

DOCUMENT RESUME

ED 463 783

JC 020 290

TITLE Palo Verde College Facts, 2001.  
INSTITUTION Palo Verde Coll., Blythe, CA.  
PUB DATE 2001-00-00  
NOTE 22p.  
PUB TYPE Reports - Research (143)  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS Access to Education; Community Colleges; \*Educational Assessment; \*Educational Objectives; \*Enrollment; \*Outcomes of Education; \*Student Characteristics; Two Year Colleges; Withdrawal (Education)

ABSTRACT

This is a 2001 report on Palo Verde College (PVC) (California) student demographics, enrollment status, citizenship, educational goals, and academic persistence. Student data were collected and analyzed to meet accrediting standards, improve institutional effectiveness, and fulfill the local district's mission. The report discusses enrollment patterns of students from specific zip codes in the area. Findings indicate that: (1) students generally attend colleges in proximity to their residence; (2) more females than males attend PVC; (3) since 1997, the percentage of white students has decreased slightly (from 41% to 36%), while the percentage of black students has increased slightly (from 7% to 8%); (4) the percentage of Asian, Hispanic, and Native American students has remained consistent since 1997, with Hispanic students making up the majority of PVC total student enrollment (49% in fall 2000); (5) the total enrollment for PVC was 3,652 in fall 2000; (6) most students are United States citizens; (7) the number of continuing and returning students is increasing; (8) most students indicate the intent to transfer after graduating; however, the overall number of these students has decreased since 1997; (9) more students are attending PVC to obtain high school credentials or a GED; and (10) the number of dropouts is increasing at the college. The report includes tables with specific statistical information. (MKF)

# Palo Verde College Facts 2001

ED 463 783

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## INTRODUCTION

*Palo Verde College Facts 2001* is a reference manual containing trend data showing where students reside determined by zip code. In this edition Blythe area students are analyzed by demographics, enrollment status, citizenship status, education goals and persistence.

Various measures of accountability have been adopted by accrediting agencies, the Chancellor's Office, federal and state agencies. The Western Association of Schools and Colleges (WASC) require that the planning process uses the results of institutional research on subjects such as institutional effectiveness, student outcomes and demographics.

It is our goal to display data that will assist the college in ensuring access to quality education for students while fulfilling the district's mission.

This is the first edition of a fact book from Palo Verde College and is by no means complete in scope or analysis. In fact, the first edition will expand considerably before the second edition is published, with historical data, new studies and information inserted on a weekly basis.

Any comments or suggestions about the contents of this manual may be directed to Dr. Bruce Wallace at (760) 921-5445.

Bruce Wallace, Ed.D.  
Institutional Researcher

## NOTES AND DEFINITIONS

### Notes

The following notes apply to this report unless stated otherwise. The source for the data is from Palo Verde College's Management Information System (MIS) data stored on discs in the Registrar's Office. These data are the same source for data sent to the state.

Differences in numbers between this and other documents may occur because of the particular criteria applied when the data are selected. For example, the count of students for enrollment is based on all students who enrolled in and attended at least one class in a term. Other sources may use census date enrollment, which represents all students who were enrolled in at least one class on the census date of the term as defined by state regulations.

### Definitions

**Enrollment** represents all students who enrolled in and attended at least one class in a term. This is headcount enrollment unless otherwise stated. All courses, credit and non-credit enrollment, is included in this document for enrollment information.

**Where Students Reside** is determined by zip code. Students taking both credit and non-credit classes were counted in this study.

The **persistence** rate is the percentage of unduplicated headcount enrolled in one term that enrolled in any course in the following term.

Students in this report have been segregated by the **zip code** they gave as their residence. The main purpose of this study is to take a look at the student population on the main campus. Looking at students by zip code does not tell us the differences in the population between students taking credit or non-credit but it does give us a good look at our student population living in the Blythe Five area. Analyzing student characteristics by courses and course load will be published in our next report later in the school year.

The "**Blythe Five**" area refers to students who gave a zip code for their address in the city of Blythe, a Blythe Post Office Box, Desert Center, Ehrenberg, AZ or Quartzsite, AZ and is the thrust of this study.

**Needles** is a community in San Bernardino County that was added to the Palo Verde Community College District two years ago. Programs are just beginning to take shape in this area.

**Ripley and Palo Verde** have been separated from the Blythe Five analysis since most of these students are migrant workers taking classes in their community.

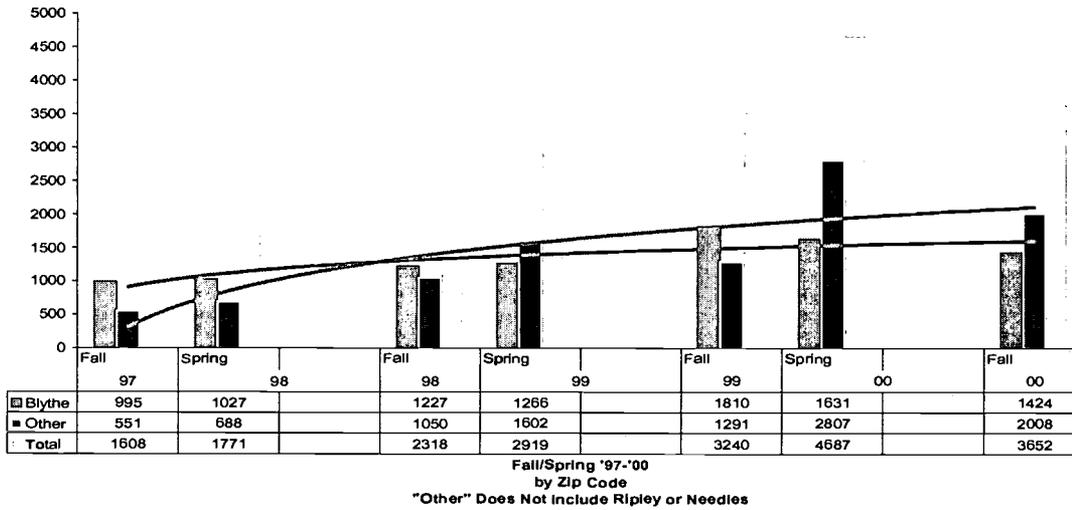
"**Other**" areas of residents by zip code make up a large part of Palo Verde College enrollments. Explanations of "Other" are given with appropriate charts.

## WHERE STUDENTS LIVE by ZIP CODE

Total enrollments at Palo Verde College have increased each semester from fall '97 through spring '00 with a decrease fall '00. Increases in the total headcount are reflected in the "Other" category which is driven by the increases in Criminal Justice courses taught throughout the state.

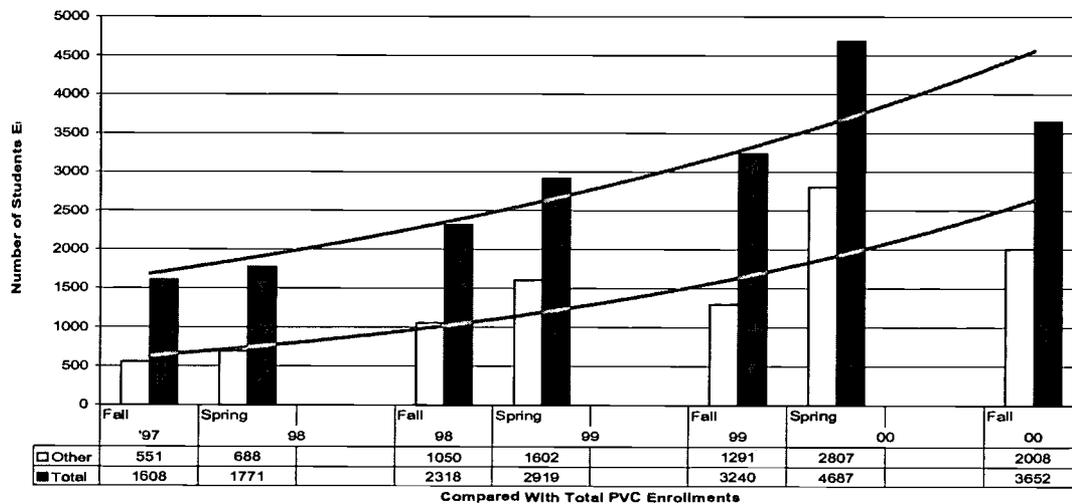
At first glance enrollments of students residing in the Blythe area increased from fall '97 though fall '99 while steadily declining Spring '00 and fall '00. Taking a closer look at the uncharacteristically large increase in enrollments fall '99, further investigation is suggested.

**BLYTHE-AREA STUDENTS vs OTHER AREA STUDENTS  
vs TOTAL ENROLLMENTS (Including Blythe, Ripley, Needles & Other)**

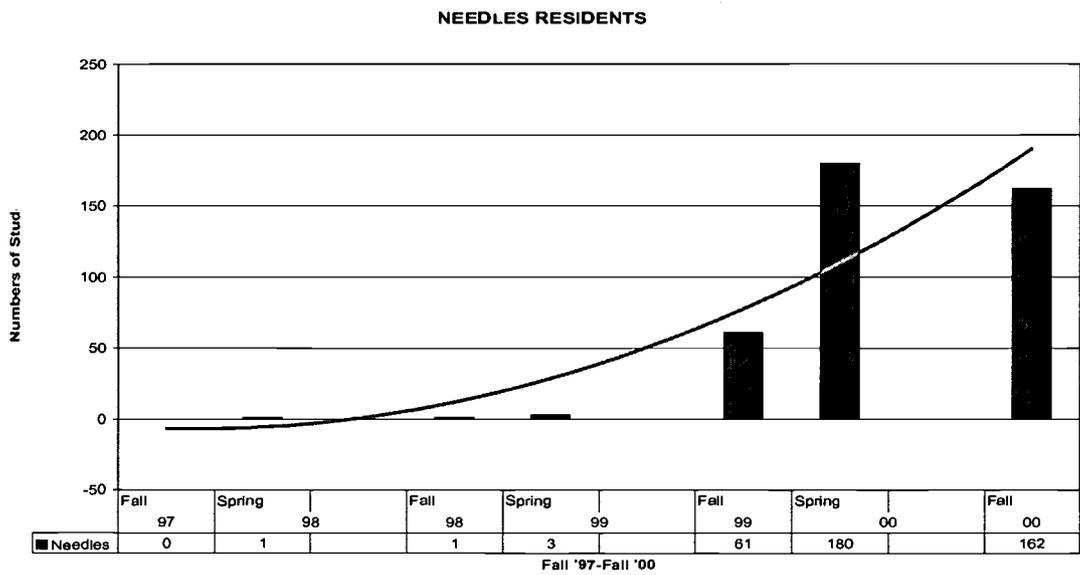


Criminal Justice and Fire Science courses dominate the "Other" category creating a strong upward trend in total enrollments.

