

Explanation of Standards and Performance With Respect to Student Achievement,
Palo Verde College, 2015, 34 CFR, Paragraphs 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)

Element 1 Course Completion/Success

CCCCO Definition of Course Completion: The ratio of the number of credit courses that students complete, compared to the number of courses in which students are enrolled on the census day of the term.

Success Count is number of course completions with a grade of A, B, C, or P. The Success Percentage is the number of students receiving a grade of A, B, C, or P divided by number of students receiving a grade of A, B, C, D, F, P, NP, or W.

COURSE COMPLETION	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Institution Set Standard
Enrollment	7,638	7,010	6,190	6,012	6,752	
Course Completion/Success	5,490	4,949	3,964	4,482	4,553	
%	71.9%	70.6%	64.0%	74.6%	67.4%	70.6%

Source of completion data: CCCCCO Data Mart, for Fall Semester 2010, 2011, 2012, 2013, and 2014.

Calculation of Institution-Set Standard: Median value of the preceding five Fall semesters.

Element 2 Student Progress and Attainment Rate (SPAR)

Completion (SPAR): measures first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

- Earned AA/AS or credit Certificate (Chancellor’s Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0) (CCCCO, *Methodology for College Level Indicators*)

The source of the data is Data on Demand, CCCCCO.

SPAR	2003-04 Cohort	2004-05 Cohort	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	Institution-Set Standard
Total in Cohort	318	223	240	226	222	
Total Achieving	115	79	98	74	68	
%	36.2%	35.4%	40.8%	32.7%	30.6%	35.4%

Source of data: Scorecard and Data on Demand, CCCCCO

Calculation of Institution-Set Standard: Median value of the preceding five cohort years.

Element 3 Transfer

TRANSFER	2003-04 Cohort	2004-05 Cohort	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	Institution-Set Standard
Total in Cohort	147	120	110	115	101	
Total Achieving	19	13	12	16	8	
%	12.9%	10.8%	10.9%	13.9%	7.9%	10.9%

Source of Data: CCCCO Data Mart

Calculation of Institution-Set Standard: Median value of the preceding five cohort years.

A note on the methodology of the Transfer Cohort Report (from CCCCO)

This report uses the same transfer methodology used by Bahr, Hom & Perry (2005). The method tracks cohorts of first-time college students for six years to determine if they show “behavioral intent to transfer”. A student becomes eligible to potentially enter a Transfer Cohort by enrolling for the first time at any California Community College (CCC). Students may be concurrently enrolled in high school (aka “special admits”), may be high school drop-outs, or may be high school graduates at the time of their initial enrollment. Students are assigned a cohort year according to the academic year in which they first enroll at a CCC. Transfer cohort students are attributed uniquely to one “home” community college based on where they earned most of their units.

The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort and that student’s transfer outcome is calculated for a variety of time frames ranging from three years after initial enrollment to as high as twelve years after initial enrollment, time allowing. Obviously, more recent cohorts will have a smaller range of time windows available with the more recent cohort showing transfer rates for just three years, four years, five years, etc. after initial enrollment at a CCC.

It is important to note that although the Transfer Cohorts are not finalized until six years after initial enrollment, transfer rates can be retroactively calculated for this group for years three, four and five. The transfer rates are calculated using an official methodology developed in 2001 by the Chancellor’s Office in consultation with constituent groups and adopted by the Transfer Data Technical Workgroup (TDTW). The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. The outcome is transfer to a four-year institution within a given time period subsequent to initial enrollment. A data match with the National Student Clearinghouse (NSC), University of California (UC) and California State University (CSU) provided information on the enrollment of former CCC students at public and private four-year transfer institutions within the United States.

Dividing the number of students with enrollments at a Bachelors-granting institution by the total size of the Transfer Cohort yields the transfer rate. The data mart provides the overall transfer rate for each Transfer Cohort as well as transfer rates for various sub-populations included in the Transfer Cohorts.

This methodological explanation is adapted from a longer document available at:
<http://www.ccctransfer.org/TransferReport.pdf>

References

Bahr, P. R., Hom, W., & Perry, P. (2005). College transfer performance: A methodology for equitable measurement. *Journal of Applied Research in the Community College*, 13 (1), 73-87.

Element 4 CTE

CTE	2003-04 Cohort	2004-05 Cohort	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	Institution-Set Standard
Total in Cohort	536	506	529	475	496	
Total Achieving	176	189	210	184	229	
%	32.8%	37.4%	39.7%	38.7%	46.2%	38.7%

Source of Data: CCCCO Scorecard

Calculation of Institution-Set Standard: Median value of the preceding five cohort years.

Percentage of students tracked for six years through 2012-13 who started first time in 2007-08 and completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

Elements 5-64 Degrees and Certificates Awarded

Source of Data: Palo Verde College Web Intelligence

Calculation of Institution-Set Standard for Each Degree and Certificate: Median value of the preceding five award years.

Element 65, Vocational Nursing Pass Rates

Source of Data: California Department of Consumer Affairs, Board of Vocational Nursing and Psychiatric Technicians

Calculation of Pass Rate: Established by the Board of Vocational Nursing and Psychiatric Technicians

VOCATIONAL NURSING	2010 Qtrs 1-4	2011 Qtrs 1-4	2012 Qtrs 1-4	2013 Qtrs 1-4	2014 Qtrs 1-3	Institution-Set Standard
# Tested	14	12	17	2	16	
% Passed	79%	42%	65%	0%	38%	70%

Performance of all first-time program graduates who completed NCLEX/PN during the last five years.

Element 66 Job Placement

Palo Verde College does not collect job placement data.