1. The Admissions personnel collects, audits, and enters the application elements into the student’s data history file. (1,2)

2. A Queuing system is used to expedite the Admissions process (5).

3. Admissions personnel refer students to the Computerized Assessment Appointment Center in the Student Entry Center to schedule all non-exempt students for English, ESL, and/or Math Assessment (1,2,3).

4. Supplemental information to the college catalog and schedule of classes is posted on the WLAC website and throughout the college. The materials are also available in the SEC, ASO, EOPS/CARE, DSP&S, TRIO, Counseling, Workforce Development, Assessment Center and other student support and instructional support offices. (1,2,3)

5. Admissions personnel screens for student Pre-requisite completion through the DEC System and when presented with a challenge refers the student to the Counseling Department for the Pre-requisite challenge information who then directs the student to the Department Chair for approval. Challenge forms are maintained in the Counseling Department and notation of approval or disapproved noted in the Student Information System.(3)

6. During the Student Services Council Meeting the Vice President of Student Services, the Counseling Department Chair, the Associate Dean of Admissions and Records, and the Coordinator of Matriculation will discuss the activities of the Admissions Component of Matriculation.(1,2,3)

7. The “Access To Success” program coordinated by the Matriculation program will provide pre-admissions information and information as well as reward such as food and give-away at on and off-campus events to enhance and highlight the pre-admission and admission process. (1,2,3)

8. Admissions will provide services for cultural and ethnic minorities including information concerning AB540 as an integral part of office operation. The staff is diverse and is trained to be sensitive to multicultural issues. The college considers all of its services to be responsive to special needs of all students. (1,2,3)

Updated Summer 2007
(The legislative or regulatory authority satisfied by each activity is indicated by the number in parentheses at the end of that activity's description)

9. The Student Entry Center staff provides assistance with completion of applications for admission and course requests. Services include assistance with filling out and processing applications, referral for assessment testing, referral for counseling and advisement, and referrals to other student services. (1,2,3)

10. Disabled Students Programs and Services (DSP&S) provides assistance in the admission and registration process when requested by students with disabilities. By law, participation in all DSP&S services is strictly voluntary. Assistance provided may include verification of disability, completion of forms, obtaining appointments for assessment, special orientation, academic advisement, and assistance with registration / enrollment. Disabled students are encouraged to seek DSP&S assistance rather than use telephone registration so that they can be made aware of all available services. (1,2,3)

11. The student body at West Los Angeles College is proud of its multicultural student base. The college effectively provides services for ethnic groups through priority registration made available through the EOP&S or Educational Opportunity Program and Services for students with educational and financial challenges. (1,2) Information concerning AB540 is made available for students who meet the criteria.

12. Admissions uses the intricate district computer information system to facilitate planning, support registration and record maintenance. Admissions appointments are generated for new and returning/continuing students by the district. All registration is accomplished through the district student enrollment database which utilizes the CCCAPPLY application and registration system. Students pay their fees at the business office station, which relies on the district database. (2,3)

13. Through the CCCAPPLY system Admissions is emphasizing on-line registration, however telephone registration and in person registration are available for continuing, new and returning students. (1,2,3)

14. Admissions and records staff will continue to attend staff development and professional development meetings and conferences to gain information on current trends and regulations. (1,2,3)
GOALS FOR THE ADMISSION COMPONENT

1. Complete and validate data entered from student's application to enhance local college research, counseling follow-up, student profile information and MIS data for State research (1,2,3).

2. Evaluate and refine the admissions component of Matriculation to minimize the enrollment process and maximize the services available (1,2,3).

3. Expand early outreach or pre-admission practices on and off-site through Access To Success program and improve lines of communication between the college and high school seniors regarding access and admissions requirements and activities (1,2,3).

4. Serve students including ethnic and language minority students and those with disabilities in the most efficient, effective and welcoming environment (2,3).

5. Refine and implement streamline “in-person” admissions process.

6. Increase Admissions awareness through awards and incentives.
## STAFFING FOR ADMISSIONS COMPONENT

(Numbers of positions for each job title are shown in parentheses.)

1. Dean of Admissions And Records (1), Vice-President Student Services (1), Admissions and Records assistants (5), Admission and Records Supervisor (2)

2. Dean of Admissions And Records (1), Vice-President Student Services (1), Admissions and Records assistants (5), Admission and Records Supervisor (2)

3. Dean of Admissions And Records (1), Vice-President Student Services (1), Admissions and records assistants (5), Admissions Supervisors (2)

4. Dean of Admissions And Records (1), Vice-President Student Services (1), Admissions and records assistants (5), Admission and Records Supervisors (2), EOP&S, SEC, ASO, DSP&S, CARE, Counseling, Workforce Development, TRIO, Assessment

5. Vice-President Student(1), Admissions and Records assistants (5), Admission and records supervisor (2), Dean of Admissions And Records (1), Chair of English Department (1), Chair of Math Department(1), Coordinator Matriculation Services(1), Chair of Counseling Department(1)

6. Vice President of Student Services(1), Dean of Admissions  (1), Admissions and Records Supervisors (2), Counseling chair (1), Coordinator Matriculation Services (1)

7. Coordinator of Matriculation Services (1), Matriculation Advisory Committee (17), Matriculation Student Services Assistants (2), Matriculation Student Ambassadors (4)

8. Vice President of Student Services (1), Dean of Admissions (1), EOP&S Director, CARE Director, TRIO Director, DSP&S Director, Workforce Development Director, Coordinator Matriculation Services, ASO Representative

9. Student Worker (1), Student Services Assistant (1), Career Guidance Assistant (1)Counseling Chair(1), Vice President of Student Services(1), Coordinator of Matriculation Services(1)

10. Admissions and Records assistants (5), Counseling Department Chair (1), Disabled Program Office Assistant (1), Coordinator of Disabled Student Services (1), Learning Disabilities Specialist (1)

11. Counseling Chair(1), Vice President of Student Services(1), Admissions and Records assistants (5), Counselors (10), ASO representative (1), Coordinator of Matriculation Services (1), EOP&S, TRIO, CARE, Workforce Development,

12. Vice President of Student Services(1), Dean of Admissions (1), Admissions and Records Supervisors (2), Admissions Staff (7)

13. Director of Online Classes (1), Online Staff Assistant (1), Admissions Staff (7), Admissions and Records Supervisor (2), Vice President of Student Services (1),Dean of Admissions and Records (1)

14. Admissions Staff (7), Admissions and Records Supervisor (2), Vice President of Student Services (1), Dean of Admissions and Records (1)

*Updated Summer 2007*
## 2. ORIENTATION COMPONENT

<table>
<thead>
<tr>
<th>AB 3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>78212 (b)(2)</td>
<td>5550(j)</td>
<td>1. Provide students and potential students with information concerning college programs, services, financial assistance, facilities and grounds, academic expectations and course scheduling.</td>
</tr>
<tr>
<td>78212(a)</td>
<td>5530(b)(d)</td>
<td>2. Provide written definitions informing students of their rights and responsibilities.</td>
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<tr>
<td>55201 (f), (g))</td>
<td>3. Promptly inform students of their right to challenge (on specified ground, 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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<tr>
<td>58106(c),(d),(e)</td>
<td>4. Inform students of procedures for alleging unlawful discrimination in the implementation of Matriculation practices.</td>
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<tr>
<td>55534(b)</td>
<td>5. Provide students with or direct them to written district procedures for: challenging matriculation regulator provisions, district investigation and attempted resolution of complaints, and methods by which district maintains such complaints.</td>
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<tr>
<td>55522</td>
<td>6. Provide modified or alternative services for the matriculation process for ethnic and language minority students and students with disabilities.</td>
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<tr>
<td>55532 (a)</td>
<td>55510 (a)(5)</td>
<td>7. Adopt District governing board policies specifying criteria for exemption.</td>
</tr>
<tr>
<td>55532(c)</td>
<td>8. Provide exempt students with information so that they may choose whether or not to participate in this component.</td>
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<tr>
<td>55532(d)</td>
<td>9. Ensure that exemptions from this component are not based on multiple criteria.</td>
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<tr>
<td>55510(a)(4)</td>
<td>10. Utilize computerized information services to implement or support orientation activities.</td>
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</table>
**ACTIVITIES FOR THE ORIENTATION COMPONENT**

(The legislative or regulatory authority satisfied by each activity is indicated by the number in parentheses at the end of that activity’s description.)

1. Provide on-line, off-site and at the college to all new, returning and continuing students through the West Los Angeles College Orientation, Schedule of Classes, supplemental written materials, and the College Catalog:
   a) student rights and responsibilities (2)
   b) the procedure for redressing unlawful discrimination, grade appeals (3,4)
   c) college programs and services (1)
   d) the dismissal policy (2)
   e) academic expectations, probation, and disqualification (2)
   f) financial assistance (1)
   g) admissions and records procedures for CR / NC, auditing, academic and progress repetition / renewal, and other policies affecting students (2)
   h) right to appeal the requirement of any prerequisite or co requisite based upon the unavailability of a necessary course (3,8)
   i) matriculation exemption criteria (2,3,4,5,6,7)
   j) board policies enumerating matriculation exemption criteria (7)
   k) right to decide whether or not to participate in the orientation matriculation component (8)
   l) board policies enumerating matriculation exemption criteria (7)
   m) the right to challenge pre or co- requisites on specific grounds, detailing specific information and procedures for appealing requirements based on pre-requisite course, unlawful discrimination and matriculation participation. Students must show that grounds exist for the challenge and have the right to file a complaint (1,2,3)

2. New, returning, or continuing students will receive a College Orientation and Orientation Quiz: through one or more of the following: computerized orientation, online orientation, personalized group orientation and individual orientation. Written materials and oral information concerning the following are made available:
   a) grievance procedures (2)
   b) Students Rights to challenge pre or co– requisites or limitations on enrollment (3)
   c) Student responsibility for showing that grounds exist for the challenge (3)
   d) Pre- requisite Challenge Petitions availability in the Student Entry Center, Counseling Office and Assessment Center (5)
ACTIVITIES FOR THE ORIENTATION COMPONENT (cont.)
(The legislative or regulatory authority satisfied by each activity is indicated by the number in parentheses at the end of that activity’s description.)

