

COLLEGE MATRICULATION PLAN
2010

College Name and Address: Palo Verde College
One College Drive
Blythe CA 92225

District Name and Address: Palo Verde College
One College Drive
Blythe CA 92225

Signature of College Superintendent/President: _____
Name: James W. Hottois Date: _____

Signature of College Academic Senate President: _____
Name: Dennese Lilley-Edgerton Date: _____

Signature of Matriculation Coordinator's Supervising Administrator: _____
Name: James W. Hottois Date: _____

Signature of College Matriculation Coordinator: _____
Name: Diana Z. Rodriguez Date: _____

COLLEGE MATRICULATION PLAN
PARTICIPANTS

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.
Vicki Attaway – Associate Dean of Distance Learning
Irma Dagnino – Counselor/Articulation Officer
Louise Gallan - Learning Skills Center Coordinator
Maria Gracia - Matriculation Secretary
Steve La Vigne – DSP&S Coordinator /Counselor
Peter Martinez – EOPS Director/Counselor
Trilok Mehta – Student, ASG President
Linda Pratt – Financial Aid Officer
Hortensia Rivera – Transfer & Career Center Director/Counselor
Diana Z. Rodriguez – Vice President, Student Services/Matriculation Coordinator
David Silva – Counseling Faculty
Brian Thieboux - Institutional Researcher; English/Business Faculty
Melinda Walnoha – Registrar

1. ADMISSIONS COMPONENT

<u>AB3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212(b)(1)	55520(a)	1. Provide a procedure for the processing of the admission application.
	55522	2. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
	55510(a)(4)	3. Support admissions services.

1.1 ACTIVITIES FOR THE ADMISSIONS COMPONENT:

1. Students are first advised to complete an admission application (online or paper) and request transcripts from all colleges and high schools attended when needed. Students are directed to orientation, assessment, and counseling, followed by registering for classes (online or paper). Students who indicate a need for special services are referred accordingly. Students who are exempt from one or more matriculation components, according to district policy, are informed that they may participate in all matriculation components. 55520(a)
2. Palo Verde College converted to the Datatel Student Information System and the CCCApply online admission application at the beginning of the Fall 2009 term. New procedures for processing admissions applications have been established and advertised to ensure that all students have access. Most students will be applying online for admission to Palo Verde College through CCCApply. Students without online access will be provided a paper application (also available in Spanish to accommodate non-English speaking students). However, our goal is to have the majority of students using the online application, therefore computers have been made available on campus and assistance is provided for students when needed. All students, regardless of previous academic preparation and primary language, will find the admission process accessible. The new admissions procedures are well advertised and students are encouraged to apply early. Because we are still in the transition stages of working with this new software and online application, our procedures for processing admissions applications may vary somewhat in the future to ensure better service to our students. 55522

In addition to the online application and the paper English and Spanish application, the college also provides alternative services for ethnic and language minority students and for students with disabilities. Special application procedures and priority registration dates are available for those who are eligible and/or require them: DSP&S, EOPS, and Veterans. Financial aid offers online application assistance and all forms and materials are available in English and Spanish. 55522

3. The integrated Student Information System helps to implement the process and support the admission services. It is capable of restricting course repetitions and performing pre or co-requisite checking per course requirements. The system has the capability of tracking (and notating on transcripts) courses that have been repeated and calculating whether to count in the grade point average according to Title V guidelines. This system is also specifically designed to make possible the collection and reporting of all MIS data element information to meet state reporting requirements. 55510(a)(4)

1.2 GOALS FOR THE ADMISSION COMPONENT

1. All students, regardless of previous academic preparation and primary language, will find the admissions process accessible.
2. All records will be accurate and accessible.
3. The admissions component is expected to operate with a maximum efficiency.
4. Student history, assessments, and needs will determine the counseling services provided to new and continuing students.
5. Priority registration will continue to be provided to DSP&S, EOPS and Veteran students.
6. The majority of non-English speaking students are Spanish speakers; therefore Spanish speaking personnel and Spanish language admission applications are made available to students when needed.
7. Continue to utilize American Sign Language Interpreters and TTY line for hearing impaired students.
8. Written instructions exempting students from matriculation services will continue to be provided to students (in the catalog, in the admissions application, and other documents). The online admissions application process will identify students that are exempt from matriculation services according to the District policy.
9. Students exempt from the matriculation process will continue to be monitored and informed that they still may participate in all matriculation components.
10. Improve the new online admissions process to better serve our students.

1.3 STAFFING FOR THE ADMISSION COMPONENT

Registrar (1)

Assistant to the Registrar (1)

A & R Specialist (1)

A & R Tech II (1)

A & R Tech I (1)

2. ORIENTATION COMPONENT

<u>AB3</u>	<u>Title5</u>	<u>Component Standards</u>
78212(b)(2)	55502 (i)	1. Provide students and potential students with information concerning college programs, services financial assistance, facilities and grounds academic expectations, course scheduling and institutional procedures in a timely manner.
78212(a)	55530(b)(d)	2. Provide written definitions informing students of their rights and responsibilities.
	55003(m)	3. Promptly inform students of their rights to challenge (on specified grounds)
	58106(c)(d)(e)	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.
	55534(b)	4. Inform students of procedure for alleging unlawful discrimination in implementation of matriculation practices.
	55534(a)	5. Provide students with or direct them to written district procedures for challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which district maintains such complaints.
	55522	6. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
78214(b)(3)	55532(a) 55510(a)(5)	7. Adopt District governing board policies specifying criteria for exemption.
	55532(c)	8. Make exempted students aware that they may choose whether or not to participate in this component.
	55532(d)	9. Ensure that exemptions from this component are not based upon specified sole criterion.
	55510(a)(4)	10. Utilize computerized information services to implement or support orientation activities.

