

ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	43.4%	38.4%	37.7%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	54.5%	61.0%	60.1%

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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	30.4%	37.6%	34.0%



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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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	92.6%	89.1%	84.4%

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	51.6%	42.8%	39.1%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	8.8%	6.1%	28.1%
Basic Skills Improvement Rate	47.1%	54.3%	48.0%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	6,793	6,563	6,290
Full-Time Equivalent Students (FTES)*	1,810	1,813	1,917

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 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	8.7%	9.3%	12.2%
20 - 24	9.1%	11.1%	11.5%
25 - 49	65.7%	63.4%	59.0%
Over 49	15.6%	15.7%	16.3%
Unknown	0.8%	0.6%	1.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	30.5%	30.6%	33.3%
Male	69.4%	69.3%	66.1%
Unknown	0.1%	0.0%	0.6%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	7.7%	9.3%	9.7%
American Indian/Alaskan Native	1.7%	1.5%	1.4%
Asian	2.9%	3.6%	3.9%
Filipino	1.4%	1.4%	1.3%
Hispanic	25.4%	25.6%	27.0%
Pacific Islander	0.6%	0.8%	0.6%
Unknown/Non-Respondent	8.7%	8.1%	8.7%
White Non-Hispanic	51.7%	49.7%	47.3%

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	37.7	47.9	37.5	62.4	<i>A5</i>
B	Percent of Students Who Earned at Least 30 Units	60.1	67.1	60.1	72.6	<i>B5</i>
C	Persistence Rate	34.0	55.4	34.0	68.1	<i>C4</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	84.4	90.5	84.4	96.8	<i>D6</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	39.1	56.3	39.1	70.6	<i>E4</i>
F	Improvement Rate for Credit Basic Skills Courses	48.0	54.2	34.9	69.5	<i>F2</i>
G	Improvement Rate for Credit ESL Courses	28.1	33.8	0.0	67.0	<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 eleven other correctional facilities in California, students enrolled in noncredit programs in Blythe, and public safety personnel (through instructional service agreements) in Riverside and other locations in California.

Of nearly 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, 450; all prison facilities, 1,000; and noncredit programs, 700.

The ratio of male to female students college-wide is approximately 66%-34%, principally because of the preponderance of male public safety personnel 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-2010 performance indicators for Palo Verde College:

Table 1.1 Student Progress and Achievement Rate. The percentages are low, but there has been marked improvement in this measure during the most recent three cohort groups, compared to the performance of the 2001-2005 cohort. We attribute these changes to continuously improving 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. The stability of rates evidenced in the most recent cohort groups gives us some encouragement, particularly when compared to that of the 2001-2006 cohort group. College personnel continue to seek ways to improve further our students' rates of retention and persistence through continuing implementation of the College's Enrollment Management Plan.

Table 1.2 Persistence Rate. This rate is an ongoing concern for us. We are seeking ways to improve this indicator through continuing 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—public safety personnel 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 declining rate in this measure is of concern to the College; we are seeking to improve it through implementation of the Basic Skills Initiative and related programs.

Table 1.5 Improvement Rates for ESL and Credit Basic Skills Courses. We are pleased with the significant improvement in the ESL rate, and we will continue our efforts in this area. We continue to address the Basic Skills Improvement rate through the Basic Skills Initiative and continuing implementation of the Enrollment Management Plan.