3. All non-exempt and exempt students wishing to participate in orientation are served through the student entry center and the college’s student support services. The College Catalog and Schedule of classes both state that exempted students are eligible to participate in the orientation component of matriculation. Students choosing not to participate are advised of their rights to waive the activity. (8)

4. Orientations provided for target populations can be conducted in group or individual sessions as determined by a counselor, or assessment proctor. Target populations can include: ESL, International (F-1 Visa), Athletes, EOP&S, scholars, ACT, Vocational, and disabled students. Orientations for these students must contain the same information as the College Orientation. (6)

5. The college adopted criteria for exemption are based on the board policy which allows each school to establish its own criteria and does not use any one of the following as the sole criterion for exemption: (9)
   a) The student already possesses an A.A. Degree or higher from an accredited college or university in the United States. (9)
   b) The student has participated in the Assessment Placement Process or course equivalency at another accredited college. (9)
      Or
   California Community College and presents interpreted test results and/or official transcripts from the respective college. (9)
   c) Students who are taking college courses for personal edification and have completed less than 15 units are exempted from the Assessment Process. (1, 7)

6. The district computer system is used on a regular basis to implement and support orientation activities. For example, list of students identified by particular criteria will be created. They will be invited to attend an orientation even though they are current students in ACT and Paralegal programs. The college’s stand-alone SARS Orientation database will also be utilized to identify students who did or did not participate in an Orientation session and complete the Orientation Quiz. Continuous Orientations are offered for everyone including those who have not yet attended. Using SARS CALL System these students will be identified and contacted to come in for the College Orientation during the semester (7, 10). [Title 5, 55510 (a) (4)]

7. A student packet (Introduction to College Packet) has been developed and is disseminated to all new students following The College Orientation. (2)

8. ESL, DSP&S and other instructional and Student service programs staff will continue to provide information to keep the Orientation Format current. (6).

9. The Counseling Department will offer extended Orientation through Personal Development Classes and Career Assessment. (1, 2)

10. Rewards such as food and give-ways will be made available to students at the pre-orientation stage or have completed the Orientation successfully. (1)

11. Develop and disseminate a Student Hand Book to be given to every student completing the College Orientation.

Updated Summer 2007
GOALS FOR THE ORIENTATION COMPONENT

1. A current On-line College Orientation and Orientation Quiz will be made available to interested students(1,2,3,4,5,6,10)

2. A Student Packet consisting of Assessment and Matriculation materials, college Academic and study services program information will be developed, printed and disseminated to all new students to be given to students after the completion of the “College On-line Orientation”. (1,2,3,4,5,6,10)

3. Students who have been oriented will have a greater understanding and knowledge of campus procedures and services as determined by “Campus On-line Orientation Exit Quiz.”(1)

4. Students who participate in orientation will have a greater persistence and retention rate. (1)

5. Students who attend Orientation sessions will be more knowledgeable about the college programs, services, facilities, academic expectations, institutional procedures and Matriculation Exemption process. (1)

6. To maintain and constantly update the College On-Line Orientation quiz as an avenue for accurate college information. (10)
STAFFING FOR THE ORIENTATION COMPONENT

(Numbers of positions for each job title are shown in parentheses)

1. Vice President of Student Services (1), Counselors (9), Student Services Assistant (2), Counseling Chair (1), Matriculation Coordinator (1), Examination Proctor (2), Student Ambassadors (4)

2. Vice President of Student Services (1), Matriculation Coordinator (1), Student Services Assistant (2), Counselors (9) Counseling Chair (1), Student Ambassadors (4)

3. Vice President of Student Services (1), Matriculation Coordinator (1), Student Worker (CGCA) Student Entry Center (1), Student Services Assistant (2), Counseling Chair (1), Counselors (9)

4. Vice President of Student Services (1), Counselors (9), Counseling Chair (1), Disabled Student Coordinator (1), ACT Director (1), EOPS Director, Associate, International Students Advisor (1), Matriculation Coordinator (1)

5. LACC Board of Trustees, College Matriculation Advisory Committee, Matriculation Coordinator (1), Vice President of Student Services (1)

6. Vice President of Student Services (1), LACCD District Info Tech (1), (1), Matriculation Coordinator (1), Student Services Assistants (2), WLAC Info Tech Director(1)

7. Matriculation Coordinator (1), Student Services Assistants (2), Student Ambassadors (4)

8. Disabled Student Coordinator (1), Associate Dean EOP&S (1), Chair of ESL Department (1), Faculty Chair ENL/ESL/Math, Matriculation Coordinator (1), Matriculation Student Services Assistants (2)

9. Counselors (9), Counseling Chair (1), Matriculation Coordinator (1), Vice President of Student Services (1)

10. Matriculation Coordinator (1), Student Services Assistants (2), Student Ambassadors (4), Matriculation Advisory Committee.

11. Vice President of Student Services (1), Matriculation Coordinator (1), Student Services Assistants (2)

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### 3. ASSESSMENT COMPONENT

<table>
<thead>
<tr>
<th>AB 3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
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<tbody>
<tr>
<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>78212(b)(3)(c)</td>
<td>4. Evaluate students' study and learning skills.</td>
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<tr>
<td>78213(a)</td>
<td>5. Use assessment instruments approved by the Chancellor.</td>
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<tr>
<td>55521(b)</td>
<td>6. Use assessment instruments only for 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>7813(b)(2)</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)</td>
<td>10. Adopt District governing board policies specifying Criteria for exemption.</td>
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<tr>
<td>55510(a)(5)</td>
<td>11. Make exempted students aware that they may choose whether or not to participate to this component.</td>
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<td>55532(d)</td>
<td>12. Ensure that exemptions from this component are not based upon specified sole criterion.</td>
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<td>55510(a)(4)</td>
<td>13. Utilize computerized information services to implement or support assessment services.</td>
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ACTIVITIES FOR THE ASSESSMENT COMPONENT

(The legislative or regulatory authority satisfied by each activity is indicated by the number in parentheses at the end of that activities description)

1. Provide assessment services to all non-exempt students in the area of English, Math and ESL using instruments on the Chancellors list for the purpose of making a placement recommendation. (12,3,4,5,6,7,8,9)

2. On and off-site computerize Assessment processes through the use of the “ACT COMPASS Test.” (2,5)
   
   Math, English, and ESL faculty review and select the “COMPASS” English, ESL and Math Assessment Tests authorized by the Chancellor’s Office; each department: (1,2,5,6)
   
   a) Uniformly verifies and uses authorized assessment instruments only for purposes for which they are developed or authorized. (1,2,5,6)
   
   b) Reviews cut off scores distributions and determines content validity through student and instructors satisfaction with the placement process and provides their suggestions for improving it. (1,2,5,6)
   
   c) Recommends criteria in addition to the assessment instrument, to be used for placement. (1,3,5,6)

3. Provide Ability-To-Benefit testing through “COMPASS” (2,3,5,6).

4. Provides non-exempt students with placement advisement and additional student services materials to assist them with the selection of an appropriate English and Math course. (1,7,8)

5. Uses the College Catalog, Schedule of Classes, Online Orientation published supplemental materials and WLAC New Student Packet to make students aware of the assessment exemption criteria which are not based on a specified sole criterion. These documents also inform exempted students that they may be assessed if they like. No students are turned down from assessment because they are exempt. (1,7,10,11,12)

6. The enrollment application used at West asks students to identify their interests and educational objectives. Students will be informed of the services available through the Assessment & Counseling Center which can help them identify their interests and aptitudes such as, Discover, a computerized Career Exploration Program and COMPASS for Diagnostic Testing of English, English as a Second Language and Math Skills. (1,3,13)

7. Placement recommendations are based on assessment scores and multiple measures such as grade in last English or Math courses, number of units a student is planning to take, number of hours working, etc. The lower the score a student gets on the multiple measure questionnaire, the better they are likely to do in the course recommended by the assessment test. The multiple measures, agreed upon by the Matriculation Advisory Committee, faculty and counselors, are applied consistently and uniformly to all students. (4,6,7,8,12)

8. Special scheduling for ethnic and language minority students and students with disabilities are arranged through special assessment scheduling. Special services are also provided for ESL, EOP&S, and athletes when requested by the individual special programs. This scheduling is arranged with the Examination Proctor in the Assessment Center based upon the assessment calendar and on an as needed basis. Assessments and Orientations take place in the Assessment Center A12-100 or other locations needing offsite Assessment. The COMPASS test has been validated and is in use for students for whom English is a second language. Placement based on use of this instrument, along with multiple measures, will help with ESL placement advisement. (1,3,5,7,9)

9. Streamline Assessment process through the Queuing System.
ACTIVITIES FOR THE ASSESSMENT COMPONENT

(The legislative or regulatory authority satisfied by each activity is indicated by the number in parentheses at the end of that activities description)

10. Identify the source of each student's placement into an English / ESL and/or Math class (as): completion of a WLAC prerequisite class, assessment test with multiple measures, and/or multiple measures alone. (1,2,4,5,6,7)

11. Proctors before or following the College Orientation inform students on the use of assessment results. Counselors are trained in the use of multiple measures. Exemption information will be posted in the Admissions, Counseling and Student Entry Center (1,2,3,5,6,8,11)

