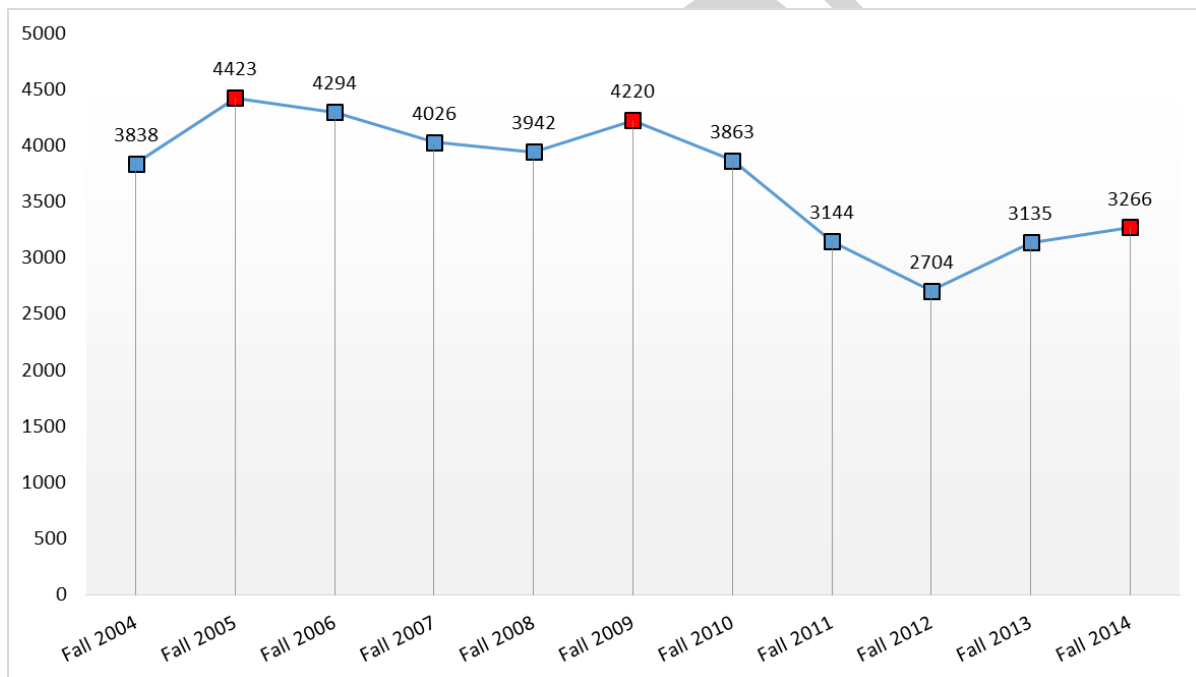


2. Scan of Conditions Internal to Palo Verde College

The Institution from Within

From fall 2004 to fall 2009, the unduplicated student headcount at Palo Verde College saw an increase of 1.66% annually, peaking in fall 2009 with a total increase of 9.95% over fall 2004. From fall 2009 to fall 2014, the headcount decreased by 22.61% overall; a decrease of 3.77% annually. Because of budget cuts at the state level, enrollments across the state fell drastically during this same time period. Although workload reduction was not ultimately enforced at the small colleges, preparations for workload reduction and other factors resulted in declining enrollments between fall 2009 and fall 2012 where unduplicated headcount bottomed out at 2,704. Since fall 2012, unduplicated headcount has been gradually increasing, ending with an unduplicated headcount of 3,266 in fall 2014.

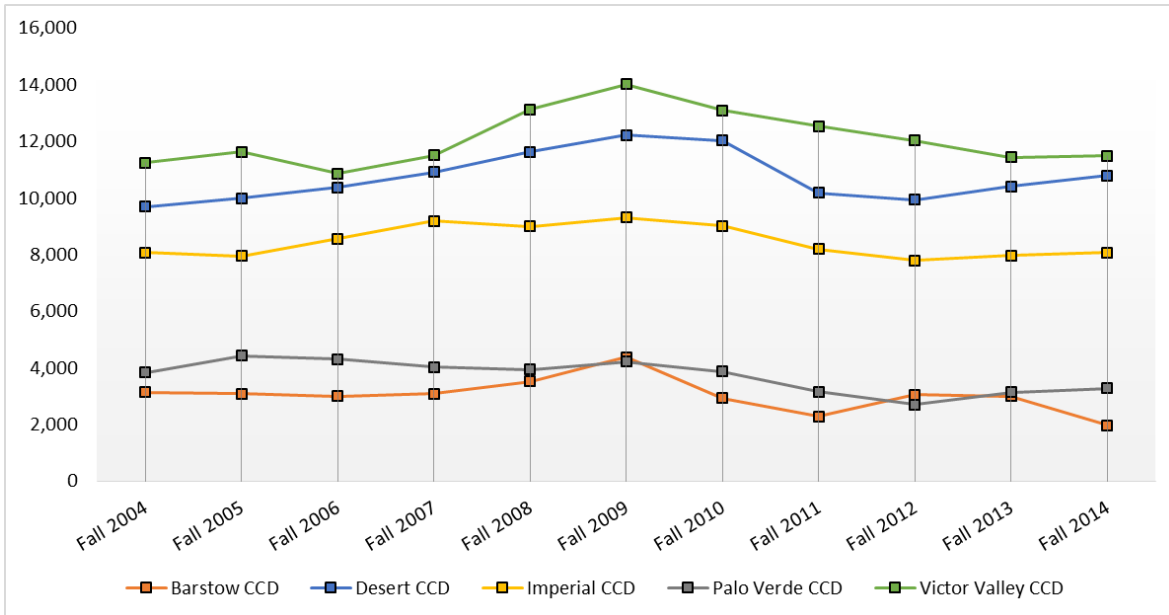
Chart __: PVC Fall Term Unduplicated Student Headcount



Source: California Community Colleges Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC.

This same trend in declining headcount after fall 2009 was also experienced in neighboring California Community College Districts. All but one of the districts, including Palo Verde College, are now beginning to see increases in headcount.

Chart __: PVCCD and Neighboring Districts Fall Term Unduplicated Student Headcount

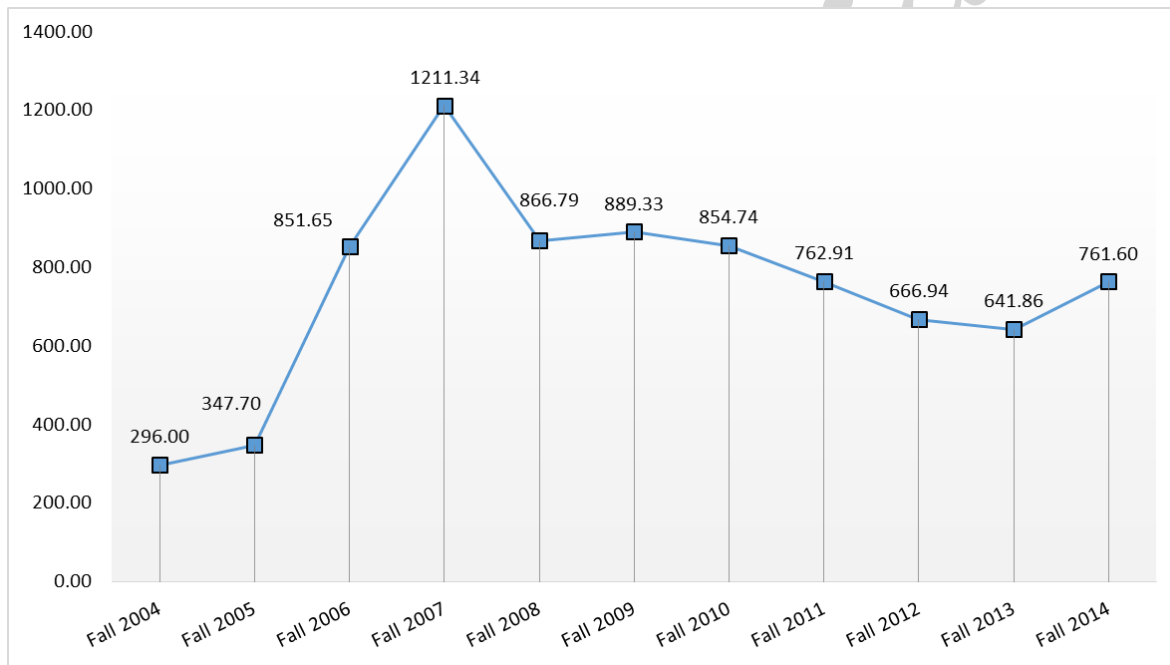


Source: California Community Colleges Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC.

From fall 2004 to fall 2014 the Full-time Equivalent Students (FTES) produced at PVC increased by 465.60 FTES, an increase of 157.30%, 14.30% annually. Between fall 2008 and fall 2014, the FTES trends align similarly with the unduplicated headcount trends although, while the headcount bottomed out in fall 2012, the FTES continued to decline, bottoming out in fall 2013.

There are a few inconsistencies in the Chancellor’s Office data mart reports that raise data integrity questions. For example, the unduplicated headcount between fall 2006 and fall 2007 declined 6.24% while the FTES increased 42.23% between the same two terms. The data mart information about term-specific FTES values is developed from an algorithm that depends upon accurate underlying values in the student basic, student enrollment, and section basic end of term management information system files submitted by the college.

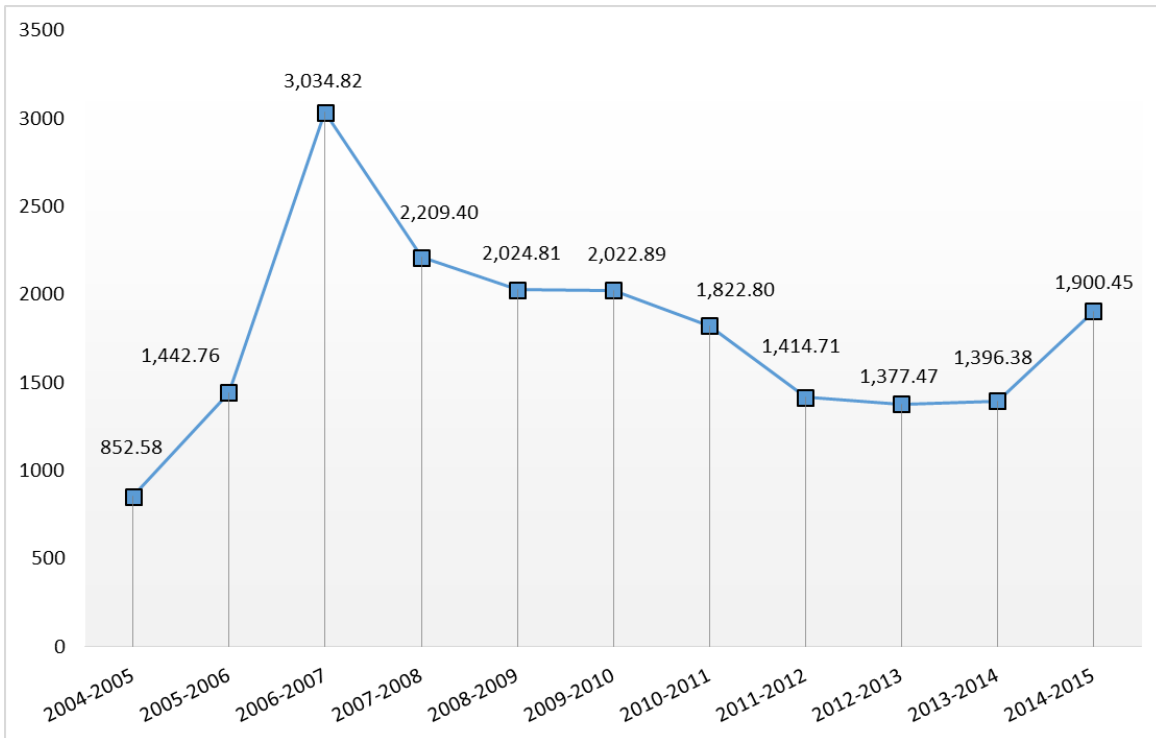
Chart __: PVC Fall Term FTES Trends



Source: California Community Colleges Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC.

In terms of annual production, FTES has increased 122.91% from 2004-2005 to 2014-2015. On average, this is an 11.17% increase in FTES each year. Following along the same trends as the fall terms, the annual FTES began a gradual decline, hitting bottom in 2012-2013. The highest FTES production was in 2006-2007 with 3,034.82 FTES, 1,314.16 of which were from summer 2006.

Chart __: PVC Fall Annual FTES Trends



Source: California Community Colleges Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC.

Current Program of Instruction

At the start of the 2014-15 academic year, the College was authorized to offer 25 instructional programs (degrees and certificates). Five of these approved programs are new transfer model curriculum degrees (AD-Ts). Three of the transfer degrees are in fields of study also approved as Associate Degrees. There are five degrees offered in disciplines that are considered within the liberal arts areas. The remaining 20 degrees and certificates are in disciplines that are considered career and technical education. Of these 20 programs, 12 culminate in the award of an Associate Degree while eight culminate in the award of a Certificate of Achievement. Six of the Associate Degrees offer Certificates of Achievement in the same field of study; the students may choose to earn both. Two of the Certificates of Achievement are approved by state agencies. The California Association of Alcohol and Drug Educators (C.A.A.D.E) approved the Certificate of Achievement in Alcohol and Drug Studies and the California Board of Vocational Nursing and Psychiatric Technicians accredited the Certificate of Achievement in Traditional Vocational Nursing. Additionally, the Board of Trustees has authorized the

College to award 20 Certificates of Career Preparation that require less than 18 units of credit and are not entered on the students' transcripts upon completion. A comprehensive list of these instructional programs and an accounting of the awards granted for each is found in Appendix D.

The curriculum required for each authorized program of study is to be offered during a two-year cycle of scheduled classes. Among the five AD-T programs six courses are required in more than one of these programs. That fact will make them potentially popular and should cause them to be scheduled more frequently with a rotation between evening and day offerings. Another twenty-eight courses in these five transfer programs are required classes or restricted electives, but are only cited in one of the programs. An analysis of these requirements is found in Appendix C.

Other California community colleges approximately the same size as Palo Verde and also in more rural settings have approached enrollment management planning with a two-year scheduling cycle. The required courses in the programs of study are mapped out over that period of time so that students can plan future class lists and the college may attract larger numbers of students to those courses. Commonly, required introductory courses, which might also be part of a general education pattern, are offered more frequently than the more specialized courses required in the program of study. An example of the two-year schedule cycle, from Copper Mountain Community College, for the five AD-T programs implemented at Palo Verde College is found in Appendix I.

Every Associate Degree requires students to complete one of three general education patterns (UC and CSU Intersegmental General Education Transfer Curriculum or IGETC, CSU General Education Breadth, or the Palo Verde College general education pattern). Viewed from the perspective of discrete general education requirements, some have only one course that satisfies the requirement while in other general education areas as many as 40 courses may be used to meet the requirement. Collectively, the College has identified 135 courses that satisfy one or more requirements in at least one of the three general education patterns. Viewed from the perspective of a discrete course, some courses address multiple general education requirements. The following table documents the role of these courses in the various general education requirements.

Table __: Numbers of General Education Requirements Addressed by Individual Courses

Number of GE Requirements	Number of Approved Courses
One	24
Two	34
Three	48
Four	10
Five	16
Six	3

Source: Palo Verde College. 2014-15 Catalog; analysis by Cambridge West Partnership, LLC

One approach to efficient scheduling is to concentrate the offerings on the courses that can be most flexibly used across the general education patterns. The detailed analysis of the general education patterns is located in Appendix H.

