Matriculation is a process that brings L.A. Harbor College and a student who enrolls for credit into an agreement for the purpose of realizing the student’s educational goal through the college’s programs, policies and requirements. The Matriculation process consists of eight components:

*Admissions  *Assessment
*Orientation  *Research
*Prerequisites  *Follow-up
*Counseling/Retention  *Coordination and Training

Five of these provide direct services to students, and three assist the colleges and districts in developing their capabilities for evaluation, compliance, coordination, and analysis.

**Admissions**
The admissions component includes application procedures, initial collection of student information such as an applicant’s need for support services.

**ACCESS CLASS ROSTERS ONLINE**
The LACCD website provides information related to on-line services for faculty. Many faculty members find this a convenient alternative to the paper forms provided by the District. In addition, rosters available online often provide more current listings than rosters that are printed at the District Office and then sent to colleges for distribution to faculty. Signed Exclusion Rosters and Grade Rosters must still be sent to the Admissions Office.

To access your class rosters from the District web servers requires you to have a DEC login name and password. Contact IT to be assigned a username and password. Most continuing instructors already have an existing account, and accounts for new instructors are created at the beginning of each semester. Contact IT for your DEC User ID and password at (310) 233-4636 or (310) 233-4436.

Services available for Faculty: Distribute and collect all rosters, process grade change requests, distribute all student registration forms such as add permits and in lieu of grade cards. We distribute information on roster and grade collection dead-lines. We forward and process petitions from students to faculty.

Admissions & Records provides the following services:

- Admissions
- Registration
- Graduation Evaluation
- CSU GE/IGETC Certification
- Record Keeping/Maintenance
- Transcripts Requests
- Grade Change Requests
- Course Credit/Repeat Request
- Prerequisite Checking
- Enrollment Verification

**By: Rocio Rubalcava**
Admissions & Records
Office Supervisor

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During this component, students are informed of academic, vocational programs, and services provided by the campus; students rights and responsibilities, the student grievance process, transfer and career opportunities.

The purpose of the new student orientation is to inform students of the college’s programs and resources, services, facilities academic expectations, and institutional procedures. All new students attending Harbor College for the first time are advised to attend the student on-campus orientation by viewing a PowerPoint slideshow after completing their assessments, or to view the on-line orientation at http://www.lahc.edu/studentservices/matriculation/orientation.html. Viewing the Orientation and successfully completing the Orientation Quiz exempts students from the L.A. Harbor on-campus orientation.

Prerequisites

Prerequisites are conditions of enrollment that students are required to meet prior to enrollment in particular courses or programs. The assignment of a prerequisite to a course signifies that the courses, skills, or body of knowledge described in the prerequisite are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.

Prerequisite means the preparation or previous course work considered necessary for success in the course. The college REQUIRES students to complete prerequisites as pre-enrollment preparation. Students may take their college or university transcripts to a counselor to clear prerequisites. The registration system blocks a student from enrolling in a class if the required prerequisite course(s) are not in the computer data base.

Counseling

This component provides counseling throughout the student’s community college stay: interpreting and applying assessment findings: formulation of a student’s educational plan; discussion of personal concerns; and monitoring and guidance toward the student’s educational goals.

In late-May 2009 Mrs. Leige Doffoney was hired as the new Transfer Center Director/Counselor. Her years of experience with the Los Angeles Community College District as an Administrator and EOPS Counselor are a blessing for the hundreds of students that visit the Center every semester. Now, the students have someone to help them navigate the transfer process. Mrs. Doffoney works closely with university representatives, scheduling visits to Harbor on a weekly basis to help students with transfer evaluations and university applications, and establishing unique programs for Harbor’s transfer students. Welcome to Harbor, Leige!

On another note, the Counseling faculty have seen many students on a drop in basis before and after the spring semester began. From January 25 to February 10, counselors helped 1,420 students at the Drop In Counseling counter. Students indicate that their reasons for visiting counselors during this rush period are to seek last minute information on needed classes to achieve their goals, open class ideas, prerequisites clearances, program change questions, dismissal holds, etc. Students are appreciative of these immediate services and of not having to wait for weeks to get their questions answered. After February 23, Counselors will resume more in depth counseling services such as career exploration, development of student educational plans, university transfer evaluations, letters of recommendation, scholarship information, academic and progress probation sessions, subject to dismissal contract development, etc. In addition to drop in counseling services, a “Meebo” site, for quick questions online, is being piloted during spring 2010.