12. Require students who wish to select English / ESL and Math classes above their recommended assessment level to obtain a challenge petition from the Counseling or Assessment Center and present it to the respective department chair. (3,5,7,8)

13. Through judgmental analysis or other evaluation tool; systematically and regularly evaluate the present placement criteria and cut-off scores during the academic year with Assessment Sub Committee (appointed by Matriculation Advisory Council) (6,7,10)

14. The college's assessment exemption criteria are in line with the district's governing board and are as follows: (10) Colleges may exempt any student from participation in orientation, assessment, counseling or advisement who has completed an associate degree or higher. Colleges may not use any of the following as the sole criterion for exempting any student who does not wish to participate:

   a) Have an AA degree or higher(10)

   b) Participated in Assessment placement process or equivalent course in English or Math at any approved College and presents interpreted test results or official transcripts (to be evaluated) (10)

   c) Students who have taken 15 units or less and are taking courses for personal edification (10)

As a multi-college district, autonomy allows campus based criteria which include the exemptions described below: (10)

   a) The student has an Associate in Arts degree or higher:(10)

   b) Students have completed equivalents pre-requisite course (English or Math, documentation required)(10)

   c) Students who have taken 15 units or less and are taking courses for personal edification (10)

15. The assessment process relies heavily on the district's computerized APMS program. It processes raw COMPASS assessment scores and printouts placement results for students and counselors. Data for this system requires that a student has submitted a college application a test cannot be scored otherwise. The college provides the parameters for scoring, e.g., cut off scores, multiple measure scores, student and counselor messages. (1,2,4,13)

16. Provide food and give-away for students at the pre-assessment stage, or students who have successfully completed the Assessment process.

Updated Summer 2007
GOALS FOR ASSESSMENT COMPONENT

1. The Assessment Center will provide assessment services to all students to include: Ability-To-Benefit testing, Assessment services for DSPS students, Career Exploration, Basic Skills Diagnostic Testing, and Assessment services for off-site and High School Students (1)

2. A careful monitoring of assessment statistics will result in an appropriate mix of basic skills, pre-collegiate, collegiate level English/ESL and math classes (3)

3. Students with specific language and disability needs will experience assessment procedures that are modified to their special needs at a comfort level comparable to regular students (4)

4. Student retention and course completion rates will increase as a result of appropriate English and mathematics Placement (6)

5. Automatic pre-/co-requisite checking for math and English and ESL will continue (13)

6. To monitor and consistently update a telephone and On-line appointment system that will provide greater access for students needing to make Assessment appointment (13)

7. To integrate an individual student Assessment Placement information into the Degree Audit Program.

8. To develop a more streamline process for accessing assessment data for various populations through APMS.

9. Increase student awareness through rewards and incentives.

10. Streamline assessment process.
### STAFFING FOR THE ASSESSMENT COMPONENT

(Numbers of positions for each job title are shown in parentheses)

1. Vice President of Student Services (1), Student Ambassadors (4), Student Service Assistants (2), Coordinator Matriculation Services (1), APMS Coordinator (1), Matriculation Advisory Committee

2. Vice President of Student Services (1), Matriculation Coordinator (1), APMS Coordinator (1), Division chairs (2), Math and English Division Chair (2), Matriculation Advisory Committee

3. Financial Aid Director (1), Matriculation Coordinator (1), APMS Director (1), Vice President of Student Services (1), Student Services Assistants (2), Student Ambassadors (4)

4. Matriculation Coordinator (1), Counseling Chair (1), Math and English Department Chair (2), APMS Director (1), Vice President of Student Services (1), Student Services Assistants (2), Student Ambassadors (4)

5. Matriculation Coordinator (1), Vice President of Student Services (1), Dean of Academic Affairs (1)

6. Counselors (9), Counseling Chair (1), Matriculation Coordinator (1), Admission Staff (7), Student Services Assistant (2)

7. Counseling Chair (1), Vice President of Student Services (1), APMS LACCD (1), Math chair (1), English Chair (1), ESL Chair (1), Matriculation Coordinator (1), Matriculation Advisory Committee, Student Services Assistants (2)

8. Disabled Student Counselor (1), EOPS Counselor (2), Athletic Counselor (1), ACT Director (1), General Counseling (9), ESL Director (1), Matriculation Coordinator (1), Vice President of Student Services (1)

9. Matriculation Coordinator (1), Student Services Assistants (2)

10. Admissions Staff (5), Vice President of Student Services (1), APMS LACCD Staff (1), Matriculation Coordinator (1), Student Services Assistants (2)

11. Counseling Chair (1), Math and English Chair (2), Matriculation Coordinator (1), Student Services Assistants (2), Counselors (9)

12. Vice President of Student Services (1), English Chair (1), ESL Chair (1), Math Chair (1), Matriculation Coordinator (1), Counselors (9), Counseling Chair (1)

13. Vice President of Student Services (1) English and ESL Chair (1), Math Chair (1), Matriculation Coordinator (1), College Researcher (1), APMS Coordinator (Pierce College)(1), Assessment Sub-Committee

14. Vice President of Student Services (1), Coordinator Matriculation Services(1), LACCD Board of Trustees

15. Vice President of Student Services (1), District MIS Staff (1), APMS Coordinator (Pierce College) (1), Matriculation Coordinator (1), Division Chair Math (1), Division Chair English (1), Vice President of Student Services (1), Researcher (.5), Instructors (10), Career Guidance Assistant (1), Student Service Assistant (1)

16. Matriculation Coordinator(1), Advisory Committee, Student Services Assistants(2), Student Ambassadors (2)
## 4. COUNSELING COMPONENT

<table>
<thead>
<tr>
<th>AB 3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>78212(b)(3)(D) 55520(g)(1)(2)</td>
<td>1. Make appropriate referral(s) to available support, services and curriculum offerings.</td>
<td></td>
</tr>
<tr>
<td>78212(b)(3)(E) 55520(d) 55523(a)(4)</td>
<td>2. Provide advisement concerning course selection.</td>
<td></td>
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<tr>
<td>78212(b)(4) 55523(a)(1) 55526</td>
<td>3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.</td>
<td></td>
</tr>
<tr>
<td>78212(b)(4) 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>
<td></td>
</tr>
<tr>
<td>78212(b)(4) 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>
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<tr>
<td>55520(d) 55523(a)(4)</td>
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<td></td>
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<tr>
<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>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>55525(c)</td>
<td>9. Record the student educational plan in writing, or electronic form.</td>
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<tr>
<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 COMPONENT (cont.)

<table>
<thead>
<tr>
<th>AB 3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55201(f),(g)</td>
<td>11. Promptly inform students of their right to challenge (on specified grounds a pre-or co-requisite or limitation on enrollment) their responsibility for showing that grounds exist for the challenge; and their right to file a complaint of unlawful discrimination.</td>
</tr>
<tr>
<td></td>
<td>58106(c),(d),(e)</td>
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<td></td>
<td>55534(b)</td>
<td>12. Inform students of procedures for filing complaint alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of process for developing student educational plan.</td>
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<td></td>
<td>55525(d)</td>
<td></td>
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<tr>
<td></td>
<td>55534(a)</td>
<td>13. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.</td>
</tr>
<tr>
<td></td>
<td>55525(d)</td>
<td></td>
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<tr>
<td></td>
<td>55522</td>
<td>14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.</td>
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<td>78214(b)(3)</td>
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<td>55532(a)</td>
<td>15. Adopt District governing board policies specifying criteria for exemption.</td>
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<td>55510(a)(5)</td>
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<td></td>
<td>55532(c)</td>
<td>16. Make exempted students aware that they may choose whether or not to participate in this component.</td>
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<tr>
<td></td>
<td>55532(d)</td>
<td>17. Ensure that exemptions from this component are not based upon specified sole criterion.</td>
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<tr>
<td></td>
<td>55510(a)(4)</td>
<td>18. Utilize computerized information services to implement support counseling / advising activities.</td>
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</tbody>
</table>
ACTIVITIES FOR THE COUNSELING COMPONENT

(The legislative or regulatory authority satisfied by each activity is indicated by the number in parentheses at the end of that activity's description.)

1. Counseling staff at registration, during orientations, group counseling sessions, individual counseling sessions, and/or personal development classes will assist all non-exempt and exempt students with:

   a) class scheduling and course selection (2)
   b) matriculation exemption process, procedures, and criteria (11,12,13,15,16,17)
   c) placement recommendations(2,6)
   d) referrals to support services and curriculum offerings (1,2,6,16)

2. The counseling staff during the students first semester and/or subsequent semesters will assist all matriculating non-exempt students to:

   a) Use the Degree Audit Program to develop and record an Electronic Student Educational Plan (SEP) and (Computerized SEP) (9)
   b) Select appropriate first semester English and Math classes. (2,8,10)
   c) Select general educational, occupational, and/or major classes consistent with their educational goal & direct the student to the support services necessary to overcome any barriers to achieving their educational goal. (8,10,6,7)
   d) Become informed about special academic programs.(1,2)
   e) Be aware of the full inventory of the college’s student involvement activities and support services.(1)
   f) The follow up counseling services available and necessity to create and follow a student educational plan.(1,2,6,7,8,13,18)
   g) Provide Career Assessment, Evaluation and Planning (4,6)

3. Use the SARS, LACCD DEC/Student Services system and Degree Audit program to assist with the identification of high risk students and support individual student contact to prevent drop out and academic or progress probation.

4. Student Call, email and postal mailings will be used to make contact with all students (3,6,7):

   a) As a reminder to all students who have made Counseling/Assessment/Career Guidance/etc. appts.
   b) Students on Academic/Progress Probation or Dismissal
   c) Needing to participate in Personal Development, Financial Aid/Transfer/Study Skills workshops conducted by Counselors.
   d) As a mechanism to make student contact for various purposes.