The fall 2014 program of instruction consisted of 492 sections, which generated 25,119.9 WSCH, including all modes of instruction. Enrollments (seat tickets) per section averaged 16.7 and WSCH per section averaged 51.1. The key characteristics of the fall 2014 program of instruction are reflected in the following table where all sections and WSCH have been included, regardless of the instructional mode, location of the section or the residence status of the enrolled students.

Table __: Fall 2014 Key Measures for the Program of Instruction

Division	Net Sections	Seats	Seats/Sect.	WSCH	WSCH/Sect.	FTES
Allied Health	238	3272	13.7	7993.8	33.6	266.44
Business	28	568	20.3	1911.9	68.3	63.73
History, Social & Behavioral Sciences	57	1289	22.6	3905.4	68.5	130.18
Language Arts & Comm Studies	87	1340	15.4	4236.6	48.7	141.23
Math & Science	37	871	23.5	3974.7	107.4	132.49
Non-Credit	14	198	14.1	303.6	21.7	10.12
Vocational Education	31	683	22.0	2793.9	90.1	93.13
Grand Total	492	8221	16.7	25119.9	51.1	837.32

Source: Palo Verde College Office of Institutional Research, analysis by Cambridge West Partnership, LLC

It is important to note that Palo Verde College offers a large number of courses through in-service training. These courses include fire science technology, emergency medical services, criminal justice and non-credit English as a Second Language and are offered at various locations around the state of California. Of the 492 total sections offered in fall 2014, 235 of these sections, 48.8%, were in-service training. These in-service classes account for 24.7% of both the total WSCH and total FTES for the college. The following table shows the same key characteristics for the fall 2014 as the previous table however;

the in-service sections have been removed. By removing these sections, the average seats per section increases to 20.9 and the average WSCH per section increases to 73.6.

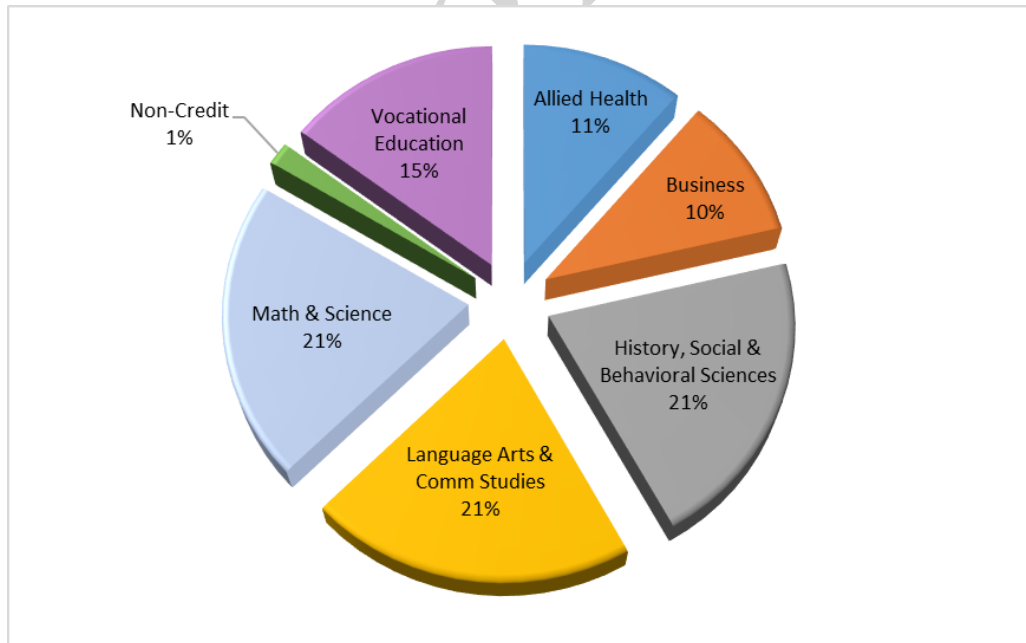
Table __: Fall 2014 Key Measures for the Program of Instruction, Excluding In-service

Division	Net Sections	Seats	Seats/Sect.	WSCH	WSCH/Sect.	FTES
Allied Health Division	30	583	19.4	2122.2	70.7	70.74
Business	28	568	20.3	1911.9	68.3	63.73
History, Social & Behavioral Sciences	57	1289	22.6	3905.4	68.5	130.18
Language Arts & Comm Studies	60	1192	19.9	3912.9	65.2	130.43
Math & Science	37	871	23.5	3974.7	107.4	132.49
Non-Credit	14	198	14.1	303.6	21.7	10.12
Vocational Education	31	683	22.0	2793.9	90.1	93.13
Grand Total	257	5384	20.9	18924.6	73.6	630.82

Source: Palo Verde College Office of Institutional Research, analysis by Cambridge West Partnership, LLC

The divisions of the College were used to determine percentage shares of the WSCH attendance. As the chart below illustrates, three divisions each account for 21% of the WSCH in fall 2014: Math & Science, Language Arts & Communication Studies, and History, Social & Behavioral Sciences. The departments that are part of the Vocational Education Division contribute 15% of the WSCH followed by the Allied Health Division (11%) and the Business Division (10%). These figures do not include the in-service training sections.

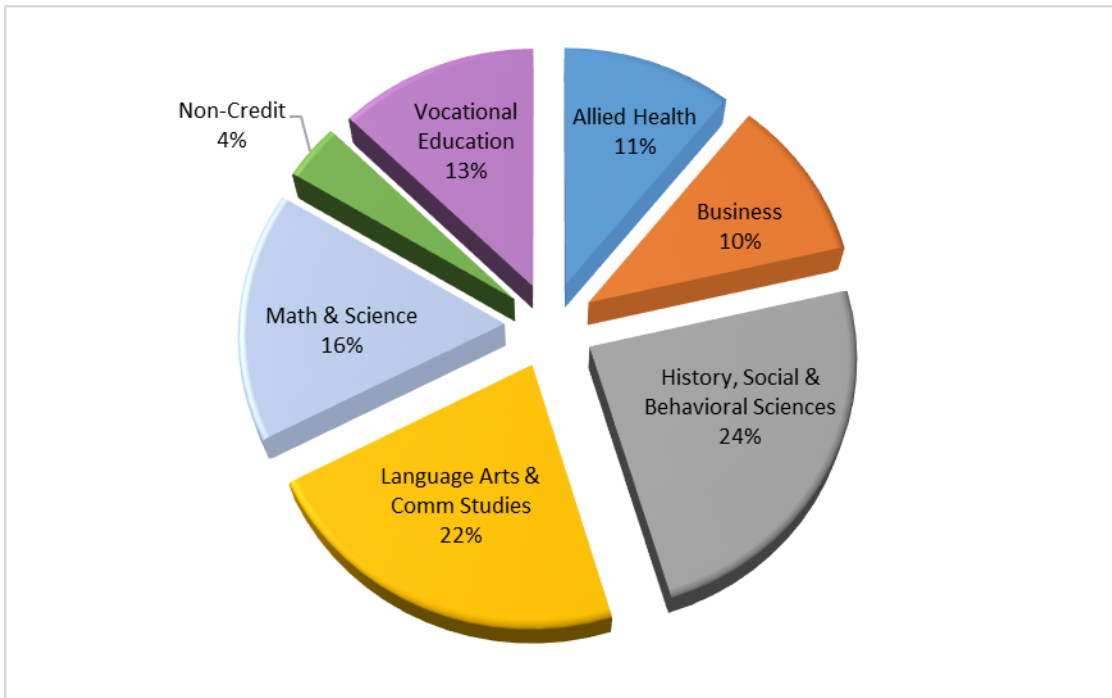
Chart __: Fall 2014 Distribution of Attendance WSCH, Excluding In-service



Source: Palo Verde College Office of Institutional Research, analysis by Cambridge West Partnership, LLC

The divisions of the College were also used to determine percentage shares of the enrollments. As illustrated in the following pie chart, the History, Social & Behavioral Sciences division has the greatest portion of the enrollments at 24% followed closely by Language Arts & Communication Studies division with 22% of the enrollments. The Math & Science division has 16% of the enrollments followed by the Vocational Education (13%), Allied Health (11%), Business (10%) and non-credit (4%) divisions.

Chart __ : Fall 2014 Distribution of Enrollments, Excluding In-service



Source: Palo Verde College Office of Institutional Research, analysis by Cambridge West Partnership, LLC

During the fall 2014 baseline term, the College offered 178 different courses spread across the seven divisions as noted below. The Allied Health division offered the greatest number of courses at 48, which was 27% of the total. Of those 48 courses, 24 were offered through in-service training. History, Social & Behavioral Sciences and Language Arts & Communication Studies offered 35 and 31 courses, respectively.

Table __: Fall 2014 Distribution of Distinct Courses

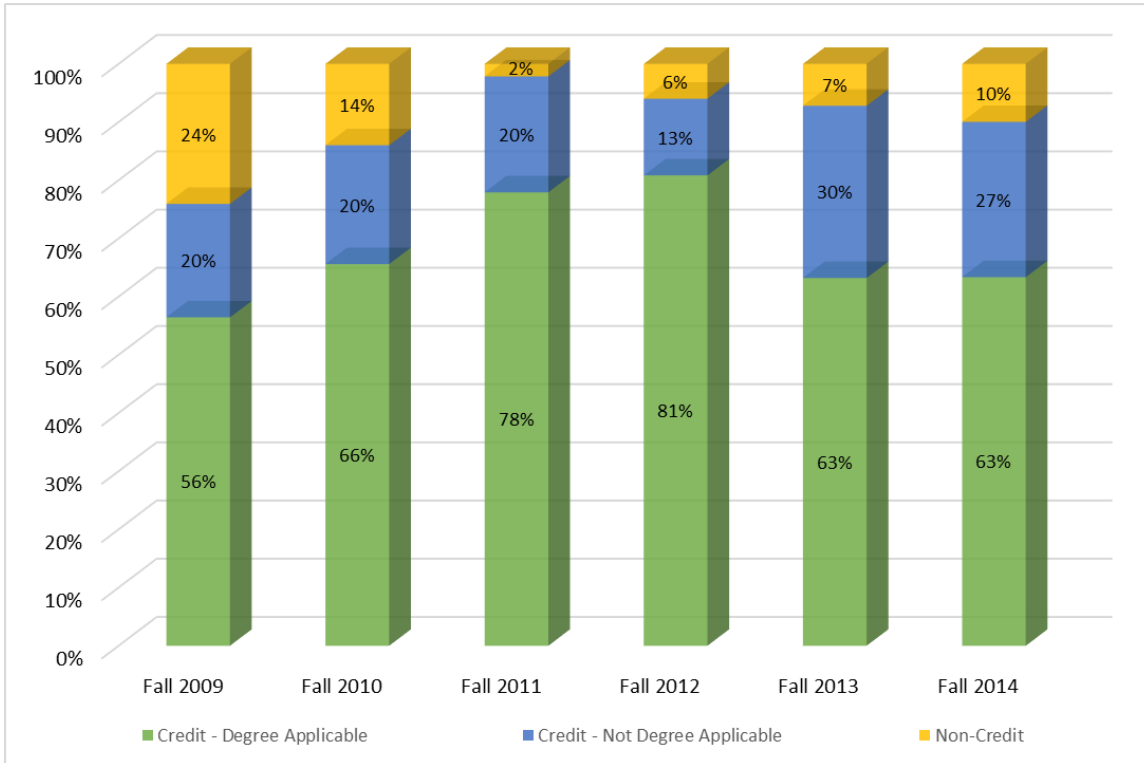
Divisions	Count of Courses	% of Courses
Allied Health	48	27.0%
Business	11	6.2%
History, Social & Behavioral Sciences	35	19.7%
Language Arts & Communication Studies	31	17.4%
Math & Science	19	10.7%
Non-Credit	8	4.5%
Vocational Education	26	14.6%
Total Distinct Courses	178	

Source: California Community Colleges Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC.

Of the 178 courses offered at all locations, 26 courses accounted for just over 50% of all fall term enrollments. Most of those enrollments were in the fire science technology and adult basic education disciplines.

The portion of the sections offered that are credit degree-applicable courses has increased by 6.91% over the past six fall terms while the portion of credit but not degree-applicable sections has increased by 7.18%. The portion of the sections offered that are noncredit has decreased by 14.09% during the same time period.

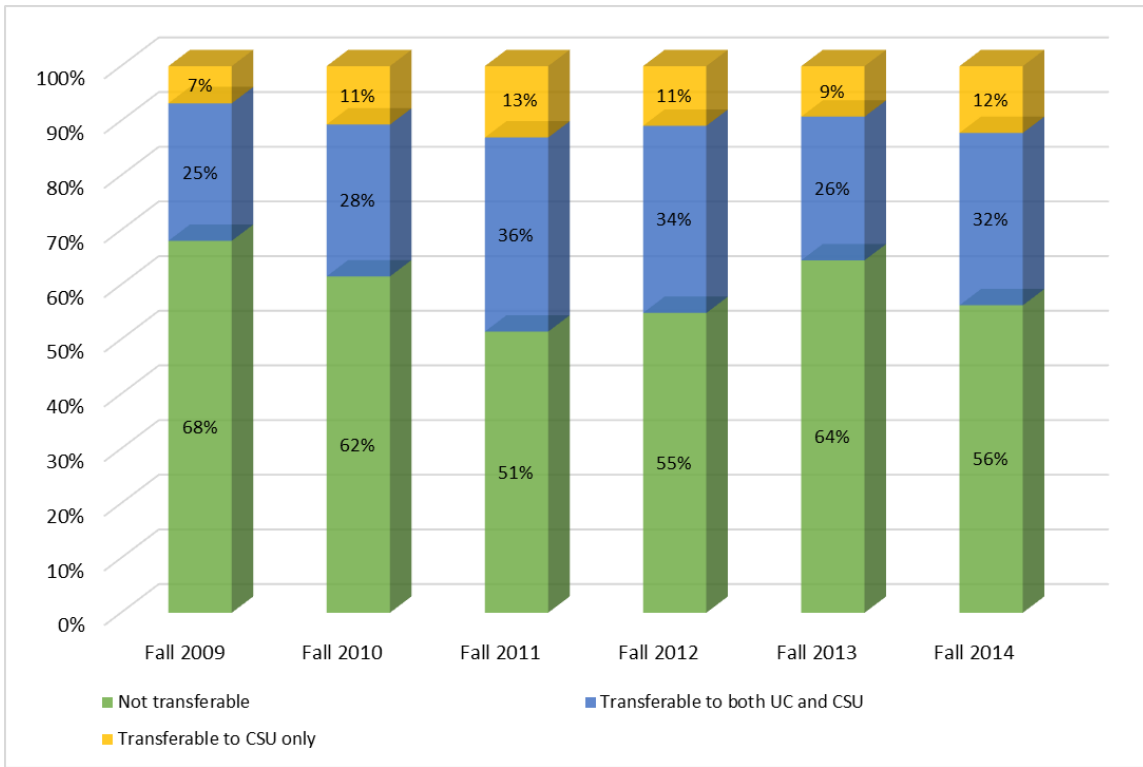
Chart __: Fall Class Offering Trends by Credit Status



Source: California Community Colleges Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC.

With respect to transfer status, the trend in the portion of scheduled classes that are transferable to both the University of California (UC) and the California State University (CSU) has increased by 7% while the curriculum that transfers only to CSU has increased by 5% over the last six fall terms. Nontransferable course offerings have dropped by 12%.