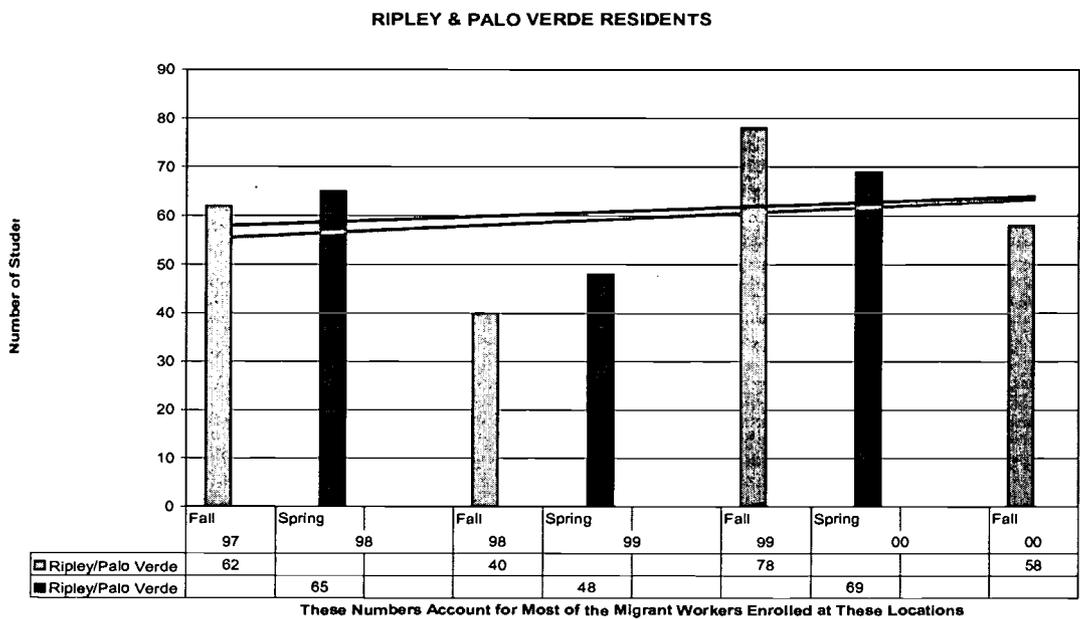
**STUDENTS RESIDING AT LOCATIONS OTHER THAN BLYTHE, RIPLEY OR NEEDLES**



The fall '99 enrollments in Needles reflect the acquisition of Needles into the Palo Verde Community College District.

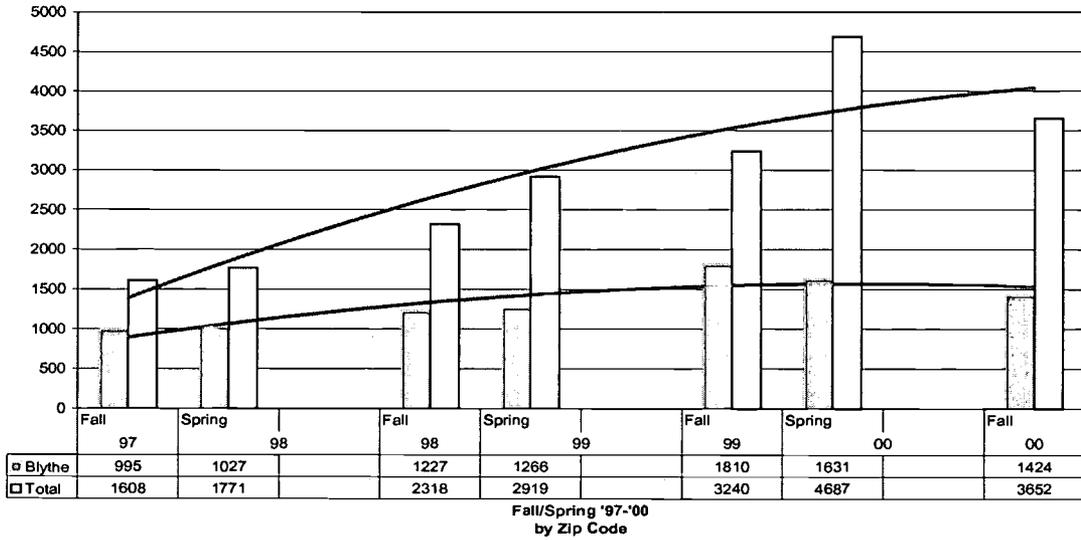


The number of students residing in Ripley and Palo Verde correspond to the numbers of migrant workers enrolled in classes at these locations. While some students may drive to the Blythe campus, the numbers are not significant.



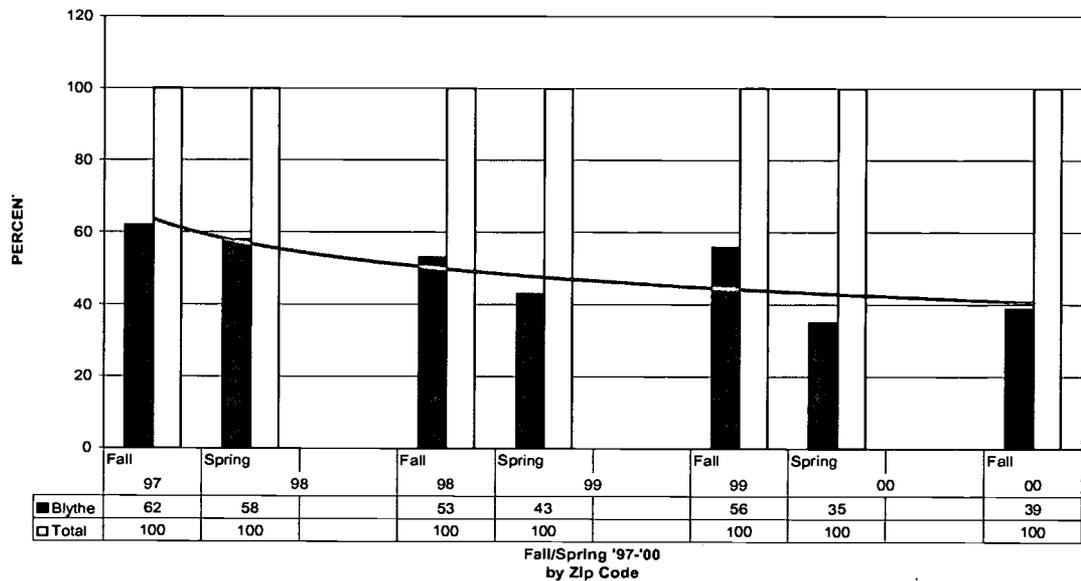
Blythe area residents have been defined as students enrolling at PVC using a zip code from a Blythe residence, Blythe post office box, Desert Center, Ehrenberg, AZ or Quartzsite, AZ, hence the "Blythe-Five." Again, Criminal Justice students residing throughout the state increased at a greater rate than the Blythe students.

**BLYTHE-AREA STUDENTS ENROLLED vs ALL STUDENTS ENROLLED (Including Blythe)**



Blythe area enrollments have generally increased while its' percentage of total enrollments have generally decreased.

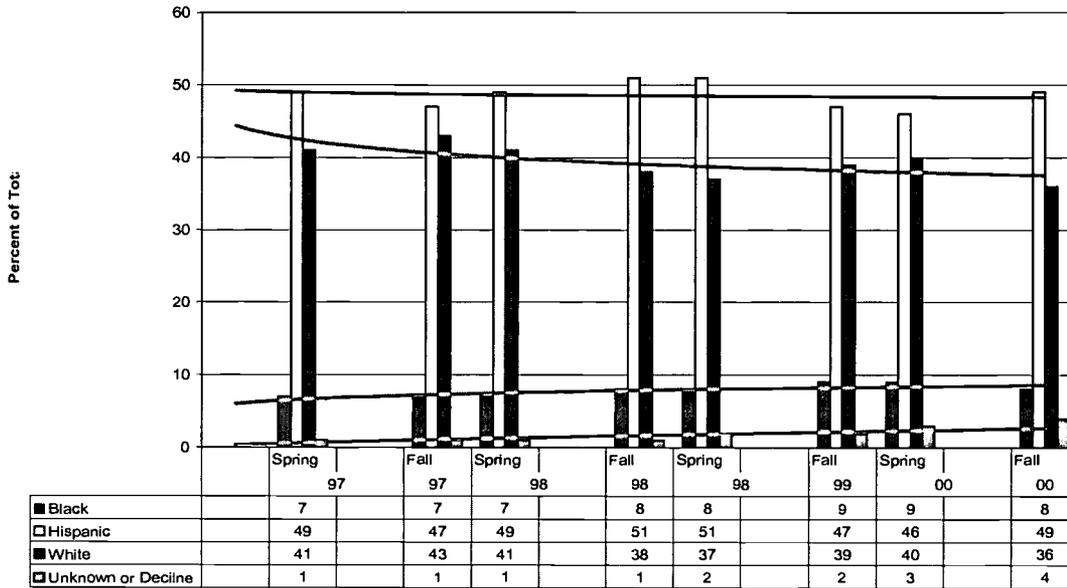
**BLYTHE-AREA STUDENTS ENROLLED vs ALL STUDENTS ENROLLED (Including Blythe)**



## ETHNICITY

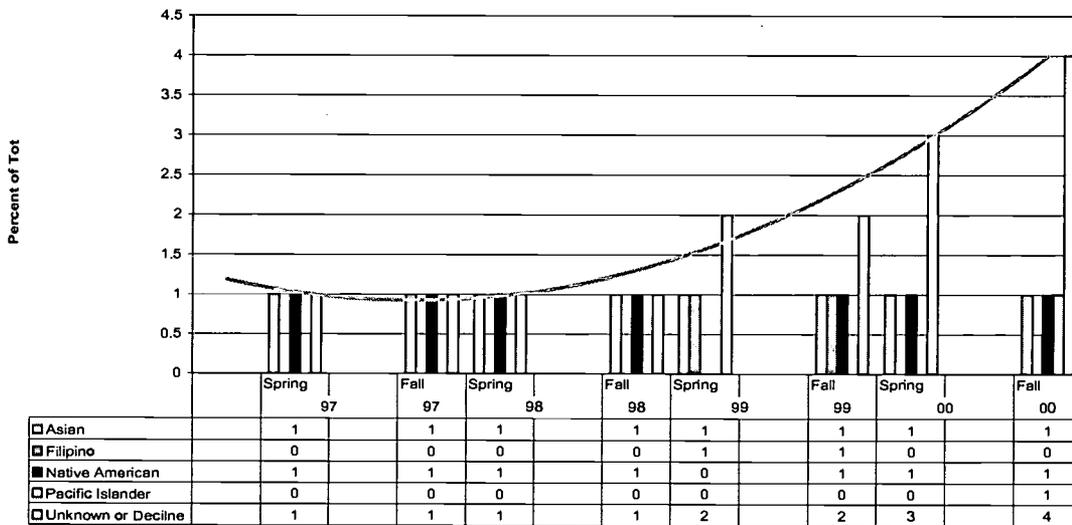
The percentage of white students has generally decreased slightly while the percentage of black students and those claiming "unknown" have increased slightly. Hispanic student population in Blythe has stayed constant.