2.1 ACTIVITIES FOR THE ORIENTATION COMPONENT:

1. Group orientations are scheduled at the beginning of each semester for new students. Orientation is also offered through instruction in various General Studies informational and success courses throughout the academic year. Outreach programs are presented at various high schools/middle schools in the District's service area. Students are referred to support services at the time of registration and throughout the year; which include, but are not limited to: Financial Aid, EOPS/CARE, DSP&S, CalWORKs, Transfer/Career Center, and ASG. 78212(b)(2) and 55502(i)
2. The student handbook and the college catalog contain definitions informing students of their rights and responsibilities 78212(a) and 55530(b)(d).
3. Students are informed of the right to challenge (on specific grounds) a pre- or co-requisite or limitation on enrollment; and that is their responsibility for demonstrating that grounds exist for the challenge and of their right to file a complaint of unlawful discrimination. This right is explained in orientation programs, and in various publications distributed to students. The challenge form used for this purpose is available to all students through the counseling process. 55003 (m) and 58106(c)(d)(e)
4. Students are informed of the process for alleging unlawful discrimination in the implementation of matriculation practices. The process is presented during orientation and discussed in the student handbook and college catalog. 55534(b)
5. The admissions application, including the online version, contains a section in which students may request exemption from any matriculation component. The schedule informs students of exemption rights and the right of exempted students to choose to participate in any of the matriculation components. The matriculation appeals procedure is published in the schedule and other college publications. 55534(a) Students who challenge matriculation provisions or who complain of unlawful discrimination are provided with information and forms to help them resolve the issue. A petition may be filed with the District Affirmative Action Officer who will work to resolve the complaint. The method by which the District maintains and resolves such complaints is described in a step-by-step process on a form provided to students for this purpose. The method is also described in the student handbook and in the college catalog 55534(a).
6. Additional support services are provided to students with verified disabilities. Orientations are provided in Spanish and English and appropriate language materials are available to limited English speakers. 55522
7. The Board Policy Manual is currently undergoing a complete revision; a policy on exemptions from orientation will be included. 78214(b)(3), 55532(a) and 55510(a)(5)
8. Exempted students are made aware of their choice to participate in orientation by way of a "matriculation exemption request" on our admissions application. 55532(c)

9. The “matriculation exemption request” statement clarifies that District policies may not use any of the following as the sole criterion for exemption from orientation 55532(c) and 55532(d):
 - (a) The student has enrolled only in a few classes;
 - (b) The student has enrolled in fewer than the specified number of units;
 - (c) The student is enrolled exclusively in noncredit courses;
 - (d) The student is undecided about his or her educational objectives; or
 - (e) The student does not intend to earn a degree or certificate.
10. An online orientation is being developed and plans to implement by fall 2011. 55510(a)(4)

2.2 GOALS FOR THE ORIENTATION COMPONENT:

1. Student success and retention will be higher for those students that attend an orientation.
2. Students will move smoothly through the admission and registration process.
3. Bilingual staff will assist with orientation as needed.
4. Students who receive special orientation services through DSP&S, EOPS, and ESL will be measurably as satisfied with services as those students who receive the college's general orientation. Special population students will also be referred to general orientations.
5. The courses designed for orientation purposes will be scheduled each semester and students will be encouraged to enroll in one of these courses during their first semester at Palo Verde College. Courses will include the same, as well as enhanced, content used in general orientation.

2.3 STAFFING FOR THE ORIENTATION COMPONENT:

President of the Associated Student Government

Student Activities/CalWORKS Coordinator (1)

Counselors (2)

DSP&S Coordinator/Counselor (1)

EOPS Director/Counselor (1)

EOPS Program Assistant (1)

EOPS Secretary (1)

Transfer & Career Center Director/Counselor (1)

Financial Aid Officer (1)

Assistant to the Financial Aid Officer/Outreach Coordinator (1)

Financial Aid Secretary (1)

Financial Aid Technician (2)

Learning Skills Center Coordinator (1)

Librarian (1)

Registrar (1)

Admissions & Records Technicians (2)

Superintendent/President

Vice President, Instruction

Vice President, Student Services/Matriculation Coordinator

Matriculation Secretary (1)

Assistant Dean, Needles Center (1)

Executive Secretary, Needles Center (1)

Associate Dean of Distance Learning (1)

3. ASSESSMENT COMPONENT

<u>AB3</u>	<u>Title 5</u>	<u>Component Standards</u>
	55520(c)	1. Conduct Assessment for all non-exempt students.
78212(b)(3)(A)		2. Administer assessment instruments to determine student competency in computational and language skills.
78212(b)(3)(B)		3. Assist students to identify their aptitudes, interests, and educational objectives.
78212(b)(3)(C)		4. Evaluate students' study and learning skills.
	55521(a)	5. Use assessment instruments approved by the Chancellor's Office.
	55521(a)(2)	6. Use assessment instruments only for purpose for which they were developed or validated.
	55521(a)(3)	7. Use multiple measures (other than two or more highly correlated instruments) for placement, required and appropriate referral or subsequent evaluation.
78213(b)(2)	55521(e)	8. Use assessment instruments, methods or procedures in an advisory manner in the selection of academic courses and educational programs.
	55522	9. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
78214(b)(3)	55532(a) 5510(a)(5)	10. Adopt District governing board policies specifying criteria for exemption.
	55532(c)	11. Make exempted students aware that they may choose whether or not to participate in this component.
	55532(d)	12. Ensure that exemptions from this component are not based upon specified sole criterion.
	55510(a)(4)	13. Utilize computerized information services to implement or support assessment services.

