

ARCC 2009 Report: College Level Indicators

Palo Verde College

Palo Verde Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	30.1%	42.9%	37.5%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	56.6%	54.4%	60.4%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	40.9%	31.2%	37.6%

NA: This performance indicator is not applicable for schools of continuing education



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Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	94.0%	92.6%	89.1%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	48.3%	51.6%	42.8%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	1.9%	8.8%	6.1%
Basic Skills Improvement Rate	53.4%	48.2%	55.3%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date



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Table 1.7:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	7,563	6,793	6,563
Full-Time Equivalent Students (FTES)*	1,779	1,810	1,813

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	9.0%	8.7%	9.3%
20 - 24	8.9%	9.1%	11.1%
25 - 49	66.2%	65.7%	63.4%
Over 49	15.1%	15.6%	15.7%
Unknown	0.8%	0.8%	0.6%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	27.6%	30.5%	30.6%
Male	72.3%	69.4%	69.3%
Unknown	0.1%	0.1%	0.0%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	8.3%	7.7%	9.3%
American Indian/Alaskan Native	1.7%	1.7%	1.5%
Asian	2.6%	2.9%	3.6%
Filipino	1.3%	1.4%	1.4%
Hispanic	24.0%	25.4%	25.6%
Other Non-White	0.0%	0.0%	0.0%
Pacific Islander	0.6%	0.6%	0.8%
Unknown/Non-Respondent	9.3%	8.7%	8.1%
White Non-Hispanic	52.1%	51.7%	49.7%

Source: Chancellor's Office, Management Information System



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College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	37.5	47.4	36.3	64.7	<i>A5</i>
B	Percent of Students Who Earned at Least 30 Units	60.4	64.5	60.4	71.9	<i>B5</i>
C	Persistence Rate	37.6	58.3	37.6	72.0	<i>C4</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.1	91.2	84.1	97.2	<i>D6</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	42.8	56.0	42.8	65.9	<i>E4</i>
F	Improvement Rate for Credit Basic Skills Courses	55.3	52.6	36.5	62.0	<i>F2</i>
G	Improvement Rate for Credit ESL Courses	6.1	29.1	0.0	70.5	<i>G1</i>

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



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College Self-Assessment

Palo Verde College, established in 1947, is a small college with a diverse and complex student constituency. In addition to delivering instructional programs to students attending the Blythe main campus, the College provides instruction to students residing in Needles (100 miles north of Blythe), inmates incarcerated at two nearby state prison facilities, inmates located at nineteen other correctional facilities in California, students enrolled in noncredit programs in Blythe, and firefighters and police officers (through instructional service agreements) in Riverside and other locations in California.

Of over 8,000 students (unduplicated count), about half are enrolled through instructional services agreements. The balance of enrollments is distributed approximately as follows: Blythe main campus, 2,000 students; Needles Center, 500; all prison facilities, 1,000; and noncredit programs, 700.

The ratio of male to female students college-wide is approximately 70%-30%, principally because of the preponderance of male police officers and firefighters enrolled through instructional services agreements, and the nearly-100% male population represented among incarcerated students. As for the Blythe main campus, Needles Center, and noncredit programs, the ratio of male to female students is approximately 45%-55%.

Here follows our analysis of the ARCC-2009 performance indicators for Palo Verde College:

Table 1.1 Student Progress and Achievement Rate. The percentages are low, but there is marked improvement in the latter two cohort groups. We attribute the increase to better transfer staffing and advisement, revamping of certificates, and the growth in inmate student populations where there is strong commitment to program completion.

Table 1.1a Percent of Students Who Earned at Least 30 Units. As in Table 1.1, the percentages are low, but the upward trend in the most recent two cohorts is encouraging. We are seeking ways to improve further our students' rates of retention and persistence through implementation of the College's Enrollment Management Plan.

Table 1.2 Persistence Rate. Although this rate has shown an increase in the most recent cohort, it is still an ongoing concern for us. We are seeking ways to improve this indicator through implementation of the College's Enrollment Management Plan.

Table 1.3 Annual Successful Course Completion Rate for Credit Vocational Courses. We attribute this consistently high performance to the substantial motivation among students—police officers and firefighters seeking career advancement and skills upgrade—enrolled in the College's programs through instructional services agreements.

Table 1.4 Annual Successful Course Completion for Credit Basic Skills Courses. The completion rate, while low, has remained fairly consistent in each of the cohorts. We are seeking to improve this performance indicator as part of the Basic Skills Initiative program and related efforts.

Table 1.5 Improvement Rates for ESL and Credit Basic Skills Courses. While Credit Basic Skills remains fairly stable, we are taking steps to improve this performance measure, along with the ESL Improvement measure, through the Basic Skills Initiative program and implementation of the Enrollment Management Plan.