**ETHNIC GROUPS GREATER THAN 1% OF TOTAL ENROLLMENTS**



Asian, Filipino, Native American and Pacific Islander groups have remained constant while the "unknown" group has increased steadily. With only slight or no change in all groups, the increase in the "unknown" group could be significant to the population trend of at least one of the other groups.

**ETHNIC GROUPS OF 1% OR LESS OF THE TOTAL ENROLLMENTS**

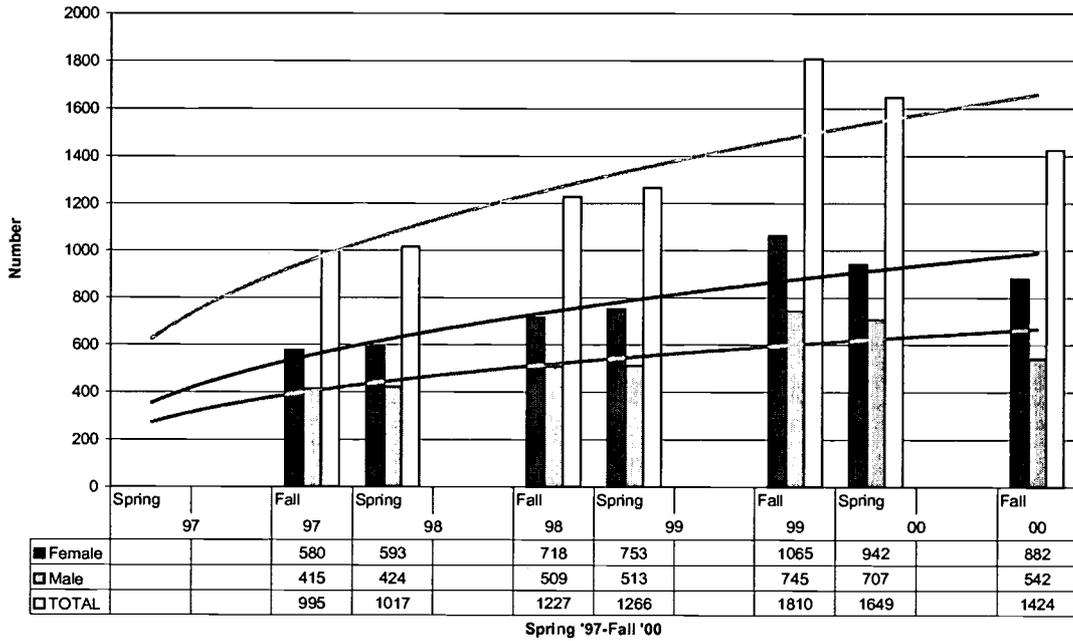


"Unknown or Declined" increased

## GENDER

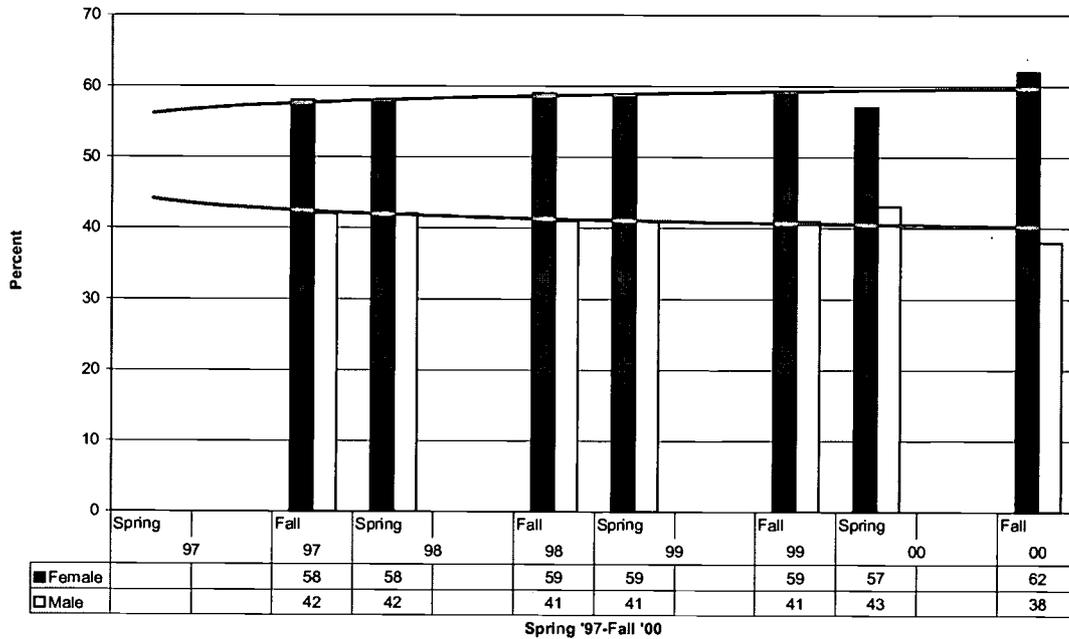
More female students consistently reside in the Blythe-five zip code area than males.

**GENDER OF STUDENTS RESIDING IN BLYTHE**



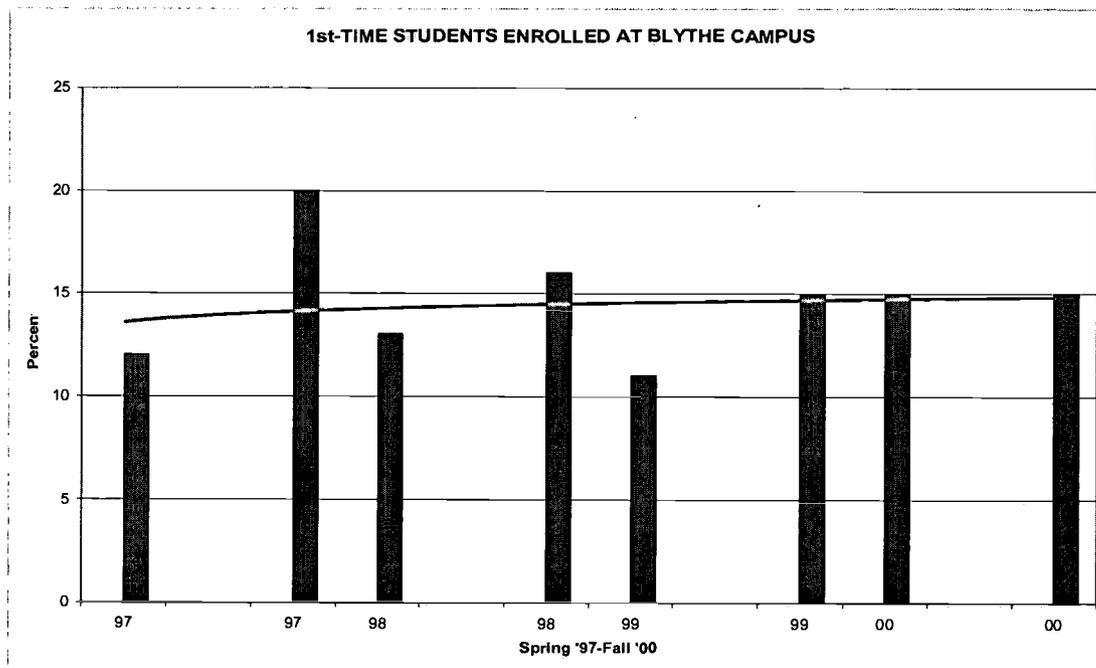
Enrollments in the Blythe-five zip code area tend to be approximately 60% female and 40% male.