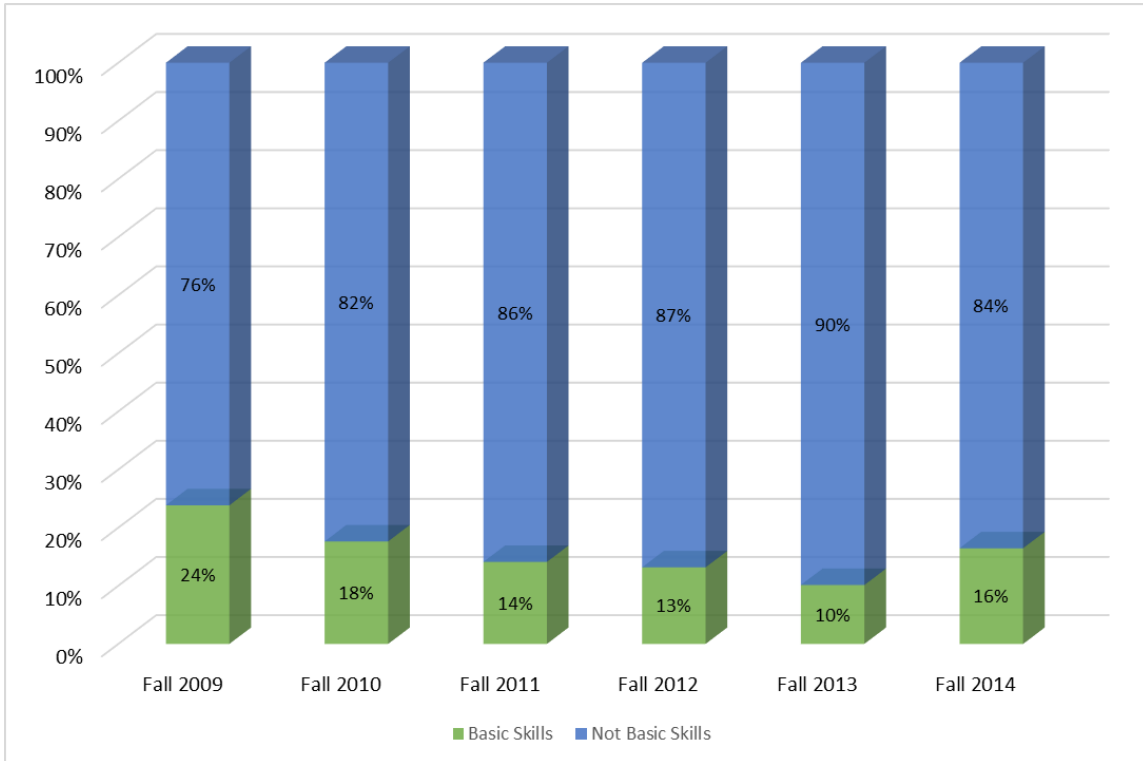
Chart __: Fall Class Offering Trends by Transfer Status



Source: California Community College Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC

In fall 2009, 76.14% of the sections offered were not basic skills courses. In fall 2014 that number increased by 7.4% to 83.54%. This means that the number of basic skills sections offered decreased by 7.4% over the same time period; 23.86% in fall 2009 to 16.46% in fall 2014.

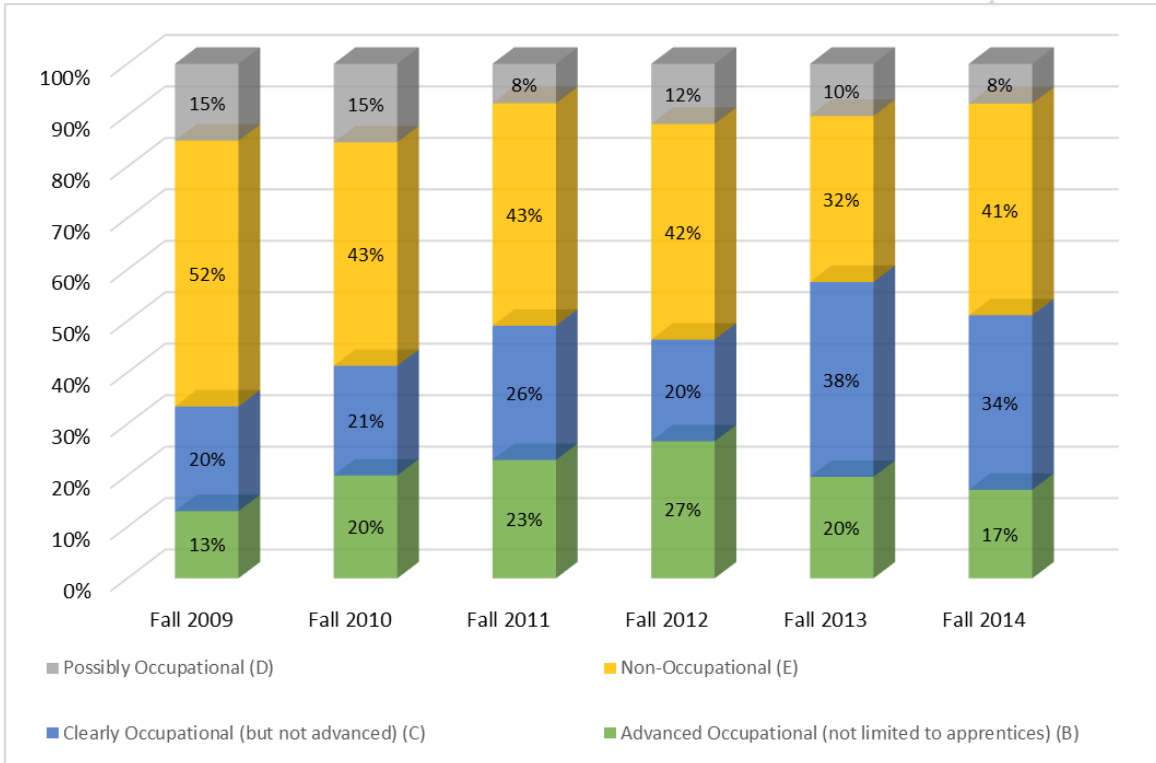
Chart __: Fall Class Offering Trends by Basic Skills Status



Source: California Community Colleges Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC.

The Student Accountability Model (SAM) coding system can be used to categorize the College curriculum, separating courses into CTE and non-CTE categories. The SAM coding of courses also distinguishes among different kinds of career and technical education (CTE) courses. On average the CTE offerings represent 46% of the offerings while the non-CTE classes comprise 32% to 52% of the sections scheduled from fall 2009 to fall 2014. Most recently, in fall 2014, CTE classes made up 51.13% of the section offerings while non-CTE classes made up 41.15%.

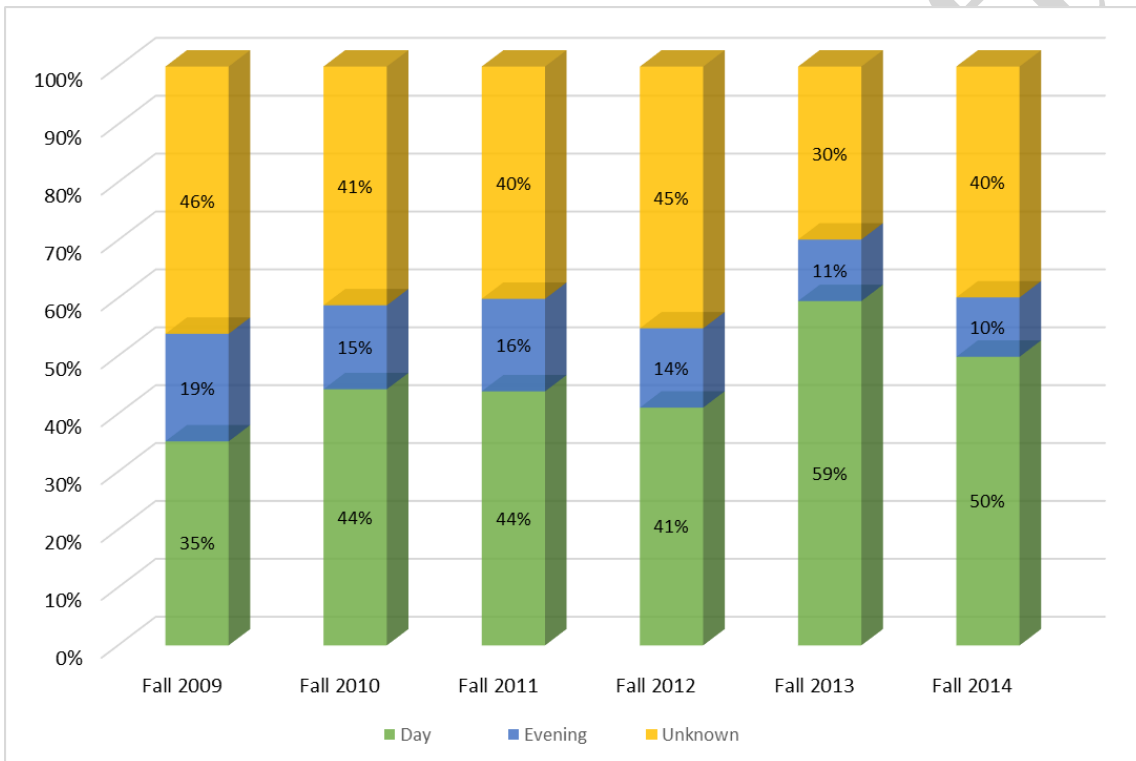
Chart __: Fall Class Offering Trends by SAM Code Status



Source: California Community Colleges Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC.

On average, the number of daytime classes has exceeded the number of “to be arranged” (TBA) classes over the past six fall terms; daytime classes averaged 46% of the sections while TBA classes averaged 40% of the sections. The number of daytime classes, sections that begin before 4:30 p.m., has ranged from 35% to 59% and has increased 15% from fall 2009 to fall 2014. TBA classes, the majority of which are distance education sections, have made up 30% to 46% of the fall schedules and have decreased 6% from fall 2009 to fall 2014. Evening classes, sections beginning after 4:30 p.m., made up the smallest portion of the fall schedules ranging from 10% to 19%, averaging 14% over the past six fall terms. Evening sections have decreased 9% from fall 2009 to fall 2014.

Chart __: Fall Class Offering Trends by Day vs. Evening Schedule



Source: California Community Colleges Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC.

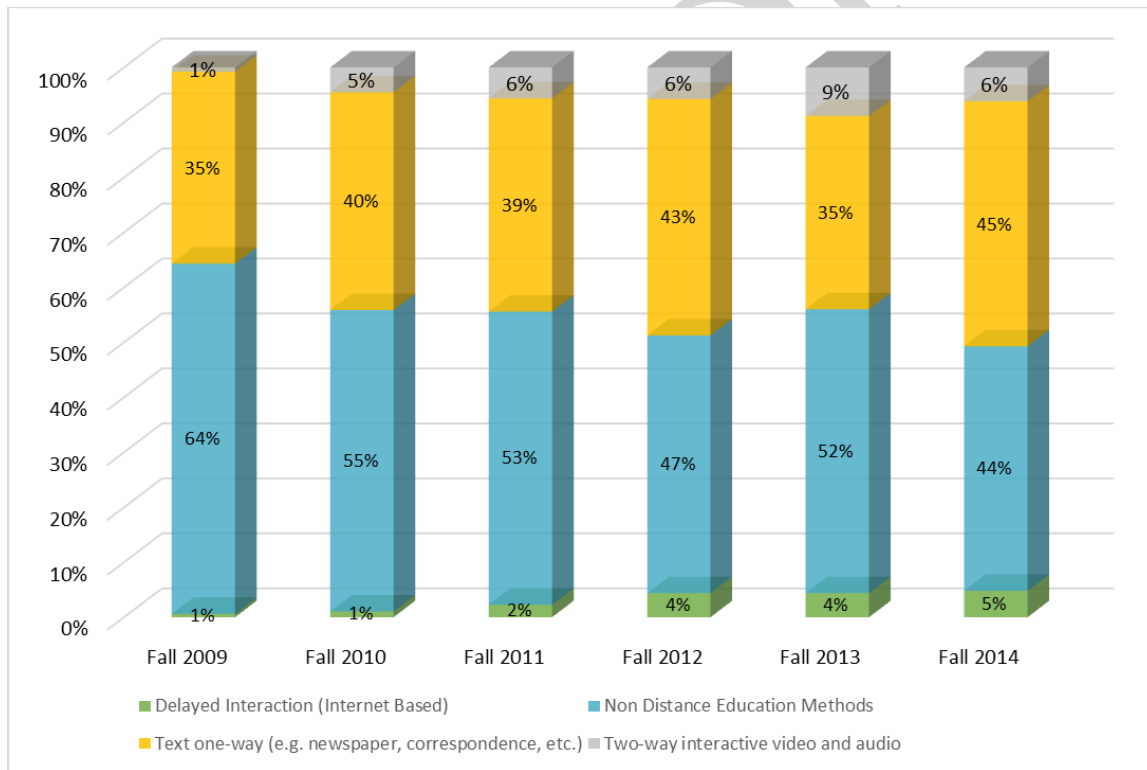
The college offers classes in multiple formats in an effort to provide access to students who would not be able to attain a college education otherwise. In addition to traditional face-to-face classes, the college offers online, two-way interactive audio/video and correspondence classes. Two-way video/audio classes are taught between the main campus and the Needles site. Classes that are typically cancelled due to low enrollment when taught at only one campus are linked through video communication. Enrollments at both campuses are combined allowing the class to meet the minimum class size and avoid cancellation. In addition, disciplines that are difficult to find qualified instructors are taught through this method; only one qualified instructor is needed to teach students at both locations. FTES produced by two-way audio/video and online sections are a small

portion of the overall FTES and are almost equal to each other. In fall 2014 two-way audio/video FTES exceeded online FTES by only 1%.

In 2001, PVC began offering correspondence courses to incarcerated students at one of the local state prisons. These courses are open to traditional students as well and are now offered at multiple correctional facilities throughout the state. Since the beginning of the program in 2001 to current, the correspondence courses have become a major source of the college’s FTES. In fall 2014, 45% of the FTES were captured through correspondence education. For the first time since the college started offering correspondence education, the FTES produced from this method surpassed the amount of FTES produced from traditional methods by 1%.

Over the past six fall terms, two-way video/audio and online FTES has increased by 5% and 4% respectively. Correspondence FTES has increased 10% while FTES produced through traditional methods has decreased by 20%.

Chart __: FTES Trends by Method of Instruction



Source: California Community Colleges Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC.

Because of the multiple methods of instruction offered by the College, students who attend are not all from the District's service area. In terms of unduplicated headcount from fall 2010 through fall 2014, the majority of the students were only enrolled in in-service training. These students are typically firefighters enrolled in Fire Science courses and live all over the state of California. They made up 49% of the unduplicated headcount in the five-year span. 23% of the total unduplicated students from fall 2010 to fall 2014 were inmates, 27% were from the main campus in Blythe, the Needles Center and the Spring Street location and only .2% of the students were off-campus or only enrolled in online courses.

Rough Draft

Day and Instructional Period Patterns

This Study explored the pattern of days of instruction in the fall 2014 term and the instructional periods in a day. Sections analyzed in this study included all credit sections that had a fixed meeting pattern and met on the PVC main campus and via ITV with the Needles Center. Correspondence, online, off-campus, ISA, non-credit and concurrent sections were excluded.

The table below shows the instructional periods utilized, by start time, during the fall 2014 term for all on-campus credit sections with a regular meeting pattern. There were 86 sections in this group that included weekly, daily, independent study and positive attendance census sections. Of the 86 sections, the most popular start time was 5:20 p.m. with 25 sections (29.07%) starting at this time. Other primary start times included 12:00 p.m. with 13 sections (15.12%) and 9:30 a.m. with eight sections (9.3%) starting at this time. Of the 86 sections in the group analyzed, over half (53.49%) are scheduled to start during these three primary start times. The primary start times discovered during this analysis are shown in the table below, and in all subsequent tables, in bold blue font.