Updated Summer 2007
ACTIVITIES FOR THE COUNSELING COMPONENT (cont)

(The legislative or regulatory authority satisfied by each activity is indicated by the number in parentheses at the end of that activity's description.)

5. The College Orientation offered On-site and On-line will provide an overview of the following Counseling Services:
   a) The counseling access, advisement and enrollment process (1,2)
   b) Student support services (1)
   c) The follow-up necessary to establish a student goal / major and student educational plan (4)
   d) Available counseling services (6)
   e) The importance and value of seeing a counselor (1,2,5,7,8)
   f) Academic and interpersonal counseling

6. Counseling services will be provided for students who are on academic probation and / or progress probation or who do not have a declared educational goal and are enrolled in pre-collegiate basic skills. Notification of these services is done via the SARS CALL System, the website, email system and postal systems in the form of a letter or postcard to all students on academic and progress probation with follow up phone calls through the “SARS Student call system”. (3,4,5)

7. Students can receive counseling by trained counselors. Training for the Counseling assistants is providing by the counseling department chair and other staff as needed during counseling department meetings and special training sessions. The training also includes other components of matriculation. (7)

8. SARS-Grid, TRAK, CALL and ESARS is used for scheduling appointments and maintaining student data. (8,9)

9. Once implemented the “Student Degree Audit Program Service System” will automatically send a list of students “identifying counseling as needed” to the Counseling Department to be contacted for counseling appointments. (6)

10. A Queuing System will help to streamline counseling services by counseling drop-in and regular appointments.
ACTIVITIES FOR THE COUNSELING COMPONENT (cont)

(The legislative or regulatory authority satisfied by each activity is indicated by the number in parentheses at the end of that activity's description.)

11. Students are informed through a number of places including the Schedule of Classes, College Catalog, Assessment Center, College Online Orientation, Matriculation website and written materials about:

   a) 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, or their right to appeal the requirement of any prerequisite based on the unavailability of a course. Petitions for appeals are available in the student entry center.(11)

   b) unlawful discrimination (11)

   c) procedures for challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which the district maintains complaint records (13)

   d) their ability to choose to participate or not in this counseling component (11,12,).

12. Provide academic and vocational counseling enhanced by the Degree Audit Program for all students including ethnic and language minority students with special personal development classes focusing on survival skills, basic study skills, and test-taking strategies. Special workshops are taught by counselors working with DSP&S, EOP&S and CARE students. Referrals are made to the learning skills and resources center. Other special enrollment advisement sessions are available for special population such as: Scholars, F-1 Visa, ACT, and athletes.

13. Exemption criteria are in line with the district Governing Board policy and exemptions are not based upon sole criteria. (15,17)

14. Exempted students are encouraged to see a counselor through information published on the WLAC website, the Online College Orientation, Schedule of Classes, College Catalog and other means of communication (SARS CALL, telephone, email, postal communications). The students are made aware of counselors availability at or during the process of Admissions, Assessment, Orientation, and Counseling (16)

15. Students are made aware of the exemption through the college website, schedule of classes, college catalog, supplemental publications, College Orientation, Counseling and Advisement. (6)

16. Enhance student counseling service awareness through rewards such as food, give-aways and Student Planners.

Updated Summer 2007
GOALS FOR COUNSELING COMPONENT

1. All Counselors will become familiar with and utilize the Degree Audit Program for student advisement.

2. Records of each student’s educational plan as well as any counseling contacts are inherent to Degree Audit Program.

3. All non-exempt students shall be encouraged to participate in enrollment advisement and counseling sessions enhanced by the Degree Audit Program.

4. Specialized enrollment and counseling sessions shall be available to populations with special enrollment needs. TRIO, EOP&S, disabled, language and ethnic minority students, athletes, UCLA Honors / At West Program candidates, adult evening transfer population, ACT program, Dental Hygiene program, Paralegal program candidates and other special populations as well as off-site populations.

5. Individual and group counseling sessions will be held for students on topics and issues to be determined by the counseling division such as: probation, dismissal, graduation and transfer.

6. Counselors when feasible will offer individual and group orientations.

7. Counseling drop in or regular appointments will be managed by SARS and a Queuing system to streamline services to students.

8. Offer Personal Development classes and Workshops for all students, including new, high school, off-site and basic skills populations.

9. Through the assistance of the counseling division, information concerning special support and instructional programs will be made available to students in their walk-in and appointment sessions with students. Such programs will include but not be limited to ACT, TAP and others.

10. Identify non-exempt students, without a declared educational goal by LACCD database and refer them to Counseling, Career Services Center and Personal Development classes.

11. Develop and implement On-line telephone Counseling Appointment system to provide greater access for students that need to make appointments.

12. Streamline Counseling Appointment wait time.

13. To provide incentive rewards for students completing Counseling appointments and Student Educational Plans.

Updated Summer 2007
## STAFFING FOR THE COUNSELING COMPONENT

(Numbers of positions for each job title are shown in parentheses)

1. Counselors (9), Vice President of Student Services (1), Counseling Department Chair (1), Matriculation Coordinator (1)

2. Counselors (9), Counseling Chair (1), Student Service Assistants (2), Matriculation Coordinator (1), Vice President of Student Services (1)

3. Vice President of Student Services (1), Matriculation Coordinator (1), Student Services Assistant (2), Counseling Chair (1), Counselors (9)

4. Matriculation Coordinator (1), Vice President of Student Services (1), Student Services Assistants (2)

5. Counseling Chair (1), Matriculation Coordinator (1), Student Service Assistants (2)

6. Matriculation Coordinator (1), Counseling Chair (1), Student Services Assistants (2), Counselors (9)

7. Counselors (9), Counseling Chair (1), Matriculation Coordinator (1)

8. Counseling Chair (1), Student Services Assistants (2), Matriculation Coordinator (1)

9. Matriculation Coordinator (1), Supervisor of Information Technology (1), Counseling Chair (1)

10. Counseling Chair (1), Matriculation Coordinator (1), Student Service Assistants (2)

11. Board of Trustees, Counseling Chair (1), Matriculation Coordinator (1), Vice President Student Services (1)

12. Vice President of Student Services (1), Counseling Chair (1), Director, Counselor of EOP&S, CARE, DSP&S (1), Learning Skills Coordinator (1), Matriculation Coordinator (1), ACT Coordinator (1)

13. Counseling Chair (1), Board of Trustees, Matriculation Coordinator (1), Matriculation Advisory Committee

14. Vice President of Student Services (1), Counseling Chair (1), Matriculation Coordinator (1)

15. Vice President of Student Services (1), Counseling Chair (1), Matriculation Coordinator (1), Counselors (9)

16. Counseling Chair (1), Matriculation Coordinator (1), Student Service Assistants (2), Student Ambassadors (4)

*Updated Summer 2007*
# 5. STUDENT FOLLOW-UP COMPONENT

<table>
<thead>
<tr>
<th>AB 3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>78212(b)(4)</td>
<td>55520(f) 55526 55523(a)(1-3)</td>
<td>1. Provide post-enrollment evaluation of each non-exempt student's academic progress enrolled under specific academic conditions.</td>
</tr>
<tr>
<td></td>
<td>55526</td>
<td>2. Establish a follow-up system that ensures regular monitoring for early detection of academic difficulty.</td>
</tr>
<tr>
<td></td>
<td>55520(g) 55526</td>
<td>3. Make referrals to appropriate services and curricula as necessary.</td>
</tr>
<tr>
<td></td>
<td>55522</td>
<td>4. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students with disabilities.</td>
</tr>
<tr>
<td></td>
<td>55510(ax4)</td>
<td>5. Utilize computerized information services to implement, support, monitor and track follow-up services.</td>
</tr>
</tbody>
</table>

*Updated Summer 2007*
ACTIVITIES FOR THE FOLLOW-UP COMPONENT

(The legislative or regulatory authority satisfied by each activity is indicated
by the number in parentheses at the end of that activity's description)

1. The Degree Audit Program provides computerized Student Education Plan folders developed for each student who has an application on file that will be used to store counseling related and assessment information such as: counseling interview notes. Folders may be created in satellite counseling centers, such as the DSPS, EOP&S, CARE and so on. Folders are retrieved for subsequent counseling sessions so that counselors have some information. upon which they can base current student need and student progress can be evaluated and updated. The CRT stations in the counseling office are used to access students' records and assessment scores. (1,2)

2. Contact the “undecided” students through the “StudentCallSystem”, email, WLAC Website or postcard mailings to extend the full range of available career and major selection services and encourage their use through group and individual counseling. (1,2)

3. Contact the non-exempt matriculants through “StudentCallSystem” email, West Los Angeles Website, or postcard mailing of their responsibility to develop an educational plan; inform them of the availability of counseling and student services and materials to support that responsibility. (1,2,3)

4. Utilize an early alert system for students in basic skills classes that connect the student, the instructor, and counselor. (1,2)

5. Notify all probationary students, students subject to disqualification and students without educational goals to see a counselor for counseling advisement using the Early Alert computer system, SARS, Degree Audit or other vehicles that provide student contact. (1,2)

6. Provide modified or alternative matriculation services as necessary for ethnic and language minority students and students with disabilities by referring students to EOPS/CARE, DSPS, LRC, Financial Aid and other such counseling or instructional support services. (4)

7. Use an “Early Alert System” ie: SARS and Degree Audit system or other vehicle that will provide student contact. Where faculty can identify students who need help and refer them to services. Faculty is encouraged to utilize this referral system. Referred students will be contacted and invited to come for counseling. (1)

8. The LACCD computer services and Degree Audit System will be heavily utilized to provide names, lists, labels, etc for follow-up activities(5)

9. Support services will be continuously evaluated and revised as a result of student feed back on these services(5)

10. As a component of the “Access To Success” program under the direction of Matriculation Services Student Ambassadors and Student Services Assistants will organize and provide Follow-up activities such as: workshops, clinics and individual student contacts. Rewards such as give-aways and food will be given to students for participation and response to follow-up efforts, program and services.