**GENDER OF STUDENTS RESIDING IN BLYTHE**

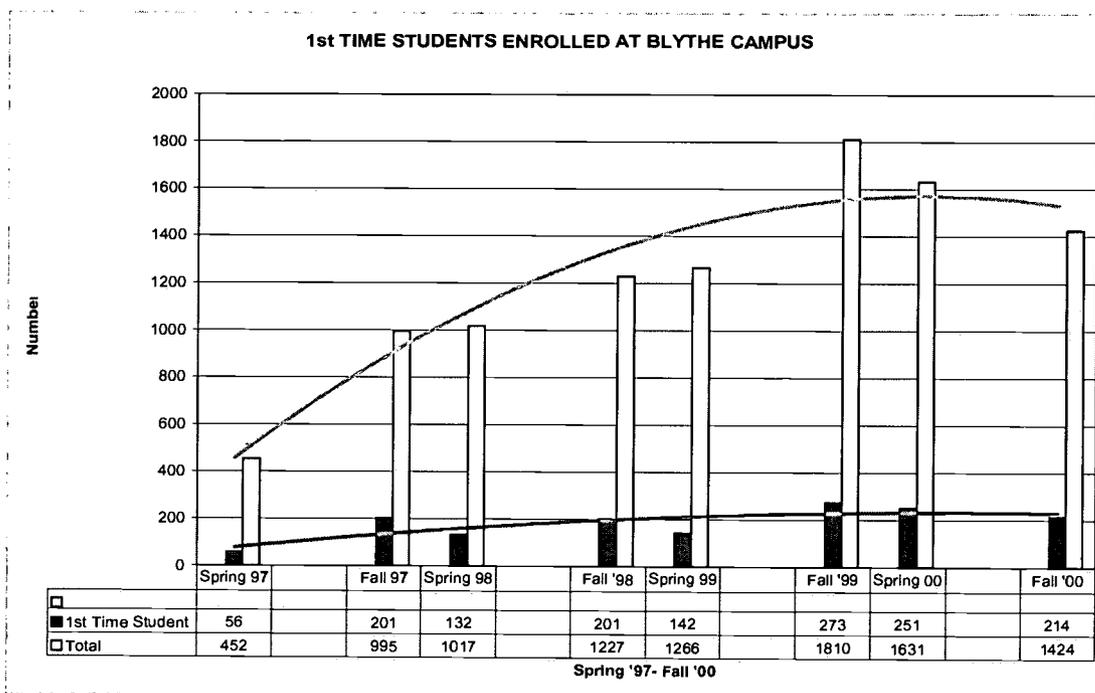


## ENROLLMENT STATUS

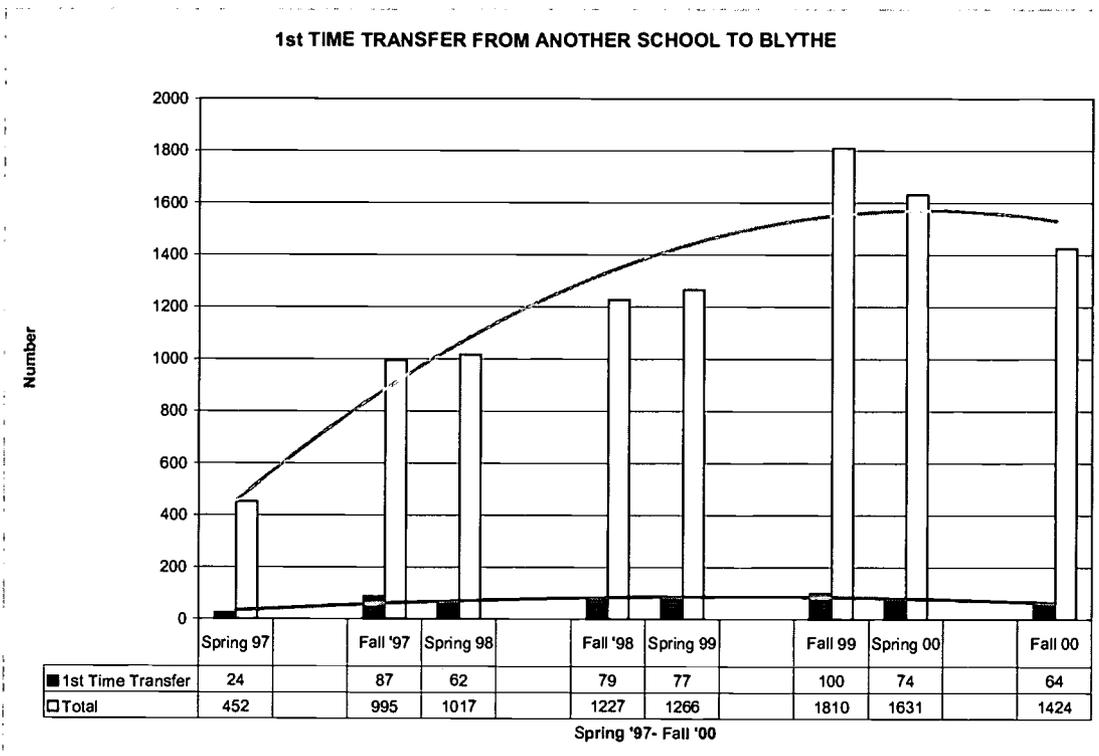
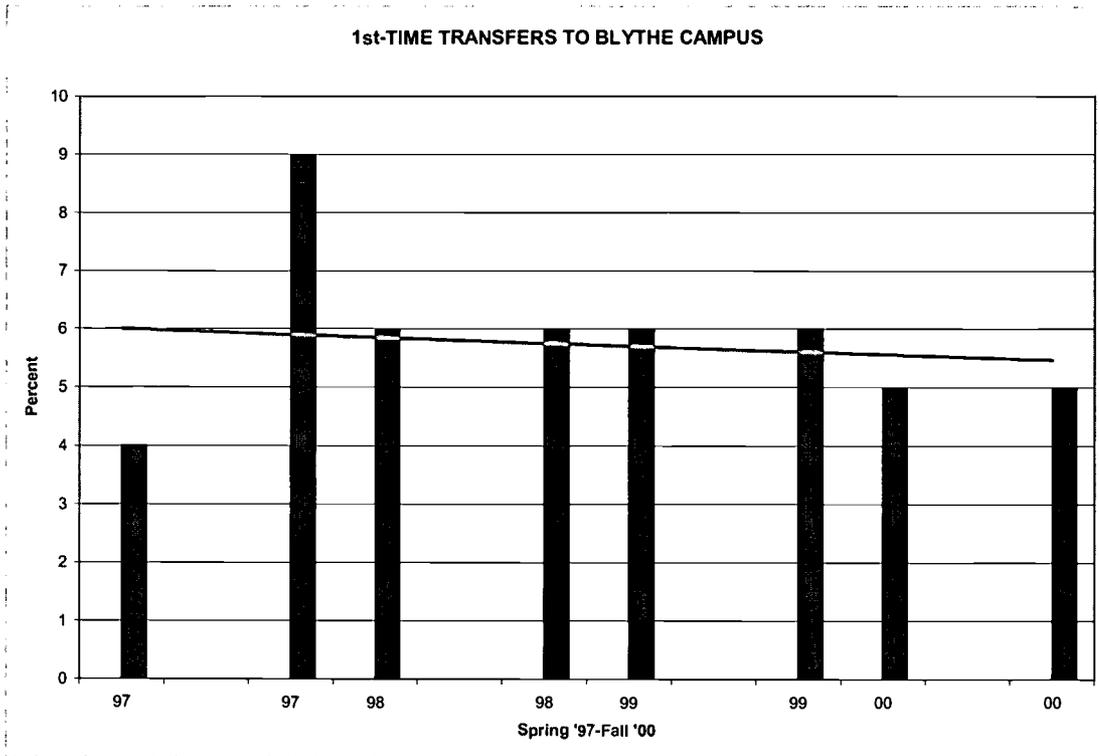
The number of 1<sup>st</sup> time students generally increased over the period of time studied but actually decreased progressively in the last three semesters. Considering the increase in enrollments during these three months, this could be an area to further study.



Note a slight decrease in enrollments in the last three months.

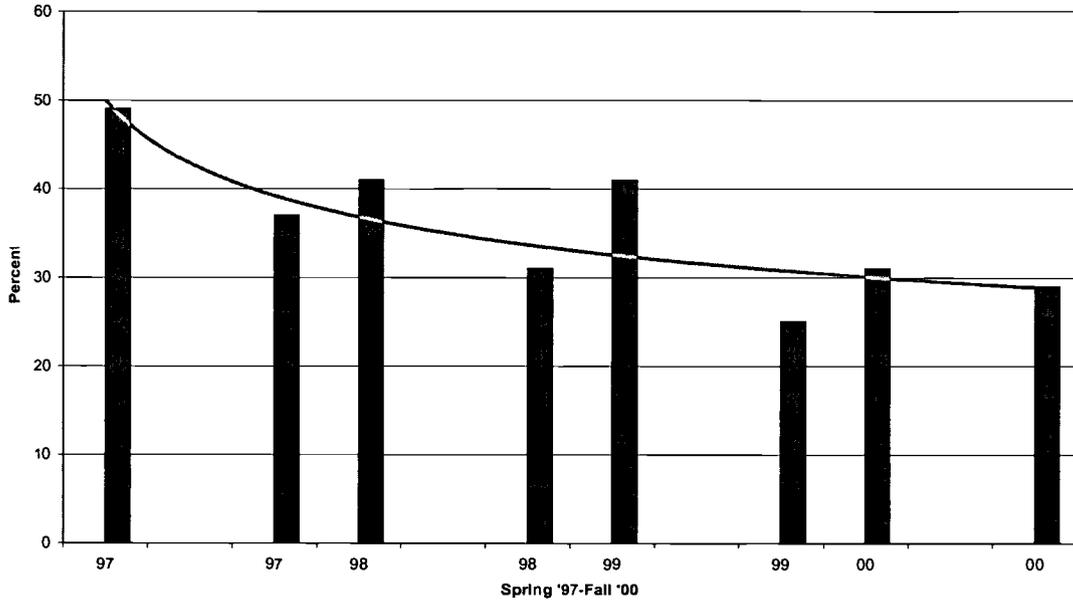


1<sup>st</sup> time transfers are those students who went to another college and transferred to PVC for the first time. A general decrease is shown in this group as a percentage of the total population.

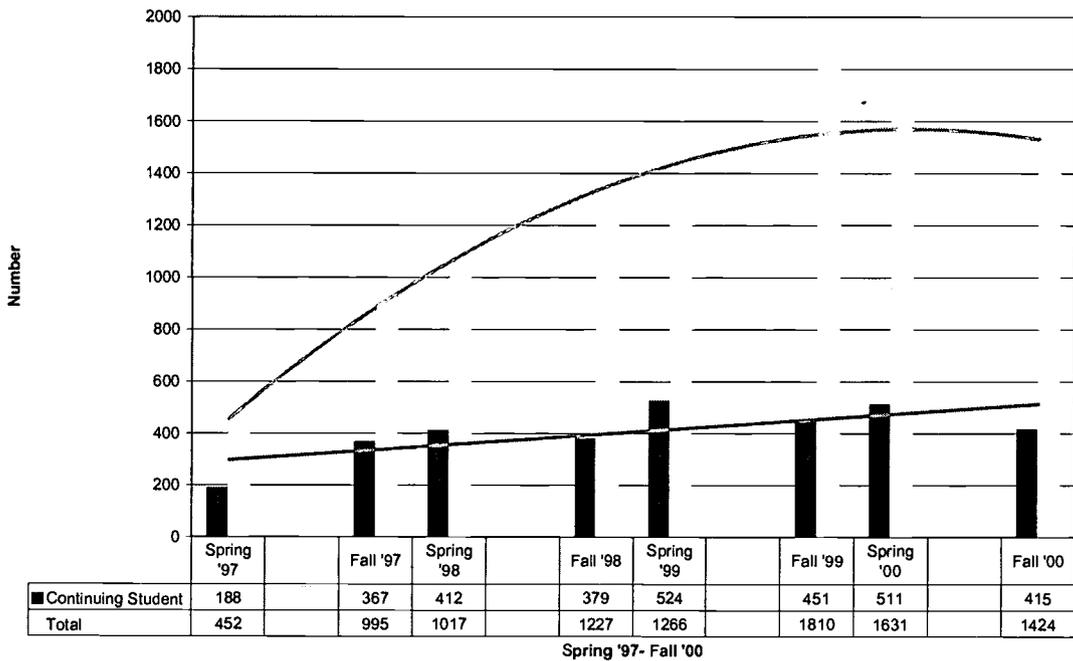


The number of students living in the Blythe-Five area and who are continuing their studies in the Blythe area is generally increasing where as the percentage of these students compared to all students in the Blythe area is generally decreasing.