Table __: Palo Verde College, Primary Start Times, Fall 2014

Main Campus - Primary Start Times		
Row Labels	Count of Section ID	Utilizing Start Time
8:00 AM	5	
9:00 AM	1	
9:20 AM	1	
9:30 AM	8	9.30%
9:35 AM	1	
10:00 AM	3	
11:30 AM	2	
12:00 PM	13	15.12%
12:30 PM	2	
1:00 PM	4	
1:30 PM	5	
2:00 PM	4	
3:00 PM	2	
4:00 PM	1	
5:20 PM	25	29.07%
5:30 PM	2	
6:00 PM	5	
6:50 PM	2	
Grand Total	86	53.49%

Source: Palo Verde College, Office of Institutional Research files; analysis by Cambridge West Partnership, LLC

Of the 86 sections analyzed, 40 (45%) are scheduled one day per week (M, T, W, Th, or F) and 45 (52%) are scheduled two days per week (MW or TR). Of the 40 sections offered one day per week, 24 (62%) are scheduled during two of the three determined primary start times; three (3) of these 24 sections start at 12:00 p.m. while 21 sections

start at 5:20 p.m. Of the 40 sections offered one day per week, 54% begin at 5:20 p.m., less than 1% begins at 12:00 p.m. and no sections are scheduled at 9:30 a.m. Of the 40 one day per week sections, only six (6) sections are offered in the morning hours (start time before 12:00 p.m.); two (2) sections are offered on Wednesdays and four (4) sections on Thursdays. One class was offered on Friday for most of the day. These findings are demonstrated in the following four tables.

Table __: Palo Verde College, Primary Start Times by Meeting Days (One Day per Week), Fall 2014

Monday only Blocks		
Row Labels	Count of Section ID	% of Sections
<input type="checkbox"/> M		
12:00 PM	1	9.09%
1:00 PM	1	
2:00 PM	1	
3:00 PM	1	
5:20 PM	5	45.45%
5:30 PM	1	
6:50 PM	1	
Grand Total	11	54.55%

Tuesday only Blocks		
Row Labels	Count of Section ID	% of Sections
<input type="checkbox"/> T		
12:00 PM	1	16.67%
5:20 PM	4	66.67%
6:50 PM	1	
Grand Total	6	83.33%

Wednesday only Blocks		
Row Labels	Count of Section ID	% of Sections
<input type="checkbox"/> W		
8:00 AM	1	
10:00 AM	1	
12:00 PM	1	8.33%
1:00 PM	1	
2:00 PM	1	
5:20 PM	7	58.33%
Grand Total	12	66.67%

Thursday only Blocks		
Row Labels	Count of Section ID	% of Sections
<input type="checkbox"/> R		
8:00 AM	1	
9:00 AM	1	
10:00 AM	1	
11:30 AM	1	
1:00 PM	1	
5:20 PM	5	50.00%
Grand Total	10	50.00%

Source: Palo Verde College, Office of Institutional Research files; analysis by Cambridge West Partnership, LLC

Of the 46 sections offered two days per week, 23 (51%) are offered on Mondays and Wednesdays and 22 (49%) are offered on Tuesdays and Thursdays. Of the 23 Monday/Wednesday sections, 14 (61%) are scheduled during the three determined primary start times; six (6) sections (26%) begin at 12:00 p.m., five (5) sections (22%) begin at 9:30 a.m. and three (3) sections (13%) begin at 5:20 p.m. Of the 22 Tuesday/Thursday sections, eight (8) sections (36%) are scheduled during the three primary start times; four (4) sections (18%) begin at 12:00 p.m., three (3) sections (14%) begin at 9:30 a.m. and one (1) section (5%) begins at 5:20 p.m. These findings are demonstrated in the following two tables.

Table __: Palo Verde College, Primary Start Times by Meeting Days (Two Days per Week), Fall 2014

Mon/Wed Blocks			Tues/Thurs Blocks		
Row Labels	Count of Section ID	% of Sections	Row Labels	Count of Section ID	% of Sections
MW			TR		
8:00 AM	1		8:00 AM	1	
9:20 AM	1		9:30 AM	3	13.64%
9:30 AM	5	21.74%	9:35 AM	1	
12:00 PM	6	26.09%	11:30 AM	1	
12:30 PM	1		12:00 PM	4	18.18%
1:30 PM	3		12:30 PM	1	
2:00 PM	1		1:00 PM	1	
3:00 PM	1		1:30 PM	2	
5:20 PM	3	13.04%	2:00 PM	1	
6:00 PM	1		4:00 PM	1	
Grand Total	23	60.87%	5:20 PM	1	4.55%
			5:30 PM	1	
			6:00 PM	4	
			Grand Total	22	36.36%

Source: Palo Verde College, Office of Institutional Research files; analysis by Cambridge West Partnership, LLC

This Study also explored the pattern of days of instruction and instructional periods of the irregularly scheduled sections. For this analysis the sections were broken down into segments. For example, a section that meets on a Monday beginning at 10:00 a.m. and on a Thursday beginning at 12:00 p.m. would have two segments due to the irregularity of the meeting pattern. A section may have multiple segments for various reasons other than the example provided including multiple methods of instruction (lecture, laboratory, etc.) and multiple classrooms. For this analysis, there were 53 section segments, from 19 sections, analyzed for meeting days and start times.

The primary start times for these 52 segments are 7:19 a.m. and 9:35 a.m.; 37 of the segments (71%) start at these times. These 37 segments account for portions of 14 of the 19 irregularly scheduled sections analyzed. These 14 sections are vocational classes that are scheduled during time blocks that aligned with the Palo Verde High School bell schedule. The remaining five (5) sections include one (1) automotive technology class, one (1) biology class and three (3) nursing classes.

Table __: Palo Verde College, Primary Start Times (Irregular Meeting Patterns), Fall 2014

Irregularly Scheduled - Primary Start Times		
Row Labels	Count of Section ID	% of Sections Utilizing Start Time
6:00 AM	3	
7:19 AM	16	30.77%
8:00 AM	3	
8:19 AM	2	
9:00 AM	1	
9:35 AM	21	40.38%
10:35 AM	3	
12:00 PM	2	
4:00 PM	1	
Grand Total	52	71.15%

Source: Palo Verde College, Office of Institutional Research files; analysis by Cambridge West Partnership, LLC

Sections with irregular meeting patterns included:

Section ID	Room	Days	Start Time	End Time
AUT-092-01	TB111	Sa	8:00 AM	9:00 AM
	TB111	Sa	9:00 AM	12:50 PM
AUT-100-01	TB111	F	7:19 AM	8:19 AM
	TB111	M	7:19 AM	9:19 AM
AUT-101-01	TB111	W	7:19 AM	9:19 AM
	TB111	F	9:35 AM	10:35 AM
AUT-101-01	TB111	M	9:35 AM	11:25 AM
	TB111	W	9:35 AM	11:25 AM
AUT-110-01	TB111	Tu	7:19 AM	9:19 AM
	TB111	Th	7:19 AM	9:19 AM
AUT-110-01	TB111	F	8:19 AM	9:19 AM
	TB111	Tu	9:35 AM	11:25 AM
AUT-111-01	TB111	Th	9:35 AM	11:25 AM
	TB111	F	10:35 AM	11:35 AM
BCT-101-01	TB117	F	7:19 AM	8:19 AM
	TB117	M	7:19 AM	9:19 AM
BCT-101-01	TB117	W	7:19 AM	9:19 AM
	TB117	Tu	7:19 AM	9:19 AM
BCT-110-01	TB117	Th	7:19 AM	9:19 AM
	TB117	F	8:19 AM	9:19 AM
BCT-113-01	TB117	F	9:35 AM	10:35 AM
	TB117	M	9:35 AM	11:35 AM
BCT-113-01	TB117	W	9:35 AM	11:35 AM
	TB117	Tu	9:35 AM	11:25 AM
BCT-210-01	TB117	Th	9:35 AM	11:25 AM
	TB117	F	10:35 AM	11:35 AM

Section ID	Room	Days	Start Time	End Time
BIO-101-01	CL216	Tu	12:00 PM	12:50 PM
	CL216	Th	12:00 PM	1:50 PM
CIS-130-01	CL130	F	9:35 AM	10:35 AM
	CL130	M	9:35 AM	11:35 AM
CIS-130-01	CL130	W	9:35 AM	11:35 AM
	CL130	Tu	9:35 AM	11:35 AM
CIS-131-01	CL130	Th	9:35 AM	11:35 AM
	CL130	F	10:35 AM	11:35 AM
NUR-118-01	SITE	Tu	6:00 AM	2:00 PM
	CL224	Tu	8:00 AM	4:00 PM
NUR-118-02	SITE	F	6:00 AM	2:00 PM
	CL224	F	8:00 AM	4:00 PM
NUR-124-01	SITE	Tu	6:00 AM	1:15 PM
	SITE	W	4:00 PM	11:15 PM
WEL-100-01	TB110	F	7:19 AM	8:19 AM
	TB110	M	7:19 AM	9:19 AM
WEL-100-01	TB110	W	7:19 AM	9:19 AM
	TB110	F	7:19 AM	8:19 AM
WEL-101-01	TB110	Tu	7:19 AM	9:19 AM
	TB110	Th	7:19 AM	9:19 AM
WEL-200-01	TB110	F	9:35 AM	10:35 AM
	TB110	M	9:35 AM	11:35 AM
WEL-200-01	TB110	W	9:35 AM	11:35 AM
	TB110	F	9:35 AM	10:35 AM
WEL-201-01	TB110	Tu	9:35 AM	11:35 AM
	TB110	Th	9:35 AM	11:35 AM

Source: Palo Verde College, Office of Institutional Research files; analysis by Cambridge West Partnership, LLC

The findings of the Study indicate that just over half of the PVC course offerings (53%) are scheduled during three primary start times (9:30 a.m., 12:00 p.m. and 5:20 p.m.) leaving the early morning, mid-afternoon, and late evening blocks under-utilized. Of the 86 sections scheduled, only seven (7) sections (<1%) begin before 9:30 a.m. and only six (6) sections (<1%) begin after 9:30 a.m. but before 12:00 p.m. 18 sections (21%) begin at various times after 12:00 p.m. but before 5:20 p.m. Although this is a large percentage of the total sections, the irregularity of the start times would cause overlaps with other sections, hindering student access. Only nine (9) sections (10%) begin in the later evening hours, after 5:20 p.m. These findings indicate that there may be a benefit to the College and its students to establish time blocks for scheduling, including blocks for early morning, mid-afternoon and late evening. These time blocks should then be consistently enforced to provide the best access for students.

As discussed above, the College calendar is built on a nominal 18-week term. For attendance reporting to the State the official term length is 17.5 weeks. The common three unit or three-lecture hour per week class is taught three days a week for a 50-minute period each day or two days a week for a 75-minute period each day. Both patterns produce three weekly contact hours (WCH) because the total weekly contact time is divided by a 50 minute “class hour” that excludes passing time. With a fall 2014 campus average of 18 students per class on census day, the typical class yielded 54 weekly student contact hours or WSCH ($18 * 3$ WCH). When the WSCH is converted into full-time equivalent student (FTES) units used to claim apportionment, the following formula is used for most classes:

$$\text{FTES} = (\text{WSCH} * 17.5) / 525$$

The typical class generated 1.80 units of FTES ($(54 * 17.5) / 525$).

Most community colleges in the State have switched to a compressed term calendar, often with term lengths of 16 weeks that include the final exam period. That switch changes the instructional schedule patterns and the arithmetic of the WSCH and FTES calculations.

In a 16-week compressed calendar the typical class would be scheduled twice a week to meet, for example, from 8:00 to 9:25 am or a period of 85 minutes each day or 170 minutes in the week. The result is a WCH of 3.4 ($170 / 50$) rather than 3.0 in the current semester schedule. With an average of 18 students per class, the resulting WSCH becomes 61.2 ($18 * 3.4$). The typical class would then generate 1.87 units of FTES ($(61.2 * 16) / 525$). While a fraction of additional attendance in the typical class may not appear to be a substantial gain, across all of the campus classes scheduled for the entire term, it could add up to considerable amount of additional FTES and income to the College.

The following table illustrates the comparisons between the current calendar the College is using vs. a 16-week compressed calendar. The illustration assumes an enrollment of 20 students in the typical three lecture contact hour a week class taught face-to-face on the campus.

Table __: Calendars, Instructional Periods, and College Income Illustration

Current Calendar							
Days	Start	End	WCH	Enrl	WSCH	FTES	Income
M & W	8:00	9:15	3.0	20	60	2.00	\$9,274
16-Week Compressed Calendar							
Days	Start	End	WCH	Enrl	WSCH	FTES	Income
M & W	8:00	9:25	3.4	20	67.5	2.25	\$10,433
Differences							
Days	Start	End	WCH	Enrl	WSCH	FTES	Income
none	none	10 min.	.4 WCH	none	7.5 WSCH	.25 FTES	\$1,159

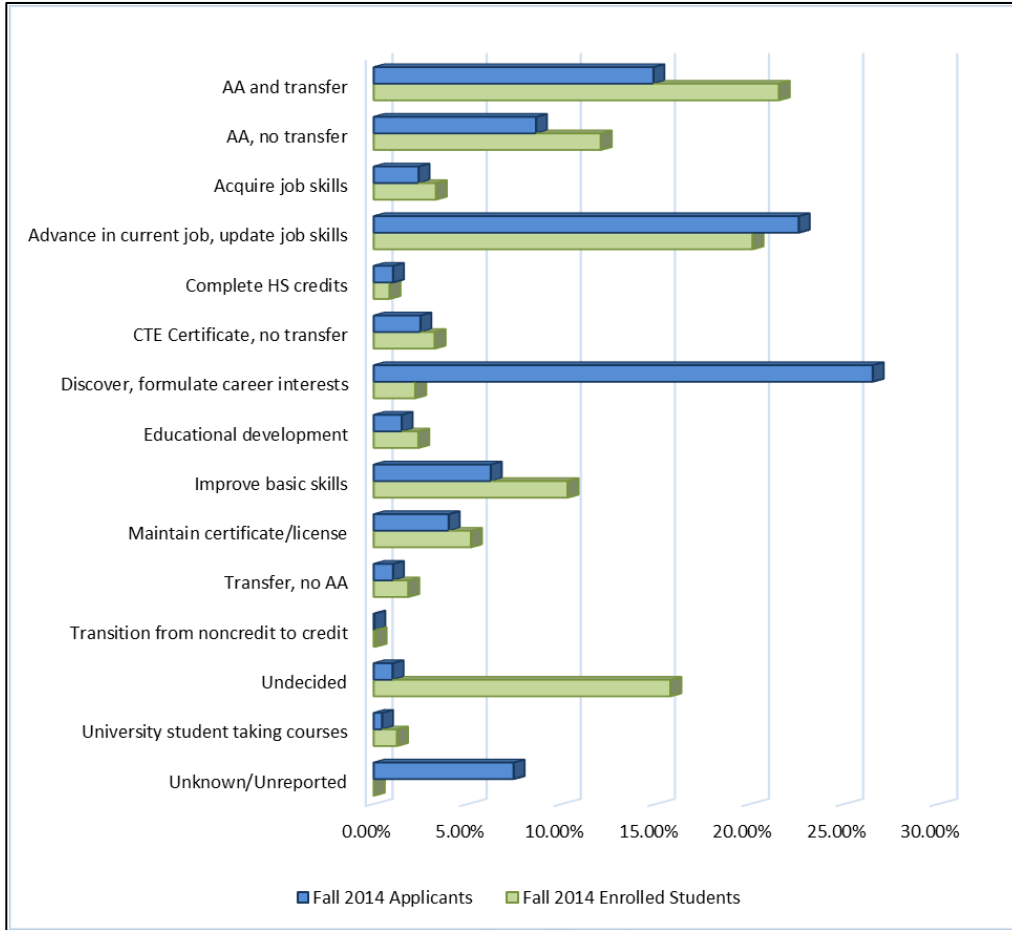
Source: Cambridge West Partnership, LLC

Students Who Attend the College

With their hopes and dreams students enroll in the College to pursue their goals in life. Sometimes those goals are not well formulated or adequately informed at the start of the college experience, but the matriculation process is intended to assist students to navigate the curriculum as they traverse through higher education.