Updated Summer 2007
ACTIVITIES FOR THE FOLLOW-UP COMPONENT

(The legislative or regulatory authority satisfied by each activity is indicated by the number in parentheses at the end of that activity's description)

11. All new students during the course of the College Orientation will be given information on the Personal Development and Learning Skill courses that provide institutional support for learning needs and provide a “Student Handbook”. (3)

12. Use an early alert program that will allow faculty to identify high-risk students, demonstrating difficulty in their classes. This program will include online, telephone and mail features to notify students to come in for Counseling.

13. The LACCD-Los Angeles Community College District generates a computerized printout and the end of each semester of students on academic or program probation. These students are sent a letter requesting that they attend a Counseling session (individual or group) to complete a Student Educational Plan (SEP). (2)

14. Disqualified students that are on academic/programs probation for three (3) or more consecutive semesters are placed on LACCD hold for registration. The following process is initiated: (1,2)

   a) A letter is sent requesting students to make a counseling appointment and to complete a petition to appeal disqualification,(1,2)

   b) Students appealing disqualification work with counselors to reassess educational goals to insure improvement and progress,(1,2)

   c) A Student Educational Plan (SEP) is completed for each student to follow with appropriate referrals,(1,2)

   d) Students may be referred to seek further studies in other educational settings before returning to the Community College.(2,3)

15. Through the Student Call system, email, and WLAC Website students will be “called/notified” when support courses/workshops will be held. (2,3)

16. Develop the Degree Audit service so that the student individual need information gathered in the preceding Assessment test can be automatically sent to student service support programs. (1,2,3,4,5)

17. The “Student Call” system will place reminder calls to students who have made Counseling, Assessment or Career guidance appointments. (1,3,4,5)
GOALS FOR FOLLOW-UP COMPONENT

1. Assist with establishing Degree Audit system.

2. Use the “Student Call”, College Website, Email, Computer, Telephone, and postal mailing system to make contact and provide referrals to the high risk, basic skills, students of special populations programs, students on probation, dismissal, students making attempts to access assistance from the Counseling Career Guidance, etc.(1,2)

3. Develop and implement the Degree Audit System to link students who have determined their needs with appropriate programs and services through an automated computer system.(3)

4. Use Degree Audit System to identify transfer ready students who will receive transfer application assistance, follow-up, and admission transfer trouble shooting advice through the leadership of the transfer center director as well as counselors using the SARS System, College Website and postal mail. (3)

5. The follow-up process will serve the special needs of ethnic, language minority students, and disabled students.(3)

6. Identified at-risk students will have more pertinent information available to them through SARS call, Email, website information and mailing system to refer them to follow-up “Access To Success” sessions, workshops, student activities and Counseling Services.(2,5)

7. Develop and implement a web-based Early Alert System accessible to instructors to contact students “at risk” and refer them for counseling. (5)

8. Refine On-line Counseling appointment system that will work with Queuing System to streamline Counseling appointments.
STAFFING FOR THE FOLLOW-UP COMPONENT

(Numbers of positions for each job title are shown in parentheses.)

1. Vice President of Student Services (1), Counselors (9), Counseling Department Chair (1), Student Services Assistant (1), Matriculation Coordinator (1), Info Tech (1), Student Services Assistants (2)

2. Vice President of Student Services (1), Counselor Chair (1), Student Services Assistant (1), Student Worker/CGCA (1), Matriculation Coordinator (1)

3. Matriculation Coordinator (1), Counseling Chair (1), Vice President of Student Services (1),

4. Counseling Chair (1), Student Services Assistants (2), Matriculation Coordinator (1), Department Chair- English and ESL (2), Department Chair- Math (1), Vice President of Student Services (1), Learning Resource Center Director (1)

5. LACCD Info Tech (1), Matriculation Coordinator (1), Counseling Chair (1)

6. Counseling Chair (1), Associate Dean of DSPS (1), Student Services Assistants (2), EOPS Counselor (1), Learning Resources Center Director (1), Financial Aid Director (1)

7. Counseling Chair (1), Vice President of Student Services (1), Counselor (9), Student Services Assistants (2), Matriculation Coordinator (1), Dean of Admissions (1), Info Tech Supervisor (1)

8. Vice President of Student Services (1), Counseling Chair (1), Matriculation Coordinator (1), LACCD Info Tech (1), InfoTech Supervisor (1)

9. Vice President of Student Services (1), Counseling Chair (1), Matriculation Coordinator (1), Matriculation Coordinator (1)

10. Matriculation Coordinator (1), Student Services Assistants (2), Matriculation Advisory Committee, Student Ambassadors (4)

11. Vice President of Student Services (1), Counseling Chair (1), Sr. Examination Proctor (1), Matriculation Coordinator (1), Campus Researcher (1)

12. Faculty (all), Matriculation Coordinator (1), Student Services Assistants (2), Info Tech Supervisor (1)

Updated Summer 2007
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<thead>
<tr>
<th>Staffing for the Follow-Up Component</th>
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<td>(Numbers of positions for each job title are shown in parentheses.)</td>
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</table>

13. Counseling Chair (1), LACCD Info Tech Department (3) Info Tech Supervisor (1), Matriculation Coordinator (1)

14. District Computer Staff (3), Info Tech Supervisor (1), Counseling Chair (1), Counselors (9), Vice President of Student Services (1)

15. Matriculation Coordinator (1), Counseling Chair (1), Counselors (9), Vice President of Student Services (1), Vice President of Academic Affairs (1)

16. Vice President of Student Services (1), LACCD Info Tech (1), Financial Aid Director (1), EOPS Director (1), Child Care Center Director (1), DSPS Coordinator (1), LRC Coordinator (1), Matriculation Coordinator (1), Counseling Chair (1), Workforce Development Coordinator (1)

17. Matriculation Coordinator (1), Counseling Chair (1), Student Services Assistants (2)
### 6. COORDINATION AND TRAINING COMPONENT

<table>
<thead>
<tr>
<th>AB 3</th>
<th><strong>TITLE 5</strong></th>
<th><strong>COMPONENT STANDARDS</strong></th>
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<tbody>
<tr>
<td>78216(b)(c)(3)</td>
<td>55516</td>
<td>1. Develop and implement a program for providing all faculty and staff training appropriate to their needs with respect to provision of Matriculation services.</td>
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<tr>
<td></td>
<td>55510 (a) (3)</td>
<td>a. Admissions</td>
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<td>55523 (b)</td>
<td>b. Orientation</td>
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<td>c. Assessment</td>
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<td>d. Counseling/Advisement</td>
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<td>e. Follow-up</td>
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<td>f. Research and Evaluation</td>
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<td>g. Pre-and Co-requisites and Advisories</td>
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<tr>
<td></td>
<td>55510(a)(4)</td>
<td>2. Utilize computerized information services to implement or support coordination and training activities.</td>
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</tbody>
</table>
ACTIVITIES FOR THE COORDINATION AND TRAINING COMPONENT

(The legislative or regulatory authority satisfied by each activity is indicated by the number in parentheses or the end of that activities description)

1. The Matriculation Advisory Committee (MAC) acts in an advisory coordinating and reviewing capacity for all the components of the College's matriculation program. The committee consists of representatives from:(1)
   a. Counseling
   b. Admissions and Records
   c. Assessment Testing
   d. Research
   e. Student Services
   f. Associated Student Organization
   g. Academic Senate and Faculty
   h. English Representative
   i. Math Representative
   j. Administration
   k. Special Services

   The MAC Committee serves as a clearinghouse for at least matriculation information, establishes matriculation goals and annual priorities, coordinates matriculation activities, and establishes matriculation task forces to accomplish the agreed upon goals and priorities. The Matriculation Coordinator, as participant of MAC, serves in the Student Equity Committee which address the college equity issues. The MAC meets monthly during each school year. [AB 3, 78216(b) (c)(3); Title 5,§55516;§55510(a)(3); 555523(b)]
2. Department/division and committees are regularly updated on matriculation issues through the website, email system providing beginning and Year-End reports to all college faculty and staff and posted on the website for students. The following will be involved in the activities for the coming year:

   a. English Department  
   b. Math Department  
   c. Administration  
   d. Counselors  
   e. Admissions  
   f. Research and Development  
   g. Faculty  
   h. Academic Senate  
   i. Technology Committee  
   j. Curriculum Committee  
   k. Divisional Counseling  
   l. Basic Skills

   Faculty participating in these activities earn flex credit.

3. The college is represented at monthly meetings with other district coordinators and out-of-District Coordinators in a Regional Meeting. On going training of the representative occurs at those meetings.

4. Student Services Council Meetings are held involving Admissions/Records and the counseling staff to coordinate the application and enrollment activities with counseling and other support services. The meetings will be held before and after the fall and spring enrollment cycles.

5. Matriculation and Assessment information materials through the website and written publication are developed and consistently updated, to inform students, faculty, administration and staff of the assessment and placement process, practice test, and explanation and usage of results. The Matriculation Coordinator through the Student Services Council meeting keeps everyone informed on all Matriculation Activities including Assessment.

6. A WLAC Matriculation website and a Student Handbook, On-line Orientation is published explaining Matriculation and students policies and procedures at West Los Angeles College.

7. Appropriate staff attends Matriculation and Student Services related conferences, workshops, and Professional Development activities.