**CONTINUING STUDENTS AT BLYTHE CAMPUS**

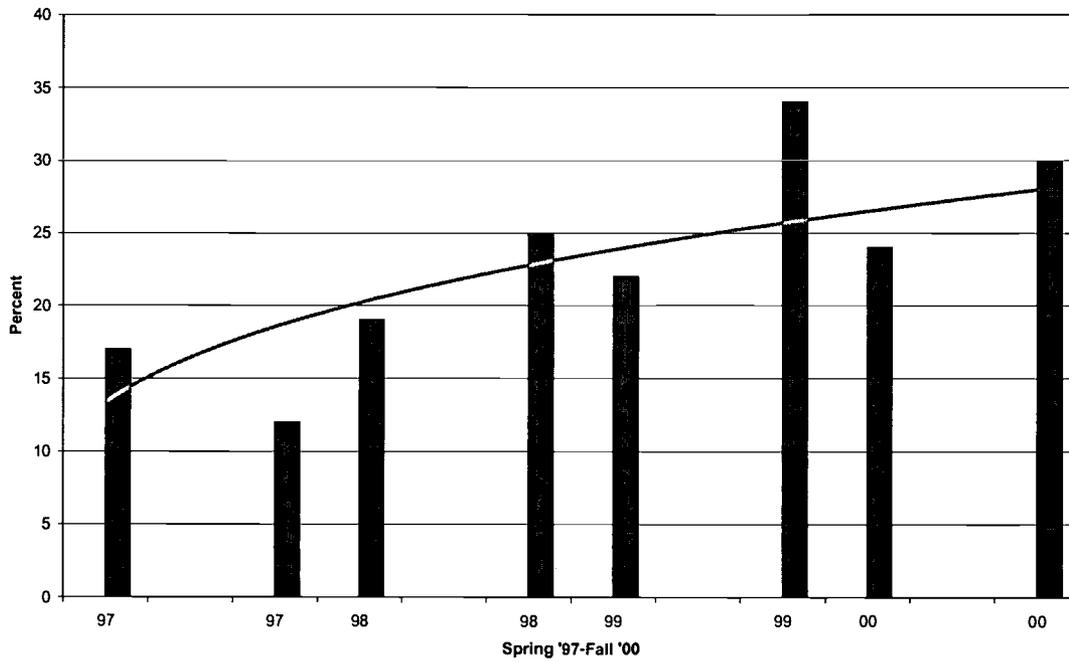


**BLYTHE STUDENTS CONTINUING AT BLYTHE**

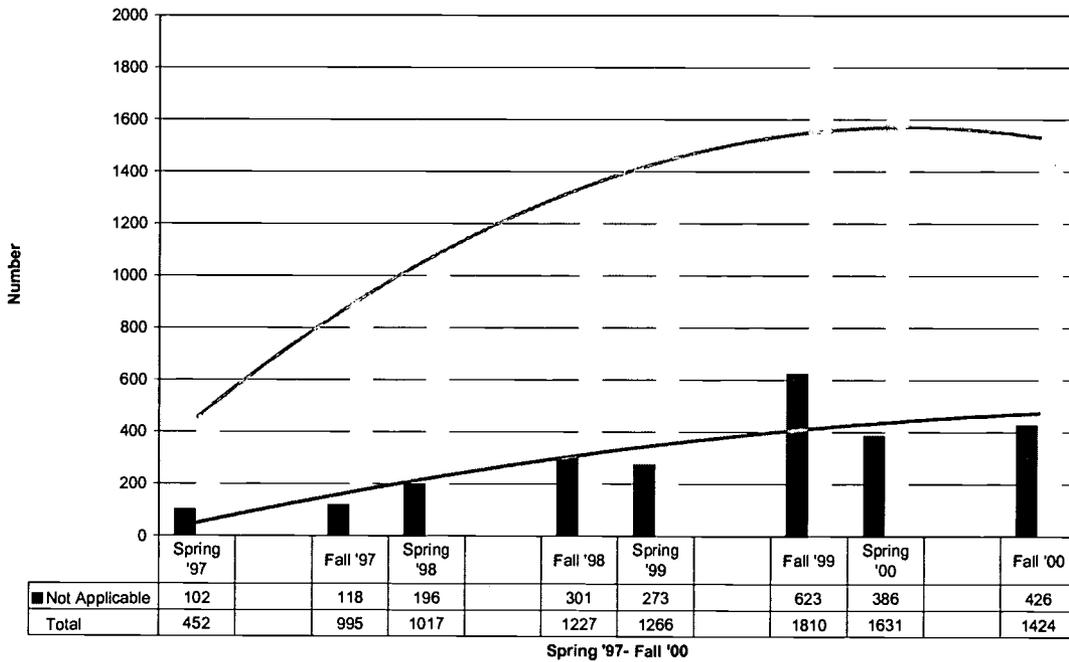


Increasing numbers of students are indicating that enrollment status is not applicable to them at the Blythe campus.

RESIDENTS OF BLYTHE WHO GAVE "NOT APPLICABLE" AS THIER ENROLLMENT STATUS

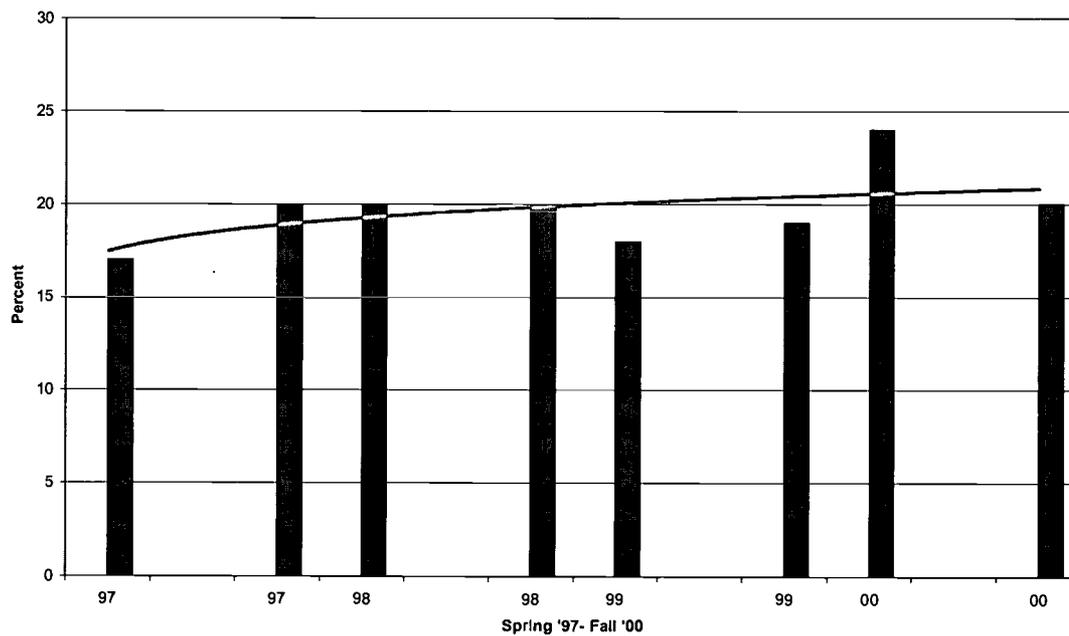


NON-APPLICABLE STUDENT ENROLLMENT STATUS AT BLYTHE

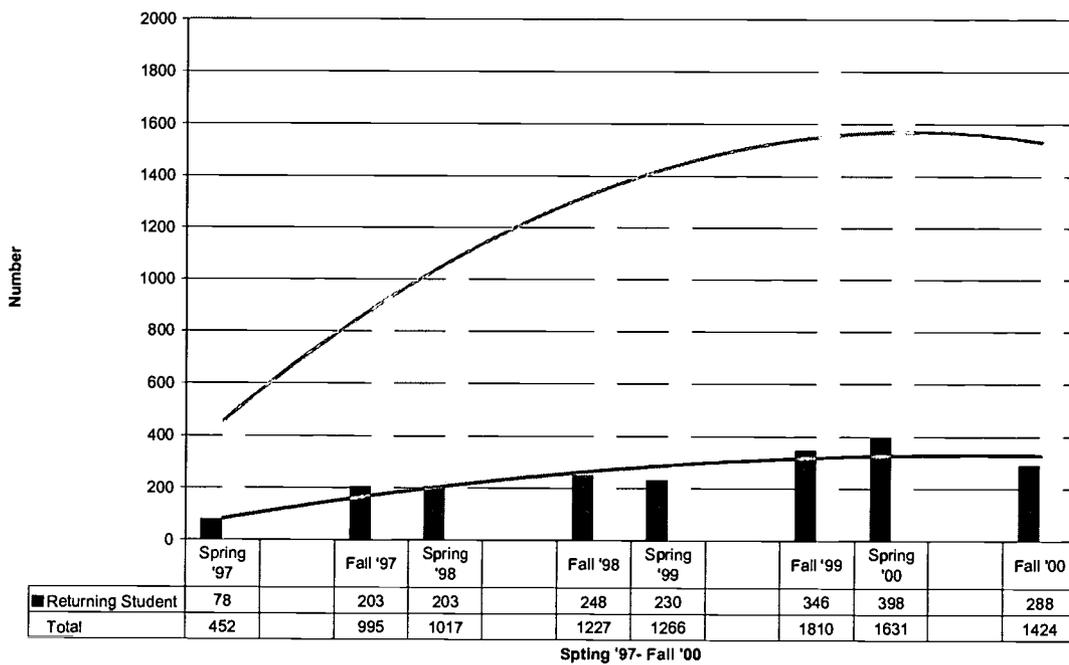


This graph indicates the percentage of the Blythe students who start at the Blythe campus, stop out and return to the Blythe campus is increasing. Headcount is also increasing.