The chart below reflects the initial goals reported on the application for admission to Palo Verde College in the fall 2014 semester along with the goals of those students who actually enrolled. There were a total of 4,120 applicants and a total of 3,002 students who actually enrolled; 72.9% of the applicants enrolled in at least one class during the fall 2014 semester. The majority of the students who submitted an application intended on discovering/formulating career interests (26.5%). This category also saw the biggest reduction when analyzing the students who actually enrolled in the fall 2014 semester where only 2.2% reported their goal as discovering/formulating career interests. Applicants who wished to advance in their current job and/or update their job skills made up 22.6% of the total applicants while 14.9% intended on obtaining an Associate’s degree and then transferring to a university. The majority of those students who actually enrolled intended on obtaining an Associate’s degree and then transferring (21.5%). 20.1% intended on advancing in their current job and/or updating their job skills (down from 22.6% of those who applied), 15.8% were undecided (up from 1%), 12.1% intended on obtaining an Associate’s degree without transferring (up from 8.62%) and 10.3% wished to improve their basic skills (up from 6.21%).

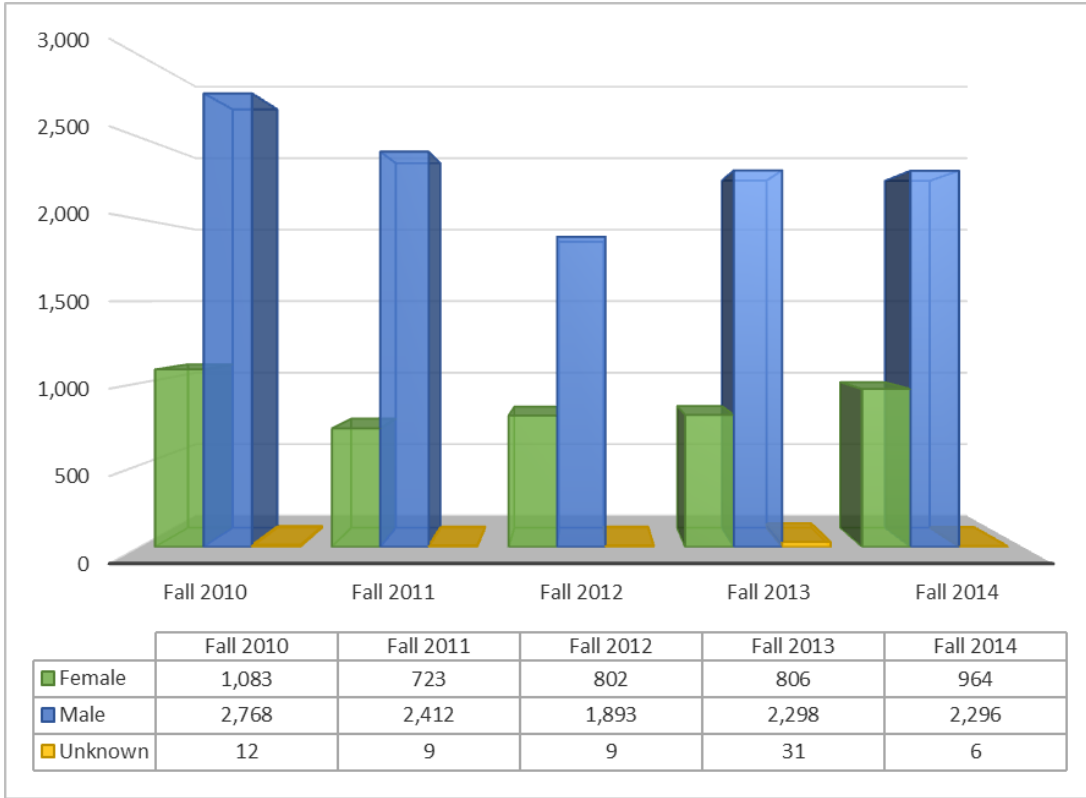
Table __: Fall 2014 Term Student Goal Trends



Source: California Community Colleges Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC.

The number of male students at PVC greatly exceeds the number of female students. Over the past five fall terms, the male student population made up 70-77% of the total student population while the female students made up 23-30%. On average, males accounted for 72.41% of the student population, females accounted for 27.17% and .42% was unknown. Fall 2014 shows that 29.5% of the students were females, 70.3% were males and .2% was unknown/unreported.

Chart __: Fall Term Distribution by Gender



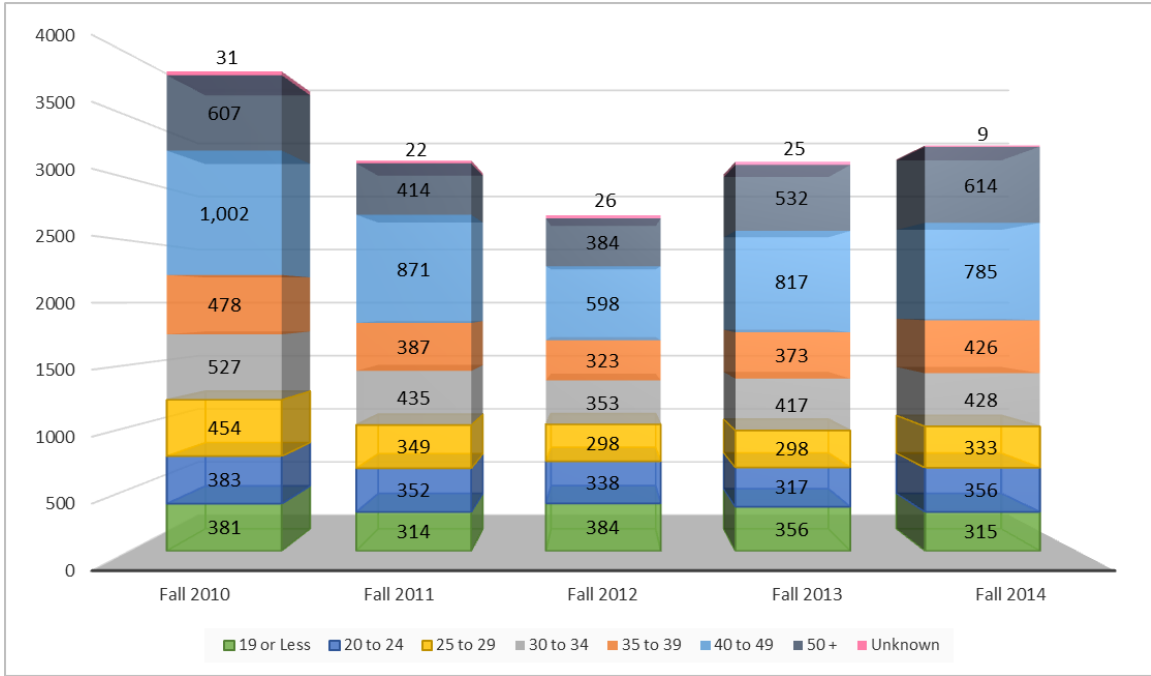
Source: California Community Colleges Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC.

It is important to note that a large portion of the students at PVC are inmates or are enrolled in Fire Science courses through in-service training. Of the 3,266 fall 2014 students, 31.75% are inmates while 36.62% are students who were only enrolled in Fire Science courses.

Of the 964 female students in fall 2014, 37.76% are inmates or Fire Science students, while 81.14% of the 2,296 males fall into these two categories. By removing the inmate students and the students who were only enrolled in Fire Science courses from the total, the distribution by gender changes drastically; 58.08% of the students are females and 41.92% are males.

Over the past five fall terms, the largest population of students at PVC, based on age, are the 40 to 49-year-old age group. The five-year average for this group is 25.28% of the student population, followed by the 50+ age group at 15.83%. The remaining age groups are fairly close in size with 30 to 34 year olds making up 13.41% of the student population, followed by 35 to 39 year olds with 12.33%. The 19 or less, 20 to 24, and 25 to 29-year-old age groups make up 10.86%, 10.84% and 10.75% of the population, respectively.

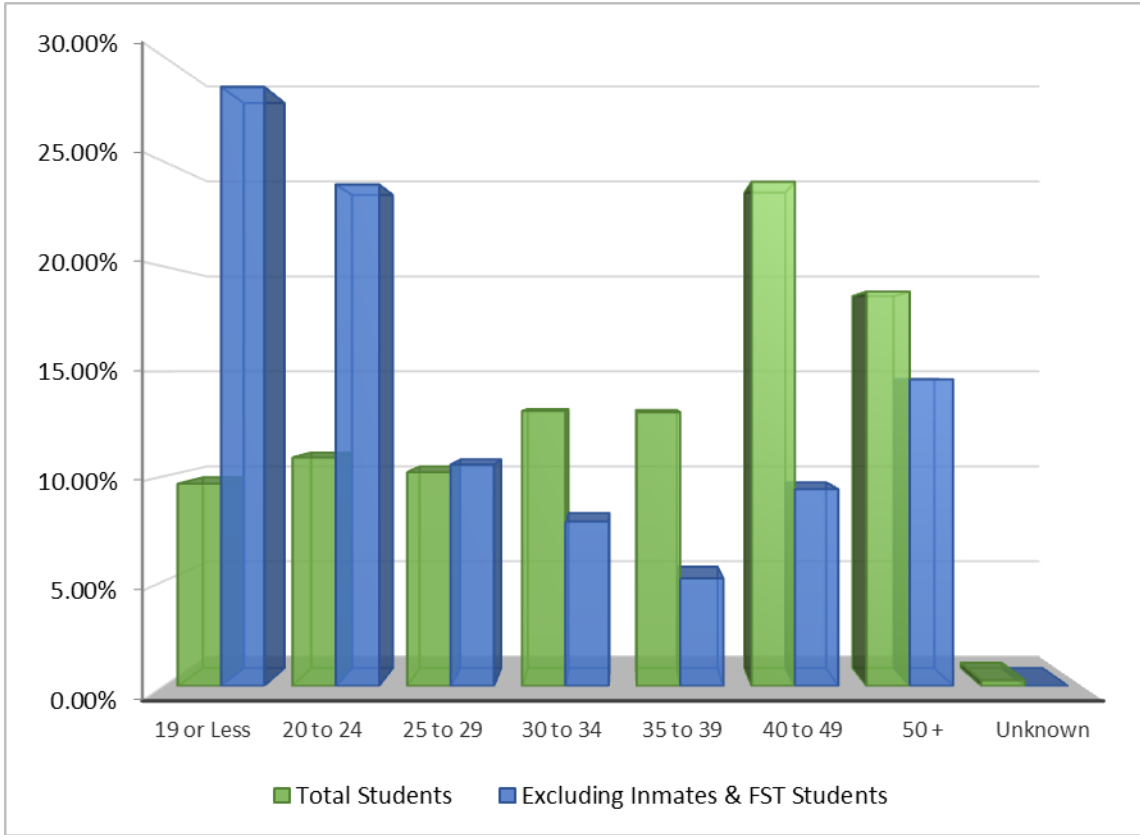
Chart __: Fall Term Distribution by Age Group



Source: California Community Colleges Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC.

As with the gender distribution study, it is important to note how the large number of inmate students and students who only enrolled in Fire Science courses impact the age group distribution. By removing the inmate students (1,037) and the students enrolled only in Fire Science courses (1,196) from the fall 2014 unduplicated headcount (3,266), the age distribution for the remaining students changed drastically. The largest population is now the 19 or less age group with 28.56% followed by the 20 to 24-year-old age group with 23.91%. The 40 to 49-year-old age group dropped from 24.04% of the fall 2014 headcount to 9.39%. The following graph demonstrates the fall 2014 distribution by age group and compares the total unduplicated headcount for fall 2014 and the unduplicated headcount for fall 2014 excluding inmates and students who only enrolled in Fire Science courses.

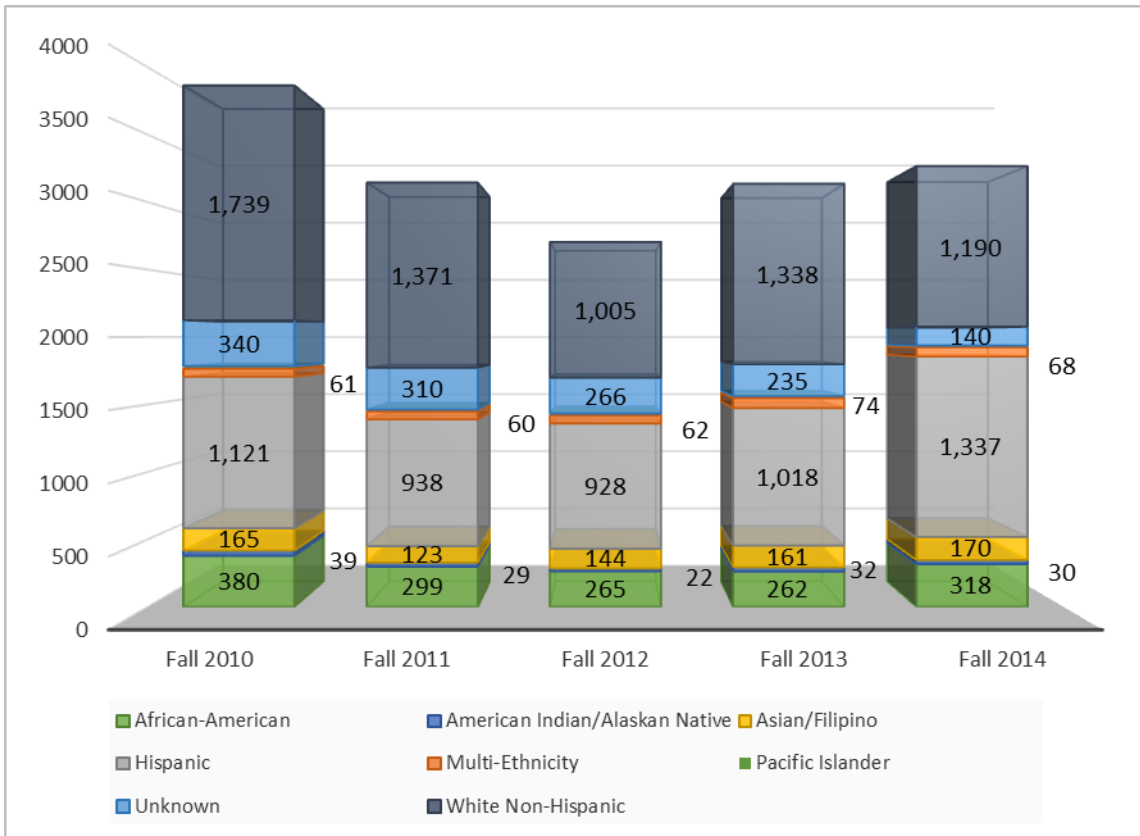
Chart __: Fall Term Distribution by Age Group, Excluding Inmates and FST Students



Source: California Community Colleges Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC.

The largest group of students, based on ethnicity, is the White Non-Hispanic group. This group made up 41.23% of the student population based on an average of the past five fall terms, with the Hispanic group following at 33.16%. The third largest group at 9.46% is African-Americans. 8.01% of the population has an unknown/unreported ethnicity. Asian/Filipino, Multi-Ethnic, American Indian/Alaskan Native and Pacific Islander groups follow with 4.74%, 2.02%, .94% and .45% of the population, respectively.