8. Incentives for participation in Coordinator and Training activities includes food and give-aways to participants.

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GOALS FOR THE COORDINATION AND TRAINING COMPONENTS

1. The Matriculation Advisory Committee shall participate in the annual matriculation goals and priorities that involve all parties impacted by the matriculation plan.

2. Each semester the Vice President of Student Services convenes a pre-registration meeting to coordinate the operations of the Admission and Records office, Assessment Center, Student Entry Center and the Counseling Department to coordinate the mutual processing of students.

3. Each year a Matriculation Year End Report is distributed via mail and e-mail to all faculty, staff and ASO members detailing the challenges and successes of the Matriculation Program.

4. More faculty will become involved in matriculation by participating in staff development activities, matriculation committees, interfacing with other college department programs and services in activities which are specifically designed to improve student retention and success.

5. Matriculation continues to provide training for Matriculation related programs and services.
<table>
<thead>
<tr>
<th></th>
<th>STAFFING FOR THE COORDINATION AND TRAINING COMPONENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Matriculation Services Coordinator (1), Matriculation Advisory Committee</td>
</tr>
<tr>
<td>2</td>
<td>Matriculation Coordinator (1), Student Services Assistants (2)</td>
</tr>
<tr>
<td>3</td>
<td>Matriculation Services Coordinator (1), Student Services Assistants (2)</td>
</tr>
<tr>
<td>4</td>
<td>Vice President of Student Services (1), Matriculation Coordinator (1)</td>
</tr>
<tr>
<td>5</td>
<td>Matriculation Services Coordinator (1), Student Services Assistant (2)</td>
</tr>
<tr>
<td>6</td>
<td>Matriculation Coordinator (1), Student Services Assistants (2)</td>
</tr>
<tr>
<td>7</td>
<td>Matriculation Coordinator (1), Information Technology Staff (5), Student Ambassadors (4), Student Services Assistants (2)</td>
</tr>
<tr>
<td>8</td>
<td>Matriculation Coordinator (1)</td>
</tr>
</tbody>
</table>
# 7. RESEARCH AND EVALUATION COMPONENT

<table>
<thead>
<tr>
<th>AB 3</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 the efficacy of matriculation services and remedial programs and services.</td>
</tr>
<tr>
<td>78214(a)</td>
<td>55512(a)</td>
<td>2. Evaluate the assessment instruments to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner.</td>
</tr>
<tr>
<td>78214(a)</td>
<td>55512(a)</td>
<td>3. Determine whether any assessment instrument, or method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age, or disability.</td>
</tr>
<tr>
<td>55512(a)(1)</td>
<td></td>
<td>4. Analyze the degree of matriculation's impact on particular courses, programs and facilities.</td>
</tr>
<tr>
<td>78214(c)(1)</td>
<td>55512(a)(2)</td>
<td>5. Analyze the degree to which matriculation helps students to define their educational goals and objectives.</td>
</tr>
<tr>
<td>78214(b)(2)</td>
<td>55512(a)(2)</td>
<td>6. Analyze the extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades and goal attainment.</td>
</tr>
<tr>
<td>78214(b)(6)</td>
<td>55512(a)(3)</td>
<td>7. Analyze the degree to which matriculation assists the college efforts to assess educational needs.</td>
</tr>
<tr>
<td>78214(b)(6)</td>
<td>55514(d)</td>
<td>8. Analyze the degree to which matriculation matches the college resources with students’ educational needs.</td>
</tr>
<tr>
<td>78214(c)(2)</td>
<td>55512(a)(4)</td>
<td>9. Analyze the degree to which matriculation provides students the specialized support services and programs to which they are referred.</td>
</tr>
<tr>
<td>78214(b)(4)</td>
<td>55512(a)(6)</td>
<td></td>
</tr>
<tr>
<td>78214(c)(3)</td>
<td>55520(g)</td>
<td></td>
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</tbody>
</table>
### 7. RESEARCH AND EVALUATION COMPONENT (CONT)

<table>
<thead>
<tr>
<th>AB 3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>78214(b)(5)</td>
<td></td>
<td>10. Determine the ethnicity, gender, and age of credit students.</td>
</tr>
<tr>
<td>55514(a)</td>
<td></td>
<td>11. Determine the proportion of students of ethnic, gender, age, and disability groups placed into pre-collegiate, associate degree applicable, or transfer courses in reading writing and computation or ESL.</td>
</tr>
<tr>
<td>55514(b)</td>
<td></td>
<td>12. Determine the 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></td>
<td>13. Determine the proportion of students of ethnic, gender, age and disability groups who complete pre-collegiate basic skills courses and subsequently enter and complete associate degree-applicable courses.</td>
</tr>
<tr>
<td>55532(a)</td>
<td></td>
<td>14. Record the number of students exempted by category and grounds for the exemption.</td>
</tr>
<tr>
<td>55514(f)</td>
<td></td>
<td>15. Maintain the numbers of students filling complaints and the bases for those complaints.</td>
</tr>
<tr>
<td>55514(g)</td>
<td></td>
<td>16. Document particular matriculation services received by each non-exempt student.</td>
</tr>
<tr>
<td>55510(a)(4)</td>
<td></td>
<td>17. Utilize computerized information services to implement or support research and evaluation activities.</td>
</tr>
</tbody>
</table>
ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT

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

1. The students who undergo the assessment process will be compared to those who do not undergo the process to determine if students who are assessed have a higher GPA, complete more units, and/or persist at the college for a longer period of time than students who do not undergo this process (1).

2. Students enrolled in the remedial English and Math programs and the ESL program will be tracked to determine the rate of completion of higher levels of English, Math and ESL (1).

3. The counseling department will record the number of students who are served and an analysis will be conducted to determine if students who are seen by a counselor have a higher GPA, complete more units, and/or persist at the college for a longer period of time than students who do not see a counselor (1).

4. The Degree Audit Program will record a student's referral to services and the service giver will record the giving of a service. A comparison will be made between the rate of referral to a service and the giving of that service (1).

5. Students who are referred to a service and subsequently receive that service will be compared to those that do not seek the service in order to determine if a difference in persistence, GPA, and completion of units occurs (1).

6. The English, Mathematics and ESL disciplines are using the ACT COMPASS Assessment test, and in light of having utilized the test the faculty will determine if the cut-scores are appropriate and whether their is any cultural or linguistic bias (2).

7. An analysis of the gender, ethnicity, and disability of students taking the assessment examination will be undertaken to determine if a disproportionate number in any group of students are taking the English, Math, and ESL assessment examinations (3).

8. An analysis of the scores on the assessment exams will be undertaken to determine if a disproportionate placement of students into basic skills courses in English, Math, and ESL is occurring based on gender, ethnicity, and disability (3,4).

9. The data on the assessment tests and their relationship to gender, ethnicity, and disability will be given to the Coordinator of Matriculation, the Vice President of Student Services, Vice President of Academic Affairs and the Matriculation Advisory Committee(1)

10. The Vice President of Student Services, Vice President of Academic Affairs and the Matriculation Coordinator will examine in detail the findings to determine if the differences that are occurring within the assessment test are based on factors that the college has some control of and can thus rectify. The faculty will determine if the reasons for any differential impacts from assessment testing can be identified, and what form of intervention can be developed to change the testing patterns (3,4).

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11. Student enrollments will be analyzed based on the numbers of students who are placed into particular courses based on their score on the assessment examination and the availability of those courses to determine if course offerings match course need (4).

12. Students will be tracked across the English, Math and ESL curriculum to determine if students are progressing through the sequence of courses (4).

13. The counseling staff will begin to update student educational goals and objectives of students seen and students who have seen a counselor will be compared to those that have not to determine the impact of counseling services in defining the students goals and objectives (5).

14. Students who have not seen a counselor and those that have seen a counselor will be tracked to determine if students who have defined their goals have a higher GPA, complete more units, and persist at the college for a longer period of time (5).

15. The students who undergo the assessment process will be compared to those who do not undergo the process to determine if students who are assessed and oriented have a higher GPA, complete more units, and/or persist at the college for a longer period of time than students who do not undergo these processes (6).

16. Students will be tracked across several semesters to determine the degree to which counseling intervention improves student outcomes (grades), persistence at the college, and movement through the curriculum (skills improvement). Students who see a counselor will be compared to those that do not (6).

17. Students who have not seen a counselor and those that have seen a counselor will be tracked to determine if students who have defined their goals with the help of a counselor are meeting that goal to a greater extent than those that do not see a counselor (6).

18. Student enrollments will be analyzed based on the numbers of students who are placed into particular courses based on their score on the assessment examination and the availability of those courses to determine if course offerings match course need (7,8).

19. Students will be tracked across the English, Math and ESL curriculum to determine if students are progressing through the sequence of courses (6,7,8).

20. Counselors will keep track of students who receive specialized counseling services such as the Career Center, Transfer Center, and these students will be tracked to determine if students who have received these services have a higher GPA, complete more units, and are progressing through the sequence of courses at a higher rate than the general student (6).
ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT

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

21. Students who are enrolled at the first census will be analyzed for ethnicity, gender, age (10)

22. Students in pre-collegiate English, Math and ESL courses, associate degree applicable English, Math and ESL courses, and transfer courses in English, Math and ESL courses will be analyzed by gender, ethnicity, age, and disability (11).

23. Students in pre-collegiate English and Math courses and in lower levels of the ESL curriculum will be analyzed by gender, ethnicity, age, and disability. These students will be analyzed for completion versus non completion and movement into upper levels of the English, Math and ESL curriculum as well as the general college curriculum (11,13).

24. The counseling and admissions staff will insure that the exemption versus non-exemption status is uniformly defined and recorded at the time of enrollment. Each semester an analysis of the numbers of non-exempt students as well as the numbers of exempt students including the reasons for the exemption will take place (14).