3.1 ACTIVITIES FOR THE ASSESSMENT COMPONENT:

1. Student Services conducts assessment for students. This service is offered to all students. 55520(c)
2. Students are assessed for competency language skills and basic computation. They are informed that placement exams are only one indicator of how successful the student will be in certain courses. 78212(b)(A), 78213(b)(2) and 55521(e)
3. Students are provided a number of interest and ability inventories in order to assist them in identifying aptitudes, interests, and educational objectives. 78212(b)(3)(B)
4. Students identify, through self-assessment, their learning and study skills and remediation is recommended when appropriate. 78212(b)(3)(C)
5. The college uses assessment instruments approved by the Chancellor's Office. The current assessment instrument is the CPT Accuplacer and the CELSA for limited English speaking students. 78213(a) and 55521(a)
6. The assessment instruments are used only for the purpose for which they were developed or validated. The college continually gathers data to establish local norms for the approved instruments. The matriculation coordinator and the learning skills center coordinator along with the matriculation committee monitor and evaluate the predictability of the assessment instruments. 55521 (b)
7. Counselors use multiple measures for placement in appropriate academic courses which include, but are not limited to, the following: assessment scores, grades, time needed for work and other responsibilities, elapsed time since last enrolled, number of units in which the student enrolls, level of course work completed at another institution, etc. Upon full implementation of the Datatel System, multiple measures will continue to be utilized for placement in appropriate courses. 55521(c)
8. Instruments, methods, or procedures are used in an advisory manner in the selection of academic courses and educational programs. Students are informed that assessment scores and interest inventories are not the only indicators of how successful they may be in a course or program of study. 78213(b)(2) and 55521(e)
9. Bilingual counselors and advisors provide services to students who are limited English speakers. Special provisions are made for students with disabilities. 55522
10. The Board Policy Manual has been revised and a policy on exemptions from Assessment will be included. 78214(b)(3), 55532(a) and 55510(a)(5)
11. Exempted students are informed that they may choose whether or not to participate in this component in the following college publications: schedule of classes, student handbook, college catalog, admissions form, and by the counselor. Regardless of exemption status, all students are encouraged to participate in each component of matriculation. 55532(c)

12. A number of considerations are discussed when a counselor advises students of their exemption status. Considerations may include: the time elapsed since a student has been enrolled at this or any other college, the courses in which the student may have been enrolled, grades from this or another institution, etc. 55532(d)
13. Computerized assessment services are provided.

3.2 GOALS FOR THE ASSESSMENT COMPONENT:

1. The college will continue to use instruments that have been approved by the Chancellor's Office.
2. Students will continue to receive counseling and advisement based on multiple assessment measures, so they may choose appropriate courses.
3. Automatic uploads into the Datatel system will be completed.
4. A methodology for documenting the use of multiple measures will be adopted.
5. Assessment scores will continue to be compiled to aid in enrollment management.
6. The matriculation committee will continue to monitor assessment activity.
7. Placement score results will be fully incorporated in the MIS system.

3.3 STAFFING FOR THE ASSESSMENT COMPONENT:

Learning Skills Center Coordinator (1)

Adjunct Assessment faculty (2)

Vice President, Student Services/Matriculation Coordinator

DSP&S Coordinator/Counselor (1)

DSP&S Learning Disability Specialist (1)

EOPS Director/Counselor (1)

EOPS Counselor (2)

Transfer & Career Center Director/Counselor (1)

Counselor (2)

Assistant Dean, Needles Center (1)

4. COUNSELING/ADVISEMENT COMPONENT

<u>AB3</u>	<u>Title 5</u>	<u>Component Standards</u>
78212(b)(3)(D)	55520(g)(1),(2)	1. Make appropriate referral(s) to available support services and curriculum offerings.
78212(b)(3)(E)	55520(d) 55523(a)(4)	2. Provide advisement concerning course selection.
78212 (b)(4)	55523(a)(1) 55526	3. Make reasonable efforts to ensure that probationary nonexempt students participate in counseling.
78212(b)(4)	55523(a)(2) 55526	4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.
78212(b)(4)	55523(a)(3) 55526	5. Make reasonable efforts to ensure that nonexempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.
	55520(d) 5523(a)(4)	6. Make counseling or advisement available to all nonexempt students.
	55523(b)	7. Provide counseling or advisement by appropriately trained counselors staff in areas deemed appropriate by the district.
	55520(e) 55525(a),(b) 55530(d)	8. Provide assistance in selection of a specific educational goal and development of the student education plan, within a reasonable period after admissions, including student responsibilities.
	55525(c)	9. Record the student educational plan in writing or electronic form.
	55525(c)	10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students' needs.
	55003(m)(n) 58106(c),(d),(e)	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.
	55534(b) 55525(d)	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.

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| | 55534(a)
55525(d) | 13. Provide students with or direct them to write district procedures for: challenging matriculation regulatory provisions, district investigation and attempted resolution of complaints, and methods by which district maintains such complaints |
| | 55522 | 14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities. |
| 78214(b)(3) | 55532(a)
55510(a)(5) | 15. Adopt District governing board policies specifying criteria for exemption. |
| | 55532(c) | 16. Make exempted students aware that they may choose whether or not to participate in this component. |
| | 55532(d) | 17. Ensure that exemptions from this component are not based upon specified sole criterion. |
| | 55510(a)(4) | 18. Utilize computerized information services to implement or support counseling/advising activities. |

4.1 ACTIVITIES FOR THE COUNSELING/ADVISEMENT COMPONENT:

1. Students are counseled/advised regarding support services and specialized curriculum offerings. When appropriate, students are referred to services such as financial aid, Transfer & Career, DSP&S, EOPS, CalWORKs, pre-collegiate basic skills, English as a second language courses and other program services. 78212(b)(3)(D), 55520(g)(1)(2)
2. Students receive advisement concerning course selection. 78212(b)(3)(E), 55523(b), 55525(a)(b), and 55530(d)
3. Counseling faculty makes every effort to see that probationary nonexempt students participate in counseling. Counseling services are provided for students who are on academic probation and for those who are being readmitted following academic dismissal. Probationary Students are identified, notified and follow-up services are provided. 78212(b)(4), 55523(a)(l), and 55526
4. Efforts are made to ensure that nonexempt students, without a declared educational goal, participate in counseling. Students enrolled in classes, including those with undeclared goals, are advised to see a counselor prior to enrollment in order to provide an avenue for discussion of possible goals. 78212(b)(4), 55523(a)(2), and 55526
5. Efforts are made to ensure that nonexempt students enrolled in pre-collegiate basic skill courses participate in counseling or advisement. After assessments, students meet with counseling faculty for interpretation and guidance. Appropriate courses are selected and an education plan is developed. 55520(d), 55523(a)(4)
6. Counseling or advisement is available to all students, regardless of matriculation status. Students are advised to see a counselor for review of educational plans and program scheduling. Counseling may include interpretation of placement test results; high school grades, previous college course work, discussion about career goals, and referrals to support services such as EOPS, DSP&S, Financial Aid, CalWORKS, Learning Skills Center and other related programs. 55520(d), 55523(a)(4)
7. Counselors meet minimum state qualifications and are offered opportunities to update skills and keep abreast of changes in their respective areas of expertise on a regular basis. Counselors and advisors provide services and each is trained in a specific area such as EOPS, DSP&S, transfer, and other areas deemed appropriate. 55523(b)
8. During the initial counseling or orientation meeting, students are provided with student handbooks containing information about their rights and responsibilities. In addition, counselors provide assistance in the selection of a specific educational goal and in the development of the educational plan. 55523(b), 55525(a)(b), and 55530(d)
9. The student education plan is recorded. Copies are given to the student and placed in the student file. This plan is reviewed periodically. 55525(c)
10. The counselor/advisor reviews the accuracy and the implementation of student education plan. 55525(c)