With the support of the Title 5 Grant, Frequently Asked Questions (FAQs) have been added to the Harbor Homepage. It is our hope that students can access answers to their questions in a variety of ways.

The Counseling department hopes to soon offer Personal Development 17 - College Survival Skills Development online. It is a one unit UC:CSU transferable course. The Counseling Department continues to be a place where students come first!

By: Joy Fisher and Elizabeth Colocho
Research

This component requires colleges to use and, in some cases, expand their data-collection and analysis capabilities to measure the effectiveness of the college’s efforts to positively affect student’s academic outcomes through the matriculation process.

The Office of Institutional Research at Los Angeles Harbor College conducted a point-of-service survey of the Assessment Center during the summer of 2009. The survey was given electronically to students after the assessment test. A total of 171 responses were collected. Overall, the responses were very positive. You may access the survey results here: http://www.lahc.edu/research/researchmatriculation1.html

Some of the findings:

- A majority of those taking the assessment test are either concurrent high school students or recent high school graduates who intend to enroll at Harbor College.
- Respondents were very satisfied with the courtesy they received from the Assessment Center. Most highly rated was the time staff spent with them when they needed assistance.
- Generally, the Center was effective in assisting incoming students. The staff was able to communicate with the students as well as provide clear instructions and procedures.

By: Citlally Santana
Student Services Assistant

Assessment

For Matriculation purposes, students are assessed in English and English as a Second Language (ESL) and Mathematics. Students are placed using multiple measures and all assessment instruments used have been validated and approved by the California Community Colleges Chancellor’s Office.

The Assessment Center is located in the Student Services and Administration Building Room 118 and can be reached at 310.233.4072. The office has been offering walk-in placement tests to students since June of 2006. It is very convenient for students to take their test without making an appointment. Many take advantage of coming down to LAHC to matriculate, assess and see a drop in counselor all in the same day and in the same building! The office has been open for a year now in the new Student Services & Administration Building. We are proud to say that we started testing the second day we moved in thanks to our staff and the IT Department!

There have been a couple of changes recently. Due to budget cuts we are no longer offering evening or Saturday tests. The Nursing Reading Assessment test is no longer a requirement for the application so it is no longer given to students as of October 2009. The Assessment Center is currently offering Placement Tests which consist of either English or English as Second Language and Math, and Ability To Benefit Test (ATB or ATB-ESL). The ATB test is given to Students who are not high school graduates (or who have not earned a General Education Development [GED] Certificate) to establish student eligibility in order to receive Financial Aid.

Our monthly testing calendar is available online at: http://www.lahc.edu/studentservices/matriculation/testingcalendar.html
There are three different ways for students to make appointments for scheduled tests:
- In person at the Assessment Office or using the computers in front of the Information Desk or Assessment Center
- On the phone through the Assessment Center Office
- Online at http://www.lahc.edu/sars/assessment/eSARS.asp

By: Citlally Santana
Student Services Assistant

Student Perspective By: Jazzel Atienza

Last Fall semester of 2009, I took an Anatomy class. At first, I thought it was an easy course, but I was proven wrong. In fact, on the first day of my Anatomy lab, I had no idea of what I was studying. The next thing I knew, the instructor left us behind while other students carefully looked at the models of skulls and bones. I imitated what they were doing and joined with others, but I still remained clueless. After class, I rushed into the bookstore and bought the textbook together with some flashcards. Right after, I went straight to my part time job on campus. The part time job was part of the financial aid award letter I received. By the help of Mr. Lakshman DeSilva, I was assigned to work at the Assessment Center.

Same work-study routine followed throughout the semester, and honestly, it was quite tiring. I felt I was left behind in my studies. In consequence, I managed my time effectively. Before class, I read the textbook in advance. During class hours, I recorded the discussions we had and asked some questions. When I needed more time locating body parts and skull structures, I grabbed every chance I got by going in every single laboratory. After the day, I reviewed my notes and reread my textbook while listening to the recorded class discussions several times. I also glanced on my flash cards most often to memorize the parts of the body. On weekends, I spent some quality time with my family. I sometimes associated my studies on the television shows I fondly watched like CSI Miami, CSI NY, CSI, and NCIS.