25. When a students' status changes so that the exemption no longer holds the exemption status will be recorded and the student will be notified. The admission staff will keep track of students who come in for services so that an analysis can be conducted on these newly non-exempt students (14).

26. The campus ombudsperson will keep track of students who file a student complaint. The record keeping will include student name, id number, and reason for the complaint. The list will be sent to the researcher at the end of each semester for analysis (15).

27. The Dean of Admissions will keep track of students who file a special petition for exemption from one or more of the matriculation standards. The record keeping will include student name, id number, and reason for the petition. The list will be sent to the researcher at the end of each semester for analysis (15).

28. All services received from students from using Counseling, Assessment, Orientation and Financial Aid will be recorded. Students who are non-exempt will then be compared to those that are exempt to determine the degree to which matriculation is serving the needs of the students (16).

29. Data files on student demographics, enrollment, assessments, and degrees will be produced at the district level each semester and down-loaded and stored for use at the college (17)

30. The counseling staff will enter all information on counseling services rendered and referrals made, as well as the giving of the service in the referral, into the district data base so that studies can be conducted on the effectiveness of student service based matriculation services. Each semester the data in these "counseling" files will be downloaded and stored at the college (17).

31. The admissions staff will enter all information on matriculation status, petitions and complaints into the district data base so that studies can be conducted on the effectiveness of matriculation services. Each semester the data in these "admissions" files will be downloaded and stored at the college (17).

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STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT

(Number of positions for each job title are shown in parentheses)

1. Institutional Researcher (1), Matriculation Coordinator (1), Professional Expert (1)

2. Institutional Research (1), English Chair (1), Math Chair (1), Matriculation Coordinator (1), District Research (1), Professional Expert (1)

3. Institutional Research (1), Counseling Chair(1), Matriculation Coordinator (1), District Research (1), Professional Expert (1)

4. Institutional Research (1), Counseling Chair(1), Matriculation Coordinator (1), District Research (1), Professional Expert (1)

5. Institutional Research (1), Matriculation Coordinator (1), District Research (1), Professional Expert (1)

6. Institutional Research (1), English Chair (1), Math Chair (1), ESL Chair (1), Matriculation Coordinator (1), District Research (1), Professional Expert (1)

7. Institutional Research (1), District Research (1), Matriculation Coordinator (1), English Chair (1), Math Chair (1), ESL Chair(1), Professional Expert (1)

8. Institutional Research (1), Matriculation Coordinator (1), District Research (1), Professional Expert (1)

9. Institutional Research (1), English Chair (1), Math Chair (1), Matriculation Coordinator (1), Vice President of Student Services(1), Professional Expert (1)

10. Institutional Research (1), Vice President of Academic Affairs(1), Vice President of Student Services(1), Matriculation Coordinator (1), Professional Expert (1)

11. Institutional Research (1), District Research (1), Matriculation Coordinator (1), Vice President Academic Affairs (1), Professional Expert (1)

12. Institutional Research (1), District Research (1), Matriculation Coordinator (1), English Chair (1), Math Chair (1), Professional Expert (1)

13. Institutional Research (1), District Research (1), Counseling Chair(1), Matriculation Coordinator (1), Professional Expert (1)

14. Institutional Research (1), District Research (1), Matriculation Coordinator (1), Professional Expert (1)

15. Institutional Research (1), District Research (1), Matriculation Coordinator (1), Professional Expert (1)

Updated Summer 2007
STAFFING FOR THE RESEARCH AND EVALUATION COMPONENT

(Number of positions for each job title are shown in parentheses)

16. Institutional Research (1), District Research (1), Matriculation Coordinator (1), Professional Expert (1)

17. Institutional Research (1), District Research (1), Vice President of Student Services(1), Matriculation Coordinator (1), Professional Expert (1)

18. Institutional Research (1), District Research (1), Vice President of Student Services(1), Matriculation Coordinator (1), Professional Expert (1)

19. Institutional Research (1), District Research (1), Vice President of Student Services (1), Matriculation Coordinator(1), English Chair (1), Math Chair (1), Professional Expert (1)

20. Institutional Research (1),District Research (1), Vice President of Student Services (1), Matriculation Coordinator (1), Professional Expert (1)

21. Institutional Research(1), Counseling Chair(1), Vice President of Student Services(1), Matriculation Coordinator (1), Professional Expert (1)

22. Institutional Research (1), District Research (1), Vice President of Student Services(1), Matriculation Coordinator (1), Professional Expert (1)

23. Institutional Research (1), District Research (1), Vice President of Student Services(1), Matriculation Coordinator (1), Professional Expert (1)

24. Institutional Research (1), District Research (1), Counseling Chair(1), Dean of Admission (1), Vice President of Student Services(1), Matriculation Coordinator (1), Professional Expert (1)

25. Institutional Research (1), District Computer Technology(1), Professional Expert (1), Vice President of Student Services(1), Matriculation Coordinator (1), Dean of Admissions (1), Admissions Staff, Professional Expert (1)

26. Institutional Research (1), District Research (1), Vice President of Student Services(1), Matriculation Coordinator (1), Professional Expert (1)

27. Institutional Research (1), District Research (1), Vice President of Student Services(1), Matriculation Coordinator (1), Dean of Admissions (1), Admissions Staff, Professional Expert (1)

28. Institutional Research (1), District Research (1), Vice President of Student Services(1),Matriculation Coordinator (1), Professional Expert (1)

29. Institutional Research (1), District Research (1), Vice President of Student Services(1), Matriculation Coordinator (1), Professional Expert (1)

30. Institutional Research (1), District Research (1), Counseling Chair(1), Vice President of Student Services(1), Matriculation Coordinator (1), Professional Expert (1)

31. Institutional Research (1), District Research (1), Dean of Admission (1), Vice President of Student Services(1), Matriculation Coordinator (1), Admissions Staff, Professional Expert (1)
GOALS FOR RESEARCH AND EVALUATION COMPONENT

1. To develop a system which accurately monitors student satisfaction with matriculation component areas of Admissions, Assessment, Orientation, and Counseling.

2. To further expand use of computerized information services, including use of data base software to refine Matriculation Services.
## 8. PRE-/CO-REQUISITES AND ADVISORIES ON RECOMMENDED PREPARATIONS

<table>
<thead>
<tr>
<th>Title 5</th>
<th>Component Standards</th>
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</thead>
</table>
| 58106(b) | 1. District ensures open enrollment subject to health and safety considerations, facility limitation, 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.  
**X** Local policies/procedures follow District Model exactly  
(see section I.A and II.C of Model)  
**Local policies/procedures differ from District Model (see attached)** |
| 55201(b)(1) | 2. Board-adopted policy established the process for establishing necessary and appropriate pre-requisites, co-requisites and advisories and their respective level of scrutiny, including data collection where appropriate.  
**X** Local policies/procedures follow District Model exactly  
(see section I.C., II.A and II.B. of Model)  
**Local policies/procedures differ from District Model (see attached)** |
| 55002(a)(d) | 3. Curriculum committee reviews course outline of record to determine if associate degree credit course shall require pre-and co-requisite to enhance students’ likelihood of success.  
**X** Local policies/procedures follow District Model exactly  
(see section I.C.2, I.C.3, II.A.1.c, II.A.1.g., and [where appropriate] II.A.1.d. and/or 1.e. and/or 1.f of Model)  
**Local policies/procedures differ from District Model (see attached)** |
| 55201(e) 55510(a)(6) | 4. Communication or computation pre- or co-requisites for any course other than a communication or computation course are based on content review, sound data-gathering research practices, and demonstration that student is highly unlikely to succeed without the pre- or co-requisite.  
**X** Local policies/procedures follow District Model exactly  
(see section I.C.2, I.C.3, II.A.1.c, II.A.1.g., and [where appropriate] II.A.1.d. and/or 1.e. and/or 1.f of Model)  
**Local policies/procedures differ from District Model (see attached)** |
| 55002(a)(2)(E) | 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 co-requisite(s).  
**X** Local policies/procedures follow District Model exactly  
(see section I.C.2, I.C.3, II.A.1.a. or 1.b. or 1.c. and 1.g., and [where appropriate] II.A.1.d. and/or 1.e. and/or 1.f of Model)  
**Local policies/procedures differ from District Model (see attached)** |

*Updated Summer 2007*
### TITLE 5  

#### COMPONENT STANDARDS

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
</tr>
</thead>
</table>
| 55002(b)(2)(D) | 6. Curriculum committee recommends establishment of pre- or co-requisite for non degree applicable course, where appropriate.  

- **X** Local policies/procedures follow District Model exactly  
  (see section 1.02., I.C.3., II A.1.b. or 1.c. and 1.g., and [where appropriate] II. A.1 and/or 1.F. of Model)  
- ***Local policies / procedures differ from District Model***  
  (see attached)  

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
</tr>
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</table>
| 55201 (b)(3) | 7. Board-adopted policy specifies the process for periodically reviewing pre-and co-requisites (at least once every six years) and advisories, including level of scrutiny and frequency of review.  

- **X** Local policies / procedures follow District Model exactly  
  (see section I.D. of Model)  
- ***Local policies procedures differ from District Model***  
  (see attached)  

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
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</table>
| 55002(a)(4) | 8. District ensures that associate degree credit courses and pre collegiate basic skills course (including those with pre- and co-requisites) are taught by qualified instructors and in accord with course outline of record, particularly those aspects of the course that are the basis for the pre- or co-requisite.  