11. Students are promptly informed of their right to challenge (on specific grounds) a pre- or co-requisite or limitation on enrollment. Students are responsible for demonstrating the basis for the challenge and are informed of their right to file a complaint of unlawful discrimination. The Co/Prerequisite Challenge Form is available in Student Services. The process is described on the challenge form and is also explained by the counselor/advisor and discussed in orientations. Also, the challenge process is described in the student handbook, the college catalog, and the class schedule. Students are provided with a catalog in which procedures for alleged unlawful discrimination and resolutions can be found. Students shall be allowed to enroll in the class pending the outcome of the challenge process (This process may change with the implementation of Datatel). 55201 (f)(g), 58106(c)(d)(e)
 12. Students are informed of procedures for filing complaints alleging unlawful discrimination in the implementation of matriculation practices, including alleged violation of process for developing the student educational plan. 55525(d)
 13. Students are provided with written district procedures for challenging matriculation regulatory provisions, district investigation and attempted resolution of complaints, and methods by which the district maintains such complaints. This information is provided in the student handbook and the college catalog. 55534(a), 55525(d)
 14. The college provides modified or alternative services for the matriculation process for ethnic and language minority students and students with disabilities. Bilingual orientations are provided for Spanish speaking students with limited English proficiency. Special orientations are arranged for ESL students and for students with disabilities. Spanish language materials are provided for limited English speakers. 55522
 15. The specified criteria for exemption from the matriculation process are as follows:
 - The student completed an Associate's degree or higher
 - The student enrolled only in evening classes;
 - The student enrolled in fewer than 6 units;
 - The student enrolled exclusively in noncredit courses;
 - The student is undecided about his/her degree or certificate
 - The student does not intend to earn a degree.
- Matriculation services will be made available to all students. 78214(b)(3), 55532(a), and 55510(a)(5)
16. Any student exempted pursuant to this section shall be notified that he or she is covered by an exemption and shall be given the opportunity to choose whether or not to participate in that part of the matriculation process. This is stated in the class schedule as well as other publications. 55532(c)
 17. Exemptions from counseling/advising are not based upon specified sole criterion. 55532(d)

18. Counseling/Advising procedures are supported by the following software programs: Datatel and SARS (Scheduling And Reporting System).

4.2 GOALS FOR THE COUNSELING/ADVISEMENT COMPONENT:

1. Increase the number of students who have developed education plans.
2. Increase retention and persistence rates.
3. Increase degree and certificate completion rates.
4. Increase transfer rates.
5. Increase students' awareness of their rights and responsibilities with respect to the matriculation process, such as GES courses, orientations, and etc.
6. Increase the number of students who use matriculation services.
7. The District Governing Board of Trustees will specify criteria for exemptions from the counseling/advisement component.
8. Colleague/Degree Audit Software will facilitate the accurate identification of the courses needed to complete graduation requirements.
9. The measures used in determining course placement will be available in colleague.

4.3 STAFFING FOR THE COUNSELING/ADVISEMENT COMPONENT:

Vice President, Student Services/Matriculation Coordinator

Executive Secretary to the Vice President, Student Services (1)
Scheduling/Customer Service Clerk (1)

Counselor (2)
Part-Time Counselor (as budget permits)
Part-Time Advisors (1)
Peer Counselors (as budget permits)

EOPS Director/Counselor (1)
EOPS Counselor (2)
EOPS Counselor Part Time: (as budget permits)
EOPS Part-Time Advisor (as budget permits)
EOPS Peer Counselor/Recruiter (as budget permits)

DSP&S Coordinator/Counselor (1)
DSP&S Counselor part-time (as budget permits)
DSP&S Peer Counselors/Recruiters (as budget permits)

Transfer & Career Director/Counselor (1)
Transfer & Career Center Peer Counselor/Recruiter (as budget permits)

Matriculation Secretary (1)
Student Office Workers (as budget permits)

Registrar (1)
Assistant to the Registrar (1)
Admissions & Records Technician (2)
Admissions & Records Specialist (1)

5. STUDENT FOLLOW UP COMPONENT

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

5.1 ACTIVITIES FOR THE FOLLOW UP COMPONENT:

1. Counseling/Advisement follow-up sessions are provided to monitor academic progress. Appropriate referrals are made and services are provided in response to student needs. 78212(b)(4.), 55520(f), 55526, and 55523(a)(1-3)
2. Early alert and mid-term deficiency process are used by teaching faculty and Admissions and Records to alert students of academic progress during the first eight weeks of the semester. Counseling faculty follow up with a counseling/advising appointment to monitor progress. 55526, 55520(g)(l)
3. Referrals are made to appropriate services and academic/vocational programs as needed. 55520(g)(1), 55526
4. The Learning Skills Center offers tutoring and study skills information for those who need skills development. Faculty provides courses in reading, writing, and computation for students needing skill development assistance. Services and accommodations are provided to students with disabilities. 55522
5. With Datatel and SARS, supporting, monitoring, and follow-up services are now available. 55510(a)(4)

5.2 GOALS FOR THE FOLLOW UP COMPONENT:

1. Continue to identify students experiencing academic difficulties through the deficiency process and provide appropriate services.
2. Increase faculty participation in the matriculation process, study skills advisement, and recommendations for services.
3. Students on probation who choose follow-up-services will show a higher rate of return to good academic standing than those who choose not to take advantage of such services.
4. Probation students receiving follow up services will receive fewer dismissal notices.
5. Continue to utilize computerized information services to implement, support, monitor and follow-up services.