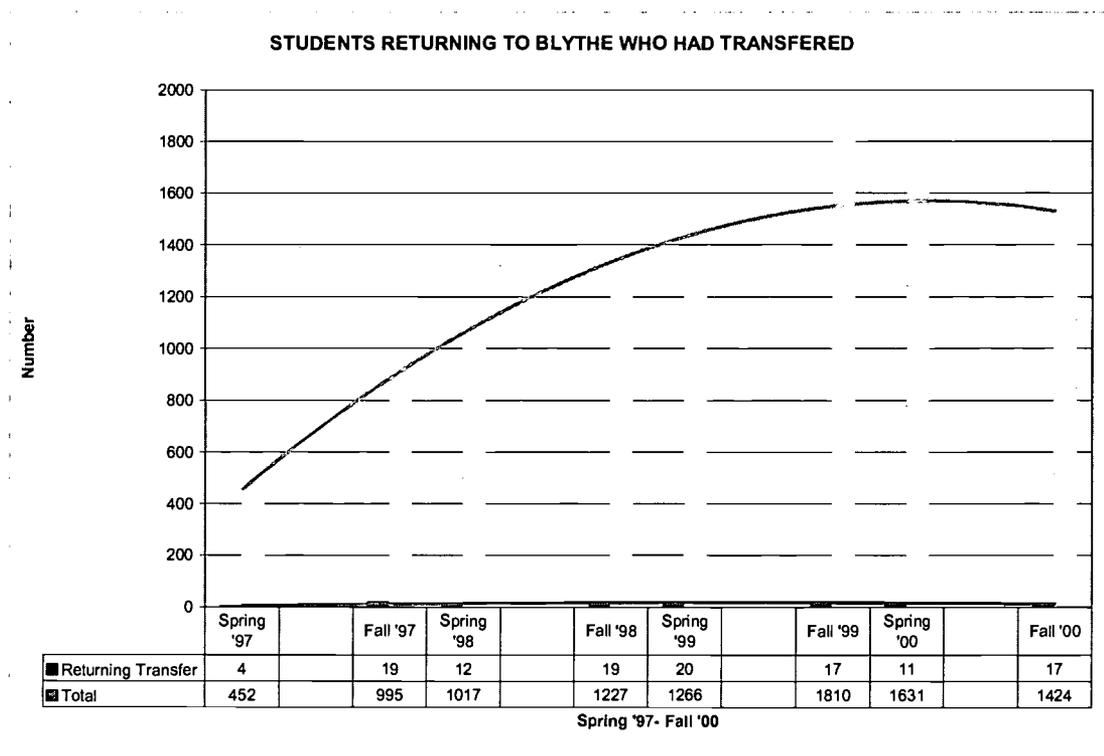
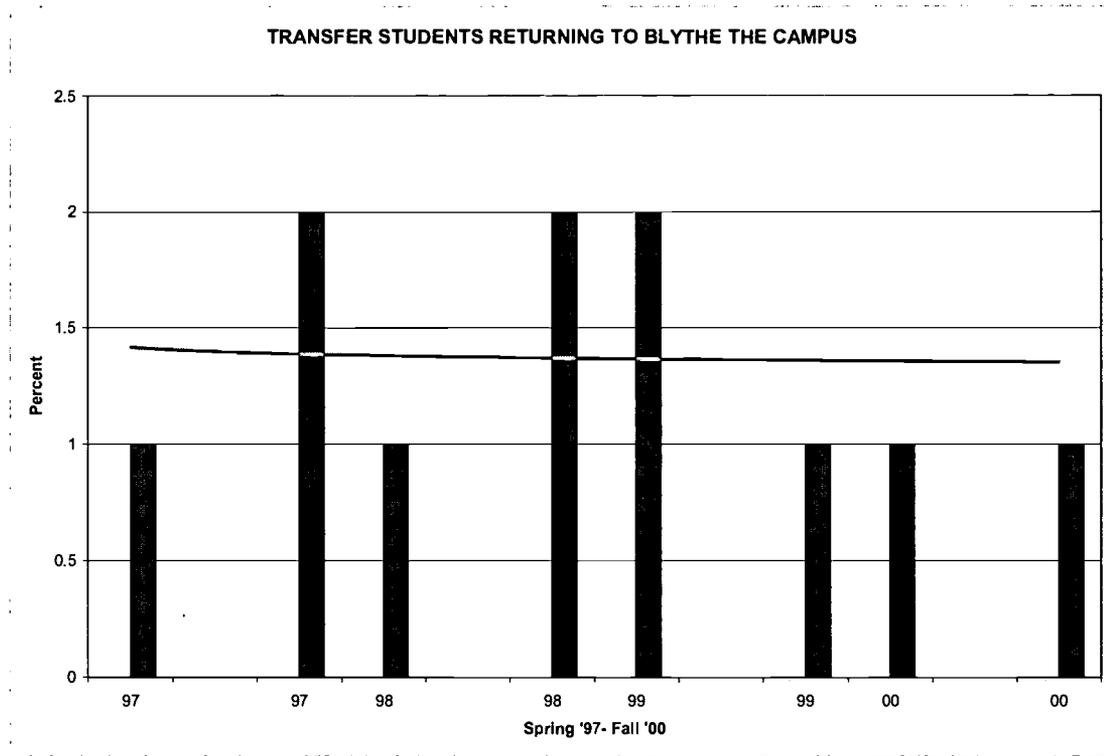
**STUDENTS RETURNING TO THE BLYTHE CAMPUS**



**STUDENTS RETURNING TO BLYTHE AFTER STOPPING OUT**



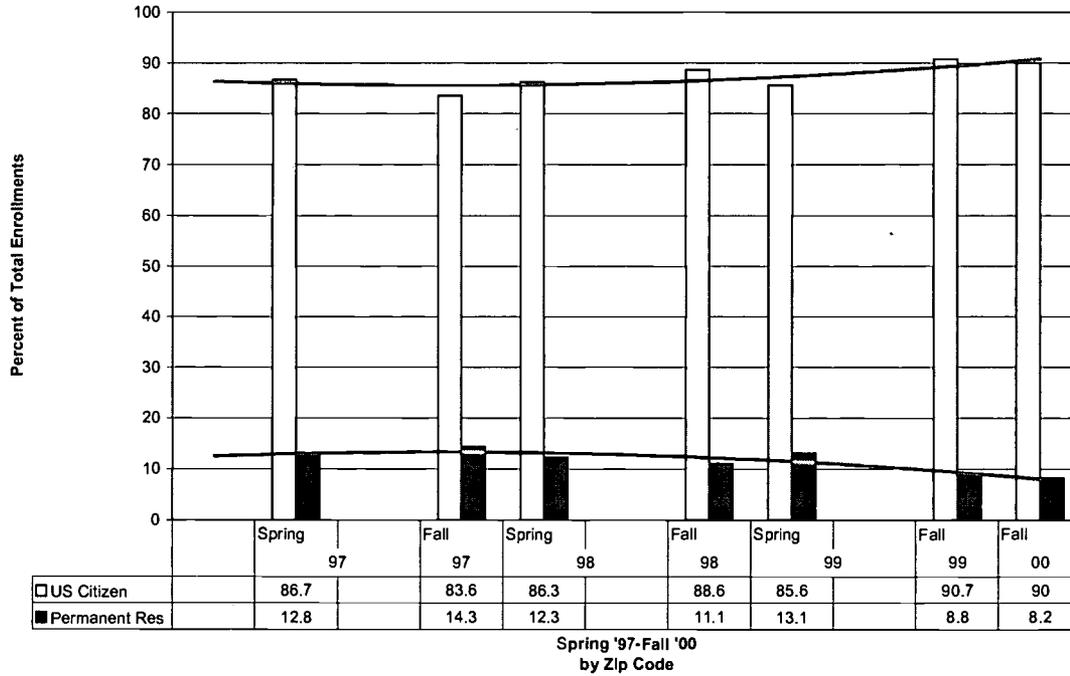
Few students return to the PVC Blythe campus after transferring.



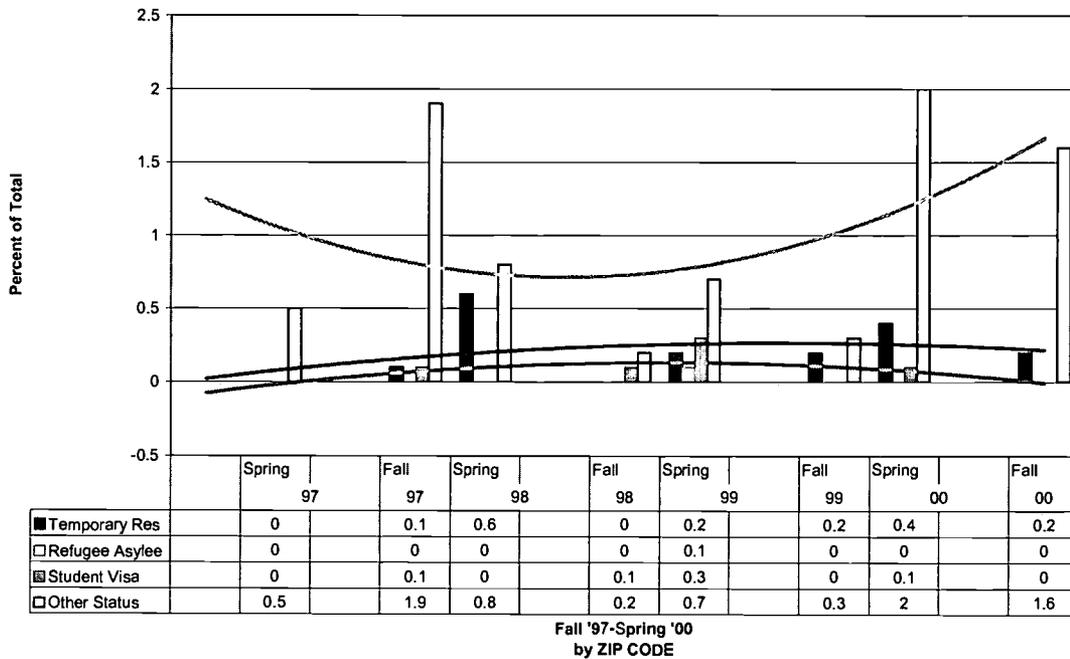
## CITIZENSHIP

Citizenship is increasing slightly at the Blythe campus while permanent residency is decreasing. Other groups are represented by small percentages.