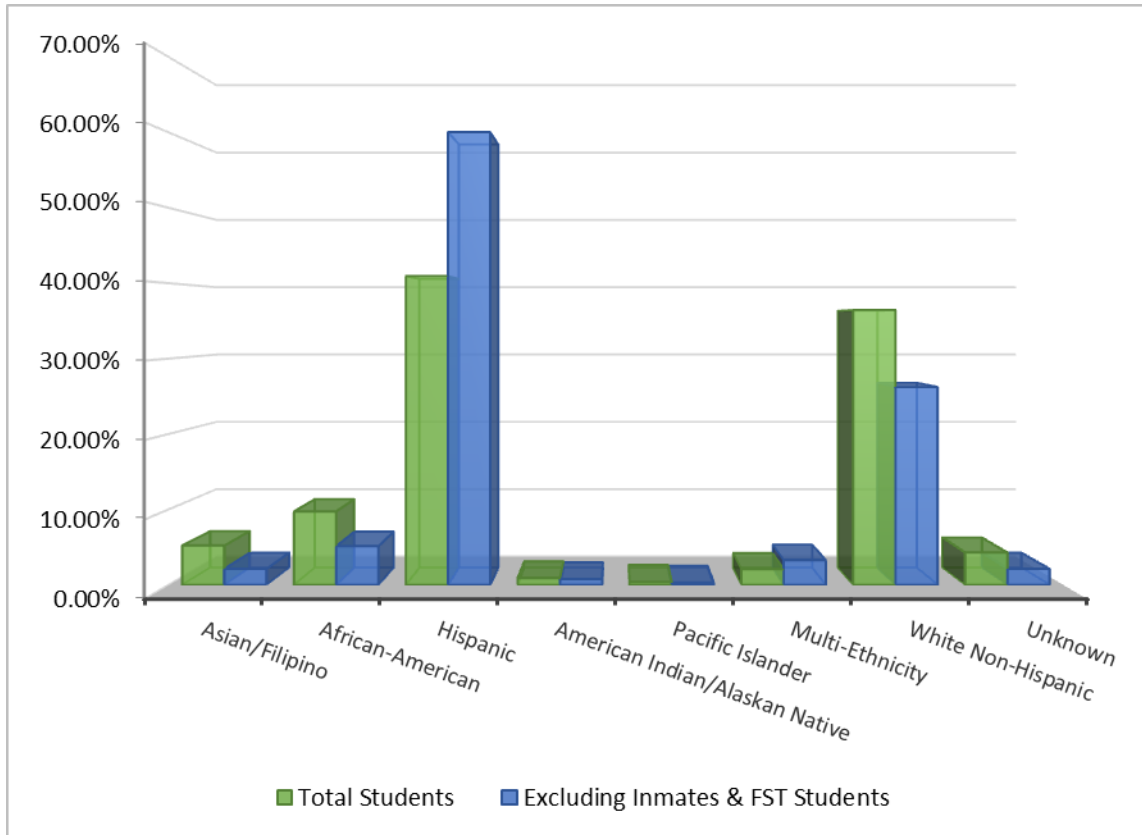
Chart __: Fall Term Distribution by Ethnicity



Source: California Community Colleges Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC.

Removing the inmate students and students who only enrolled in Fire Science courses impacts the distribution by ethnicity. In fall 2014, Hispanic students made up 40.94% of the total student population while White Non-Hispanic students made up 36.44%. By excluding inmates and Fire Science students, the percentage of Hispanic students increased to 60.02% of the population while the White Non-Hispanic percentage decreased to 26.23% of the population. The graph below shows the fall 2014 distribution by ethnicity for all ethnic groups. The graph compares the fall 2014 total unduplicated headcount and the fall 2014 total unduplicated headcount excluding inmate students and students who only enrolled in a Fire Science course.

Chart __: Fall Term Distribution by Ethnicity, Excluding Inmates and FST Students

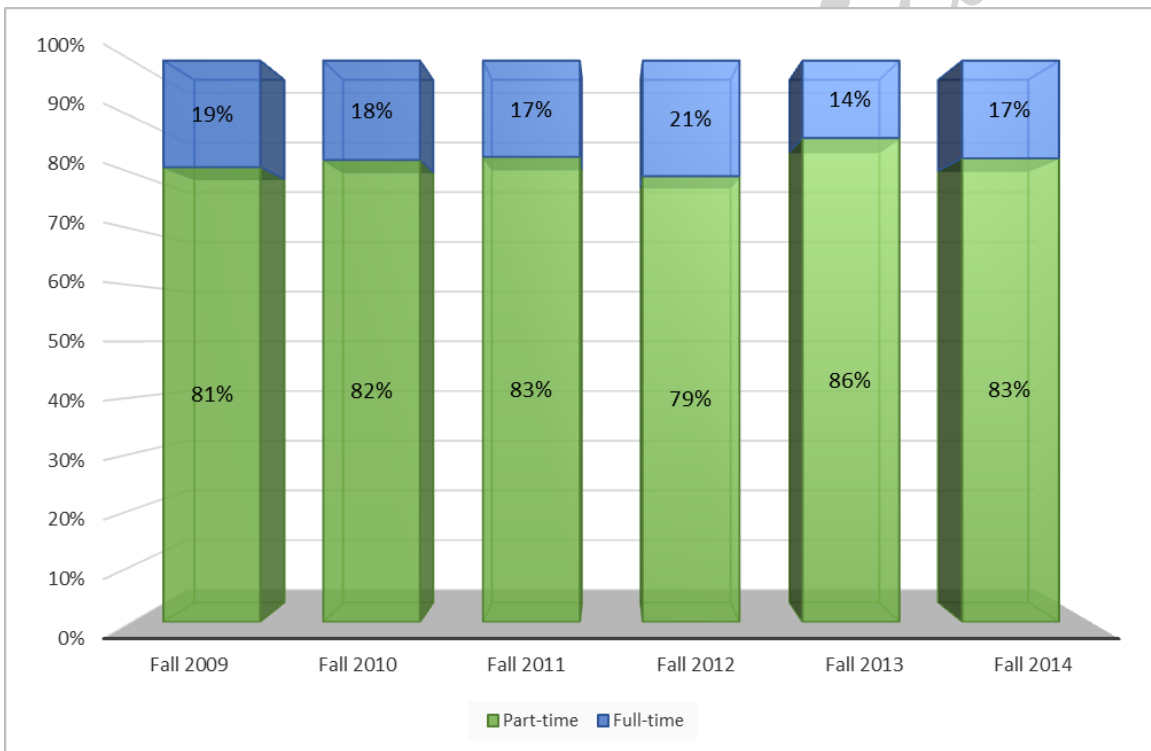


Source: California Community Colleges Chancellor's Office Data Mart; analysis by Cambridge West Partnership, LLC.

The majority of the students at Palo Verde College enrolled in credit classes attend on a part-time basis, taking less than 12 credit hours per term. On average, during the last six fall terms, 82% of the students completed a unit load of less than 12 units while 18% completed 12 or more units. Between fall 2009 and fall 2014, there has been a 2% increase in the percentage of part-time students and a 2% decrease in the percentage of full-time students at PVC. Statewide averages show that 67% of the students are part-time while 33% are full-time.

On average over the past six fall terms, 44% of the students at PVC completed fewer than 3 units. 15% of the students completed 3 to 5.9 units and 15% completed 6 to 8.9 units. 13% of the students completed a full-time load of 12 to 14.9 units. Across the state, the largest concentration of students falls into the 3-5.9-unit range at 25% followed closely by the 12-14.9-unit range at 23%.

Chart __: Fall Term Full-time vs. Part-time Student Status Trends



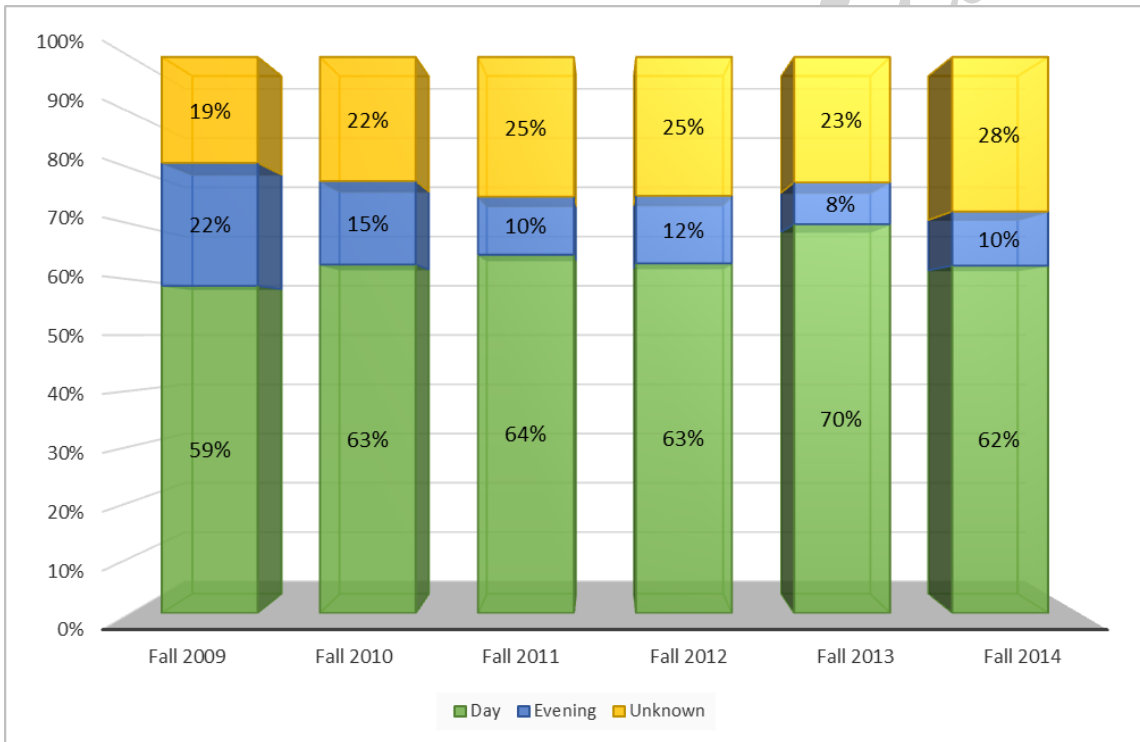
Source: California Community Colleges Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC.

In fall 2014, excluding inmate and fire technology students, 35.3% of the students attended full-time, 54.6% were attending part-time, and 10.15 were enrolled in non-credit classes.

On average, over the last six fall terms, 64% of the students attended PVC during the day, 13% attended only in the evening and 24% were only enrolled in classes where the meeting times were TBA. Students that fall into the “Day” category may also be enrolled in evening and TBA classes but are not counted in those categories. Evening classes are those that start at 4:30 pm or later.

Over this period of time, fall 2009 to fall 2014, the portion of the students attending only in the evening decreased by 12% while the day classes grew by 3%. The portion of students attending only TBA classes increased by 9%. Statewide, the six-term average portion of students attending during the day and evening was 73% and 20% respectively; higher than the averages at PVC. The biggest difference between the statewide averages and PVC was in the TBA category. While the college saw an average of 25%, the average across the state in the same category was only 7%.

Chart __: Fall Term Time of Attendance Trends

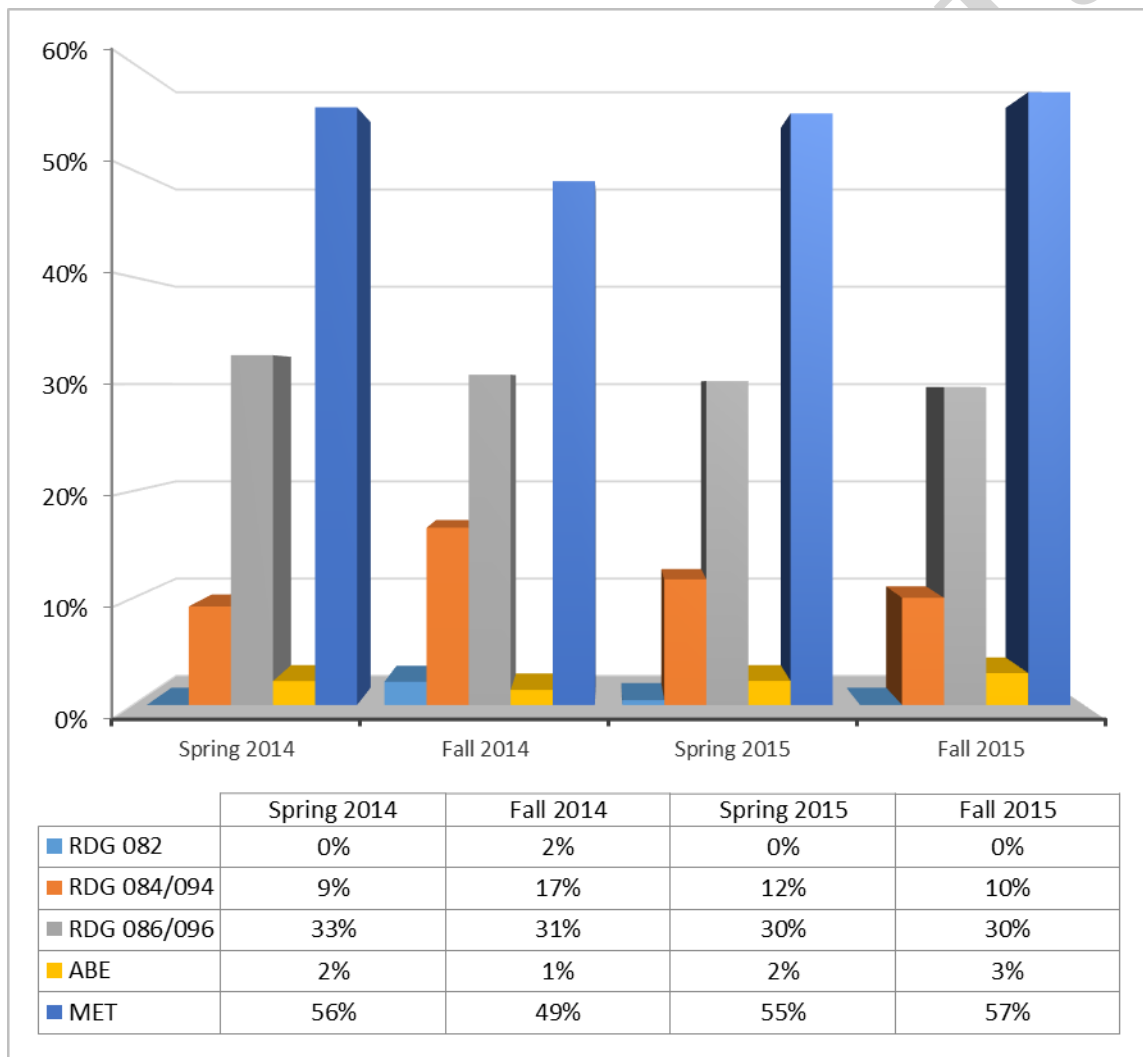


Source: California Community Colleges Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC.

The College provides placement assessment experiences for students in the disciplines of reading, English, and math. For those students participating in the placement experience from spring 2014 through fall 2015, the results draw a portrait of the extent to which the students are prepared for college-level curriculum.

Of the 3,072 reading placement exams, 54% of the students met the reading level required to place into transfer level English. In the graph below, this group is represented by the term “MET.” In terms of those students placing below transfer level, 44% were placed into credit curriculum below the transfer level and 2% were placed into non-credit (ABE) curriculum to prepare them for the credit reading sequence.