5.3 STAFFING FOR THE FOLLOW UP COMPONENT:

Vice President, Student Services/Matriculation Coordinator
Customer Service/Scheduling Clerk (1)
Matriculation Secretary (1)

DSP&S Coordinator/Counselor (1)
DSP&S Secretary (1)

EOPS Director/ Counselor (1)
EOPS Counselor (2)
EOPS Secretary (1)
EOPS Program Assistant (1)

Registrar (1)
Assistant to the Registrar (1)
Admissions & Records Specialist (1)
Admissions & Records Technician (2)

Financial Aid Officer (1)
Assistant to the Financial Aid Officer/Outreach Coordinator (1)
Financial Aid Technician (2)
Financial Aid Secretary (1)
Financial Aid Peer Counselors (2)

Counselor (2)

Transfer & Career Center Director/Counselor (1)
Transfer Center Peer Counselors (as budget permits)

Academic Guidance Coordinator (1)

Executive Secretary to Vice President, Student Services (1)

Associate Dean of Distance Learning (1)
Secretary, Instructional services (2)
Distance Education Clerk (1)

Assistant Dean, Needles Center (1)
Executive Secretary, Needles Center (1)

Learning Skills Center Coordinator (1)

6. COORDINATION AND TRAINING COMPONENT

<u>AB3</u>	<u>Title 5</u>	<u>Component Standards</u>
78216(c)(3)	55516 55510(a)(3) 55523(b)	<ol style="list-style-type: none"> 1. Develop and implement a program for providing all faculty and staff with training appropriate to their needs with respect to provision of matriculation services <ol style="list-style-type: none"> a) Admissions b) Orientation c) Assessment d) Counseling/Advisement e) Follow-up f) Research and Evaluation g) Pre- and Co-requisites and Advisories
	55510(a)(4)	<ol style="list-style-type: none"> 2. Utilize computerized information services to implement or support coordination and training activities.

6.1 ACTIVITIES FOR THE COORDINATION/TRAINING COMPONENT:

1. College personnel receive general information about the Matriculation process at faculty and staff meetings. In service training is provided for staff directly involved with each of the matriculation components. Training includes information regarding matriculation policies and the plan. The Matriculation Coordinator will continue to attend matriculation coordination and training conferences that are sponsored by the Chancellor's Office, Region 9 meetings, etc. 78216(b)(c)(3), 55516, 55510(a)(3), and 55523(b)
2. The Matriculation Coordinator will explain to the matriculation committee and the faculty of changes initiated by the Chancellor's Office.
3. The Matriculation Coordinator works closely with the Vice President of Instruction Services and the President of the College to ensure that all matriculation components operate efficiently.
4. Periodic review of research results is conducted.
5. The Matriculation Coordinator provides periodic reports to the President and to the faculty.
6. Faculty and staff are consulted in developing assessment cut scores and validation of the assessment instruments.
7. The Registrar coordinates the collection of matriculation data from each area.
8. The Matriculation Coordinator collects information for the appropriate joint governance committees for the college catalog and the student orientation handbook.
9. E-mail is used to disseminate information about matriculation activities to staff and faculty. 55510(a)(4)
10. Staff is trained in the use of computerized information services. 5510(a)(4)

6.2 GOALS FOR THE COORDINATION/TRAINING COMPONENT:

1. The Matriculation Coordinator will coordinate training with the assistance of the matriculation committee.
2. A regular review of the training needs will be conducted by the matriculation committee through consultation with faculty, staff, appropriate committees, and the administration.
3. Through training, the faculty will become more involved in the matriculation process as it pertains to the classroom (academic progress, study skills, and career planning).
4. The faculty will continue to be trained in the process of establishing co- and pre-requisites needed for student academic success.
5. The Matriculation Coordinator and the matriculation committee will continue to implement the matriculation plan.

6.3 STAFFING FOR THE COORDINATION AND TRAINING COMPONENT:

Vice President, Student Services /Matriculation Coordinator
Executive Secretary to Vice President of Student Services (1)
Matriculation Secretary (1)

DSP&S Coordinator/Counselor (1)
DSP&S Secretary (1)

EOPS Director/ Counselor (1)
EOPS Counselor (2)
EOPS Secretary (1)
EOPS Program Assistant (1)

Registrar (1)
Admissions & Records Technician (2)

Financial Aid Officer (1)
Assistant to the Financial Aid Officer/Outreach Coordinator (1)
Financial Aid Technician (2)
Financial Aid Secretary (1)

Counselor (2)

Transfer & Career Center Director/Counselor (1)

Associate Dean of Distance Learning (1)
Distance Education Clerk (1)

Assistant Dean, Needles Center (1)
Executive Secretary, Needles Center (1)

Learning Skills Center Coordinator (1)

7. RESEARCH AND EVALUATION COMPONENT

<u>AB3</u>	<u>Title 5</u>	<u>Component Standard</u>
78214(a)	55512(a)	1. Establish and maintain institutional research for evaluation efficacy of matriculation services and remedial programs and services.
	55512(a)	2. Evaluate all assessment instruments to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner.
	55512(a)	3. Determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability; where unjustified disproportionate impact is found, develop plan to correct it.
	55512(a)(1)	4. Analyze degree of matriculation's impact on particular courses, programs and facilities.
78214(c)(1) 78214(b)(2)	55512(a)(2)	5. Analyze degree to which matriculation helps students to define their educational goals and objectives.
78214(b)(6)	55512(a)(3) 55514(d)	6. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades and goal attainment.
78214(c)(2)	55512(a)(4)	7. Analyze degree to which matriculation assists district efforts to assess educational needs.
78214(c)(3)	55512(a)(5)	8. Analyze degree to which matriculation matches district efforts to assess educational needs.
78214(b)(4) 78214(c)(4)	55512(a)(6) 55520(g)	9. Analyze degree to which matriculation provides students the specialized support services and programs to which they are referred.
78214(b)(5)		10. Determine ethnicity, sex and age of credit students.
	55514(a)	11. Determine proportion of students of ethnic, gender, age and disability groups placed in pre-collegiate, associate degree-applicable, or transfer courses in reading, writing, computation, or ESL.
	55514(b)	12. Determine proportion of students of ethnic, gender, age and disability groups who enter and complete pre-collegiate basic skills courses.