**CITIZENSHIP STATUS OF GROUPS WITH THE LARGEST PERCENTAGE OF ENROLLMENTS**

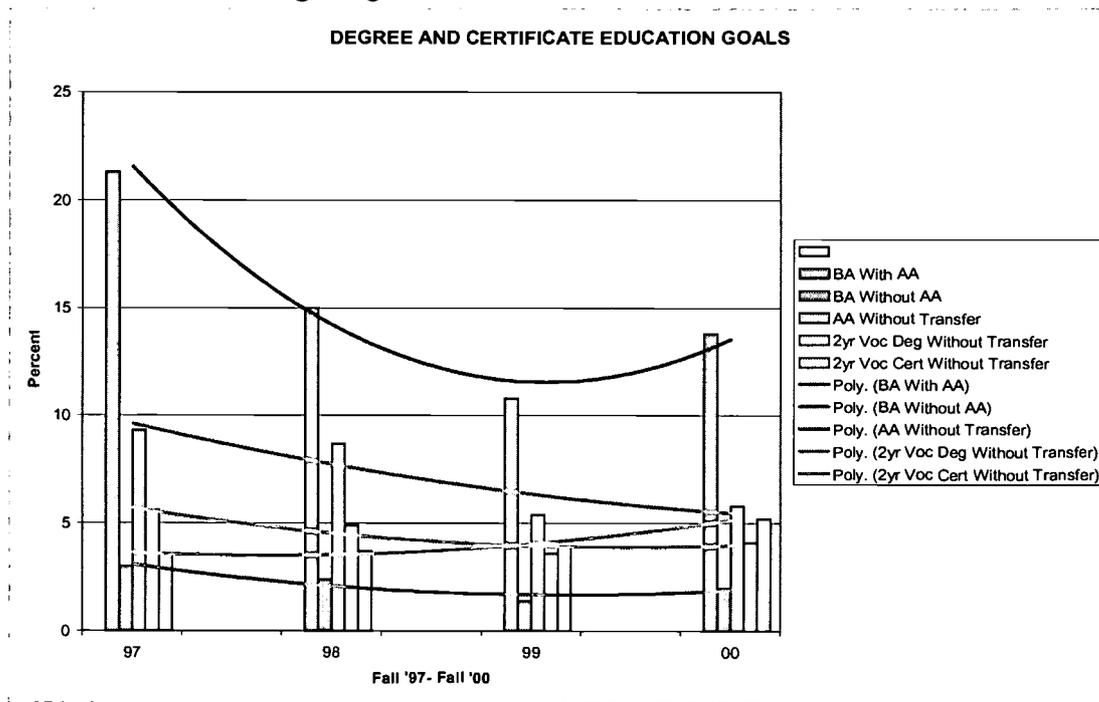


**CITIZENSHIP STATUS OF GROUPS WITH THE SMALLEST PERCENTAGE OF ENROLLMENTS**

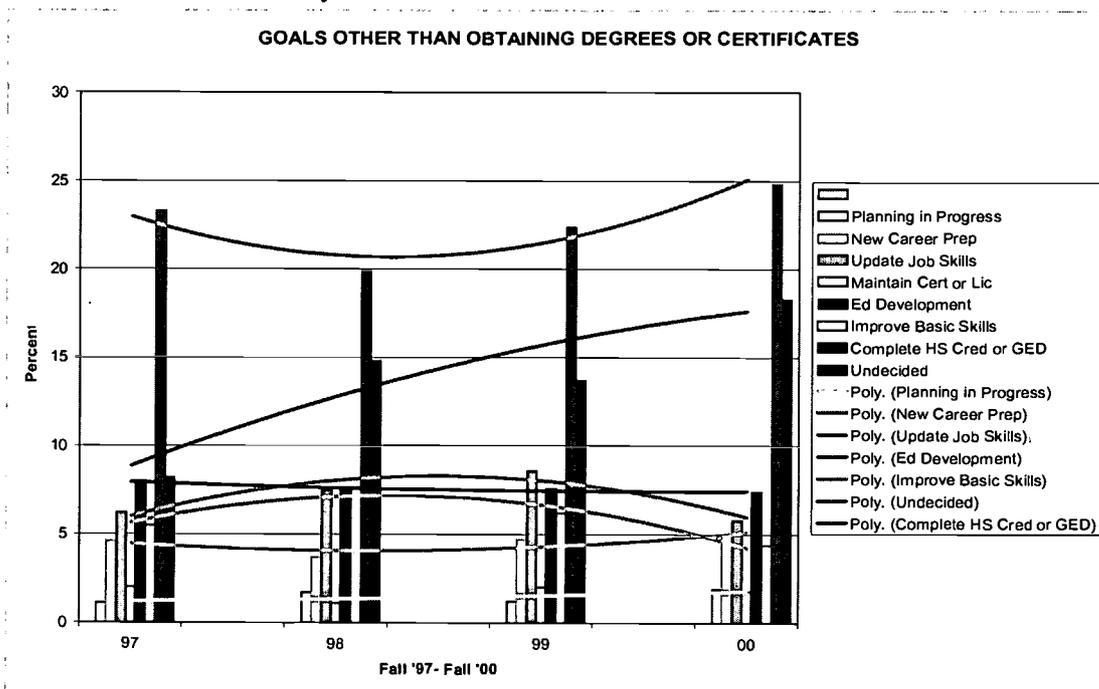


## EDUCATIONAL GOAL

Students enrolled at the Blythe Campus have indicated the following education goals. The largest group indicates those who want to transfer out after obtaining an AA degree. Their numbers have decreased from 22% fall '97 to 17% fall '00. Most goals have decreased while “undecided” and getting a “GED or HS Credential” have increased.



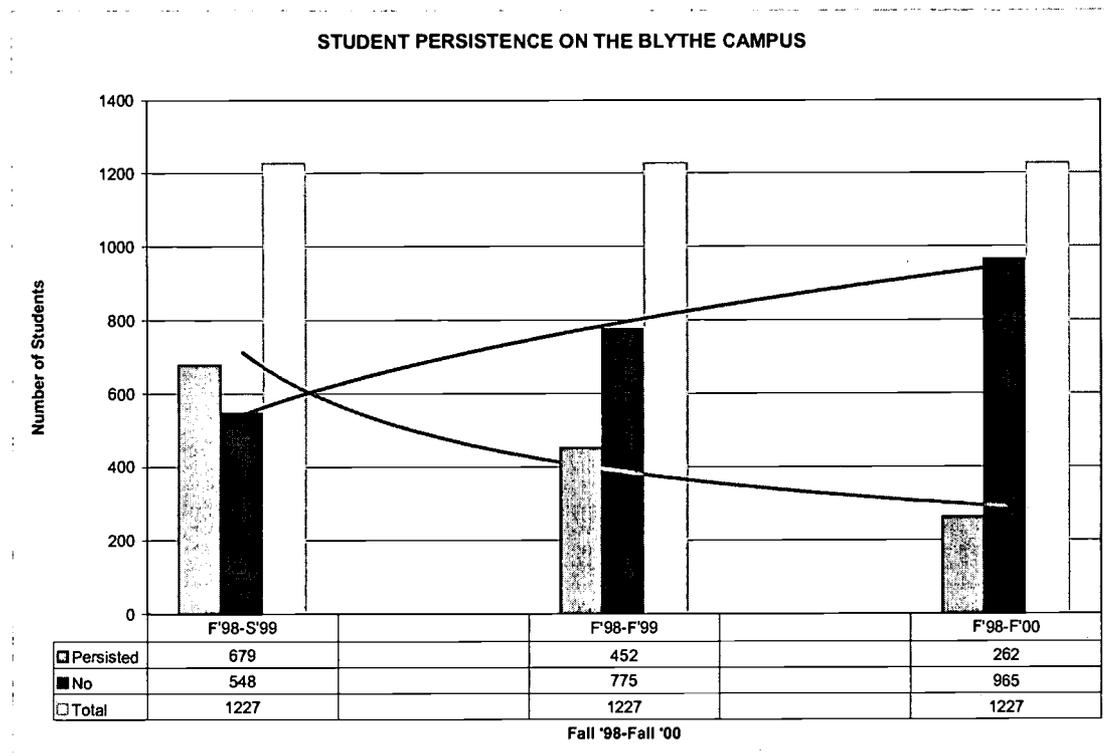
A large percentage of the Blythe area students are completing high school, their GED or are undecided in what they want to do.



## PERSISTENCE

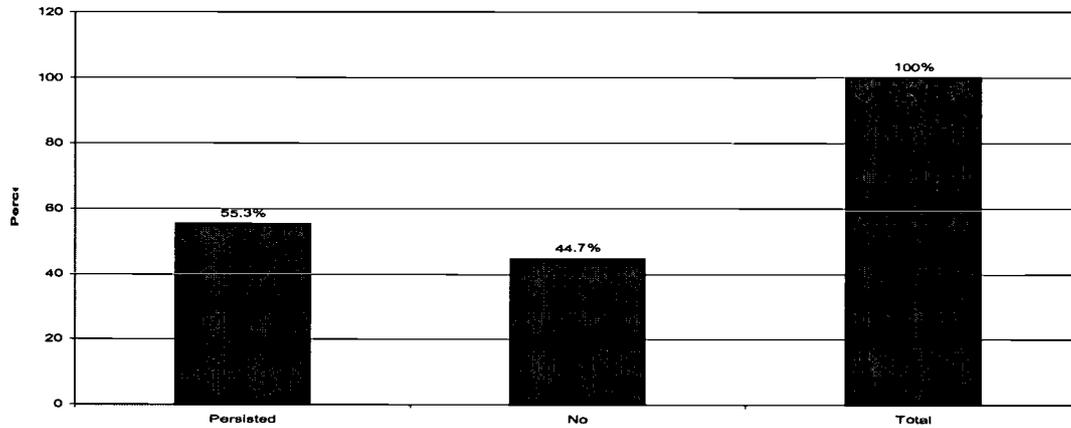
Persistence is a measure of endurance by students from term to term. It is based on continued enrollment in this chart from fall '98- spring '99, fall '98- fall '99 and fall '98- fall '00. As indicated in the red bars in the graph, the longer the period of time measured, the shorter the bar becomes indicating less persistence or less students staying in school. The blue bar is just the converse. As time goes by, students have a tendency to drop out.

The persistence rate is computed as the unduplicated headcount enrollment of those persisting from one semester to the other, divided by the unduplicated headcount enrollment of the previous term.

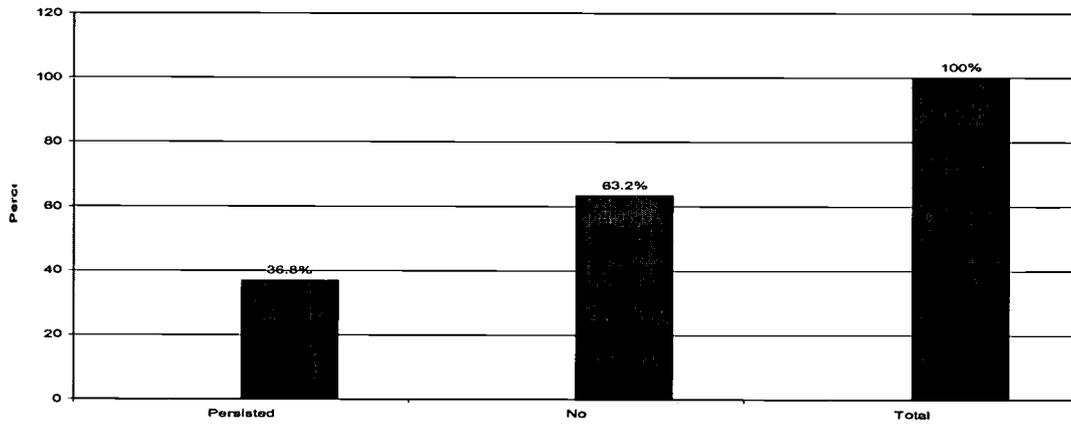


Notice how persistence decreases in the first column of each chart below. Each chart represents another semester in length and less persistence.