- **X** Local policies / procedures follow District Model exactly  
  (see section I.E of Model)  
- ***Local policies / procedures differ from District Model***  
  (see attachment)  

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<thead>
<tr>
<th>Rule</th>
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</table>
| 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)  

*Updated Summer 2007*
## TITLE 5
### COMPONENT STANDARDS

<table>
<thead>
<tr>
<th>Section</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>58106</td>
<td>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.</td>
</tr>
</tbody>
</table>
|         | X Local policies/procedures follow District Model exactly (see section 1.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 co-requisites in a timely manner and, if the challenge is upheld, the student is allowed to enroll in the course or program. |
|         | X Local policies/procedures follow District Model exactly (see section I.A.2. and I.B. of Model)  
|         | ___ Local policies/procedures differ from District Model (see attached) |
| 55202(a) | 12. Pre- and Co-requisite and advisories are identified in college publications and in the respective course outline(s) of record. |
|         | X Local policies/procedures follow District Model exactly (see section I.A. and I.C. of Model)  
|         | ___ Local policies/procedures differ from District Model (see attachment) |
| 55202(d) | 13. District ensures that pre-collegiate basic skills reading, writing or math course that serves as pre- or co-requisites are offered with reasonable frequency and that the number of available sections is reasonable given student need. |
|         | X Local policies/procedures follow District Model exactly (see section II.A.2. of Model)  
|         | ___ Local policies/procedures differ from District Model (see attachment) |

Updated Summer 2007
ACTIVITIES FOR THE PRE-/ CO-REQUISITES AND ADVISORY RECOMMENDED PREPARATION

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

1. Matriculation Coordinator will interface with the Curriculum Council meetings so that the process of establishment of pre-requisites, co-requisites, and advisories are met.(6)

2. Through the academic divisions and the Curriculum Council, the course outlines for all course offering will continue to be updated per the guidelines of Title 5.(6)

3. The West Los Angeles College Catalog and Schedule of Classes will be continuously updated to reflect the validated pre-requisites, co-requisites, and advisories. (12)

4. Effort will continue with the faculty of West Los Angeles College to automate the validated pre-requisites, core-requisite, and advisories of the college through the district automated checking system.(3)

5. College research data will be generated to support the efforts of the validation of pre-requisite, co-requisite and advisories of the college.(3,4)
STAFFING FOR THE PRE- AND CO-REQUISITES, AND
ADVISORY ON RECOMMENDED PREPARATION

(Include job titles and numbers of positions involved with this component)

1. Curriculum committee (10), Matriculation Coordinator (1), Vice President of Student Services (1), College researcher (1), Division Chairs (9), Professional Expert (1)
GOALS FOR THE PRE- AND CO-REQUISITES, AND ADVISORY ON RECOMMENDED PREPARATION

1. Matriculation services will work in partnership with college Administration, Research, Curriculum Committee, Faculty, District and outside resources to ensure that established pre- / co-requisites and advisories are met.

2. Matriculation services will work in partnership with college Administration, Research, Curriculum Committee, Faculty, District and outside resources in consultation to refine and develop pre- / co-requisites and advisories as needed by the college.

3. Matriculation Services will assist in the development and implementation of Pre-requisite completion / Challenge screening, as an Admissions Office function.
Los Angeles Community College District Policy
On Pre-requisites, Co-requisites and Advisories

This document is based on
The California Community Colleges Model District Policy
developed by
The State Chancellor’s Task Force
in conjunction with the
State Academic Senate of Chief
Instructional Officers

Approved by
The District Academic Senate,
Council of Academic Affairs,
Cabinet, and
Chancellor

Adopted by
The Board of Trustees
August 31, 1994

Updated Summer 2007
<table>
<thead>
<tr>
<th>AB 3</th>
<th>TITLE 5</th>
<th>COMPONENT STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7821.5(b)</td>
<td></td>
<td>1. State matriculation allocation is used for matriculation services approved by the Chancellor. (YES)</td>
</tr>
<tr>
<td>782115.5</td>
<td>55518(b)</td>
<td>2. District provides at least three-to-one dollar match of state matriculation allocation. (YES)</td>
</tr>
<tr>
<td></td>
<td>55512(b)</td>
<td>3. District provides for a review of the revenue and expenditures of matriculation as part of annual district audit. (YES)</td>
</tr>
</tbody>
</table>
POLICIES AND PROCEDURES

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

A. District: ensures that no matriculation, practice subjects any person to unlawful discrimination - Title 5, §55521(f)(a)(6).
   
   x Board adopted policy
   ____ 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, §55530(c).
   
   x Board adopted policy
   ____ Instructional practices

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

D. In multi-campus district, the district makes arrangements for coordinating the various college Matriculation Plan – Title 5, §55510(a)(7).

E. Each pre- or co-requisite 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 skill or knowledge without which success in the subsequent course (or specific course within a program) is highly unlikely;
   3) the co requisite 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 others- Title 5, §55201(c)(1-4).
   4) necessary to protect the health and safety of the student or others - Title 5, 55201(c) (1 -4)
   
   x Board adopted policy
   ____ Institutional practices

F. District has adopted clear written policies that define student responsibilities and the consequences of failing to fulfill such responsibilities - Title 5, §55530(d)
   
   x Board adopted policy
   ____ Institutional practices
G. All computational and communication pre- and co-requisites are established on a course-by-course basis – Title 5, §55202(b).

  x  Board adopted policy

  ___ Institutional practices

H. Board-adopted district policies and procedures related to pre-and co-requisites and advisories are included in the college's matriculation plan. • Title 5, §55510(a)(6)

  ___ Board adopted policy

  ___ Institutional practices

I. District policy ensures open enrollment (subject to meeting pre-and/or co-requisites), policy is in catalog, schedule of classes, and on file with state Chancellor. - Title 5, §5 1006(b) and 58106(a)

  x  Board adopted policy

  ___ Institutional practices

J. District permits students, whenever possible, to avoid additional testing by submitting scores on recently taken tests which correlate with those used by the district - Title 5, §55530 (c).

  ___ Board adopted policy

  ___ Institutional practices

K. 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, §55521(d)

  x  Board adopted policy

  ___ Institutional practices

Date(s) on which district board of trustees adopted policy(ies) in line with Title 5, §55201, 55202 and 58106

§55201_____________  _______________  _______________

§55202_____________  _______________  _______________

§58106_____________  _______________  _______________

Updated Summer 2007
I. ORGANIZATIONAL CHART

MATRICULATION

* Note: Plan to replace Sr. Proctor and Student Services Aide with Student Services Assistant.
**MATRICULATION COMMITTEE**

**COMMITTEE NAME:** Matriculation Advisory Committee (MAC)

**CHAIRPERSON:** Patricia Banday  
**TITLE:** Matriculation Coordinator

**COMMITTEE MEMBERS:**

<table>
<thead>
<tr>
<th>Betty Jacobs, English Department Chair</th>
<th>Joel Francis, ASO President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackie Manheim, Admissions and Records</td>
<td>Ana Chang, Assessment Svcs. Rep./Student</td>
</tr>
<tr>
<td>Elizabeth Evans, Faculty Representative</td>
<td>Leonor Diaz Student Representative</td>
</tr>
<tr>
<td>Alma Narez-Acosta, Counselor/EOP&amp;S Representative</td>
<td></td>
</tr>
<tr>
<td>Karen Quitchau, ESL faculty Representative</td>
<td></td>
</tr>
<tr>
<td>Nancy Sanders, ESL Faculty Representative</td>
<td></td>
</tr>
<tr>
<td>Chuck Amaugo, Financial Aid Representative</td>
<td></td>
</tr>
</tbody>
</table>

**SUBCOMMITTEES:**

Assessment Subcommittee
COLLEGE MATRICULATION PLAN
PREREQUISITES, CO-REQUISITES AND ADVISORIES ON RECOMMENDED PREPARATION

This Signature page pertains to the prerequisite section of the college matriculation plan.

College: West Los Angeles College          District: Los Angeles Community College District

Signature of President / Superintendent: ______________________________________________________________
Name: Dr. Mark Rocha                                                                                     Date:

Signature of College Academic Senate President: _______________________________________________________
Name: Eloise Crippens                                                                                  Date:

Signature of Chief Instructional Officer: _______________________________________________________________
Name: Dr. Paul Stansbury                                                                               Date:

Signature of Chief Student Services Officer: __________________________________________________________
Name: Betsy Regalado                                                                                    Date:

Signature of Curriculum Committee Chair: _______________________________________________________________
Name: Lloyd Thomas                                                                                     Date:

Signature of College Researcher: ___________________________________________________________________
Name: Dr. Edward Pai                                                                                   Date:

Signature of Matriculation Coordinator: ___________________________________________________________________
Name: Dr. Patricia G. Banday                                                                             Date:

Updated Summer 2007
COLLEGE ADMINISTRATION

Dr. Mark Rocha................................................................. President

Betsy Regalado.............................................................. Vice President, Student Services

John R. Oester.............................................................. Vice President of Administrative Services

Dr. Paul Stansbury......................................................... Vice President, Academic Affairs

Dr. Maria Mateo........................................................... Dean of Academic Affairs

Dr. Edward Pai............................................................. Planning and Research

Dr. Patricia G Banday...................................................... Matriculation Coordinator

Updated Summer 2007
Mary Jane McMaster........................................................................Chair, Mathematics Department

Betty Jacobs......................................................................................Chair, English Department

Sherron Rouzan-Thomas.................................................................Chair, Counseling

Judith A. Friedman.................................................................Director, Workforce Development

Adrienne Foster..................................................................................Director, Disabled Students Programs

Glen Schenk.........................................................................................Manager, Financial Aid

Anthony Gamble...............................................................................Counselor, Disabled Students Programs

Fran Israel.........................................................................................Counselor, Disabled Students Programs
Darroch “Rocky” Young.................................................................................. Chancellor

Dr. Adriana D. Barrera...................................................................................... Senior Vice Chancellor

Larry H. Esenberg.......................................................... Executive Director, Facilities Planning and Development

Camille A. Goulet........................................................................................... General Counsel