- 55514(c) 13. Determine proportion of students of ethnic, gender, age and disability groups who complete pre-collegiate basic skills course and who subsequently enter and complete associate degree-applicable courses.
- 55532(a)
55514(f) 14. Record number of students exempted by category and grounds for exemption.
- 55514(g) 15. Maintain numbers of students filing complaints (*re:55534*) and the bases of those complaints.
- 55514(h) 16. Document particular matriculation services received by each non-exempt student.
- 55510(a)(4) 17. Utilize computerized information services to implement or support research and evaluation activities.

7.1 ACTIVITIES FOR THE RESEARCH AND EVALUATION COMPONENT:

1. The college has established and maintains a computerized information system that facilitates research in order to evaluate the efficiency of matriculation services and remedial programs. The institutional research function is handled by a full-time faculty member who devotes approximately 50% time to institutional research. Some research relevant to matriculation is also handled by other faculty and staff on an as-needed basis. 78214(a), 55512(a), and 55510(a)(4)
2. Assessment instruments approved by the Chancellor's Office are used for placement of students in appropriate course levels (English/mathematics). 55512(a)
3. Assessment and enrollment data are utilized to determine course offerings and facilities use. 55512(a)(1)
4. The results of the student satisfaction survey indicate the degree to which matriculation helps students to define their education goals and objectives, and promote student success. 78214(c)(1), 55512(a)(2), 78214(b)(6) 55512(a) (3), and 55514(d)
5. The District's Strategic Planning Committee periodically assesses enrollment management in order to assist and match educational needs. 55512(a)(4) 78214(c)(3), 78214(c) (2), and 55512(a)(5)
6. The *Noel Levitz Student Satisfaction Survey* provides data reflecting the degree to which students are referred to specialized support services and programs. 55512(a) (6), 55520(g), 78214(b) (4), and 78214(c)(4)
7. MIS system collects data which reflects ethnicity, sex, and age of students. 78214(b)(5)
8. MIS system collects data which reflects the proportion of students of ethnic, gender, age, and disability groups who enter and complete pre-collegiate basic skills courses, ESL, transfer and associate degree courses. 55514(a), 55514(b), and 55514(c),
9. MIS system records the number of students exempted by category and grounds for exemption, and documents particular matriculation services received. 55532(a), 55514(f) and 55514(h)
10. The numbers of students filing complaints (re: 55534) and the bases of those complaints and disposition of complaints are documented and are maintained in the office of the Vice President of Student Services. 55514(g)

7.2 GOALS FOR THE RESEARCH AND EVALUATION COMPONENT:

1. Measure the degree to which students, regardless of ethnicity, age, gender or disability, are appropriately served by the matriculation process.
2. Measure the degree to which students successfully complete their educational goals and objectives.
3. Measure the extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.
4. Measure the degree to which students are provided with the appropriate services and placed in the appropriate level of academic courses.
5. Research will provide information to help determine courses needed by students.
6. Provide the information and support for enrollment management.
7. Provide information on the number of students who transition from remedial to college level, who complete degree or certificate goals, and who transfer to four-year institutions of higher learning in order to improve matriculation services.
8. Hire additional staff and expand the hours of assignment in order to conduct research and evaluation.

7.3 STAFFING FOR THE-RESEARCH AND EVALUATION COMPONENT:

Director of Information Technology (1)

Registrar (1)

Matriculation Secretary (1)

Scheduling/Customer Service Clerk (1)

Counselor (7)

Outreach & Events Coordinator (1)

Vice President, Student Services/Matriculation Coordinator

Learning Skills Center Coordinator (1)

Institutional Researcher; English/Business Faculty (1)

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: Palo Verde College

District: Palo Verde Community College

Signature of President/Superintendent: _____

Name: James W. Hottois, Ph.D.

Date: _____

Signature of College Academic Senate President: _____

Name: Dennese Lilley-Edgerton

Date: _____

Signature of Vice President of Instructional Services: _____

Name: William J. Smith

Date: _____

Signature of Vice President, Student Services: _____

Name: Diana Z. Rodriguez

Date: _____

Signature of Curriculum Committee Co-Chair: _____

Name: Maria Miranda-Copple

Date: _____

Signature of Curriculum Committee Co-Chair: _____

William J. Smith

Date: _____

Signature of College or District Researcher: _____

Name: Brian Thieboux

Date: _____

Signature of College Matriculation Coordinator: _____

Name: Diana Z. Rodriguez

Date: _____

8. PREREQUISITES, COREQUISITES, AND ADVISORIES ON RECOMMENDED PREPARATION

Title5

Component Standards

- 58106(b)
1. District ensures open enrollment subject to health and safety considerations, facility limitations, etc., consistent with Board-adopted policies that identify such limitations and which require fair and equitable procedures for determining who may enroll in such courses.

Local policies/procedures follow District Model exactly
(see sections I.A. and II.C of Model)

Local policies/procedures differ from District Model
(see attached)
- 55003(b)(1)
2. Board-adopted policy establishes the process for establishing necessary and appropriate prerequisites, corequisites and advisories and their respective level of scrutiny, including data collection where appropriate.

Local policies/procedures follow District Model exactly
(see sections I.C., II.A. and II.B. of Model)

Local policies/procedures differ from District Model (see attached)
- 55002(a)(2)(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.

Local policies/procedures follow District Model exactly
(see sections I.C.2. and I.C.3. of Model)

Local policies/procedures differ from District Model (see attached)
- 55003(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.