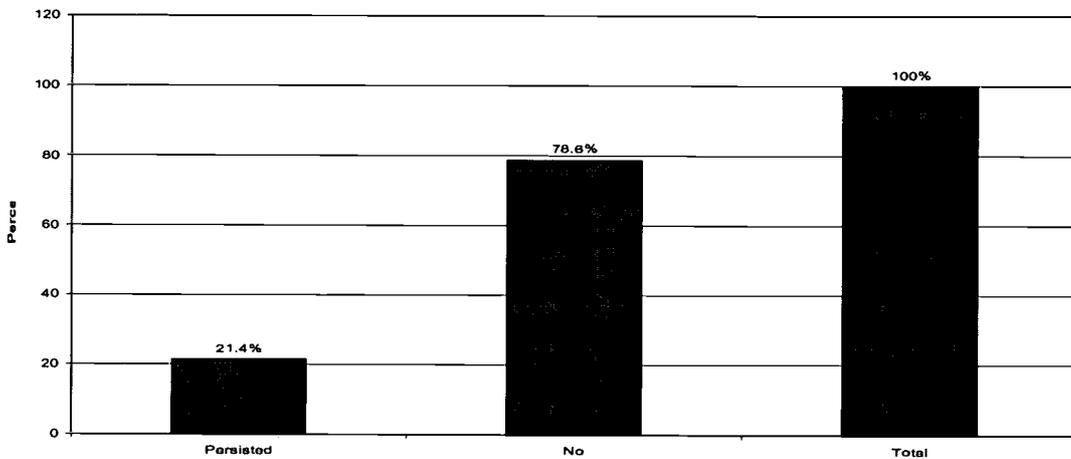
Fall '98- Spring '99



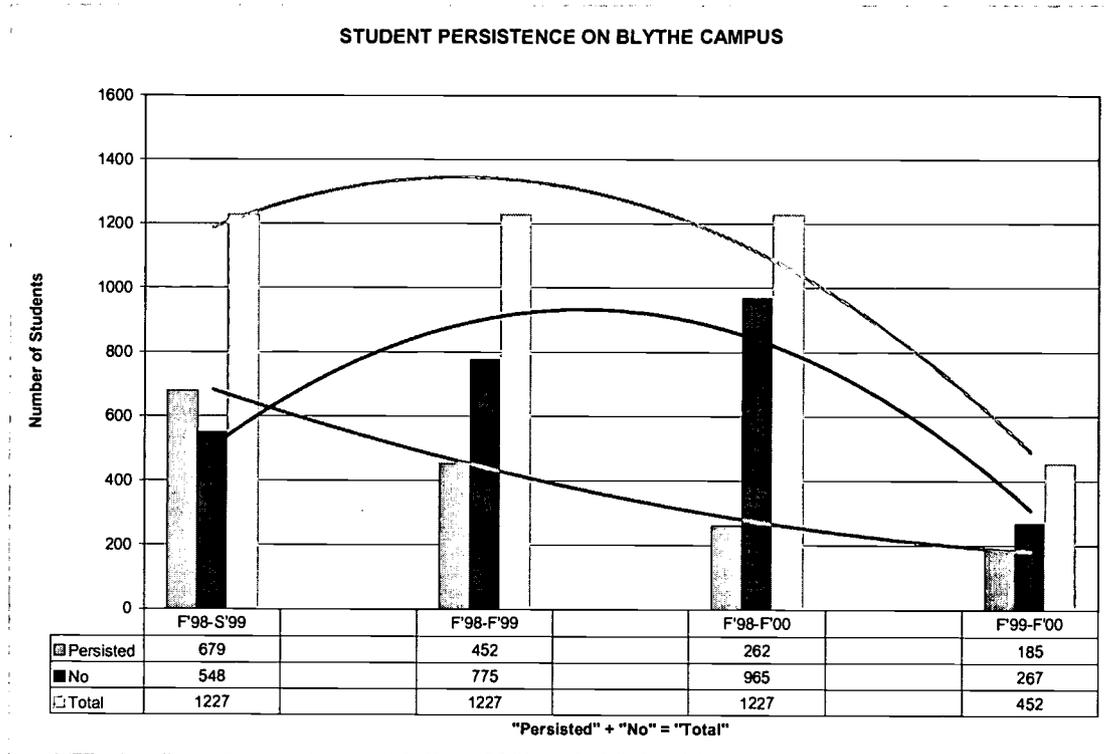
Fall '98- Fall '99



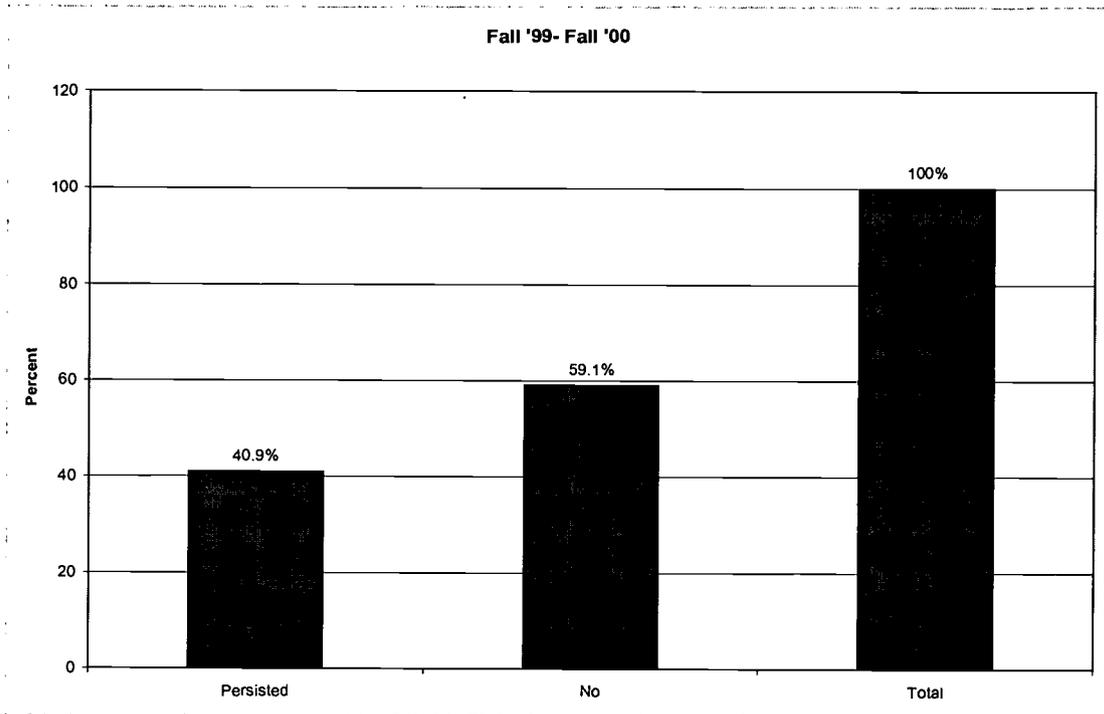
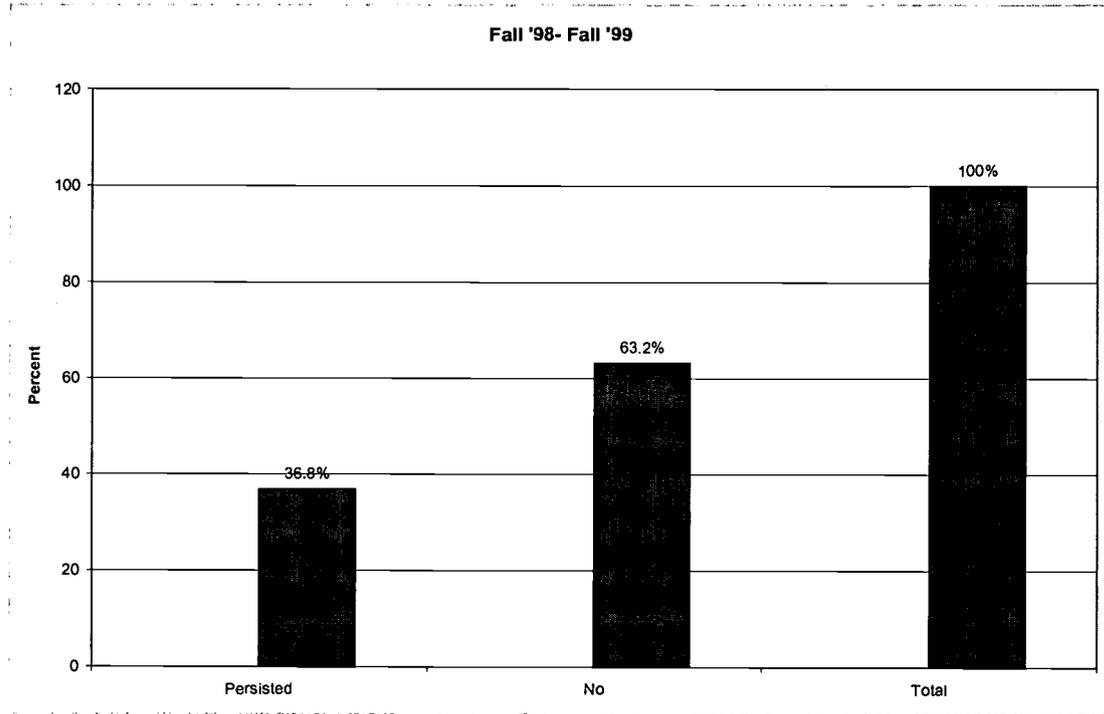
Fall '98- Fall '00



This chart is designed to show those 452 students who persisted from F '98- F '99 and continued on. Of those 452 students, 185 persisted the second year.



Students who persisted from F '98- F '99 and continued to their studies on into Fall '00 show a slight increase in the percentage of persistence. In-other-words, we started the second year analysis with a group of persisters who proved to be slightly more persistent than the original group starting F '98.





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