When final exams came, I was fully prepared to take the test because I had put all of my time and effort studying the course material. In the end, I was quite satisfied with the grade I got. With the knowledge I had gained throughout this experience, I learned to manage my time very effectively. I used several methods of studying, and all of them worked. Persistence was the virtue I had, and now, I shall use it most often to get high grades and to achieve my personal goals in life.
Funding just to take care of the most essential student needs such as program at L.A. Harbor College is operating with the minimum they need to achieve their educational goals. The Matriculation weeks before the semester starts and to find student services that These two programs are paramount to help students find classes two funds allocated in the unclassified line in the Matriculation budget.

Student Success Team and the Peer Advisor Programs run with very helpful to assist students who needed a Student Educational Hourly counseling funding to serve students during registration in the evenings and Saturdays was removed from the budget. The Matriculation budget was reduced by up to 62% District-wide, forcing the college to lay-off the long term Retention counselor who was assisting students on academic and progress probation, or subject to dismissal.

Helping students is just a few clicks away. Please follow these steps:

1) Log in to the Online Faculty Rosters system http://www.laccd.edu/faculty_staff/extranet2/services.htm
2) Click on Faculty Services – Instructor System
3) Log in with your username and password
4) Select a course
5) Select the ALERT STUDENTS option
6) On the student roster, select the student to be alerted by clicking on the Alert Student button next to the student’s name
7) Select the type of alert to be sent (missing assignments, absences, etc) and click Submit to proceed
8) Select a method of contact (pre-formatted email, referral email, etc)
9) Edit emails if necessary
10) Select Alert Student to submit the alert

The system keeps an alert history of notices sent to students and allows you to review previous alerts if necessary. Please contact Elizabeth Colocho at coloche@lahc.edu for more help or questions about using this system.

Coordinator’s Corner

By: Elizabeth Colocho

Funding for Categorical programs has been slashed drastically statewide. The Matriculation budget was reduced by up to 62% District-wide, forcing the college to lay-off the long term Retention counselor who was assisting students on academic and progress probation, or subject to dismissal. Hourly counseling funding to serve students during registration in the evenings and Saturdays was removed from the budget. The additional hourly counseling funding through Matriculation was very helpful to assist students who needed a Student Educational Plan to get Financial Aid or to get their Veteran’s benefits. The Student Success Team and the Peer Advisor Programs run with student workers are non-existent anymore because there are no funds allocated in the unclassified line in the Matriculation budget. These two programs are paramount to help students find classes two weeks before the semester starts and to find student services that they need to achieve their educational goals. The Matriculation program at L.A. Harbor College is operating with the minimum funding just to take care of the most essential student needs such as English and math assessments. It costs about $10.43 to assess one student for English or Math, which includes testing units, proctoring services, processing of tests results, orientation materials, a Matriculation folder and handouts. Retention and follow up are two very important components of Matriculation and highly needed to assist students to finish their certificate, associate of arts or science degree, and to complete their general education requirements to transfer to a four year university.

In spite of this budget constraint, the District Matriculation Advisory Committee members continue working together to look for better ways to help students stay in school and finish their educational goals. The Online Early Alert system is ready for faculty to use. This program will be open all year round to make referrals to the Financial Aid office, DSPS and EOPS programs, Counseling, Tutoring, Math and English labs, etc. We encourage faculty to visit the www.lahc.edu homepage - click on Faculty and Staff Resources, then click View Rosters. This will take faculty to the “Instructor Login screen”. Type your User ID and password to be able to see your rosters. Please continue participating in this retention program so that our students can reach their educational goals in a timely manner. The District will still mail the Early Alert paper rosters for this current semester but it is considering to only provide online rosters in the near future.

Coordination and Training

Coordination consists of the efforts to involve college staff and students in designing, implementing and evaluating matriculation services in all of the above components as well as training faculty and staff in all areas of Matriculation.