Local policies/procedures follow District Model exactly
(see sections I.C.2., I.C.3., II.A.1.c., II.A.1.g and (where appropriate) II.A I.d. 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)

- Local policies/procedures follow District Model exactly
(see sections 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)
- 55002(b)(2)(D) 6. Curriculum committee recommends establishment of pre- or co-requisite for non-degree applicable course, where appropriate.
- Local policies/procedures follow District Model exactly
(see section 1.C.2., 1.C.3., II.A.1.b. or 1.c. and 1.g., and (where
appropriate) II.A.1.d. and/or 1.f. of Model)
 Local policies/procedures differ from District Model (see attached)
- 55003(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.
- Local policies/procedures follow District Model exactly
(see section I.D. of Model)
 Local policies/procedures differ from District Model (see attached)
- 55002(a)(4)
55002 (b)(4)
55003(b)(2) 8. District ensures that associate degree credit courses and precollegiate basic skills courses (including those with pre- and co-requisites) are taught by qualified instructors and in accord with course outline of record, particularly those aspects of the course that are the basis for the pre-or co-requisite.
- Local policies/procedures follow District Model exactly
(see section I.F. of Model)
 Local policies/procedures differ from District Model (see attached)
- 55003(l) 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.
- Local policies/procedures follow District Model exactly
(see section I.E. of Model)
 Local policies/procedures differ from District Model (see attached)
- 58106 10. District establishes procedures for determining who may enroll in courses for which there are limitations on enrollment, provides for student challenges to the limitations on the grounds specified in Title 5, handles challenges to enrollment limitation in a timely manner, and waives the enrollment limitation if the challenge is upheld.
- 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)

55003(m)

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.

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)

55003 (f)

12. Pre- and co-requisites and advisories are identified in college publications and in the respective course outline(s) of record.

Local policies/procedures follow District Model exactly

(see section I.A. and I.C. of Model)

Local policies/procedures differ from District Model (see attached)

550003(i)

13. District ensures that precollegiate basic skills reading, writing or math courses that serve as pre- or co-requisites are offered with reasonable frequency and that the number of available sections is reasonable given student need.

Local policies/procedures follow District Model exactly

(see section II.A.2. of Model)

Local policies/procedures differ from District Model (see attached)

8.1 ACTIVITIES FOR THE PRE- AND CO-REQUISITES AND ADVISORIES

1. The Matriculation Committee works closely with various other committees and programs to ensure that all component standards, including pre-requisites, co-requisites, and advisories on recommended preparation conform to Title 5 requirements.
2. Board adopted policies relative to pre- and co-requisites and advisories on recommended preparation follows the District Model exactly. *55003(b)(1)*
3. Any limitations on enrollment, pre- or co-requisites, advisories, and recommended preparation are consistent with District Model Policy, and procedures for defining such courses are determined by the Curriculum Committee. *58106(b)*, and *55002(a)(2)(D)*, (E)
4. The instructional divisions, through the program review process, are responsible for periodically reviewing pre-and co-requisites and advisories, including levels of scrutiny and frequency of review. *55003(e)*, and *55510(a)(6)*
5. The District ensures that credit and pre-collegiate basic skills courses, whether they have pre- or co-requisites, are taught by qualified faculty in accord with the course outline of record. Qualifications are determined by the minimum standards set by the statewide Academic Senate or by equivalency. *55002(a)(4)*, *55002(b)(4)*, and *55201 (b)(2)*
6. Counseling faculty and Colleague Datatel System determines whether students satisfy a prerequisite prior to enrollment. Assessments and other measures are used to make this determination. Students are permitted to provisionally enroll in courses pending verification. Enrollment fees are promptly refunded to students who are involuntarily dropped from a course for failure to successfully satisfy the prerequisite. The Vice President, Student Services, the Petitions Committee and the appropriate division resolve pre- and co-requisites in a timely manner and, if the challenge is upheld, the student is allowed to continue enrollment in the course or program. *55202(g)*, *55201(f)*, and *58106*
7. Pre- and co-requisites and advisories are identified in the college catalog and schedule of classes in the respective course outlines of record. The District ensures that pre-collegiate basic skills reading, writing, or math courses that serve as pre- or co-requisites are offered with reasonable frequency and that the number of available sections is reasonable given students' needs. *55003(b)(3)*

8.2 GOALS FOR THE PRE- AND CO-REQUISITES, AND ADVISORIES COMPONENT:

1. Offer the courses necessary (day and evening) for students to progress from pre-collegiate to collegiate level courses.
2. Provide courses that will articulate well with the receiving universities and have courses containing material necessary for success of students upon transferring to four year institutions.
3. Ensure that the process is non-discriminatory and provides opportunity for all students to enroll in college courses or programs of study.

8.3 STAFFING FOR THE PRE- AND CO-REQUISITES, AND ADVISORIES COMPONENT:

Curriculum Committee

Equivalency Committee

Catalog Committee

Vice President, Instruction

Vice President, Student Services/Matriculation Coordinator

Counselors (7)

Matriculation Secretary (1)

Registrar (1)

Admissions & Records Technicians (2)

Institutional Researcher; English/Business Faculty (1)

Learning Skills Center Coordinator (1)

COLLEGE MATRICULATION PLAN BUDGET

<u>AB3</u>	<u>Title 5</u>	<u>Component Standards</u>
78211.5(b)		1. State matriculation allocation is used only for matriculation services approved by the Chancellor. Yes <input checked="" type="checkbox"/> ___no
78211.5	55518(b)	2. District provides at least three-to-one dollar match of state matriculation allocation. Yes <input checked="" type="checkbox"/> ___no
	55512(b)	3. District provides for a review of the revenue and expenditures of matriculation as part of annual district audit. Yes <input checked="" type="checkbox"/> ___no

POLICIES AND PROCEDURES

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

- A. District ensures that no matriculation practice subjects any person to unlawful discrimination - Title 5, §55521(f)(a)(6).

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).

Board adopted policy
 Institutional practices

- C. District and/or college has developed matriculation plan through consultation with representatives of academic senate, students, and staff - Title 5, §55510(b).

Board adopted policy
 Institutional practices

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

Board adopted policy
 Institutional practices
 Not applicable

- 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 skills 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 4) necessary to protect the health and safety of the student or others - Title 5, §55201(c)(1-4).

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)

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).

Board adopted policy
 Institutional practices

- H. Student's satisfaction of pre- or co-requisite is based on successful completion of appropriate course or multiple-measures assessment. Any assessment instrument used shall be selected and used in accord with - Title 5, §55521. - Title 5, §55202(c).

Board adopted policy
 Institutional practices

- I. District ensures that no exit test outside of a course is required to satisfy a pre-requisite or co-requisite. Title 5, §55202(f).