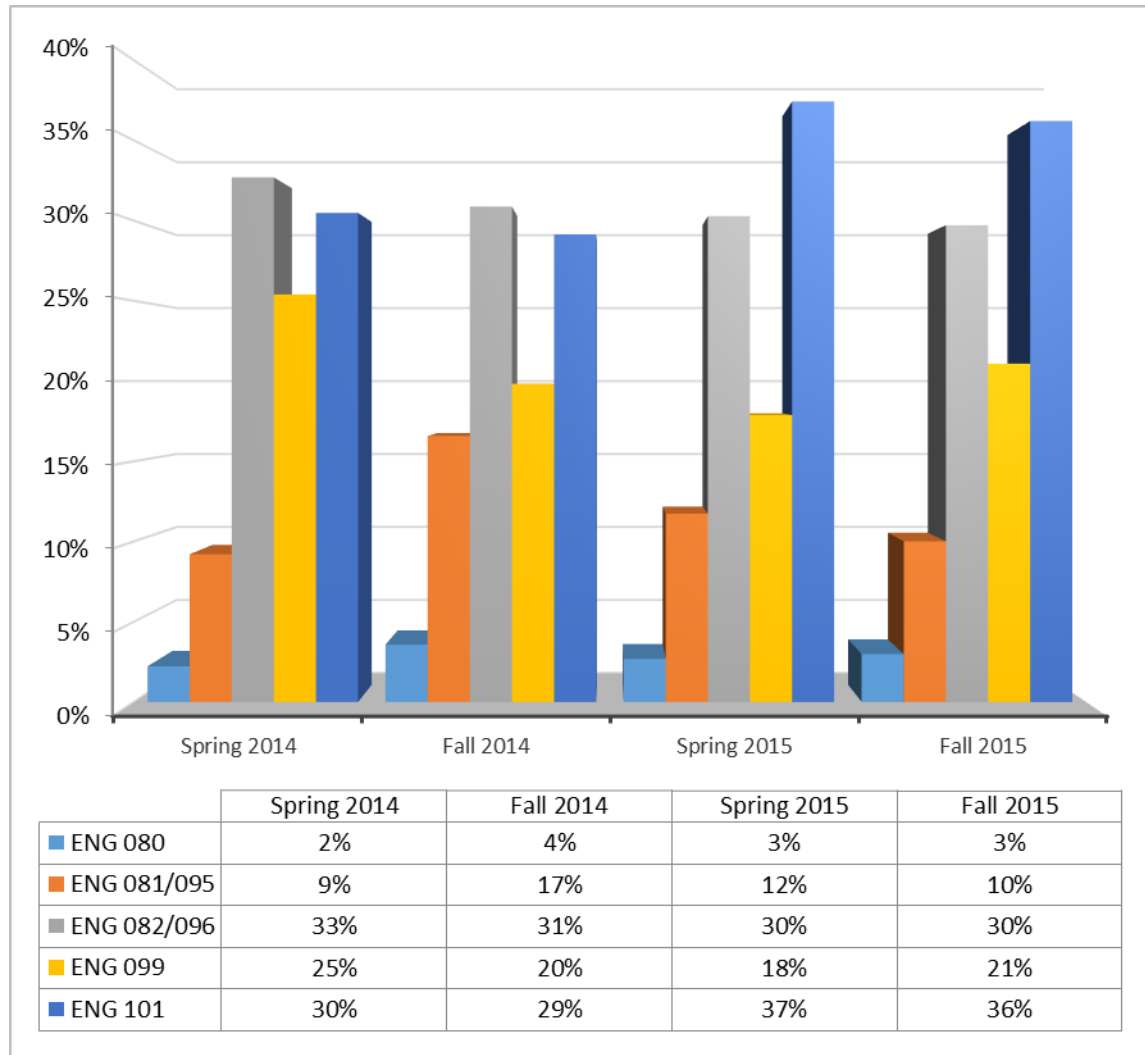
Table __: Reading Placement Results



Source: Palo Verde College Library and Office of Distance Learning; analysis by Cambridge West Partnership, LLC

Of the 3,072 placement exams in English, 66% of the students were placed into curriculum below the transfer level. In the graph below, ENG 101 is the transfer course.

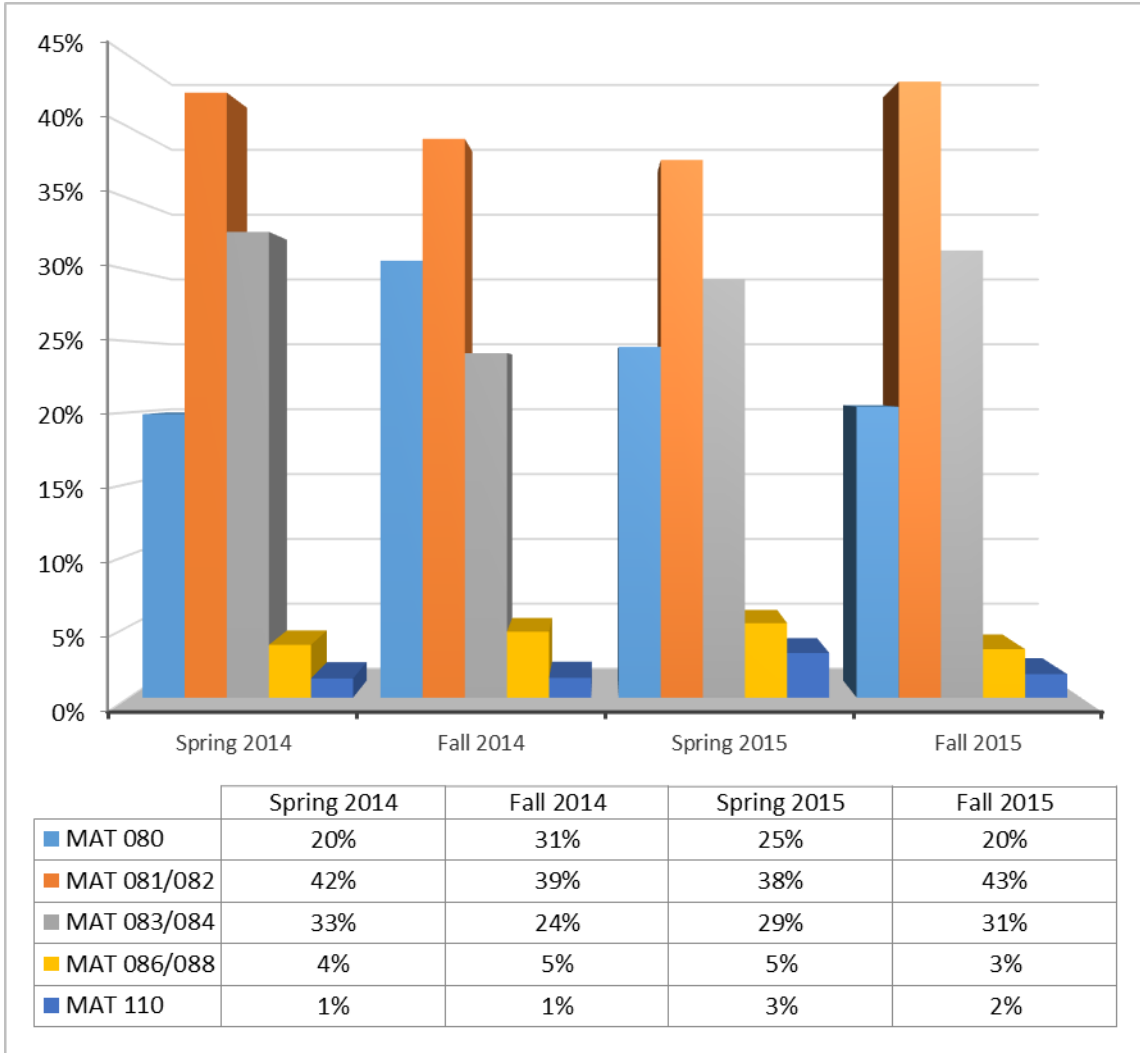
Table __ : English Placement Results



Source: Palo Verde College Library and Office of Distance Learning; analysis by Cambridge West Partnership, LLC

Of the 2,936 math placement exams, 94% of the students were placed into curriculum below the transfer level. In the graph below, MAT 086/088 and MAT 110 are the transfer courses.

Table __: Math Placement Results



Source: Palo Verde College Library and Office of Distance Learning; analysis by Cambridge West Partnership, LLC

Non-Instructional College Resources to Support the Educational Mission

Admissions and Records – The staff in Admissions and Records provide a variety of services to students. They offer assistance with application submission, international student application submission, registration, and high school concurrent enrollment processes. The staff also provides transcripts, transcript evaluation, and enrollment verification. The staff in Admission and Records also processes certificates and degrees awarded.

Assessment – Assessment testing is available in the Library at any time during normal operating hours. Taking the assessment test ensures that the student enrolls in English, Reading and Mathematics courses that best align with their current level of subject knowledge.

Associated Student Government – The Associated Student Government provides students an opportunity to engage in shared governance at the college. Membership also entitles students to discounts for admission to various events and for goods and services provided by local merchants.

California Work Opportunities and Responsibility to Kids (CalWORKs) – Students who are enrolled at the college, have young children and are receiving cash aid qualify for support from the CalWORKs program. The program offers job development skills, workshops for employability and work placement. The purpose of the program is to help students become independent and self-sufficient through education. The program also provides students with mentors and tutors and may also assist with childcare, transportation and textbook expenses.

Counseling – Students are assisted with education and career plans, enrollment, personal advising, graduation checks and transfer through Counseling. All students are encouraged to see a counselor prior to enrolling for their first semester. Walk-in appointments are available but students are encouraged to call ahead and make an appointment to avoid waiting.

Disabilities Support Program and Services (DSP&S) – The DSP&S program is designed to assist students with physical, psychological or learning difficulties. Staff and counselors assist students by providing the individualized support necessary for the student to be successful in achieving their goals.

Extended Opportunity Programs & Services (EOPS) /Cooperative Agencies Resources for Education (CARE)– The EOPS/CARE program offers assistance to students who are affected by language, social, and economic handicaps. Services include orientation, priority registration, peer counseling, transfer assistance and financial assistance for books, childcare and meals. The goal of the program is to provide qualified students with the resources necessary to be successful.

Financial Aid – The purpose of Financial Aid is to ensure that all students have access to a college education by assisting with the costs. Funds are available through federal, state

and private programs and can be offered in the form of grants, loans and scholarships. The Financial Aid Office staff at the college is available to assist students with applying for, obtaining and understanding financial aid.

Tutoring – Tutoring services are available at the Student Learning Center and are offered to all students enrolled at the college. General tutoring is available in addition to specialized tutoring in math, ESL, American Sign Language and science courses. Students can also receive assistance with reading and writing assignments. The Student Learning Center is located in the Library on the second floor of the College Services Building.

Veteran’s Services – The College offers special assistance to veterans, dependents and reservists who are eligible for VA educational benefits. Office staff assist students in obtaining their benefits, provides information on benefits and services, assists with applications and forms and refers students to other agencies and resources.

Virtual Bookstore – In 2011-2012, Palo Verde College closed its physical Bookstore, previously located on the first floor of the College Services building. Students now have the ability to purchase their textbooks through Palo Verde’s Virtual Bookstore, offered through MBS Direct. Students can purchase new and used textbooks, purchase and download eBooks and sell textbooks.

Table __: Palo Verde College Online Services

Service Area & Service	Online Interactivity	Notes
<i>Admissions & Records</i>		
Apply online	X	
Enroll in classes, add/drop classes, view class schedule	X	
Manage wait list	X	
Update contact information	X	
Make payments	X	
Receive student & faculty emails;	X	
International student application	X	
Printable forms	X	Students can print forms and submit in person, by mail or FAX
<i>Articulation</i>		
Articulation transfer agreements list/link	X	
Time availability	X	
<i>Assessment</i>		
Practice tests and test guides	X	
Testing schedule	X	

Service Area & Service	Online Interactivity	Notes
<i>Career Center</i>		
Virtual Career Planning	X	Via act.org
CA Employment Development Dept. link	X	
Bureau of Labor Statistics	X	
Career Development Guide	X	Palo Verde College publication
Career/Major exploration links	X	Via external links
Job Starter Career Guides	X	
O*NET	X	
Interview tips	X	
Salary potential/COLA calculator	X	
<i>Counseling</i>		
Online orientation/quiz	X	Plan to incorporate by Fall 2016
Link to Student Ed Plan website	X	Available in Spanish and for the hearing-impaired
<i>Disability Support Services</i>		
Basic information and agency links	X	
<i>Equal Opportunity Programs & Services (EOPS)/CARE</i>		
Basic information	X	
Orientation/quiz	X	
<i>Veterans</i>		
Basic information and forms available	X	
<i>Financial Aid & Scholarships</i>		
Net calculator available;	X	
Apply for financial aid online	X	
Online scholarship application	X	Forms can be filled out online and printed for in person/mail submission
Forms	X	
<i>Library</i>		
Online resources & catalog search	X	
<i>Online Instructional Supports</i>		
Online tutoring	X	
<i>Bookstore</i>		
Order textbooks	X	
<i>Student Activities</i>		
Basic information	X	
College Facebook page	X	External link/accessibility
<i>Student Accounts</i>		
Payment of fees	X	
<i>Student Bookstore</i>		
Order or rent texts online	X	
<i>Transfer Center</i>		
External transfer links available	X	Via ASSIST.org
Transfer assistance links	X	
Four-year college/universities links	X	
IGETC/CSU Educational Plans	X	

Library

The Harry A. Faull Library and the Palo Verde College Student Learning Center are located on the second floor of the John O. Crain Student Services building and serve students, faculty and staff. The library is also open for use by community members. The

library offers a variety of online subscription resources to students including digital versions of magazines, journals and newspapers, available 24/7 from any device with Internet access. These subscription resources serve all students, including students from the Needles center. The library also offers books and audio-visual materials for borrowing by students and community members and maintains a large percentage of textbooks for use in the library by students. The library lab houses twelve computers with Internet access and popular software programs. A student copier and printer are available as well. In addition, two study rooms are available for student use.

The Student Learning Center, located inside the library since spring 2013, offers tutoring services in all subjects. The majority of tutoring sessions are for math, reading, English and the sciences. The Learning Center houses several computers for tutors and students to use. In fall 2015, all of the developmental reading courses and the majority of the developmental math courses had in-class tutors. In addition, one tutor began attending some of the remedial English courses during the fall 2015 semester. The goal of placing tutors in developmental courses is to provide students a peer to consult with during lab and also outside of class. The librarian also places tutors in the classroom building when there is a tutoring lull in the learning center (no appointments or walk-ins for instance). Attendance software, Academia, is used to track attendance at the Center; tutees and tutors alike must sign in before the tutoring session ends. Appointments are also made through Academia, which alerts both tutor and tutee of appointments and also sends reminders of the appointment to both parties, hours in advance. In addition, an online tutoring service (Brainfuse) is available which students can access 24/7.

Other services that are provided in the library include assessment and correspondence testing. For assessment testing, library employees check to make sure the student has a PVC student I.D., check for any prior assessment testing data and follow the assessment testing rules set forth in the college catalog and student handbook. Correspondence test proctoring is a service provided for the correspondence students; the service came under the library department when the correspondence department was relocated last year. GED testing began during spring of 2015, but due to lack of staff in the fall 2015 semester, the testing was halted. However, it is expected when new staff is in place and trained, the GED testing will continue.

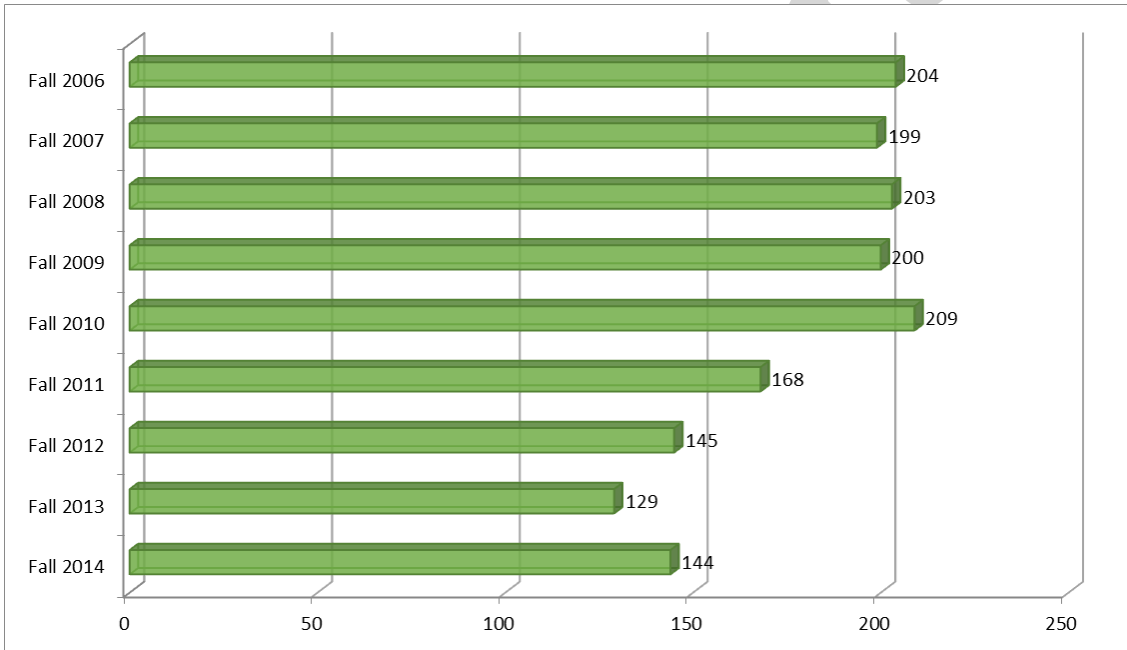
Funding reductions over the last several years have posed significant challenges to the library and Learning Center services. Available funds are used to purchase online subscriptions for the college's off-campus student population including Needles and distance education students causing the on-site book collection to become outdated. Likewise, staffing reductions have created significant challenges as well. With the additional services now offered by the Library and Learning Center and the reduction in staffing, the ability to offer other services such as information literacy workshops and inmate student research requests has been severely hindered. In an effort to help stabilize the staffing and services, the college recently acquired two new part-time permanent library technicians to assist the Librarian who also functions as the Learning Center Coordinator.

College-wide Staffing Patterns

The College has experienced a 29.41% reduction in the workforce headcount between fall 2006 and fall 2014. Fall 2010 saw the largest headcount at 209 employees. Between fall 2010 and fall 2013 the college purposely reduced the number of employees with the headcount falling to 129 in fall 2013. As the financial situation of the college stabilizes, the college will see an increase in employees. This was the case in fall 2014 when the headcount increased by 15 employees.

Between fall 2006 and fall 2014 there was a 33.3% reduction in Educational Administrators and a 24.2% reduction in classified staff. Full-time faculty saw a 15.4% reduction. Between the peak term of fall 2010 and fall 2014, the biggest reduction in employee headcount was from the classified staff at a decrease of 38.3%. All employee groups experienced an increase in headcount from fall 2013 to fall 2014 except for the classified staff; this group lost another three employees.

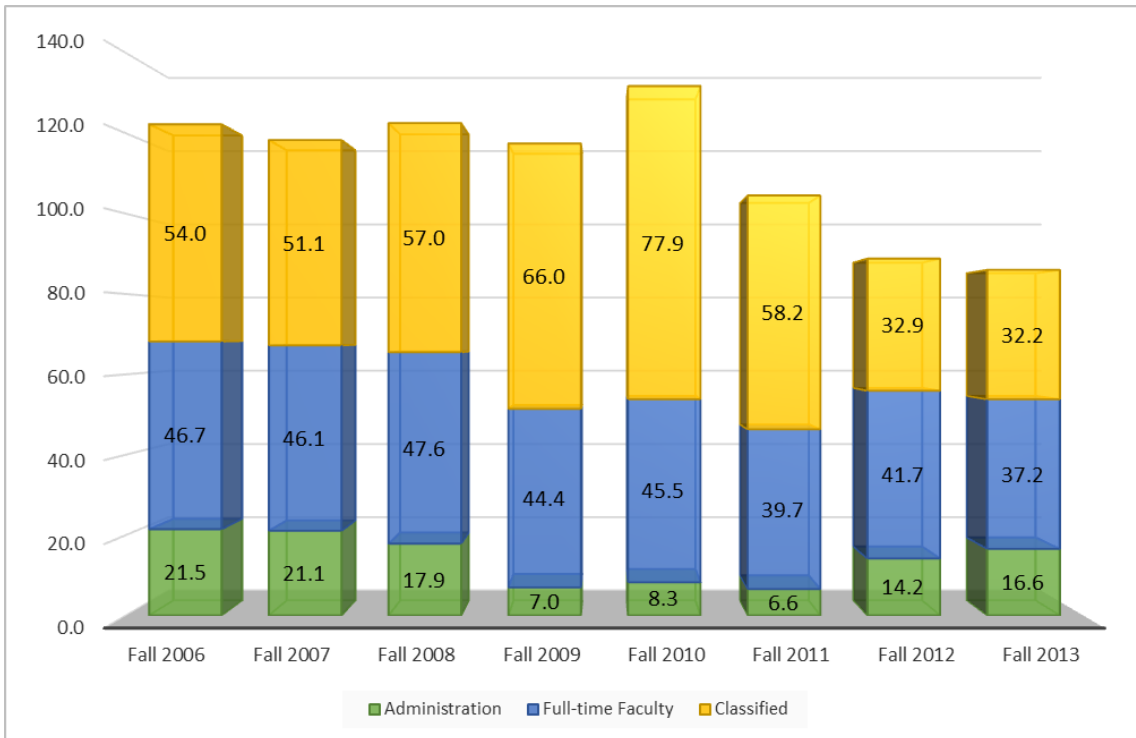
Chart __: Employee Headcounts, Fall 2006 to Fall 2014



Source: California Community Colleges Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC.

Since 2006, the overall full-time workforce, expressed as units of full-time equivalency (FTE), at PVC has declined by 33.1%. The FTE level of tenured faculty has declined 20.3% while administration has declined by 22.8% over the past eight fall terms. The full-time equivalent (FTE) number of classified personnel has declined the most with a reduction of 40.4%.

Chart __ : Palo Verde College, Employee Groups by Full-time Equivalency



Source: Chancellor’s Office Data Mart, Annual Staff Data Report; analysis by Cambridge West Partnership, LLC

A second view of the employee headcounts, grouped by age ranges as of fall 2014, reveals that 33% of the educational administrators have reached the typical retirement age range, age 60 to 64. There are no educational administrators working beyond the typical retirement age range, age 65 to 69. In contrast, 18% of the tenured faculty members are within the typical retirement age range, and an additional 15% are working beyond the typical retirement age range. Over the next six years, an additional 9% of the full-time faculty (tenure track and tenured) will reach the typical retirement age.

The largest age group for classified staff is the 18 to 34-age range at 30%. Unlike administrators and full-time faculty, only 4% of the classified employees fall into the normal retirement age range, and another 4% are working beyond the normal age for retirement. Over the next six years only 6% of the classified staff will reach normal retirement age.

Table __: Employee Groups by Age Ranges, Fall 2014

Employee Category	Total Headcount	18 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70+
Academic, Temporary	55	18.18%		10.91%	12.73%	10.91%	16.36%	10.91%	9.09%	10.91%
Academic, Tenured/Tenure Track	33	3.03%	15.15%	9.09%	21.21%	9.09%	9.09%	18.18%	15.15%	
Classified	50	30.00%	8.00%	20.00%	14.00%	14.00%	6.00%	4.00%	4.00%	
Educational Administrator	6	16.67%	16.67%		16.67%	16.67%		33.33%		
Total Employee Headcount	144									

Source: Chancellor’s Office Data Mart; analysis by Cambridge West Partnership, LLC

Given that 33% of the tenured faculty (11 employees) is of retirement age or working beyond that normal time, it may be time for the College to consider priorities to guide the decisions about replacement personnel.

From 2006-07 to 2014-15, the college FTEF has declined 36.25%, from 75.4 to 48.07. The following table demonstrates the change in FTEF over this time period for part-time and full-time faculty as well as each year's faculty obligation number.

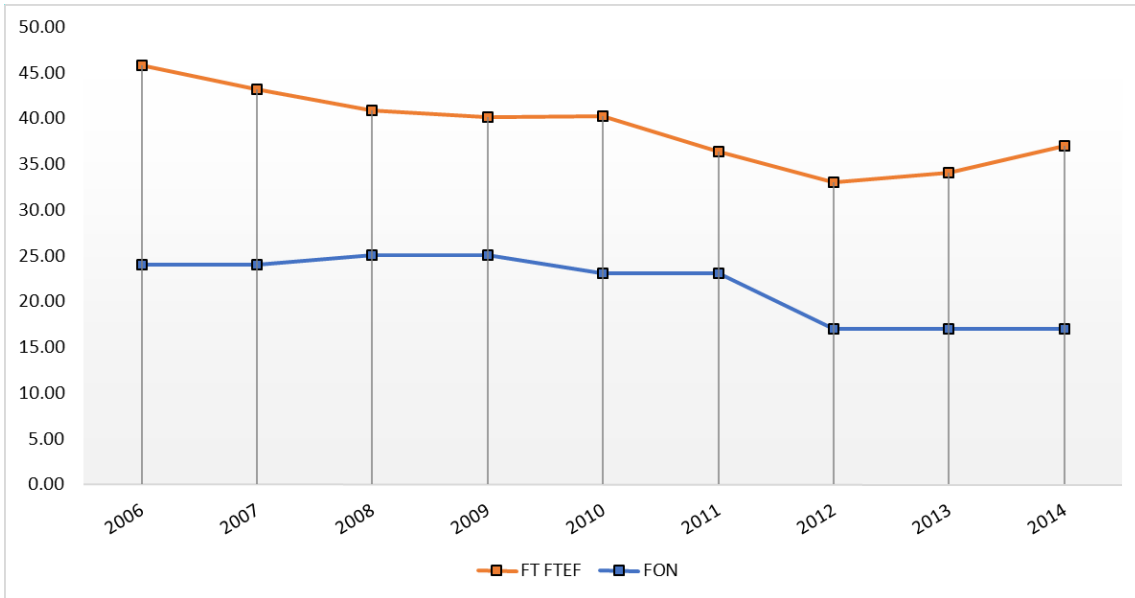
Table __: PVC, Fall Faculty Staffing 2006-2014

Full-time Equivalent Faculty (FTEF)								
Fall	FT Obligation	Difference (FT less PT)	Full-time (FT)	Part-time (PT)	Total	FT %	PT %	
2006	24.00	21.80	45.80	29.60	75.40	60.7%	39.3%	
2007	24.00	19.20	43.20	37.20	80.40	53.7%	46.3%	
2008	25.00	15.81	40.81	28.82	69.63	58.6%	41.4%	
2009	25.00	15.14	40.14	34.06	74.20	54.1%	45.9%	
2010	23.00	17.27	40.27	58.53	98.80	40.8%	59.2%	
2011	23.00	13.38	36.38	25.98	62.36	58.3%	41.7%	
2012	17.00	16.00	33.00	19.10	52.10	63.3%	36.7%	
2013	17.00	17.00	34.00	18.06	52.06	65.3%	34.7%	
2014	17.00	20.00	37.00	11.07	48.07	77.0%	23.0%	
<i>Average</i>	<i>21.67</i>	<i>17.29</i>	<i>38.96</i>	<i>29.16</i>	<i>68.11</i>	<i>59.1%</i>	<i>40.9%</i>	

Source: Chancellor's Office Fiscal Standards Unit, Faculty Obligation Number Reports; analysis by Cambridge West Partnership, LLC

Although there has been an overall decline in the number of full-time faculty during this time period, the following table demonstrates that the College has consistently exceeded its annual faculty obligation (FON).

Table __: PVC Full-time Faculty Obligation



Source: Chancellor’s Office Fiscal Standards Unit, Faculty Obligation Number Reports; analysis by Cambridge West Partnership, LLC

Budget

Awaiting narrative from the College later in the spring.

Technology

The Information Technology department has recently undergone reorganization, splitting the duties of IT between two departments. The new Director of Institutional Research is now responsible for the Ellucian Colleague system and all products related to that system. The Director of Information Technology is responsible for all other college technologies including phone systems, network, email, security and classroom technology. The IT unit has been focusing their efforts on building redundancy into the college information systems and establishing better disaster recovery procedures. A new phone system, email system, and a new network have been installed in the last year. Conferencing capability has been upgraded. The College recently implemented the Microsoft Office 365 product that provides office productivity software and related services and is cloud-based.

In recent years the College has experienced major budget cuts, which has left much of the technology outdated; the college was unable to follow the technology maintenance and replacement strategy that was in place. Many systems are at the end of their expected life cycle or are already overdue for replacement. In addition, the College needs additional information storage and office space for staff. A Title III grant was used to purchase

software for online instruction however, since that grant has ended, the annual maintenance cost of the software is now covered by the College's general fund. The college's most recent Technology Master Plan was published in 20014-2005; they are currently in the process of updating the plan with the help of a consultant.

The college has outlined the following technology goals and objectives as part of the Educational Master Plan:

1. Update and finalize the Technology Master Plan to assist with maintaining currency, updating necessary technologies and implementing new technologies in support of College operations and student success.
2. Participate in staff development training. It is the goal of the department to operate in such a way that the college technology and the IT staff are not in the forefront of everyday operations but run silently in the background.
3. Install the Lexmark imaging system upgrade, which is critical to the operations of several administrative offices. Repurpose room CL112 as a central document imaging room.
4. Create a student email system that links directly to the Ellucian Colleague product for better communications between college departments, faculty and students.
5. The IT Department will implement the Canvas course management software promoted by the California Online Education Initiative (OEI) to replace the current system and allow the college to expand its online course offerings.
6. Implement a replacement strategy for office and classroom computers. A proposal to replace all desktops at once followed by an annual 25% replacement strategy has been brought forth by the Director of Business Services.
7. Research the possibility of a thin client strategy, replacing the desktop-computing units with smaller, less expensive systems.
8. Move the College infrastructure to a cloud environment. Research and possibly utilize the Microsoft Azure product that offers integrated cloud services including analytics, computing, database, mobile, networking, storage and web services.
9. Upgrade the Business Objects reporting suite to 4.X as the initial step in improving reporting and analytic capabilities and develop dashboards to improve access to data.

Space

The Chancellor's Office monitors the use of five types of interior spaces at all community colleges. Any functionally usable interior space that could be assigned to an occupant is described as assignable square footage (ASF). Most interior space is considered assignable, but restrooms, mechanical equipment rooms, janitor's closets, and corridors are not considered assignable. The annual Space Inventory Report is the means by which the College communicates space utilization changes to the Chancellor's Office. Below is a summary of the most recent Space Inventory data.

Table __: Palo Verde College, 2015 Space Inventory Data

Main Campus - Blythe, CA

Title 5 Category	Use Monitored by Chancellor's Office	On Campus ASF per Inventory	Assigned Stations
Classroom	Yes	5,660	222
Laboratory	Yes	29,943	509
Office	Yes	14,131	104
Library	Yes	7,395	155
AV, TV, Radio	Yes	1,766	0
Physical Education	No	21,781	59
Assembly	No	16,586	514
All Other	No	29,180	374
Totals:		126,442	1,937

Needles Center - Needles, CA

Title 5 Category	Use Monitored by Chancellor's Office	On Campus ASF per Inventory	Assigned Stations
Classroom	Yes	1,363	60
Laboratory	Yes	3,727	96
Office	Yes	1,396	12
Library	Yes	4,270	66
AV, TV, Radio	Yes	875	0
Assembly	No	1,110	65
Inactive	No	2,177	0
All Other	No	1,182	42
Totals:		16,100	341

Source: California Community College Chancellor's Office, FUSION Database.