Board adopted policy
 Institutional practices

- J. Each course outline of record contains specific content and other required information is made available to the instructor. - Title 5, §55002(a)(3), 55002(b)(3)

Board adopted policy
 Institutional practices.

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

Board adopted policy
 Institutional practices

- L. Board has adopted policy on limitations on number of units or selected courses in which students on probationary or dismissal status may enroll, or requirement that they follow a prescribed education plan. - Title 5, §58106(b)(5).

Board adopted policy
 Institutional practices
 Board has chosen not to policy or procedure in this area.

- M. Board-adopted policies identify limitations on enrollment. - Title 5, §58106(a),(b)

Board adopted policy
 Institutional practices

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

—Board adopted policy
X Institutional practices

O. Board-adopted policy specifies the basis and process for a student to challenge the application of a pre-or co-requisite. – Title 5, §55201(b)(4) and (f)

X Board adopted policy
__ Institutional practices t

P. 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)

X Board adopted policy
—Institutional practices

Q. District policy ensures open enrollment (subject to meeting pre-and/or co-requisite); policy is in catalog, schedule of classes, and on file with state Chancellor. - Title 5, §51006(b) and 58106(a)

X Board adopted policy
__ Institutional practices

R. 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
X Institutional practices

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

—Board adopted policy
X Institutional practices

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

§55201: 12-09-08

AP 5050-1

§55202: 12-09-08

AP 5050-1

§5810: 12-09-08

AP 5050-1

AP 5052

BP/AP5055

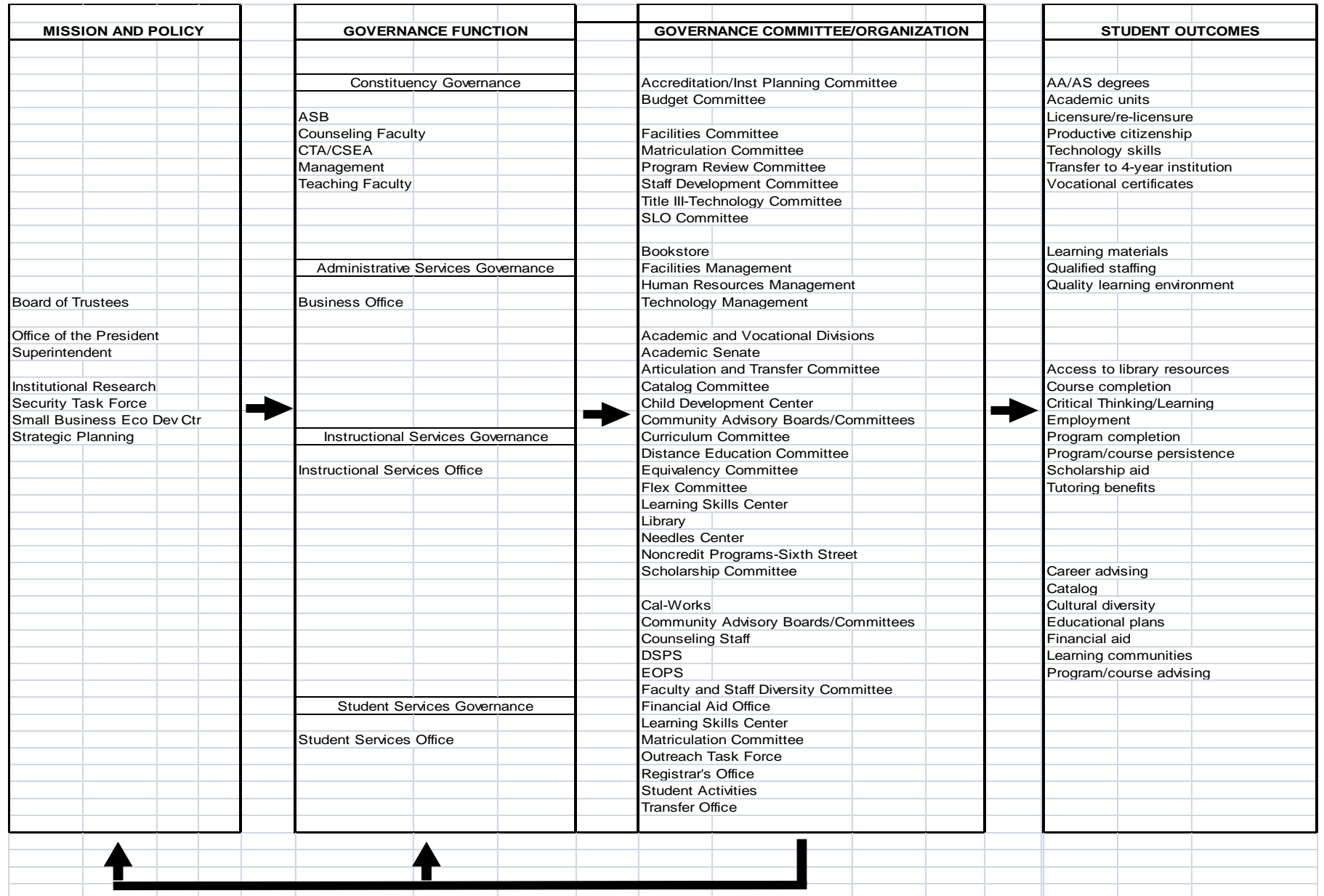
COLLEGE MATRICULATION PLAN ATTACHMENTS

1. ORGANIZATION CHART(S) x College x District
2. MATRICULATION COMMITTEE
3. OTHER ATTACHMENTS (OPTIONAL)

PALO VERDE COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE ORGANIZATION CHART

INSERT HERE

Collegial Governance Process Leading to Student Outcomes
Palo Verde College 2010



2. MATRICULATION COMMITTEE

COMMITTEE NAME: Matriculation Committee

CHAIRPERSON: Diana Z. Rodriguez
CO-CHAIR: David Silva

TITLE: Vice President, Student Services
TITLE: Counseling Faculty

COMMITTEE MEMBERS:

Vicki Attaway

Hortensia Rivera

Irma Dagnino

Brian Thieboux

Louise Gallan

Melinda Walnoha

Maria Gracia

Steve LaVigne

Peter Martinez

Trilok Mehta

Linda Pratt

SUBCOMMITTEES:
