

# **Palo Verde Community College District**



## **Comprehensive Educational Plan 2025 – 2033**

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## MESSAGE FROM THE SUPERINTENDENT/PRESIDENT

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At Palo Verde College, we are deeply committed to strategic planning, ongoing assessment, and continuous improvement. Our dedication to these principles ensures that we remain a forward-thinking institution, responsive to the evolving needs of our students, faculty, staff, and community. This eight-year Comprehensive Education Plan (CEP) is a testament to that commitment—a living document designed to guide our institution's growth and progress while staying true to our mission and vision.

I want to extend my sincere appreciation to the CEP Taskforce Co-Chairs, Taskforce members, faculty, staff, students, administration, and community stakeholders who actively contributed to this inclusive process. Their collaborative efforts have been instrumental in shaping a roadmap that will drive Palo Verde College's strategic direction in the years ahead.

Comprehensive planning at PVC provides a structured framework for aligning our operational strategies with our institutional mission, vision, and the needs of our diverse stakeholders. Throughout this process, we conducted a thorough review of key data points, including our mission statement, geographical trends, enrollment patterns, K-12 matriculation rates from our service area high schools, labor market research, community input, and campus-wide feedback. These insights have been essential in defining our five district strategic goals, ensuring that our planning efforts remain data-driven and impactful.

Our vision for Palo Verde College is ambitious yet focused—expanding associate degree, certificate, and career and technical education programs while implementing targeted recruitment strategies to better serve multiple student populations within our region. As we move forward, this CEP will remain a dynamic and adaptable guide, ensuring that PVC continues to fulfill its promise of providing high-quality education and opportunities for all.

Together, we will build a stronger future for our students, our institution, and our community.

"Palo Verde College is Where Knowledge Takes Root and Opportunities Grow"

Dr. Bruce Moses  
Superintendent/President  
Palo Verde Community College District

## ACKNOWLEDGEMENTS

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Palo Verde Community College District would like to express its sincere gratitude to all those who contributed to the development of the Comprehensive Educational Plan 2025-2033. This plan was crafted through a collaborative process that gathered valuable input from students, faculty, classified professionals, college administrators, members of the Palo Verde College Foundation, District Trustees, and the local community. Special recognition is extended to the members of the Palo Verde College Comprehensive Educational Plan Task Force for their leadership and commitment to this important project.

### Comprehensive Educational Plan Task Force and Goal Setting Session Participants

#### CEP Task Force Co-Chairs:

Clint Cowden, *Assistant Superintendent/Vice President of Instruction and Student Services*  
Sarah Frid, *Academic Senate President, Business Management Instructor*

#### Members:

Tim Bolin, *Instructional Faculty Lead, Sociology Instructor*  
Alma Correa, *Dean of Research, Planning, and Institutional Effectiveness*  
Kim Dieu, *Curriculum Co-Chair, Psychology Instructor*  
Christina Dollinger, *Director of Financial Aid*  
Jeanette Garrett, *Counseling Faculty Lead, Counselor*  
Esther Grijalva, *Instructional Services Technician II*  
Joe Halby, *Community Member and PVC Foundation Board Member*  
Artemiza Lujano, *Job Placement Specialist/Nursing Placement and Clinical Site Coordinator*  
Diana Navarro, *Administrative Assistant to the VP of Instruction and Student Services*  
Elizabeth Pope, *Curriculum and Catalog Specialist*  
Matt Pryor, *Network Technician II*  
Ashley Rodriguez, *Student*  
Elena Rodriguez, *Executive Director of Employee Relations, Professional Development, and Diversity, Equity, and Inclusion*  
Stephanie Slagan, *Assistant Superintendent/Vice President of Administrative Services and College Advancement*  
Julien Sperling, *Speech Instructor*  
Chris Tennefos, *Educational Advisor*  
Jim Thomas, *Director of Fiscal Services*  
Vanja Velickovska, *Biology Instructor*  
Leslie Jessop-Watkins, *Community Member and PVC Foundation Board Member*  
Grace Wehrili, *Student*  
Ger Xiong, *Dean of Student Services*

## EXECUTIVE SUMMARY

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The Palo Verde Community College District Comprehensive Educational Plan 2025-2033 is an academic and student services plan that will help guide the College throughout the next eight years as it works to fulfill its mission and vision and meet the needs of its students and community.

The Comprehensive Educational Plan aligns with the California Community College Chancellor's Office (CCCCO) Vision for Success and Vision 2030 goals. Developed through a collegial and collaborative process, this plan articulates collegewide long-term strategic goals and objectives that will provide a framework to help Palo Verde College in establishing priorities, planning for future needs, developing new programs, and guiding resource allocation as it focuses on strengthening equitable student access and achievement. The Comprehensive Educational Plan provides the overarching structure for all institutional planning and is central to the College's integrated planning, which includes the Strategic Plan, Facilities Plan, Technology Plan, and other annual College plans.

The Comprehensive Educational Plan was developed through a robust, inclusive planning process that included extensive data analysis and collaborative input from the college's diverse stakeholders. From August 2024 to January 2025, a dedicated CEP Task Force conducted thorough research, examining both quantitative metrics and qualitative insights from faculty, classified professionals, students, administrators, and community members. In February 2025, the CEP Task Force and President's Council actively participated in two strategic planning sessions, working collaboratively to develop ambitious collegewide strategic goals and objectives.

In March 2025, the Task Force completed a comprehensive review of the draft Comprehensive Educational Plan. The document was then submitted as a recommendation to Superintendent/President Dr. Bruce Moses. During April and May 2025, the CEP underwent a comprehensive collegewide review process before being presented to the Board of Trustees for final evaluation and approval.

On June 10, 2025 the Board of Trustees approved the Palo Verde College Comprehensive Educational Plan 2025-2033.

## Palo Verde Community College District Strategic Goals

- **Strategic Goal #1:** Expand and maintain access to a diverse community population by increasing engagement and inclusion through strategic outreach and collaborative partnerships.
- **Strategic Goal #2:** Foster an environment that promotes academic, career, and personal growth through a culturally responsive, collaborative, multi-constituent approach.
- **Strategic Goal #3:** Build and maintain trust, transparency, and communication with internal and external stakeholders through data-informed decision-making and inclusivity.
- **Strategic Goal #4:** Focus on industry, student, and community priorities and continually evaluate program relevancy and applicability for student success.
- **Strategic Goal #5:** Develop and maintain a collegewide strategic planning process that guides organizational structure and budgeting through collaborative and inclusive participation.

## HISTORY OF PALO VERDE COLLEGE

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Palo Verde College is located on the bank of the Colorado River in the Palo Verde Valley of southeastern California. Palo Verde Community College District (PVCCD) covers an area of approximately 6,500 square miles serving parts of Riverside, San Bernardino, and Imperial Counties in California. The College enrolls approximately 7,000 individual full- and part-time students each year.

Palo Verde College was established in 1947 as part of the Palo Verde Unified School District and received its initial accreditation in 1952. In 1973, the College ended its relationship with the Palo Verde Unified School District and became the Palo Verde Community College District. In 1999, the district expanded to include the eastern part of San Bernardino County and the City of Needles. In 2009, the Palo Verde College Needles Center, located in the historic Claypool Building, received educational center status from the California Community College Chancellor's Office.

In 2001, the main campus moved to its current location, a 200-acre campus on the mesa overlooking the City of Blythe. That same year, the College began a partnership with Chuckawalla and Ironwood State prisons, located approximately 20 miles west of the Blythe campus, to offer correspondence education courses to the incarcerated students. Over the past two decades, the correspondence program expanded statewide to include students at twenty-five California Department of Corrections facilities to maintain educational opportunities for inmates transferred from Blythe to prisons in other locations.

Over the past two decades, Palo Verde College has continued to expand the Blythe campus opening the Technology Building in fall 2007, the Physical Education Complex in 2008, and the Fine and Performing Arts Center in 2012. In 2019, the College welcomed an intercollegiate athletics program, opened the Veterans Support Center, and established a Student Success Center.

In 2021, Palo Verde College was designated a Hispanic Serving Institution (HSI). In 2022 and 2023, PVC was awarded two Title V Developing Hispanic-Serving Institutions (DHSI) grants from the U.S. Department of Education. These grants help PVC expand the educational opportunities for Latinx students, provide additional support services to justice-involved students and emerging nursing programs, and enhance collegewide Institutional Research.

The College offers credit and non-credit educational pathways that include transfer, career and technical education, and basic skills. The College offers 27 associate degrees and 23 certificates of achievement. PVC is a leader in the statewide *Rising Scholars* network, providing quality educational opportunities for justice-involved students. These students participate in PVC's *Rising Scholars* program designed to support student success through clear educational pathways and wrap-around student support services. The College also offers a wide variety of student services for all students to provide support as they work to achieve their educational goals.

The College is proud to serve the Palo Verde Valley and to provide opportunities for personal and professional growth to our diverse community of learners.



## VISION, MISSION, AND VALUES

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The college vision, mission, and values statements reflect its character and values and describes its commitment to equitable student learning and achievement. As part of its ongoing self-assessment process, and to ensure that its mission fully articulates its commitment to its unique student population, Palo Verde College reviewed and reaffirmed its mission statement during Fall 2024. The reaffirmed mission statement was approved by the Board of Trustees on March 4, 2025.

### Vision

Palo Verde College will be known for excellence – educationally, socially, economically and culturally.

### Mission Statement

Palo Verde College provides opportunities for personal and professional growth to a unique community of learners in an academic environment committed to student success, diversity, equity, and inclusion by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.

### Values

**Excellence** – Palo Verde College is committed to excellence. The College expects quality instruction and services, and applauds the achievement of its students, faculty and staff.

**Learning** – Palo Verde College facilitates lifelong learning and encourages scholastic achievement. The College believes that knowledge, understanding, and their application are keys to a better future.

**Integrity and Ethics** – Palo Verde College maintains the highest standards of ethics and integrity. The College consistently demands respect, honesty and fairness in its educational programs, professional interactions and community relations.

**Diversity** – Palo Verde College celebrates diversity in its students, in its faculty and staff, and in its community. Diversity enriches us all and strengthens our community.

**Creativity** - Palo Verde College supports and encourages creativity and innovation.

**Civic Responsibility** – Palo Verde College supports the continuous development of civic responsibility.

# CALIFORNIA COMMUNITY COLLEGE SYSTEM INITIATIVES

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The California Community College system of higher education consists of 73 districts, 116 community colleges, and 78 off-campus centers. Each district is governed by a locally elected Board of Trustees. Together, these institutions serve approximately 2 million students annually. It is the largest and most diverse system of higher education in the country and serves more than twice the number of students served by the CSU, UC, and private university systems combined.<sup>1</sup> Additionally, 51 percent of California State University and 29 percent of University of California graduates started at a California community college.<sup>2</sup> The California community college system mission is to provide students with the knowledge and background necessary to compete in today's economy.<sup>3</sup>

## Vision 2030 (2023-2030)

*Vision 2030: A Roadmap for California Community Colleges* is a future-looking plan that builds upon the foundation set by the Vision for Success (2017) to meet the needs of today's students and California's dynamic economy. Vision 2030 "prioritizes data-based, student-centered strategies to bring college to our communities and equitably strengthen access, support, and success".<sup>4</sup> Colleges will measure six associated outcomes to track progress and ensure continuous improvement.

Vision 2030 focuses on the students and future learners impacted by increasing income inequity and poverty. These include veterans, people with low incomes, K-12 dual enrollment students, foster youth, and students who are justice involved or justice impacted. The Vision 2030 plan includes a key shift in how community colleges provide education containing strategies to proactively take college to students. This includes expanding equitable dual enrollment pathways to adult and high school students, offering credit for prior learning to veterans and working adults, working through community-based organizations to bring workforce training to low-income adults, and providing instruction through flexible modalities.<sup>5</sup>

## Governor's Roadmap Goals (2022-2026)

Vision 2030 leverages the partnership between California community colleges and the Governor's Office described in the *Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges*. The Governor's Roadmap, released in 2022, represents a shared commitment to Guided Pathways, reducing equity gaps, and improving equitable placement and outcomes. It provides specific goals for increasing the percentage of students who transfer to UC or CSU and who receive associate degrees, certificates, or specific skill sets for in-demand jobs. It specifically highlights the need for workforce preparedness and coordinated K-16 educational pathways in key industry sectors and equitable access to dual enrollment programs. In addition, the Roadmap supports a variety of innovative instructional delivery modalities to improve support for working adults and post-traditional learners. These

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<sup>1</sup> California Community Colleges Fast Facts 2024, Community College League of California, [https://ccleague.org/sites/default/files/publications/pdf/fast\\_facts\\_2024.pdf](https://ccleague.org/sites/default/files/publications/pdf/fast_facts_2024.pdf)

<sup>2</sup> California Community Colleges Key Facts, <https://www.cccco.edu/About-Us/Key-Facts>

<sup>3</sup> California Community Colleges, <https://www.cccco.edu/>

<sup>4</sup> California Community Colleges, Vision 2030, Introduction from the Chancellor, <https://www.cccco.edu/About-Us/Vision-2030/introduction>

<sup>5</sup> California Community Colleges, Vision 2030, New Pathways to Reach Future Learners, <https://www.cccco.edu/About-Us/Vision-2030/new-pathways-to-reach-future-learners>

methods include competency-based education, credit for prior learning, apprenticeship programs, flexible program pathways, and strengthening equitable classroom environments.<sup>6</sup>

## Vision for Success (2017-2022)

In 2017, the California Community Colleges Board of Governors adopted the *Vision for Success* with a primary purpose of “making sure students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating achievement gaps once and for all.”<sup>7</sup> In 2021, the state chancellor presented the *Update to the Vision for Success: Reaffirming Equity in a Time of Recovery*.<sup>8</sup> The update reaffirmed the community college system’s commitment to achieving equity and reinforced how the California Community Colleges will play a central role in California’s economic and social recovery.

The *Vision for Success* plan relied upon the Guided Pathways framework to improve student access, persistence, retention, and student goal completion. The *Vision for Success* Goals included:

1. Increase completion of degrees, credentials, certificates, and job-specific skill sets
2. Increase transfers to UC and CSU
3. Decrease the average number of units accumulated by associate degree earners
4. Increase the number of exiting CTE students employed in their field of study
5. Reduce equity gaps by 40% across all the above measures by 2022, and fully close those gaps by 2027
6. Close regional gaps across all of the above measures by 2027

## Guided Pathways

Guided Pathways is an institution-wide, equity-focused framework that is designed to improve student success by simplifying and clarifying educational pathways and removing systemic obstacles to their success. Guided Pathways restructures the student experience, providing students with clear enrollment avenues, course-taking patterns, and support services.<sup>9</sup> The clear pathways help demystify the process, making it more accessible, particularly for first-generation and underrepresented students. As a result, it reduces unnecessary detours and helps ensure a more direct and timely path to completion, improving student completion rates and reducing equity gaps.<sup>10</sup>

The Guided Pathways framework is codified in Education Code 88920-88922 and also in the Student Equity and Achievement Program mandate.

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<sup>6</sup> Multi-year Roadmap Between the Newsom Administration and the California Community Colleges, May 2022, <https://dof.ca.gov/wp-content/uploads/sites/352/Programs/Education/CCC-Roadmap-May-2022.pdf>

<sup>7</sup> California Community Colleges Chancellor’s Office. Vision for Success webpage. 2023. <https://www.cccco.edu/About-Us/Vision-for-Success>.

<sup>8</sup> California Community Colleges Chancellor’s Office. Update to the Vision for Success. 2021. <https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>

<sup>9</sup> California Community Colleges Chancellor’s Office. Guided Pathways. <https://www.cccco.edu/College-Professionals/Guided-Pathways>

<sup>10</sup> Community College Research Center, <https://ccrc.tc.columbia.edu/research/guided-pathways.html>

The Guided Pathways framework is anchored in four pillars of the student experience:

### Guided Pathway Four Pillars & Example Activities

Pillar	Objective	Example Activities
Clarify the Path	Create clear pathways to education and career goals.	<b>Program Mapping:</b> Clearly outline each program, simplify choices, and show career and transfer options.
		<b>Meta-Majors:</b> Group related programs into broader categories to help students choose a field of interest early.
Enter the Path	Help students choose and enter pathways.	<b>Onboarding:</b> Provide comprehensive student orientation programs.
		<b>First-Year Experience:</b> Create cohorts and integrated support services for new students.
Stay on the Path	Keep students on the path to completion.	<b>Academic Planning:</b> Offer early and ongoing counseling to ensure appropriate academic planning and predictable course scheduling.
		<b>Proactive Advising:</b> Provide continuous and intrusive advising to help students stay on track.
		<b>Academic Support:</b> Offer timely tutoring and other proactive support services throughout the student journey.
Ensure Learning	Ensure learning outcomes and student success.	<b>Learning Outcomes:</b> Define program-level outcomes, regularly assess progress, and provide frequent feedback.
		<b>Applied Learning Experience:</b> Include group projects, internships, and other hands-on experiences to improve student engagement and success.

Sources: *Redesigning America's Community Colleges*, Bailey, Jagers & Jenkins, 2015.  
 What is the "California Guided Pathways Model?", <https://foundationccc.org/wp-content/uploads/2023/06/CA-Guided-Pathways-Model-Description-1.pdf>

## Student Equity and Achievement Program

The California Community College Student Equity and Achievement (SEA) Program is a strategic framework established to promote equitable opportunities for all students to earn a degree or certificate or learn workforce skills. The SEA Program requires colleges to implement the Guided Pathways framework and to implement “activities and practices that advance the systemwide goal to eliminate achievement gaps for students from traditionally underrepresented groups”.<sup>11</sup>

Colleges must develop and maintain a student equity plan. Student equity plans are focused on boosting achievement as measured by specific “success indicators” (access, course completion; ESL and basic skills completion; degrees and certificates awarded; and transfer rates). Colleges are required to conduct comprehensive data analysis to identify achievement gaps among various student populations, and develop detailed goals and measures addressing disparities that are discovered.<sup>12</sup>

Through targeted support and inclusive practices, The SEA Program seeks to create a more just and equitable educational environment.

## Economic Workforce Development Program

“California Community Colleges are the primary vehicle for delivering career technical education (CTE) and workforce training to Californians, preparing students for skilled jobs and successful careers in an ever-changing labor market.”<sup>13</sup>

The California Community Colleges Economic Workforce Development (EWD) Program works with the Strong Workforce Program (SWP) to help align educational programs with the needs of the labor market, ensuring students gain the skills and knowledge required for today's rapidly evolving economy while lifting low-wage workers into living-wage, middle-skill jobs. The funding supports community colleges to develop and implement training and curriculum in key strategic industry sectors, create jobs and career pathways for students, train incumbent workers, and engage employers to help colleges understand their training needs.

The California State Plan for Career Technical Education (CTE) (2023) outlines key priorities, goals, and strategies to improve student success outcomes and align them with employers' future workforce needs. Evidence suggests that CTE, especially in combination with dual enrollment programs at the high school level, is associated with improved student outcomes such as high school graduation rate, increased postsecondary educational attainment, and increased earnings, particularly among students experiencing poverty.<sup>14</sup> Key strategies for workforce preparation includes collaborating with industry partners; offering a wide range of certificate and degree programs to support high-demand industries; providing hands-on training through internships, apprenticeships, and lab work; implementing competency-based education, and providing support services such as career counseling and job placement.

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<sup>11</sup> Student Equity and Achievement (SEA) Program Expenditure Guidelines, <https://www.cccco.edu/-/media/CCCCO-Website/Files/Educational-Services-and-Support/SEAP/sea-expenditure-guidelines-a11y.pdf?la=en&hash=727E66839ECAEF94FC21B52B43AD0B6CE3E46045>

<sup>12</sup> Student Equity, <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Student-Service/What-we-do/Student-Equity>

<sup>13</sup> Economic Workforce Development Program Legislative Report 2018-22; <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2018-22-economic-workforce-development-program-legislative-report-11-15-23-a11y.pdf?la=en&hash=2860CE8BF285B65C95F0828EB9757DC3BA3892A5>

<sup>14</sup> California State Plan for Career Technical Education (CTE) 2023, <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/cccccocaliforniastateplanforcareertechnicaleducation2023v2a11y-00384.pdf?la=en&hash=A82858B65FD743C6A66E39B250ED07EB62275011>

## Master Plan for Career Education Core Concepts

In August, 2023, Governor Gavin Newsom called for a new Master Plan for Career Education. The goal of this plan is to increase equitable access to living wage jobs by creating and strengthening education and training pathways. Specific areas of focus include:

- Create state and regional coordinating bodies that are informed by statewide data systems and supported through technical assistance networks
- Align regional and state K12, postsecondary, and workforce pathways using a skills framework
- Create incentives and improve coordination to provide work-based learning opportunities for K12 students and adult learners
- Accelerate the use of public benefit programs to make education and training affordable and improve universal access

## Student Centered Funding Formula

The Student Centered Funding Formula (SCFF) was adopted in the 2018-2019 state budget as a new method of allocating funds to California community college districts. Starting in 2025-26, districts will be funded at their SCFF generated amount that year or their “floor” (2024-25 funding amount), whichever is higher.

The SCFF provides funding that supports student access, equity, and success based on three calculations:<sup>15</sup>

- A base allocation, which largely reflects enrollment
- A supplemental allocation based on the numbers of students receiving a financial aid (College Promise or Pell Grants) and students covered by AB 540
- A student success allocation based on a variety of performance outcomes that include the number of students who earn associate degrees and certificates, transfer to four-year institutions, complete transfer-level math and English within their first year, complete nine or more career education units, who have a attained a regional living wage

These metrics support the goals and commitment set by the *Vision for Success* and Guided Pathways initiatives. By prioritizing these metrics, the SCFF encourages colleges to develop programs and support services that help all students achieve their educational and career goals.<sup>16</sup>

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<sup>15</sup> Student Centered Funding Formula, <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

<sup>16</sup> Overview of the Student Centered Funding Formula, [https://ccleague.org/sites/default/files/pdf/events/ce\\_-\\_funding\\_formula.pdf](https://ccleague.org/sites/default/files/pdf/events/ce_-_funding_formula.pdf)

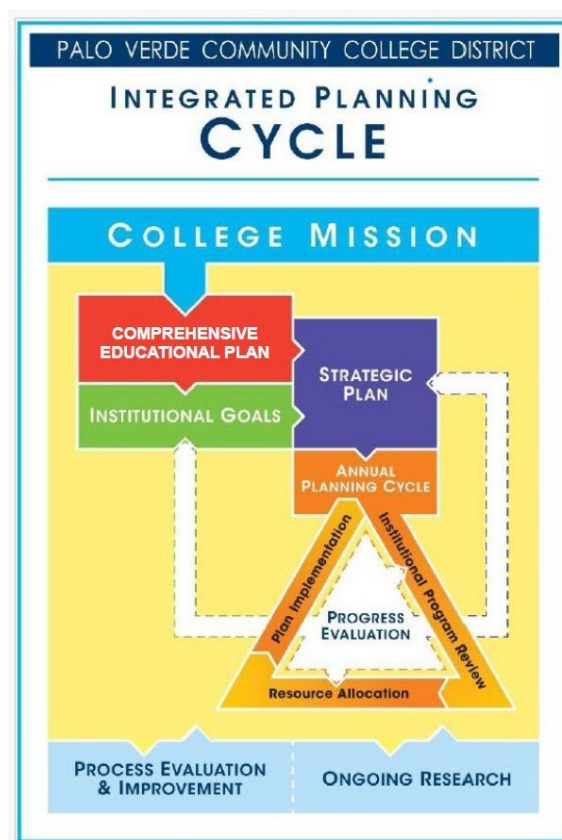


## COLLEGEWIDE INTEGRATED PLANNING OVERVIEW

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The Comprehensive Educational Plan (CEP) for the Palo Verde Community College District (PVCCD) is a central component of the College's integrated planning process. Grounded in the College's Mission, which serves as the foundation for all planning efforts, this process ensures that every plan and initiative aligns with the College's core values and objectives. The integrated planning cycle is a systematic and ongoing process that includes collegewide goal development, resource allocation, plan implementation, and regular evaluation, all aimed at fostering continuous improvement and institutional effectiveness.

The following graphic illustrates the interconnectedness of each phase in the integrated planning model, highlighting how each component contributes to a cohesive and continuous process.



Palo Verde College consistently develops and implements a range of ongoing planning initiatives while also incorporating new state-level priorities that emerge each year. These continuous efforts and evolving initiatives are seamlessly integrated into the Comprehensive Educational Plan, ensuring alignment across activities and providing a unified, focused approach. This integrated strategy helps the College effectively and efficiently address the changing needs of students and the broader community.

The eight-year Comprehensive Educational Plan, along with the five new Strategic Goals, serves as the foundation for shaping the College's Strategic Plan, Facilities Plan, Technology Plan, and other collegewide plans.

## CEP DEVELOPMENT PROCESS

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Palo Verde Community College District undertook a thorough and inclusive planning process to create its Comprehensive Educational Plan (CEP), which provides a strategic roadmap for the District's growth and development over the next eight years. The CEP outlines key priorities in areas such as access and outreach, academic environment, communication, academic programs, student services, and collegewide planning. This extensive planning process was guided by the expertise of the Higher Education Consulting team, Dr. Lori Bennett and Ms. Nga Pham, ensuring a collaborative and forward-thinking approach to shaping the District's future.

The CEP Task Force played a crucial role in guiding and shaping the development of the Comprehensive Educational Plan. This diverse, representative group included students, faculty, classified professionals, administrators, and community members, ensuring broad perspectives and input. Task Force members were equipped with comprehensive data, including the latest environmental scans of the college and the communities it serves, as well as insights from focus group sessions and community forums. Throughout the planning process, the Task Force actively contributed feedback and provided valuable input on the plan's evolution, while also serving as a key communication link between the planning process and the broader college community.

### **Project Timeline and Process**

The PVCCD Comprehensive Educational Plan project began in May 2024 and the final draft document was completed in March 2025. The final draft moved through constituent review during April-May and then was forwarded to the Board of Trustees for review and approval. The new Comprehensive Educational Plan will commence in Fall 2025.

The PVCCD CEP development process included four phases:

#### **Step 1: Preparation and Discovery**

The preparation and discovery phase included internal and external data collection from a variety of sources.

#### **Step 2: Analyze, Interpret, and Reflect**

Task Force members carefully analyzed both quantitative and qualitative data, including student performance metrics, community demographics, labor market trends, and insights from focus group discussions. The group engaged in thoughtful reflection to identify key priorities for the College over the next eight years.

#### **Step 3: Innovate, Aspire, and Set Goals**

In an engaging and collaborative working session, the Task Force crafted a set of innovative strategic goals designed to increase student success.

#### **Phase 4: College Review and Board Approval**

The draft CEP was forwarded as a recommendation to the Superintendent/President. Dr. Moses then asked college constituent groups to review the document prior to presenting the final draft to the Board of Trustees for review and approval.



## ENVIRONMENTAL SCANS

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To ensure a data-informed comprehensive planning process for Palo Verde Community College District, internal and external environmental scans were conducted to explore factors such as community demographic shifts, local economic conditions, technological advancements, and changes in state and federal policies and analyzing it with student demographics, student engagement, enrollment patterns, course offerings, etc., the district can make informed decisions that meet the needs of its students, faculty, and staff in coming years.

Comprehensive environmental scans also help identify potential threats and opportunities, allowing the district to adapt proactively to changes that could impact its programs, enrollment, funding, and overall mission. Ultimately, conducting an environmental scan enables the district to create a forward-thinking, relevant, and sustainable strategic plan that enhances its educational offerings and supports the long-term success of its community.

The **external scan** section provided an analysis of the College's local service area, including community characteristics, K-12 enrollment trends, and labor market trends and opportunities that will help Palo Verde College support the needs of local business and its students, specifically:

- Community Population, Demographics and Characteristics
- Local School Districts Enrollment, Demographics and Characteristics
- Labor Market and Workforce Trends

The **internal scan** section focused on college and student data, including program offerings, enrollment, completion rates, and certificates and degrees awarded over the last five years, specifically:

- Headcount, Enrollment, FTES and Course Trends
- Student Demographics and Characteristics
- Student Outcomes
- Student Engagement and Satisfaction

Detailed data charts and key findings from the internal and external scans are included in the appendix.

## FOCUS GROUPS and COMMUNITY FORUMS

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To complement the quantitative data gathered during the Preparation and Discovery Phase, the consulting team conducted 31 comprehensive focus groups. The large number of sessions ensure that a diverse range of stakeholders, including students, faculty, classified, administrators, and community members were able to participate and provide input. These targeted discussions sought to explore Palo Verde College's organizational strengths, potential external challenges, obstacles to student success, and strategic opportunities for enhancing student access and achievement in the coming years. Complementing these focus groups, the College hosted two community forums—one at the main campus in Blythe and another at the Needles Center—to further ensure broad community engagement and gather additional insights and recommendations from local stakeholders.

Between August and November, 2024, approximately 120 internal participants engaged in the focus groups, with some individuals contributing across multiple sessions to provide comprehensive perspectives from different organizational roles and viewpoints.

Approximately 41 community members participated in the community forums or focus groups, representing a cross-section of local stakeholders including business leaders, educators, students, healthcare professionals, civic representatives, and community service providers. These well-attended sessions generated dynamic dialogues about potential partnerships, emerging programs aligned with local industry needs, and strategic opportunities for Palo Verde College to further integrate and support the community's economic and social development.

A summary of the focus group and community forum participation and a detailed list of contributor recommendations are provided in the appendix.

### Overarching Themes and Recommendations

Through an in-depth analysis of the qualitative input, eleven distinct and interconnected themes emerged, revealing critical insights into Palo Verde College's strategic positioning. This rich, qualitative input, synthesized with a comprehensive internal and external data analysis, will help develop a robust framework to inform and guide the College strategic goals and future planning over the next several years.

#### Develop a Data-Driven, Student-Focused College Vision

- Develop a "college identity"
- Create a collegewide vision and communicate a strong, focused message to employees, students, and community
- Align policies and resources with the vision and strategic goals

#### Strategic Enrollment Growth and Management

- Develop and communicate a vision for enrollment growth and management
- Tie to state-level Vision 2030, Career Education Masterplan, and Student Centered Funding Formula
- Maximize efficiency while balancing student completion needs and new program support

## **Student Access and Outreach**

- Increase access and outreach to working adults
- Expand high school access and outreach
- Expand CTE, noncredit, and adult education programs to improve access and equity

## **Local Programs and Career Technical Education Development**

- Focus growth on local programs, including adult education and non-credit
- Expand dual enrollment and distance education programs
- Expand career technical education

## **Guided Pathways**

- Develop and communicate a clear vision for guided pathways
- Implement guided pathways across all disciplines and support services
- Develop schedules to support pathways and student completion
- Increase transfer degree and workforce certificate completion by local students

## **Academic Support, Student Services, and Engagement**

- Develop and communicate a clear vision for student services
- Create a more engaging student experience
- Increase retention and completion rates with student services support

## **Rising Scholars Program**

- Decrease course offerings at CDCR institutions
- Increase degree/certificate completion by rising scholars
- Improve communication and structural processes

## **Diversity, Equity, and Inclusion**

- Enhance campus culture to create a more inclusive environment
- Improve technology and access for all student groups
- Provide equitable services and support for all students
- Provide professional development to support DEI best practices

## **Institutional Culture**

- Create a welcoming, collaborative, and supportive culture for students and employees
- Foster a culture of mentoring and support
- Develop a culture of data-informed decision-making

## **Organizational Structure and Operational Efficiency**

- Update organizational structure and processes to support growth
- Implement a robust program review process that guides resource allocation
- Align college planning with budget allocation

## **Community Engagement and Workforce Connections**

- Increase community involvement and communication
- Strengthen ties with local employers and the broader community

## PROGRAM RECOMMENDATIONS

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The program recommendations are derived from a comprehensive analysis of both quantitative and qualitative data sources. The quantitative research included detailed internal and external scans, Center of Excellence labor market research for the Inland Empire/Desert Region, and various community college data reports. Qualitative insights were gathered through focus group and community forum sessions, creating a robust, data-rich foundation for these recommendations.

Based on extensive local and regional employment needs, along with input from college constituents and community members, it became clear that expanding Palo Verde College's Career and Technical Education programs would significantly benefit the local community, particularly by concentrating on high-demand, high-wage jobs and industries.

A critical finding was that most community, education, and business representatives emphasized the need for short-term courses or certificates. These programs would enable students and working adults to quickly acquire skills that help them qualify for entry-level positions or upskill in their current careers. Local employers also expressed interest in noncredit skills courses to help individuals qualify for entry-level jobs, recognizing that community college programs play a crucial role in diversifying the talent pipeline across various occupations.

As an important note, the recommendations provided on the following pages are suggestions based on the general research conducted by the consultants, intended only as a guide for the College to help faculty and staff focus their research and discussions. Palo Verde College will need to conduct a thorough analysis of potential programs before deciding on specific curriculum changes or new program offerings. In addition, this section of the plan does not suggest that PVC develop all of these new programs, but rather consider which of these high-demand jobs may best align with College goals and local labor market needs. Finally, it should be noted that the occupations are grouped by similar start-up criteria; they are not listed in priority order.

The College is encouraged to continuously monitor emerging industries, such as artificial intelligence, to evaluate potential educational and training opportunities that could prepare students to enter these innovative and important new fields.

## Current Credit Program Recommendations

Discipline	Recommendation	Rationale
<b>Business</b>	Shift emphasis to Business AD-T from general business management degree to align better with transfer options.	<b>Very high demand</b> <ul style="list-style-type: none"> <li>• Enable local students to achieve BS degrees that directly connect to high-wage, high-demand professional careers</li> <li>• Increase completion and transfer rates</li> </ul>
<b>Computers/Technology</b>	Update or replace current computer programs to align with current/future technology needs.	<ul style="list-style-type: none"> <li>• Align course outcomes and student skills with high demand, high-wage jobs</li> <li>• Increase completion and transfer rates</li> </ul>
<b>Education/Teaching</b>	Increase focus on Early Childhood Education degree; align with K-12 teacher requirements. Build a dual enrollment pathway that leads to PVC and then smoothly to a university.	<b>Very high demand</b> <ul style="list-style-type: none"> <li>• Expand K-12 teacher pipeline to meet regional demand for elementary and secondary school teachers</li> </ul>
<b>Automotive Technology</b>	Update and align with current employer needs.	<ul style="list-style-type: none"> <li>• Align course outcomes and skills training with current and future automotive technology requirements</li> <li>• Meet the high demand for skilled automotive technicians</li> </ul>
<b>Welding</b>	Update curriculum and restart program; create short-term stackable certificates. Align with K-12 dual enrollment and offer a working adult track.	<b>Very high demand</b> <ul style="list-style-type: none"> <li>• Meet needs of both high school graduates and returning adults</li> </ul>
<b>Health Care</b>	Continue strong support for Registered Nurse (RN) and Licensed Vocational Nurse (LVN) programs.*	<b>Very high demand</b> <ul style="list-style-type: none"> <li>• Meet extremely high need for nurses at all levels throughout the region</li> <li>• Reduce need for traveling nurses to serve the community</li> </ul>
<b>Alcohol and Drug Studies</b>	Promote pathway from current certificates to new AD-T.	<ul style="list-style-type: none"> <li>• Support certificate and degree completion by Rising Scholars</li> </ul>
<b>Other Disciplines</b>	Continue to create new AD-T programs.	<ul style="list-style-type: none"> <li>• Support transfer options</li> </ul>

## New Credit Program Recommendations (Minimal Start-up Costs)

Discipline	Recommendation	Rationale
<b>Bookkeeping, Accounting, and Auditing Clerks</b>	<p>Short-term, low-unit certificate (begin with account tech certificate)</p> <p>Promote to working adults and parents of K-12 age children.</p>	<p><b>High demand</b> Solid projected growth High-wage (\$22+/hr)</p> <ul style="list-style-type: none"> <li>• Acct Tech and Bookkeeping certificates attract re-entry students, with a high proportion of females, and provide an entry pathway to accounting fields</li> <li>• <i>Note: These are not the same as the higher-unit accounting certificate of achievement award.</i></li> </ul>
<b>Administrative Assistant/Clerical</b>	<p>Short-term, low-unit certificate</p> <p>Work with local employers to develop curriculum that aligns with specific job duties and skillsets required for local office jobs</p>	<p><b>High demand</b> Steady growth Medium-wage (\$21+/hr)</p> <ul style="list-style-type: none"> <li>• Many industries, including education and healthcare</li> <li>• Consider credit or non-credit</li> </ul>
<b>Educational Aide/ Paraeducator (English &amp; Bilingual)</b>	<p>Short-term, low-unit certificate</p> <p>Work with local K-12 districts to develop curriculum that aligns with required job duties and skillsets</p>	<p><b>Medium demand</b> Steady growth Medium wage (\$17-18/hr)</p> <ul style="list-style-type: none"> <li>• Attracts re-entry students, especially parents, and leads to higher-wage K-12 opportunities</li> <li>• K-12 districts need educational aides (teacher assistants) for both regular and special education classes. Bilingual need is strong and no other programs in the region</li> </ul>
<b>Medical Assistant or Certified Medical Assistant*</b>	<p>Short-term, low-unit certificate</p> <p>Work with local health care employers to develop curriculum that aligns with unique job duties and skillsets</p>	<p><b>Very high demand</b> High growth (13%) Medium to high-wage (\$17-27/hr)</p> <ul style="list-style-type: none"> <li>• Variety of employers, such as medical offices, surgical hospitals, outpatient care centers, and dentist offices</li> <li>• Provides a lower-cost option for students than private colleges</li> <li>• Entry level; growth opportunities include office supervisor or more specialized health occupations</li> </ul>

Discipline	Recommendation	Rationale
<b>Home Health Aide Or Community Health Worker</b>	<p>Certificate program for Home Health and Personal Care Aides</p> <p>Partner with adult education and/or K-12 to create a dual enrollment program and build a pathway to PVC</p>	<p><b>Very High demand</b> Strong growth (24%) Livable to high wage (\$16-28)</p> <ul style="list-style-type: none"> <li>• Strongly recommended by COE based on number of annual job openings and lack of training programs in the region</li> <li>• Creates pathway to nursing program or other health fields.</li> <li>• Attracts returning adults, especially females.</li> <li>• Services (such as HHA) for elderly and persons w/disabilities projected to increase 36% over next several years</li> </ul>
<b>Psychiatric Technician</b>	Accredited psychiatric technician program aligned with required qualifying exam	<p><b>Steady demand</b> High growth (14%) High-wage (\$22-36/hr)</p> <ul style="list-style-type: none"> <li>• Consider offering one cohort each year or alternate years</li> <li>• Limited number of jobs, but higher wages.</li> <li>• Provides a lower-cost option for students than private colleges</li> </ul>
<b>Computer User Support Specialist*</b>	Short-term, low-unit certificate	<p><b>High demand</b> High growth (14%) High-Wage (\$25-30/hr)</p> <ul style="list-style-type: none"> <li>• Continues to be a growing field with need at many organizations</li> </ul>
<b>Computer Network Support Specialist</b>	Develop a streamlined AS local or transfer degree that aligns with a university BS degree	<ul style="list-style-type: none"> <li>• <b>Medium demand</b></li> <li>• Strong growth (17%)</li> <li>• <b>Very high wage (\$30-45/hr)</b></li> <li>• Requires a BS; PVC could develop/promote a pathway for transfer</li> </ul>

Notation of program demand is based on projected job-openings and industry growth rates for the next 10 years (2024 to 2034). Actual numbers vary by industry.

Wages are based on average earnings per occupation. "High-quality industries are those that are growing faster than the region overall (at or above 9.0% growth), have average per-job earnings above the living wage standard (\$53,519 annually), and...have a concentration of an industry in an area compared to the nation overall." High-quality jobs within the CCCC regional CTE sectors are considered "in-demand occupations" if they have at least 100 annual job openings and high-wages (\$25.73 and higher).

Source: Center for Excellence, *2024 Subregional Workforce Demand Assessment: Low Desert*.

## New Credit Program Recommendations (Require Start-up Costs)

Discipline	Recommendation	Rationale
<b>Automotive Service Technicians &amp; Mechanics</b> <i>(Related to General Automotive Repair and Automotive Technology)</i>	Expand PVC automotive program to include this specialized training program	<b>Very high demand</b> <b>Very high growth (15-22%)</b> High wages (\$26+/hr) <ul style="list-style-type: none"> <li>Partner with K-12 to develop a pathway.</li> </ul>
<b>First-line Supervisors of Mechanics, Installers, and Repairers</b>	Certificate to offer additional skills/training for those who want to become supervisors	<b>Medium to high need</b> High Growth (12%) High Wage (\$41+/hr) <ul style="list-style-type: none"> <li>PVC could work with employers to develop a credit or non-credit program</li> <li>Aligns well with Automotive Service &amp; Technology programs.</li> </ul>
<b>Heavy and Tractor-Trailer Truck Drivers*</b>	Create Heavy Truck Driving Program. Consider training program vs certificates.  <i>Examples include Commercial Driver's License (CDL) training, Clean Vehicle Technology, Engine and Fuel Injection Technology certificates</i>	<b>Very high demand</b> <b>Very high growth (20-47%)</b> High wage (\$24-33/hr) <ul style="list-style-type: none"> <li>Recommended by COE based on number of annual job openings and lack of program awards in the region Variety of opportunities across the region</li> <li>One of the highest number of job/openings in the region &amp; state</li> </ul>
<b>Heavy Equipment Maintenance/Bus and Truck Mechanics</b>	Create stackable certificate program	<b>High demand</b> High growth (12%) High wage (\$22-30/hr) <ul style="list-style-type: none"> <li>Good partner program for truck driving program</li> <li>Consider dual enrollment pathway if local K-12 has the program</li> </ul>
<b>Dental Assistant and Dental Hygienist*</b>	Dental Hygienist degree Dental Assistant certificate	<b>High demand</b> <b>Very high growth (23-28%)</b> High wage (\$22-50/hr) <ul style="list-style-type: none"> <li>Recommended by COE based on number of annual job openings and lack of program awards in the region</li> <li>Offering both programs creates a growth pathway and efficient space/equipment utilization.</li> <li>No similar program in local area</li> </ul>



Discipline	Recommendation	Rationale
<b>Electrician/Electrical*</b>	AS degree or certificate; align curriculum with required state exam; partner to include apprenticeship opportunities	<b>Medium high demand</b> High growth (23%) High wage (\$28+/hr) entry-level <ul style="list-style-type: none"> <li>• Variety of job opportunities</li> <li>• Part of a pathway to higher-wage electronics careers</li> </ul>
<b>Electrical and Electronics Technologist/Technician</b>	Variety of specialized certificates	<b>Very high demand</b> High growth (13%) <b>Very high wage (\$37-64/hr)</b> <ul style="list-style-type: none"> <li>• Variety of job opportunities</li> <li>• Part of a pathway to higher-wage electronics careers</li> </ul>
<b>Electrical/Electronic Repairers, Commercial and Industrial Equipment** or <i>Industrial Systems Technology and Maintenance</i> –</b>	AS degree or certificates	<b>Small demand</b> Small growth (2%) <b>Very high wage (\$35-63/hr)</b> <ul style="list-style-type: none"> <li>• Part of a pathway to higher-wage electronics careers</li> <li>• Critical to industry, few job openings, but very high wage</li> </ul>
<b>Heating, Ventilation, and Air-Conditioning</b>	Variety of specialized certificates	<b>High demand</b> High growth (7-13%) High wage (\$22-24/hr) <ul style="list-style-type: none"> <li>• Equipment and training align with electrical program</li> <li>• Ongoing heat conditions will maintain growing need for HVAC contractors</li> </ul>

\*Occupations are designated as “Good Jobs” in the Center of Excellence’s *Equity Assessment Good Jobs and Vocational Programs, Inland Empire/Desert Region*, 2024. Identified as good jobs based on the following criteria: middle skill, job availability, growing, and providing a living wage.

## Non-Credit, Skills Course Recommendations

In addition to these general work skills, the college may also consider developing pathways that provide non-credit options for adult education, apprenticeships, and other entry-level workforce curriculum to support re-entry adult learners.

Business/Office/Technology	
Customer service skills for local retail/hospitality	Technology skills for entrepreneurs
Essential workplace skills (How to be a good employee)	Technical office skills
Resume writing/Interview skills	Technical reading skills – such as labor contracts
General office skills	General social media skills

# TRENDS AND PLANNING ASSUMPTIONS

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## Current National Trends for Higher Education

- Public perception of the value of higher education is declining.
- Student demographics are changing.
- Students are increasingly demanding access to learning anytime, anywhere.
- High school student participation in dual enrollment programs is continuing to grow.
- Artificial intelligence (AI) is having an increasing impact on the economy and workforce.
- Colleges are expanding use of AI in teaching and preparing students for careers.
- Colleges are focusing on equitable and inclusive teaching methods.
- Employers, and students, especially working adults, are demanding short-term certificate programs.

## Current State-Level Trends for Higher Education

### Policy, Funding, and Student Success

- Success of CCC students will remain a top priority of statewide policy makers.
- Decreasing the cost of education and the time-to-degree will continue to be a top priority with students, families, and policy makers.
- Providing basic needs support will continue to be essential, with a special focus on food and housing insecurity.
- The CCC system will continue to prioritize diversity, equity, and inclusion (DEI) work.
- Meeting the CCC Vision for Success and Vision 2030 goals will continue to be a priority, and CCCs will be expected to build on their success and accelerate the pace of improvement.
- Hold harmless for the Student Centered Funding Formula (SCFF) metrics will expire at the end of the 2024-2025 fiscal year. It will be critical for CCCs to increase outcomes included in the funding formula.

### Enrollment, Program Development, and Guided Pathways

- Statewide, CCCs are rebounding in enrollment after the pandemic.
- Statewide, dual enrollment represented 12% of total enrollment in 2022-23 and continues to grow.
- Career and Technical Education (CTE) will play an increasingly significant role in community college education.
- Statewide and regionally, community colleges are developing more credit and noncredit short-term certificates tied to local workforce opportunities.
- Regional collaboration, especially related to CTE, will continue to be important.
- Improving math and English readiness will be critical to support equity and completion.
- Simplifying and integrating academic and student support pathways will play an important role in meeting students on their terms and helping them to complete their educational journey.

*Sources: California Community College Chancellor's Office (CCCCO) website; CCCCCO DataMart; Community College Research Center; ; 2024 Educause Horizon Report: Teaching and Learning Edition; 2023 #RealCollege survey conducted by The RP Group and the Chief Executive Officers (CEO) Affordability, Food & Housing Access Taskforce)*

# CHALLENGES AND OPPORTUNITIES

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## Challenges

### Statewide

- Competition for general course enrollment due to the availability of online courses
- Growing emphasis on Career Technical Education (CTE) program expansion and short-term certificate programs
- Employer and student demand for more affordable, time-efficient educational pathways
- Persistent racial/ethnic achievement gaps requiring targeted intervention strategies
- Urgent need to address student basic needs, particularly food and housing insecurity

### Regional

- Declining population in the Inland Empire-Low Desert Subregion
- Inland Empire/Desert Region has one of the lowest education levels in the state
- Many fast-growing industries offer low-wage jobs
- Availability of flexible short-term credit and non-credit certificates
- Prisons closings will reduce student enrollment
- Climate change predicted to continue across the region

### Collegewide

- PVCCD Service Area Challenges
  - Declining K-12 enrollment and high school graduates over next decade
  - Increased competition from other colleges in the area (Arizona, private, community colleges, and the California Virtual Campus (CVC) exchange system)
  - PVC lacks connection with business, industry, and community partners
  - Median household income is about half of that for California
- PVC Program and Schedule Challenges
  - CTE curriculum does not align with local employer and community needs
  - Schedule does not meet needs of non-traditional, adult student population
  - Siloed course schedule process creates barriers to completion
- PVC Student Services and Engagement Challenges
  - Technology access barriers
  - Low student engagement
  - Geographic service constraints
  - Interdepartmental communication gaps
- PVC Student Success Challenges
  - Completion goal outcomes below state average
  - Academic performance barriers
    - Consistently low course and program completion rates
    - Particularly weak performance in math and English
  - Low fall to spring persistence rates (30-40%)
  - Access and success rate gaps, most significantly impacting African American and Latinx student populations
  - Majority of students enrolled on a part-time basis

## Opportunities

### Student Access

- Create a welcoming college atmosphere that celebrates diverse student population
- Expand access for working adults
- Expand dual enrollment
  - Develop programs/pathways that align with K-12
  - Promote college opportunities for all students
- Expand distance education
  - Build fully online degrees and certificates
  - Utilize a combination of online, hybrid, and Hi-Flex
  - Expand use of data analysis to support expansion
- Explore innovative learning options
  - Adult education pathways, apprenticeships, credit for prior learning
  - Non-credit courses, skills courses

### Retention and Success

- Develop and implement Guided Pathways framework across all PVC disciplines
- Increase degrees and certificates earned across all student populations
  - Align goals with Vision 2030 and SCFF metrics
  - Develop specific pathways for Fire Science and CDCR students
- Improve student course success rates, with an equity-minded focus
  - Use disaggregated data for planning
  - Create inclusive learning environment relevant to students from diverse backgrounds
  - Review curriculum for currency and inclusivity
  - Expand participation in peer online course review program (POCR)
  - Increase math and English course completion
- Expand proactive, wrap-around student services
- Increase transfer to four-year institutions
  - Develop and promote AD-Ts
  - Create university transfer pathways
  - Implement careful course scheduling

### Enrollment/Schedule

- Develop a Strategic Enrollment Management Plan
- Diversify enrollment growth options
- Expand participation in California Virtual Campus (CVC) exchange system
- Increase student persistence
  - Improve fall to spring and fall to fall enrollment
  - Increase full-time enrollment (12+ units per semester)
- Create efficient, carefully planned course schedules
  - Utilize early cross-discipline and counselor input
  - Reduce class cancellations and guarantee capstone classes
  - Balance on-ground versus online course offerings

### Career Technical Education

- Enhance collegewide understanding of CTE and its value
- Embrace and implement the state CTE plan
  - Focus on pathways, dual enrollment, work-based learning
  - Participate in the regional community college consortium

- Partner with industry and workforce development organizations
- Develop new CTE Programs
  - Prioritize high-demand, high-pay jobs
  - Create short-term, flexible course programs with stackable certificates
  - Develop noncredit certificates leading to living wage job
- Update current CTE curriculum to match labor market needs
- Shift resources from CDCR to support local CTE program growth

### **Student Services**

- Develop a “students first” service vision
- Explore student success teams
- Expand orientation on “financing your education” (financial aid applications and awards)
- Improve student engagement; center activities on career options and pathways
- Provide equitable services
  - Enhance technology access
  - Expand tutoring opportunities and basic needs support
  - Provide food on campus (day/evening)
- Consider student childcare options
- Work with industry partners to reduce financial barriers

### **Culture and Institutional Effectiveness**

- Create a welcoming, supportive campus culture for students and employees
- Embrace innovation and creativity related to improving student success
- Foster mentoring and employee support
  - Develop a new employee orientation and mentoring program
  - Provide professional development for college initiatives and employee growth
- Enhance hiring practices to minimize barriers and promote greater diversity and inclusion
- Develop practice of data-informed decision-making
  - Provide consistent, reliable, disaggregated data
  - Align planning with budget allocation
- Revise college processes to optimize efficiency

### **Community Connection**

- Strengthen PVC’s reputation within the community
  - Promote college strengths: local higher education opportunity, CTE and transfer pathways, affordable, quality faculty/staff, and beautiful facilities
  - Increase community engagement throughout college service areas
- Build strategic community partnerships
  - City officials and other community leaders
  - Local business, industry, healthcare, nonprofits, etc.
- Improve communication about PVC
  - Extend outreach to lower grades within K-12
  - Provide program and service information to high school students, families, and community groups
  - Increase outreach to adult population
  - Promote credit and non-credit options

# STRATEGIC GOALS AND OBJECTIVES

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The CEP Task Force identified five collegewide strategic goals and accompanying objectives for the College. The Task Force developed the strategic goals and objectives based on a careful review of both qualitative and quantitative data. College faculty, classified professionals, students, administrators, and community members all participated in the process and provided input regarding opportunities for growth and other important topics for the College. In addition, through numerous focus group sessions, a diverse group of community and educational partners also provided valuable input regarding the needs of potential students, employers, and the community.

Each of the college organizational divisions – instruction, student services, and business services – are represented in this plan. These strategic goals and objectives will provide a clear framework for the College for long-term planning. The goals align with the Palo Verde College mission and *Vision 2030* goals. Over the next eight years, all college planning will align with these goals to help the college achieve its mission and continuously improve student success.

## Strategic Goals and Objectives

The five broad college goals and their accompanying institution-wide objectives are listed below.

### **Goal #1: Expand and maintain access to a diverse community population by increasing engagement and inclusion through strategic outreach and collaborative partnerships.**

- 1.1 Improve early college dual enrollment through intentional communication and collaboration with K-12 partners.
- 1.2 Develop a culturally responsive outreach plan that triangulates the needs of the community to the services provided by the college.
- 1.3 Diversify educational options, which recognize systemic barriers and implement strategies to support student access.

### **Goal #2: Foster an environment that promotes academic, career, and personal growth through a culturally responsive, collaborative, multi-constituent approach.**

- 2.1 Build and implement guided pathways by focusing on student success.
- 2.2 Enhance and integrate student and academic support services to promote equitable student success.
- 2.3 Strengthen enrollment management via responsive, strategic scheduling.

### **Goal #3: Build and maintain trust, transparency, and communication with internal and external stakeholders through data-informed decision-making and inclusivity.**

- 3.1 Infuse core concepts of the college identity into communication mechanisms, internally and externally.
- 3.2 Meet and engage with external stakeholders to identify opportunities for the college to provide appropriate support for the communities and industries we serve.

- 3.3 Promote communication strategies that prioritize transparency, collaboration, diversity, equity, and inclusion.
- 3.4 Develop tools for accountability to assess belonging, connection, and institutional support to ensure continuous improvement.

**Goal #4: Focus on industry, student, and community priorities and continually evaluate program relevancy and applicability for student success.**

- 4.1 Develop a structured and transparent process for creation, refinement, and sunseting of programs.
- 4.2 Improve program and services ensuring clear pathways and alignment with changing labor market needs.
- 4.3 Improve program and services ensuring clear pathways and alignment with changing transfer requirements.

**Goal #5: Develop and maintain collegewide strategic planning process that guides organizational structure and budgeting through collaborative and inclusive participation.**

- 5.1 Develop collegewide operational plans that align with institutional goals and long-term priorities.
- 5.2 Review organizational structure and re-align to support collegewide strategic goals and objectives.
- 5.3 Review budget development/allocation process and re-align to support collegewide strategic goals and objectives.



## NEXT STEPS AND IMPLEMENTATION PLAN

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### Next Steps and Implementation

During Spring 2025, the College will undertake a thorough review process to ensure that the Comprehensive Educational Plan 2025-2033 reflects the needs and aspirations of the college community. The draft CEP will be distributed to constituent groups across campus for thorough review and feedback. This inclusive process seeks to foster broad engagement, ensure alignment with institutional values, and strengthen the plan's relevance and impact.

Following Board approval, implementation will begin in Fall 2025. The implementation phase will include identifying supporting activities for each goal, establishing timelines and measurable outcomes, and assigning responsible individuals and groups for each goal and activity. This structured approach will ensure that the Comprehensive Educational Plan drives measurable progress and meaningful outcomes over the next eight years.

### Ongoing Monitoring Process

An ongoing monitoring process is critical to assess and ensure progress on the goals and objectives in the Comprehensive Educational Plan. An annual monitoring process provides an opportunity to redirect work as needed, strengthen attention and support to achieve desired outcomes, maintain focus on collegewide priorities, and align planning with resource allocation. In addition, maintaining a dynamic document and planning process will also provide an opportunity for the College to be more innovative, flexible, and responsive to changing student needs, internal and external issues, and changes in state and federal regulations. This process also aligns with current accreditation standards.

## APPENDIX A

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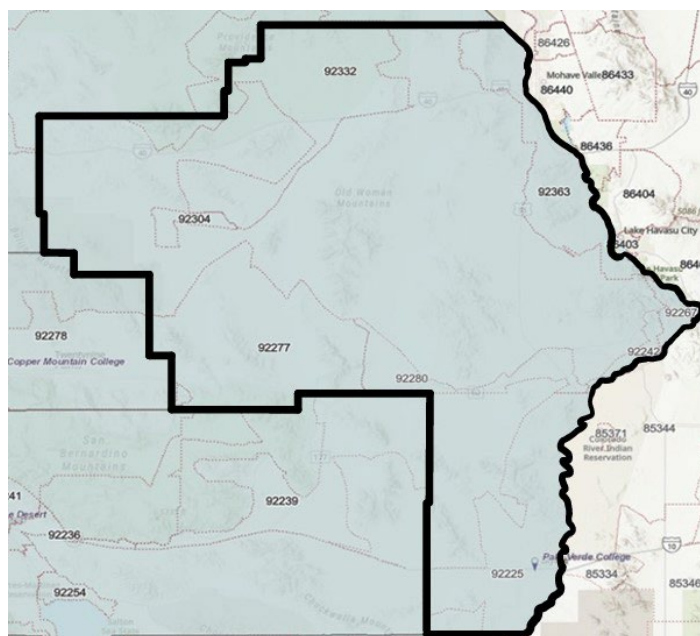
### External Environmental Scan

This portion of the environmental scan includes population, demographics, and characteristics for those residing within the communities of the Palo Verde Community College District (PVCCD). It is crucial for college faculty and staff to gain a clearer understanding of the communities they serve, including insights into age, ethnicity, and socioeconomic status, to identify gaps in educational offerings and tailor programs to meet the specific needs of potential students. Data-informed planning ensures that PVC not only addresses the educational demands of today's students but also anticipates future trends that could impact enrollment and program development.

Moreover, by using census information to project enrollment trends and assess community needs, the College can make informed decisions about program offerings, staffing, and infrastructure investments. This strategic use of data enhances institutional effectiveness and fosters a more responsive educational environment that aligns with the diverse needs of the PVCCD community.

The demographic and characteristic data were derived from individuals residing within the eight ZIP codes of the Palo Verde Community College District boundaries. Community college district boundaries do not follow zip code lines; therefore, districts often share portions of certain zip codes with neighboring districts. When appropriate, Riverside County and San Bernardino County and other area level data were used to compliment and/or compare PVCCD Service Area to provide additional perspectives and context. The ZIP codes for PVCCD Service Area include: 92225, 92242, 92280, 92332, 92363, 92267, 92304, and 92277.

#### Palo Verde Community College District



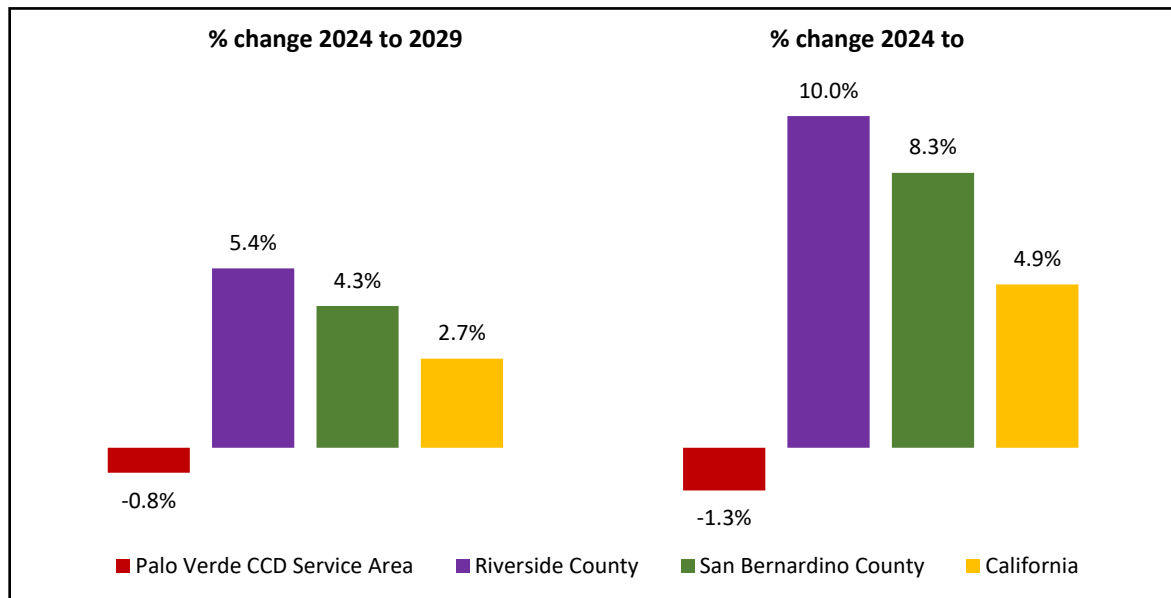
## Community Population, Demographics, and Characteristics

### Palo Verde Community College District Comparison of Community Population 2024, 2029 and 2034

Area	2024	Projected		% Change 2024 to 2029	% Change 2024 to 2034
		2029	2034		
Palo Verde CCD Service Area	59,397	58,949	58,634	-0.8%	-1.3%
Riverside County	2,564,271	2,702,520	2,819,818	5.4%	10.0%
San Bernardino County	2,253,485	2,349,477	2,439,613	4.3%	8.3%
California	40,574,215	41,660,700	42,565,496	2.7%	4.9%

Sources: PVC Service Area Population projection is from Lightcast Q3 October 2024. Demographic data is compiled from several sources using a specialized process. Sources include annual population estimates and population projections from the US Census Bureau, and birth and mortality rates from the US Health Department. County and state population projections are from the [California Department of Finance](#).

### Comparison of Community Population



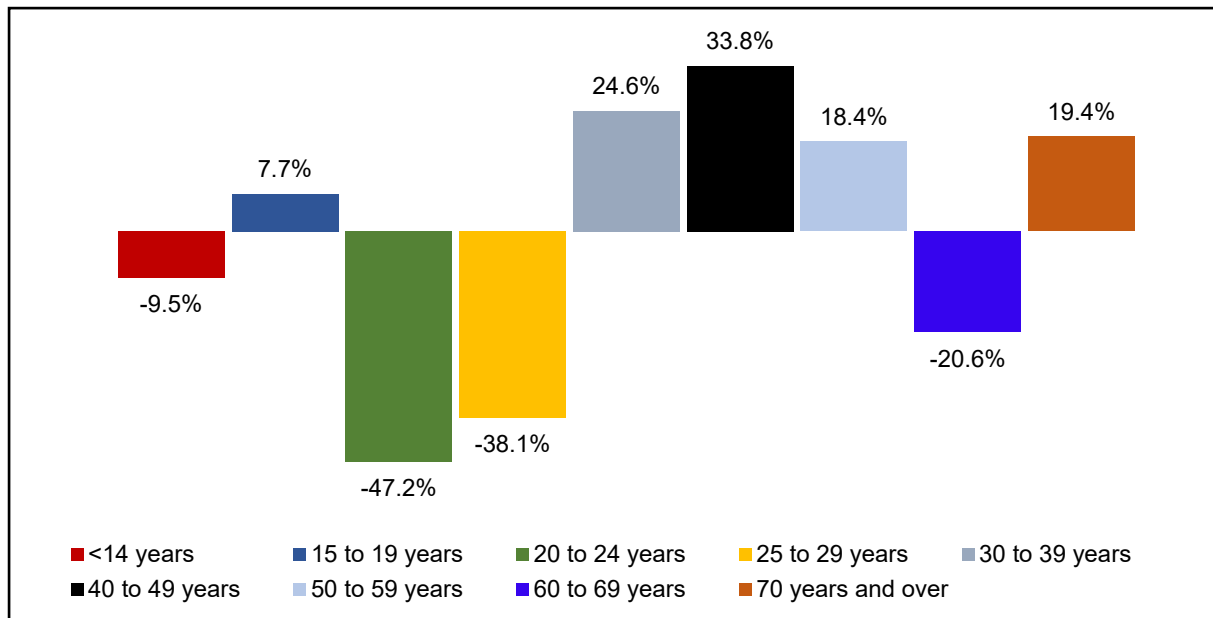
- Palo Verde CCD Service Area is expected to drop by almost 1% within the next five years, and slightly more so ten years from now (-1.3%).
- Riverside County and San Bernardino County population is projected to increase by about 5% over the next five years and 8-10% by 2034.
- During the same time, California is expected to grow approximately 3% and 5% respectively.

**Palo Verde Community College District  
Service Area Population by Age  
2024, 2029 and 2034**

Age	2024		Projections		% Change 2024 to 2029	% Change 2024 to 2034
	n	%	2029	2034		
<14 years	11575	19.5%	11525	10473	-0.4%	-9.5%
15 to 19 years	3815	6.4%	3191	4107	-16.4%	7.7%
20 to 24 years	6197	10.4%	3959	3275	-36.1%	-47.2%
25 to 29 years	6108	10.3%	5833	3784	-4.5%	-38.1%
30 to 39 years	9125	15.4%	10798	11370	18.3%	24.6%
40 to 49 years	6743	11.4%	7855	9025	16.5%	33.8%
50 to 59 years	5327	9.0%	5199	6305	-2.4%	18.4%
60 to 69 years	5614	9.5%	5173	4455	-7.9%	-20.6%
70+ years	4893	8.2%	5415	5841	10.7%	19.4%
<b>Total</b>	<b>59397</b>	<b>100.0%</b>	<b>58949</b>	<b>58634</b>	<b>-0.8%</b>	<b>-1.3%</b>

*Source: Lightcast Q3 October 2024: Demographic data is compiled from several sources using a specialized process. Sources include annual population estimates and population projections from the US Census Bureau, and birth and mortality rates from the US Health Department.*

**Service Area Population by Age  
% Change 2024 to 2034**



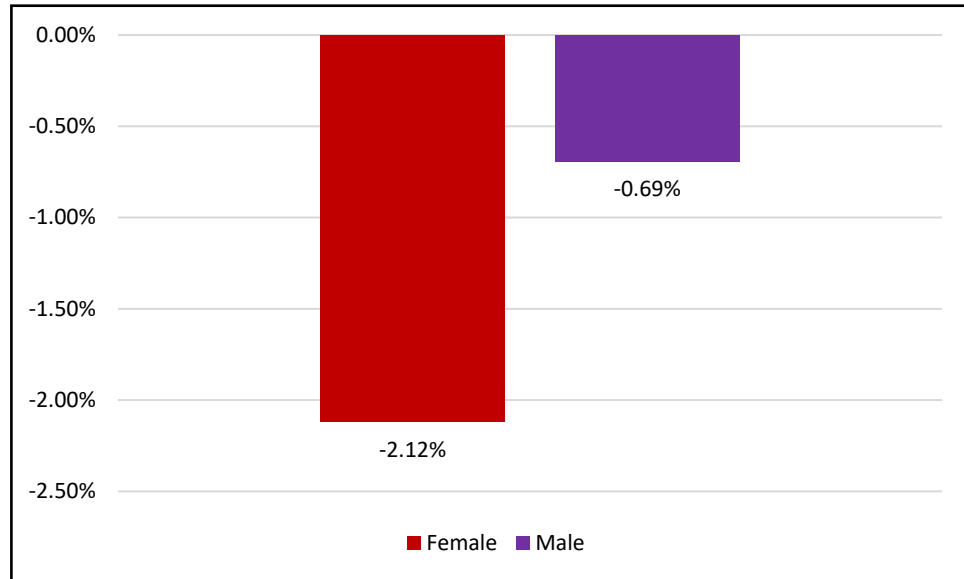
- Overall, Palo Verde CCD Service Area will experience a decrease of .8% in five years and again 1.3% in ten years, mostly from those in their 20s and 60s.
- There will also be a loss in the younger population, ages below 14 (-9.5%). This data corresponds to the drop in K-12 enrollment and high school graduation rates as demonstrated in the USD data section.
- Those between the ages of 45 to 49 will experience the highest growth (+33.8%).

**Palo Verde Community College District  
Service Area Population by Gender  
2024, 2029 and 2034**

Gender	2024		Projections		% Change 2024 to 2029	% Change 2024 to 2034
	N	%	2029	2034		
Female	24725	42.0%	24432	24201	-1.2%	-2.1%
Male	34672	58.0%	34517	34433	-0.5%	-0.7%
<b>Total</b>	<b>59397</b>	<b>100.0%</b>	<b>58949</b>	<b>58634</b>	<b>-0.8%</b>	<b>-1.3%</b>

*Source: Lightcast Q3 October 2024: Demographic data is compiled from several sources using a specialized process. Sources include annual population estimates and population projections from the US Census Bureau, and birth and mortality rates from the US Health Department.*

**Service Area Population by Gender  
Percent Change from 2024 through 2034**



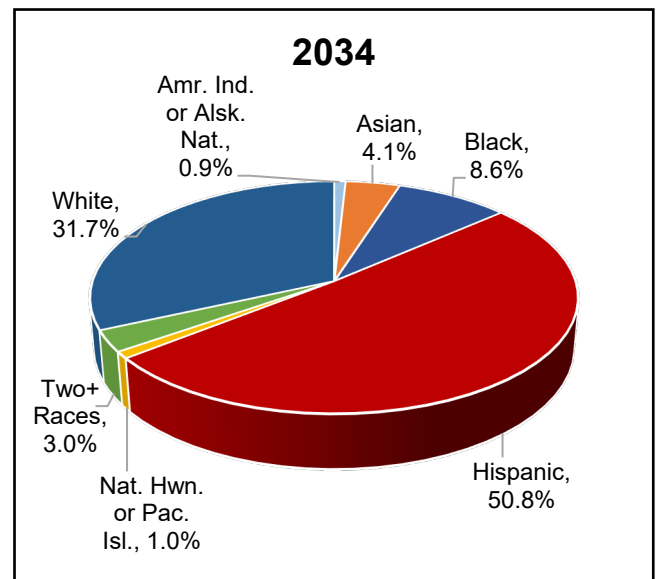
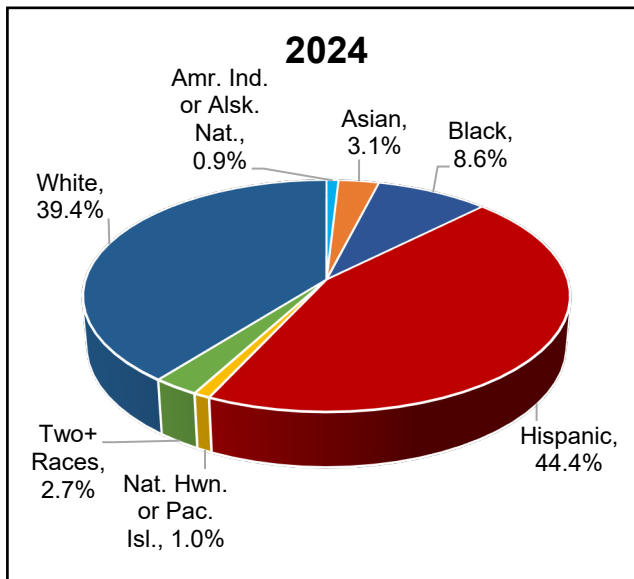
- Overall, Palo Verde CCD Service Area will experience a decrease of .8% in five years and again 1.3% in ten years.
- The gender distribution of the Service Area is more males (58%) to females (42%).
- In the next ten years, the male population will slightly drop .7% and the female population will drop 2.1%.
- In comparison to the PVCCD Service Area's gender distribution, the male to female ratio of 58% vs. 42% is more balanced than the PVC's student population of 85% males compared to 15% females, due mainly to the college's largely male-dominated Fire Science and CDCR programs.

**Palo Verde Community College District  
Service Area Population by Race/Ethnicity  
2024, 2029 and 2034**

Race/Ethnicity	2024		Projections		% Change 2024 to 2029	% Change 2024 to 2034
	N	%	2029	2034		
American Indian or Alaskan Native	540	0.9%	524	503	-3.1%	-7.0%
Asian	1819	3.1%	2099	2417	15.3%	32.8%
Black	5090	8.6%	5079	5062	-0.2%	-0.5%
Hispanic/Latino	26392	44.4%	28071	29765	6.4%	12.8%
Native Hawaiian or Pacific Islander	579	1.0%	576	561	-0.5%	-3.1%
Two or More Races	1598	2.7%	1675	1753	4.8%	9.7%
White	23378	39.4%	20925	18572	-10.5%	-20.6%
<b>Total</b>	<b>59397</b>	<b>100.0%</b>	<b>58949</b>	<b>58634</b>	<b>-0.8%</b>	<b>-1.3%</b>

*Source: Lightcast Q3 October 2024: Demographic Data is compiled from several sources using a specialized process. Sources include annual population estimates and population projections from the US Census Bureau, and birth and mortality rates from the US Health Department.*

**Palo Verde CCD Service Area Population by Ethnicity  
2024 versus 2034**



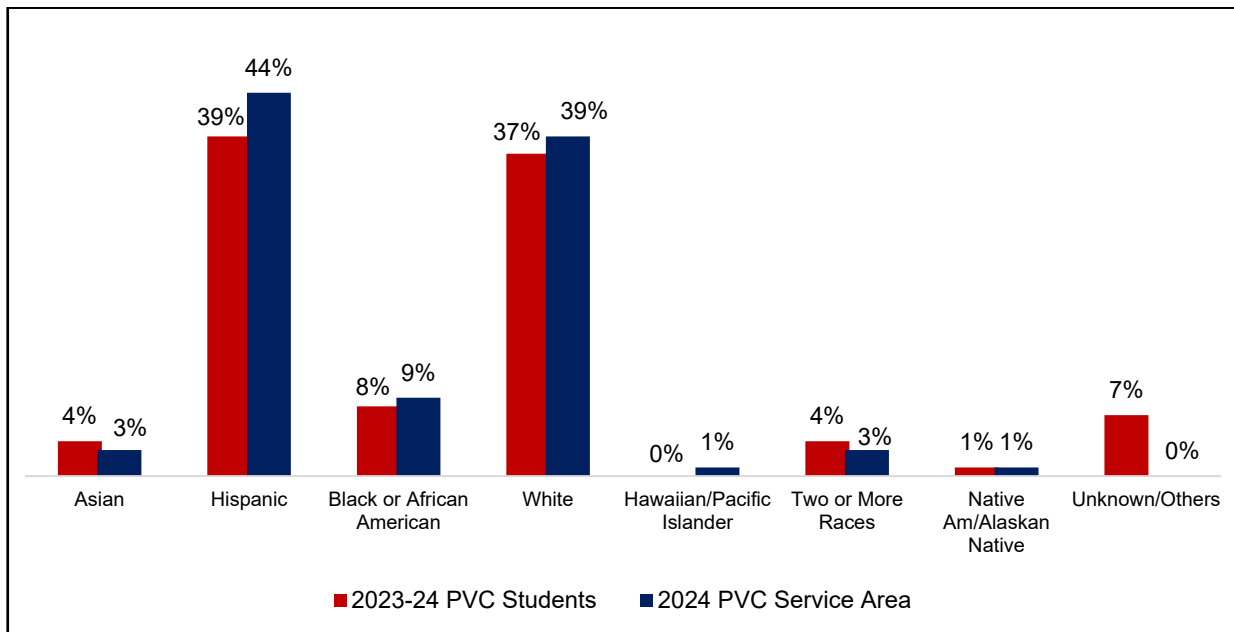
- The Hispanic/Latino population (the largest ethnic group) is expected to increase by 13% over the next ten years (from 26,392 in 2024 to 29,765 in 2034).
- Although one of the smaller representations in Palo Verde CCD Service Area, the Asian population is projected to grow nearly 33% during the same time period (1,819 to 2,417).
- The White population (the second largest group) is projected to drop more than 20% during the same 10-year time period (from 23,378 to 18,572).

**Palo Verde Community College District  
Service Area Race/Ethnicity vs. the College Student Race/Ethnicity  
2024**

	2023-24 PVC Students	2024 PVC Service Area
Asian	4%	3%
Hispanic/Latino	39%	44%
Black or African American	8%	9%
White	37%	39%
Hawaiian/Pacific Islander	<1%	1%
Two or More Races	4%	3%
Native Am/Alaskan Native	1%	1%
Unknown/Others	7%	-

*Source: Service Area population is from Lightcast Q3 October 2024: Demographic Data is compiled from several sources using a specialized process. Sources include annual population estimates and population projections from the US Census Bureau, and birth and mortality rates from the US Health Department. PVD Student data is from the PVC Research, Planning & Institutional Effectiveness Department.*

**Service Area Race/Ethnicity vs. PVC College Student Race/Ethnicity**



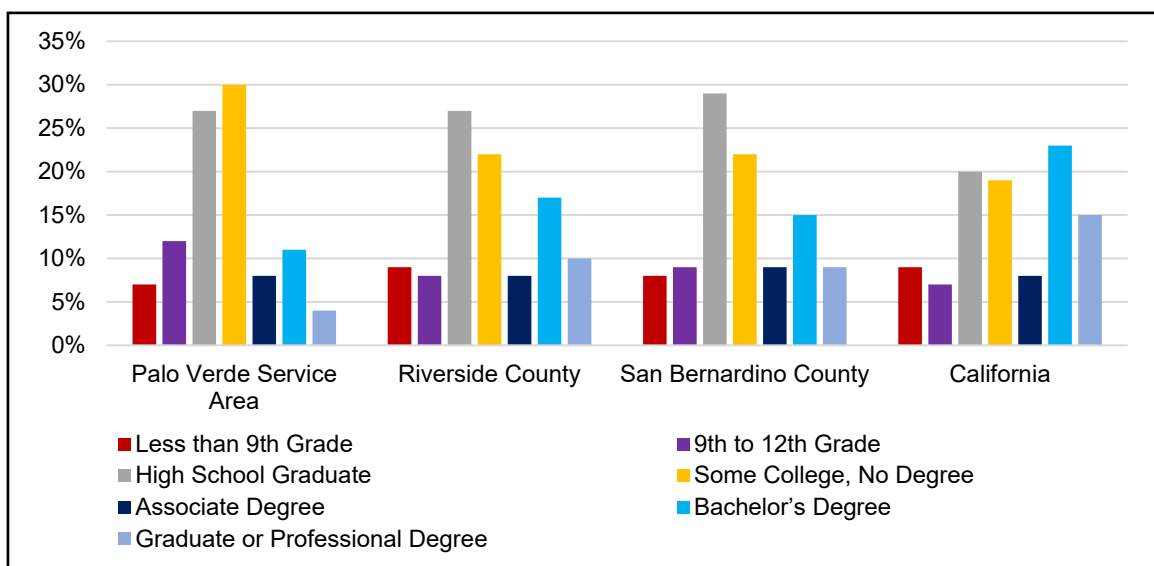
- In 2024, Hispanic/Latino represented 44% (26,39 of 59,397) of the Palo Verde CCD Service Area population, which is higher than the 39% Hispanic/Latino student population served by Palo Verde College in 2023-2024.
- White Non-Hispanic, the second largest ethnic group within the Palo Verde CCD Service Area, accounted for 39% of the service-area population, which was slightly higher than the 37% representation at the College.
- Although only 7% of the students self-identify as “unknown” or “others”, they are a critical missing component to this comparison between who our community is versus who the college is serving.

**Comparison of Educational Attainment  
for Selected Areas (For those 25 Years of Age and Older)  
2023**

	Palo Verde CCD Service Area	Riverside County	San Bernardino County	California
Less than 9 <sup>th</sup> Grade	7%	9%	8%	9%
9 <sup>th</sup> to 12 <sup>th</sup> Grade	12%	8%	9%	7%
High School Graduate	27%	27%	29%	20%
Some College, No Degree	30%	22%	22%	19%
Associate Degree	8%	8%	9%	8%
Bachelor's Degree	11%	17%	15%	23%
Graduate or Professional Degree	4%	10%	9%	15%

Source: 2023 American Community Survey (ACS)

**Comparison of Educational Attainment  
For those 25 Years of Age and Older**



The educational attainment of Palo Verde CCD Service Area residents 25 years of age or older is lower compared to nearby counties of Riverside and San Bernardino and statewide.

- Nearly one-fifth of PVCCD Service Area residents (19%) did not graduate from high school versus 17% for nearby counties and 16% for California.
- More PVC Service Area residents (38%) have some level of college (below bachelor's degree) than residents in Riverside County (30%), San Bernardino County (31%), and California (27%).
- However, not as many PVCCD Service Area residents obtained bachelor's or graduate degrees (15%) compared to nearby counties (26% Riverside and 24% San Bernardino) and California residents overall (38%).

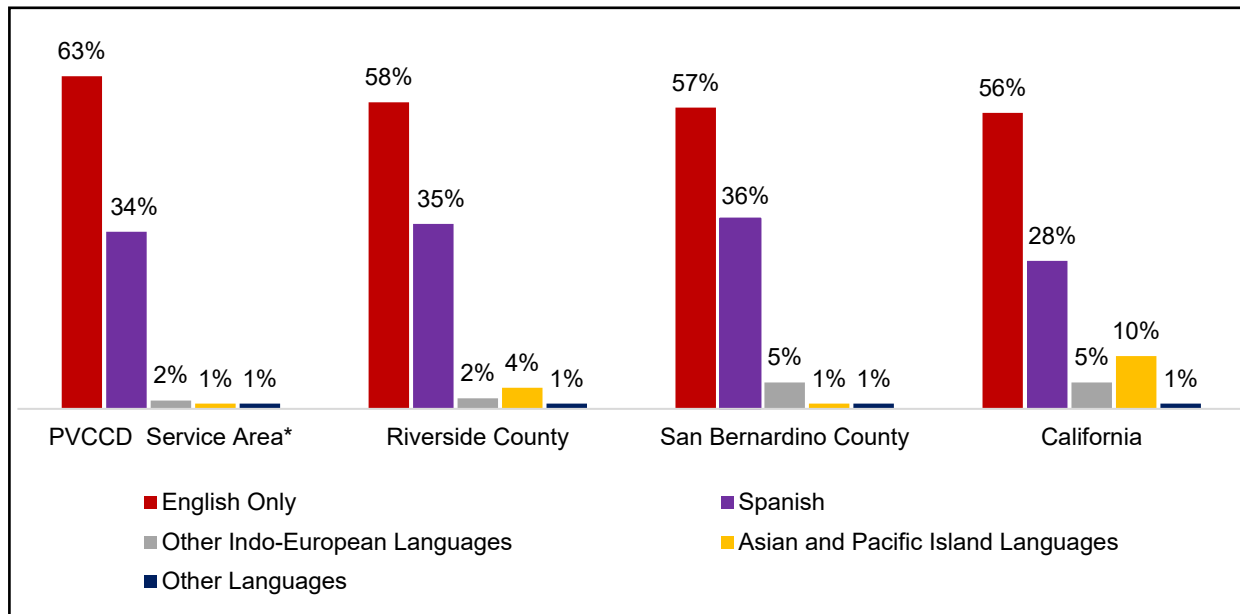


### Language Spoken by Residents Comparison for Selected Areas 2023

	Palo Verde CCD Service Area	Riverside County	San Bernardino County	California
English Only	63%	58%	57%	56%
Spanish	34%	35%	36%	28%
Other Indo-European Languages	2%	2%	5%	5%
Asian and Pacific Island Languages	1%	4%	1%	10%
Other Languages	1%	1%	1%	1%

Source: World Population Review, 2024

### Language Spoken by Residents Comparison for Selected Areas



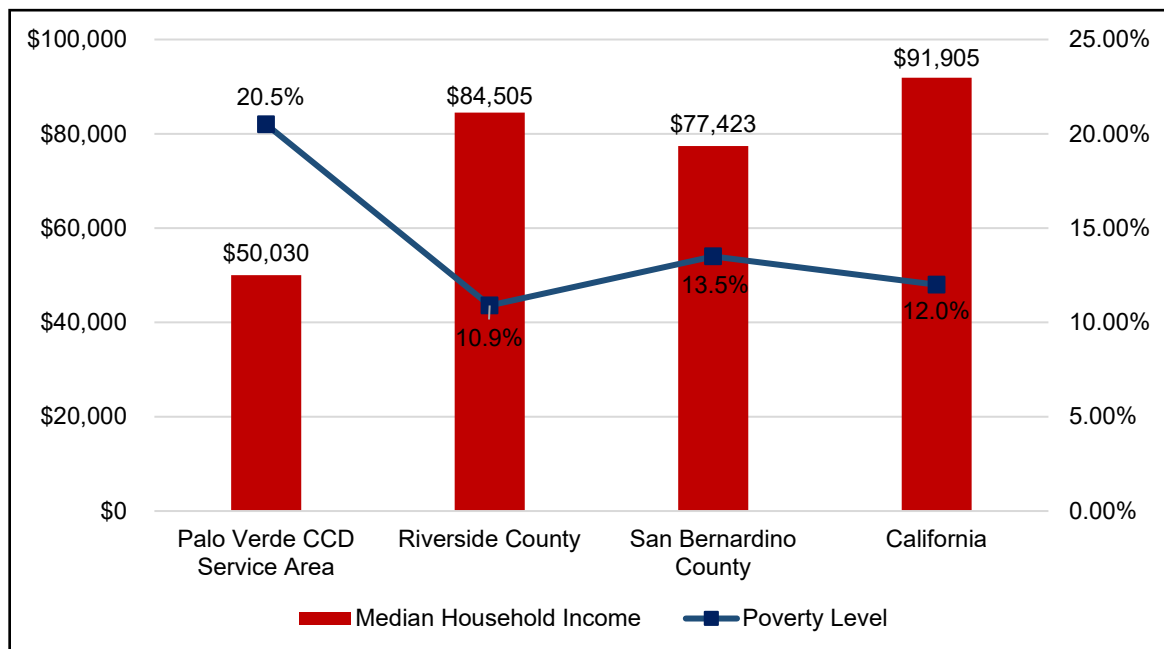
- About 63% of Palo Verde CCD Service Area residents speak English only. This is similar to Riverside County, San Bernardino County, and California overall (56% to 58%).
- About 34% of Palo Verde CCD Service Area residents speak Spanish. This is also similar to nearby counties of Riverside (35%) and San Bernardino (36%). Overall, 28% of California residents speak Spanish.
- About 16% of California residents speak languages other than English and Spanish compared to 4% of PVCCD Service Area and 7% each of Riverside County and San Bernardino County residents.

## Comparison of Family Income, Household Size and Poverty Level for Selected Areas 2023

	Average Household Size	Median Household Income	Poverty Level
Palo Verde CCD Service Area	3.2	\$50,030	20.5%
Riverside County	3.2	\$84,505	10.9%
San Bernardino County	3.2	\$77,423	13.5%
California	2.9	\$91,905	12.0%

Source: 2023 American Community Survey (ACS)

**Median Household Income & Poverty Level for Selected Areas**



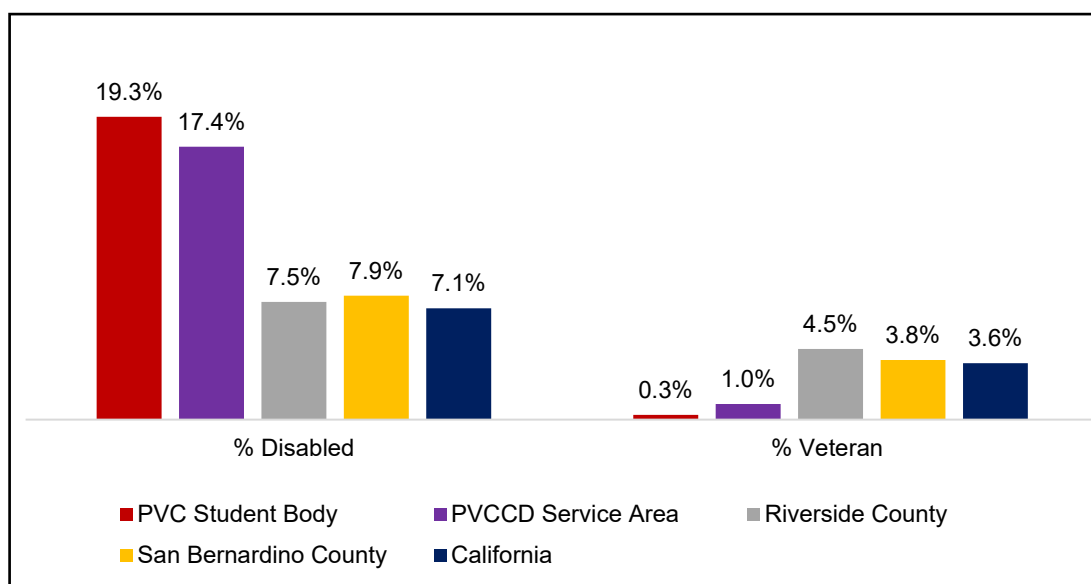
- The average 3.2 persons per household (includes all the people occupying a housing unit) for PVCCD Service Area is the same as Riverside County and San Bernardino County. However, California's average is slightly lower at 2.9.
- Median household income for Palo Verde CCD Service Area (\$50,050) is considerably lower than that of Riverside County (\$84,505), San Bernardino County (\$77,423), and California (\$91,905).
- The poverty level in PVCCD's Service Area (20.5%) corresponds to the low median household income in this area, and is nearly double that of Riverside County (10.9%). San Bernardino County (13.5%) and California overall (12.0%) have slightly higher poverty rates than Riverside County.

### Comparison of Selected Special Populations For Selected Areas 2023

	% Disabled	% Veteran
Palo Verde College Student Body*	19.3%	0.3%
Palo Verde CCD Service Area	17.4%	1.0%
Riverside County	7.5%	4.5%
San Bernardino County	7.9%	3.8%
California	7.1%	3.6%

Source: 2023 American Community Survey (ACS); \*Fall 2023 Veteran and DSPS student data is from California's Community Colleges Chancellor's Office, Special Population Student Counts Summary Report, August 18, 2024.

### Comparison of Selected Special Populations for Selected Areas



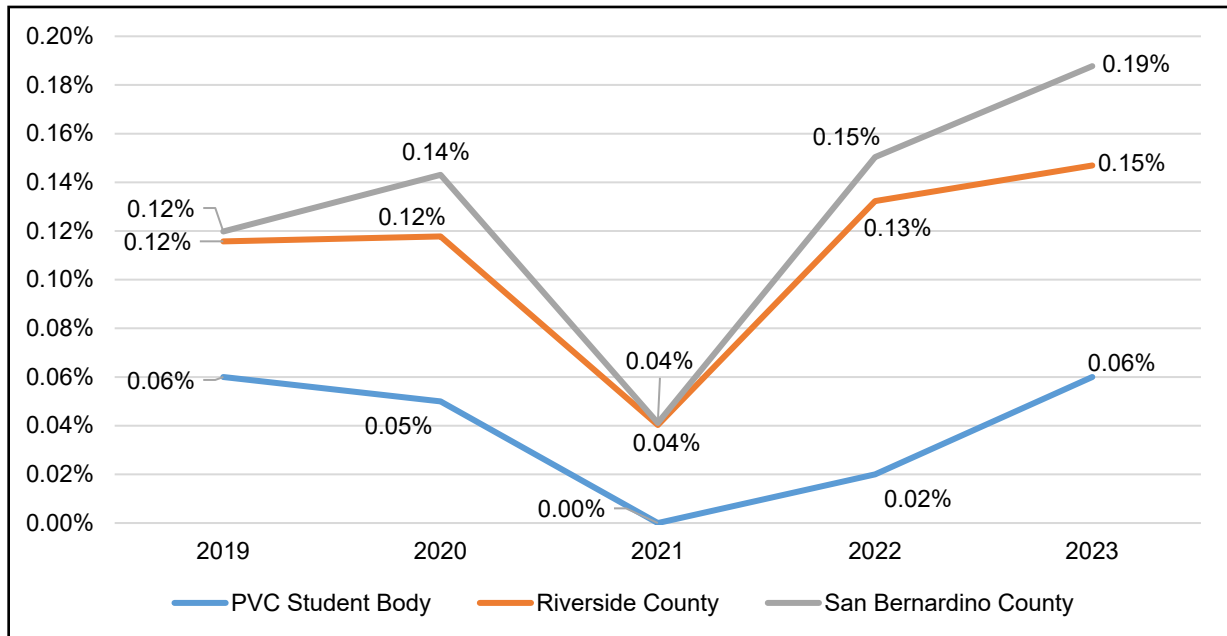
- Palo Verde College students and PVCCD Service Area residents reported more disability (19% and 17%, respectively) than Riverside County, San Bernardino County, and the State (about 7% to 8%).
- On the other hand, the two counties and the State reported that about 4% of their residents were veterans, while less than one percent of Palo Verde College students and PVCCD Service Area residents reported being veterans.

### Percent of Homeless Reported for Selected Areas 2019 to 2023

	2019	2020	2021	2022	2023
Palo Verde College Student Body	0.06%	0.05%	0.0%	0.02%	0.06%
Riverside County	0.12%	0.12%	0.04%	0.13%	0.15%
San Bernardino County	0.12%	0.14%	0.04%	0.15%	0.19%

Source: 2023 American Community Survey (ACS); \*Fall semester homeless data is from California's Community Colleges Chancellor's Office, Special Population Student Counts Summary Report, August 18, 2024.

### Percent of Homeless Reported for Selected Areas



For a variety of reasons, reported data may not represent actual homelessness. For example, it is hard to find homeless people and official city and county annual tally data is usually conducted in January, the seasonal changes in homelessness rates are not reflected in the data. However, since community colleges are charged to ensure equitable access and success for special populations, including the homeless population, Colleges must be diligent in providing support and services to this group without infringing on their privacy.

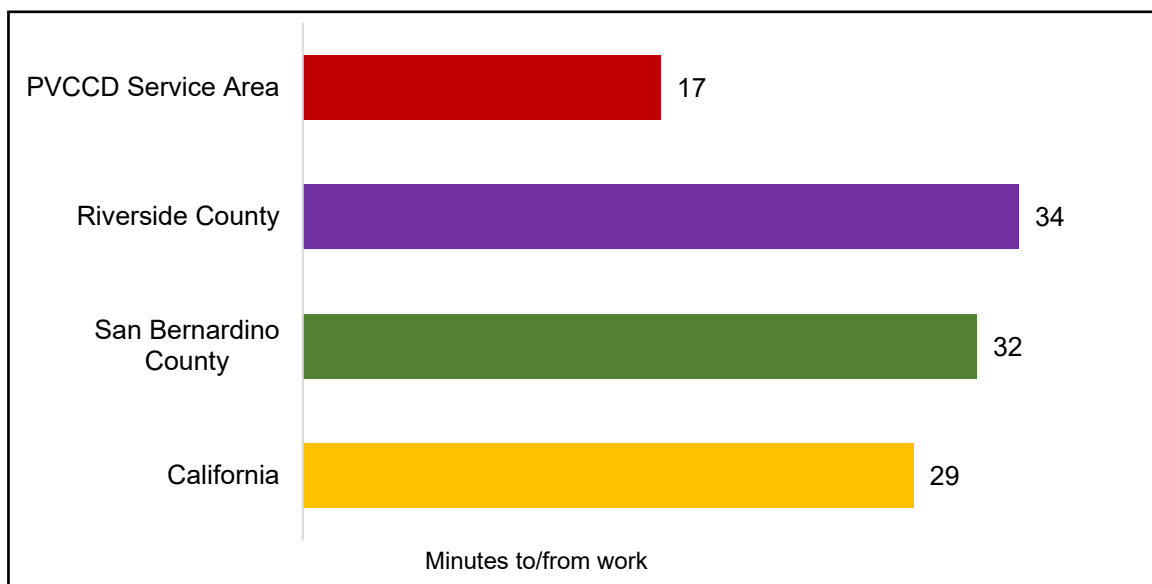
- Very few Palo Verde College students reported being homeless (about 1 percent).
- The counties of Riverside and San Bernardino also reported few homeless individuals for their area (less than 2%).

**Comparison of Average One-Way Commute Time to/from Work Daily  
for Selected Areas (Workers Age 16 years+)  
2023**

	Average Minute Commute Time to/from Work
Palo Verde CCD Service Area	17 minutes
Riverside County	34 minutes
San Bernardino County	32 minutes
California	29 minutes

*Source: US Census Bureau Quickfacts, 2023*

**Comparison of Average One-Way Commute Time to/from Work Daily  
for Selected Areas (Workers Age 16 years+)**



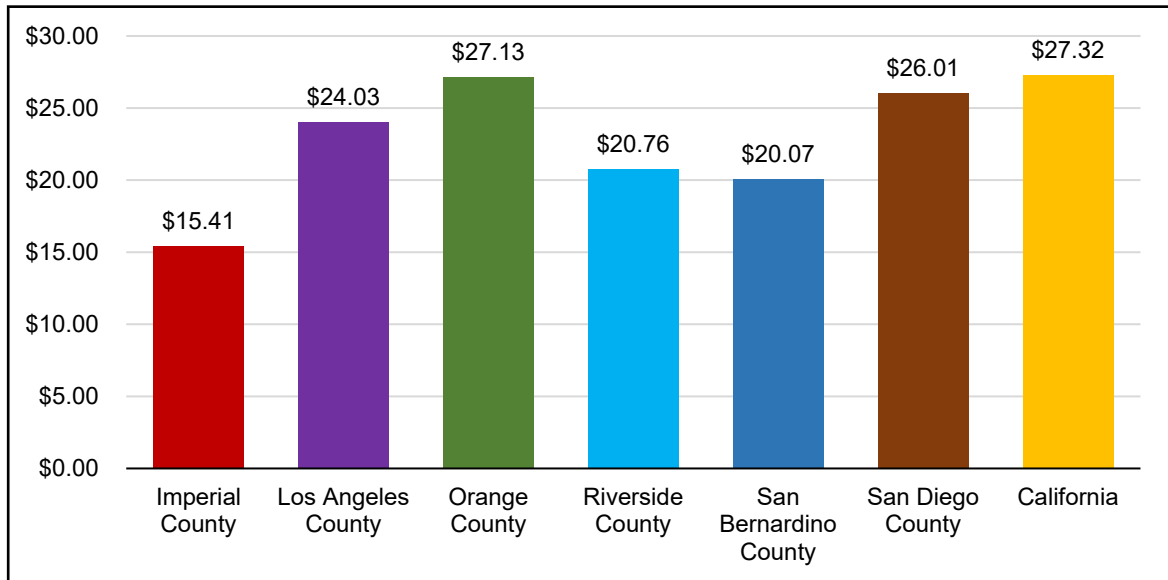
- Employed residents (16 years of age and over) from the Palo Verde CCD Service Area travel time to and from work were much shorter (17 minutes) than that of the typical California resident (29 minutes).
- Riverside County and San Bernardino County residents' commute time was also double (34 and 32 minutes, respectively) that of Palo Verde CCD Service Area's residents.

### Comparison of Living Wage for Selected Counties, for California 2024

Area	Hourly Living Wage
Imperial County	\$15.41
Los Angeles County	\$24.03
Orange County	\$27.13
Riverside County	\$20.76
San Bernardino County	\$20.07
San Diego County	\$26.01
California	\$27.32

Source: California wage data is from the Massachusetts Institute of Technology's Living Wage Calculator. The county data is from The Self-Sufficiency Standard, Center for Women's Welfare, University of Washington.

### Comparison of Living Wage for Selected Counties, for California



The living wage data above is the hourly rate an individual must earn to live comfortably in their region. It is integral to educational planning as it directly impacts individuals' ability to afford education-related expenses. With a sufficient income, individuals can access education without financial barriers, promoting a more educated and skilled workforce. Educational planning that considers the importance of a living wage ensures broader accessibility to education, fostering personal development and contributing to overall community progress.

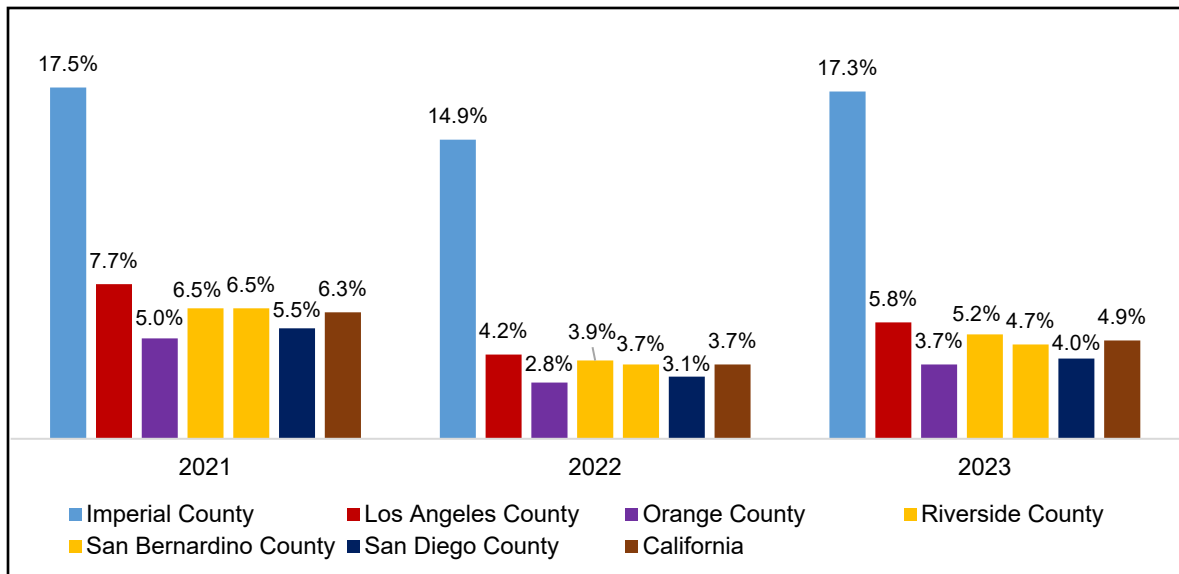
- Riverside County and San Bernardino County, where the two main PVC campuses of Blythe and Needles reside, have average living hourly wage (\$20.76 and \$20.07), for a single individual, among nearby counties and the State of California (\$27.32).
- Orange County has the highest living wage (\$27.13) and Imperial County has the lowest (\$15.41) living hourly wage among the counties reviewed.

### Annual Unemployment Rate for Selected Counties, for California 2021-2023

	2021	2022	2023
Imperial County	17.5%	14.9%	17.3%
Los Angeles County	7.7%	4.2%	5.8%
Orange County	5.0%	2.8%	3.7%
Riverside County	6.5%	3.9%	5.2%
San Bernardino County	6.5%	3.7%	4.7%
San Diego County	5.5%	3.1%	4.0%
California	6.3%	3.7%	4.9%

Source: California Employment Development Department

### Unemployment Rate for Selected Counties, for California



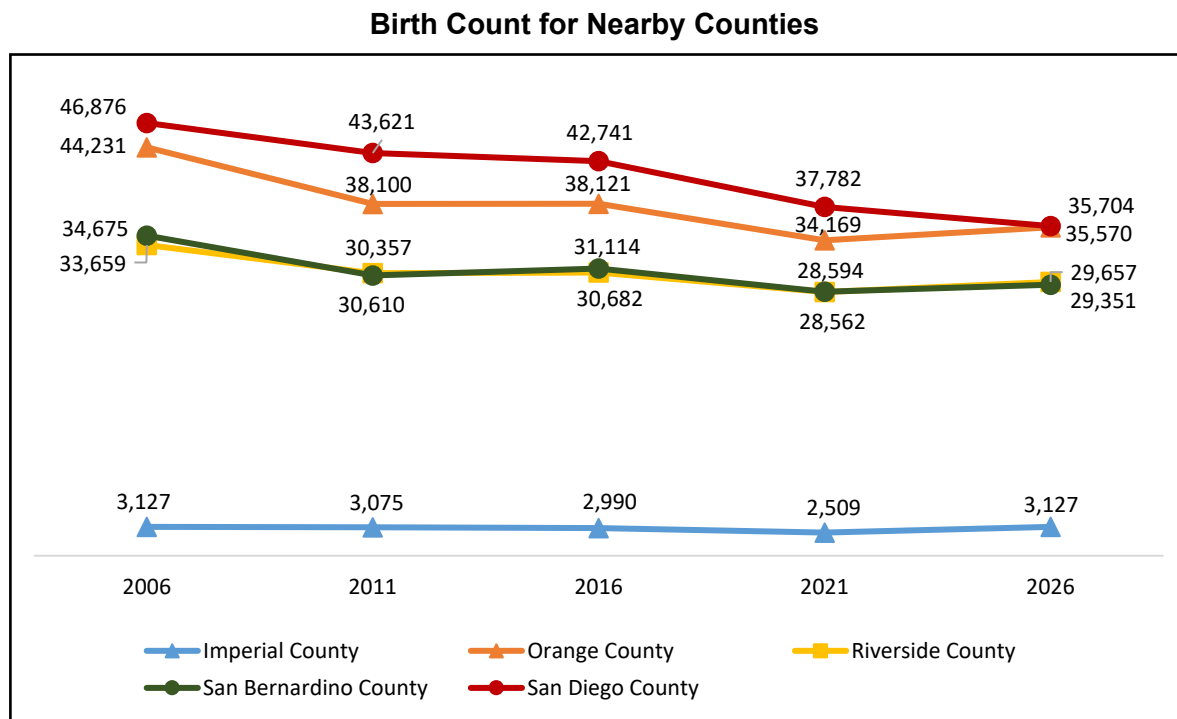
The unemployment rate is a critical metric for planning as it provides a snapshot of the economy's health and influences decision-making at various levels as it directly impacts consumer spending. This data also helps guide educational initiatives to meet the demands of the job market, making it an essential tool for informed planning and strategic decision-making. Colleges can use this information to assess the need for economic interventions for our students.

- Unemployment rates for the last three years for nearby counties fluctuated from 5.0% to 17.5% in 2021, to a low of 2.8% to 14.9% in 2022, and then slightly higher at 3.7% to 17.3%.
- Imperial County unemployment rates are the highest (14.9% to 17.5%) and Orange County rates are the lowest (2.8% to 5.0%).
- For Riverside County and San Bernardino County, where PVCCD campuses are located, the unemployment rates are about the same, with San Bernardino being slightly lower at times. California's unemployment rates mirror those of these two counties.

**Birth Count for Nearby Counties  
2006, 2011, 2016, 2021, and Projected 2026**

	2006	2011	2016	2021	Projected 2026	% Change 2006 to 2026
Imperial County	3,127	3,075	2,990	2,509	3,127	0%
Los Angeles County	151,837	130,312	122,940	102,129	97,679	-35.7%
Orange County	44,231	38,100	38,121	34,169	35,570	-19.6%
Riverside County	33,659	30,610	30,682	28,562	29,657	-11.9%
San Bernardino County	34,675	30,357	31,114	28,594	29,351	-15.4%
San Diego County	46,876	43,621	42,741	37,782	35,704	-23.8%

Source: [California Department of Finance](#)



The birth counts for the five nearby counties have declined for many years and they continue to do so for two of the five counties reviewed above. Those born in 2006 are now 18 and are today's potential college students. Those who were born in 2021 will be college-age in 2034, the time period covered by this Comprehensive Educational Plan.

- Riverside County and San Bernardino County birth counts have dropped for many years but projected to have slight increases by 2026.
- Orange County is projected to also see a slight increase in 2026.
- However, it is projected that Los Angeles County and San Diego County declining birth rates will continue past 2026.



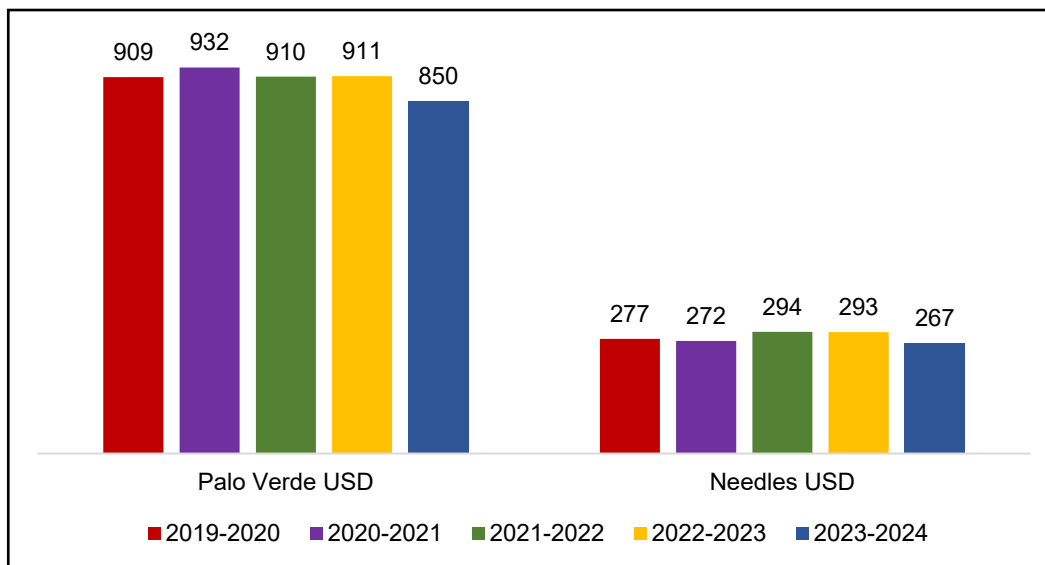
## Unified School District Enrollment, Demographics and Characteristics

### Palo Verde College High School Enrollment by Feeder Unified School District 2019-2020 through 2023-2024

Academic Year	Palo Verde USD	Needles USD
2019-2020	909	277
2020-2021	932	272
2021-2022	910	294
2022-2023	911	293
2023-2024	850	267

Source: California Department of Education, Data Quest Enrollment Report  
Note: Palo Verde USD high school enrollment data includes Palo Verde High School and Twin Palms Continuation High School

### Palo Verde College High School Enrollment by Local Feeder Unified School District



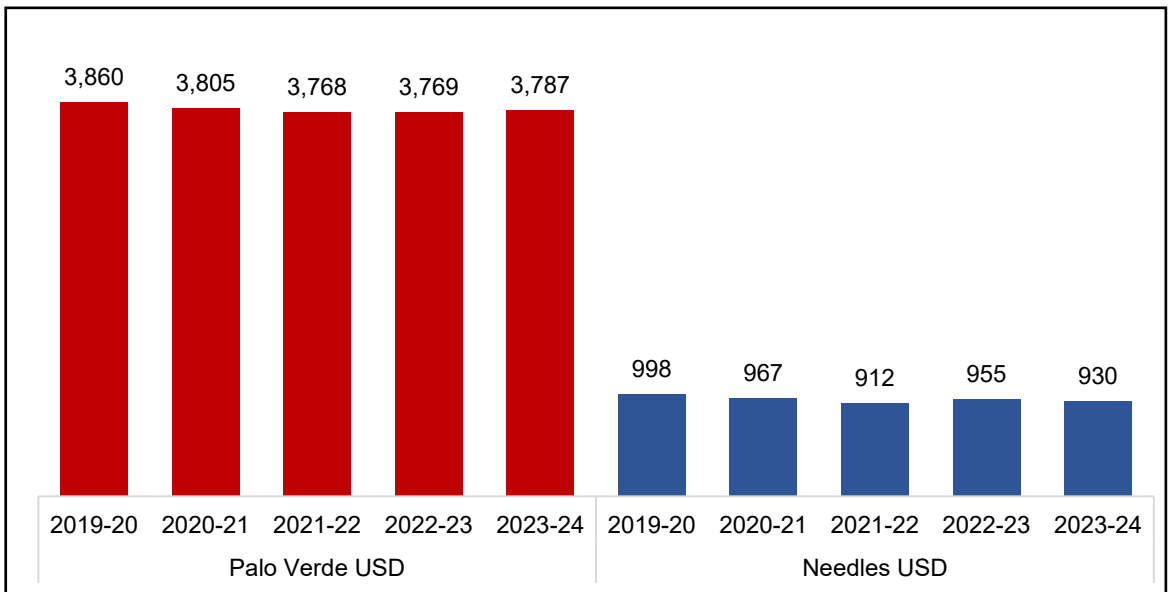
- High school enrollment for Palo Verde Unified School District shows a relatively stable trend, with slight fluctuations over the years, peaking at 932 students in 2020-2021 and dropping to 850 students in 2023-2024.
- Needles Unified School District high school enrollment exhibits a consistent decline in enrollment, dropping from 277 students in 2019-2020 to 267 students in 2023-2024, indicating a downward trend over the five-year period.

**Palo Verde College**  
**TK-12 Enrollment\* by Feeder Unified School District**  
**2019-2020 through 2023-2024**

	Academic Year	Grade TK & K	Grades 1-5	Grades 6-8	Grades 9-12	Total
<b>Palo Verde USD</b>	2019-2020	357	1440	959	1104	3,860
	2020-2021	303	1494	869	1139	3,805
	2021-2022	353	1483	831	1101	3,768
	2022-2023	376	1495	854	1044	3,769
	2023-2024	409	1510	880	988	3,787
<b>Needles USD</b>	2019-2020	83	340	263	312	998
	2020-2021	66	335	243	323	967
	2021-2022	64	315	204	329	912
	2022-2023	74	337	217	327	955
	2023-2024	73	342	226	289	930

*Source: California Department of Education, Data Quest Enrollment Report*  
*Note: \*Enrollment includes 7 schools, including Scale Leadership Academy - East*

**Palo Verde College**  
**TK-12 Enrollment by Feeder Unified School District**



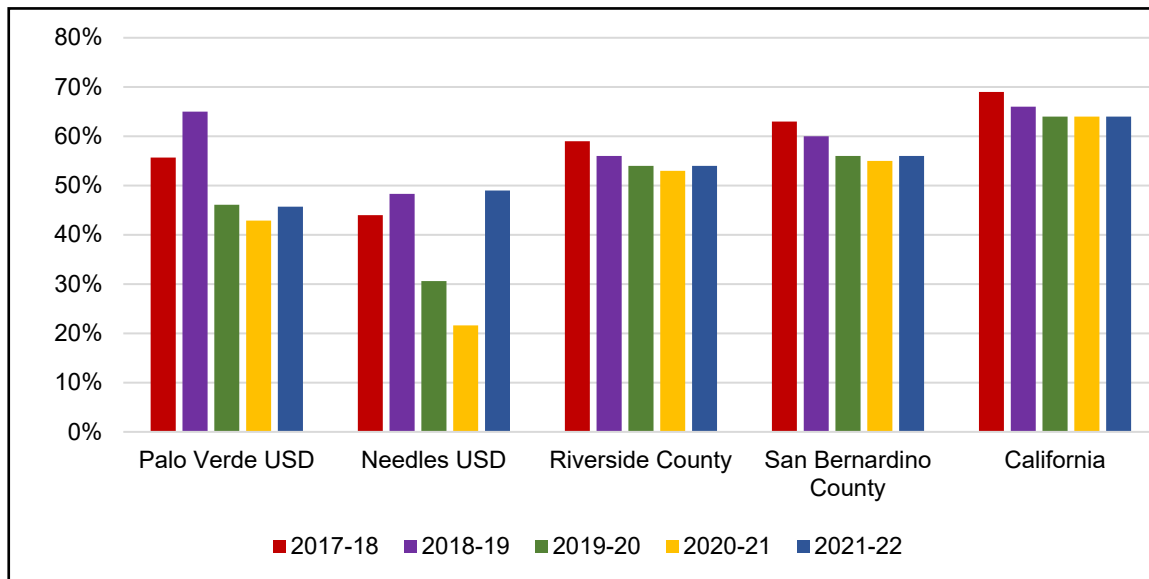
- Total enrollment for Palo Verde USD shows slight recovery after a three-year decline, with growth in TK & K enrollment (from 357 in 2019-2020 to 409 in 2023-2024) and stable numbers in Grades 1-5 (1,440 to 1,510 within the same five years). Grades 6-8 experienced a drop but are beginning to stabilize, while Grades 9-12 faced an 11% decline over the five-year period.
- The Needles Unified School District's overall enrollment dropped by 7% (from 998 in 2019-2020 to 930 in 2023-2024), with losses in early education (from 83 to 73) and middle school grades (from 263 to 226). The district also struggled to attract and/or retain students, particularly in Grades 6-8 and Grades 9-12.

**Palo Verde College**  
**College-Going Rate for Feeder Unified School Districts, Nearby County & California**  
**2017-2018 through 2021-2022**

	Palo Verde USD	Needles USD	Riverside County	San Bernardino County	California
2017-2018	56%	44%	59%	63%	69%
2018-2019	65%	48%	56%	60%	66%
2019-2020	46%	31%	54%	56%	64%
2020-2021	43%	22%	53%	55%	64%
2021-2022	46%	49%	54%	56%	64%

Source: California Department of Education, Data Quest Enrollment Report

**Palo Verde College**  
**College-Going Rate for Feeder Unified School Districts, Nearby County & California**



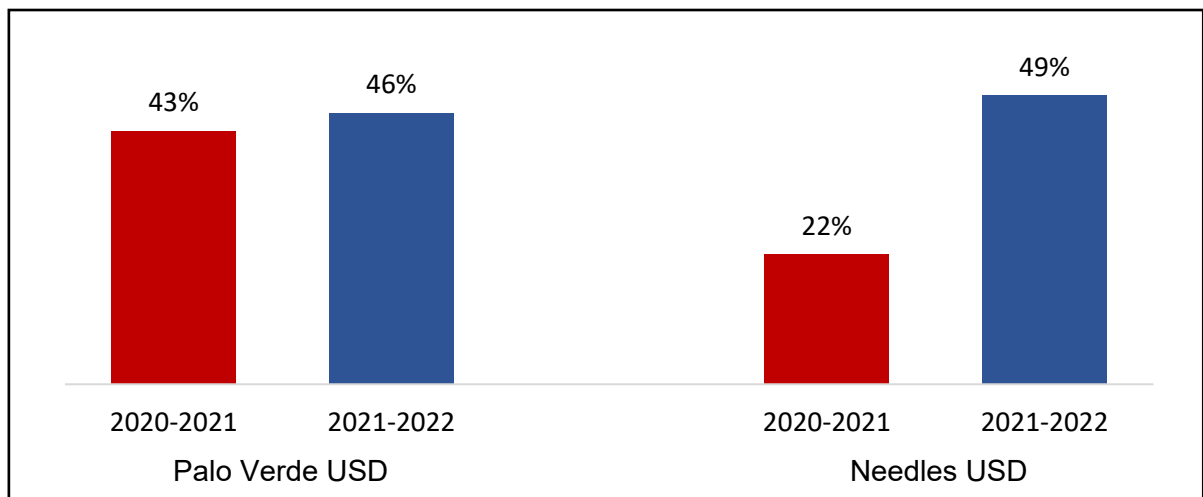
- Palo Verde USD experienced fluctuations in its student attending college rate, peaking at 65% in 2018-2019 but dropping to a low of 43% in 2020-2021, then stabilizing at 46% in 2021-2022.
- Needles USD saw an overall increase, starting at 44% in 2017-2018, reaching a low of 22% in 2020-2021, and then rebounding to 49% in 2021-2022.
- Riverside County's college-going rate was stable with minor fluctuations, maintaining around 53%-59% throughout the years, with a slight decline in 2021-2022 to 54%.
- San Bernardino County showed slight stability, hovering around 55% to 63%, while California's college-going rate decrease from 69% to 64% and remained relatively consistent for the last three years.

**Palo Verde College**  
**College-Going Rate for Feeder Unified School Districts to College Destination**  
**2020-2021 through 2021-2022**

Graduation Year	HS Completers	Completers Enrolled in College	College-Going Rate	Enrolled UC	Enrolled CSU	Enrolled CCC	Enrolled Private Colleges	Out-of-State Colleges
Palo Verde Unified								
2020-2021	219	94	43%	8 (9%)	3 (3%)	61 (65%)	3 (3%)	19 (20%)
2021-2022	210	96	46%	4 (4%)	5 (5%)	75 (78%)	1 (1%)	11 (11%)
Needles USD								
2020-2021	51	11	22%	1 (9%)	1 (9%)	3 (27%)	1 (9%)	5 (45%)
2021-2022	68	33	49%	1 (3%)	2 (6%)	12 (36%)	1 (3%)	17 (52%)

Source: California Department of Education, Data Quest Enrollment Report

**Palo Verde College**  
**College-Going Rate for Feeder Unified School Districts**



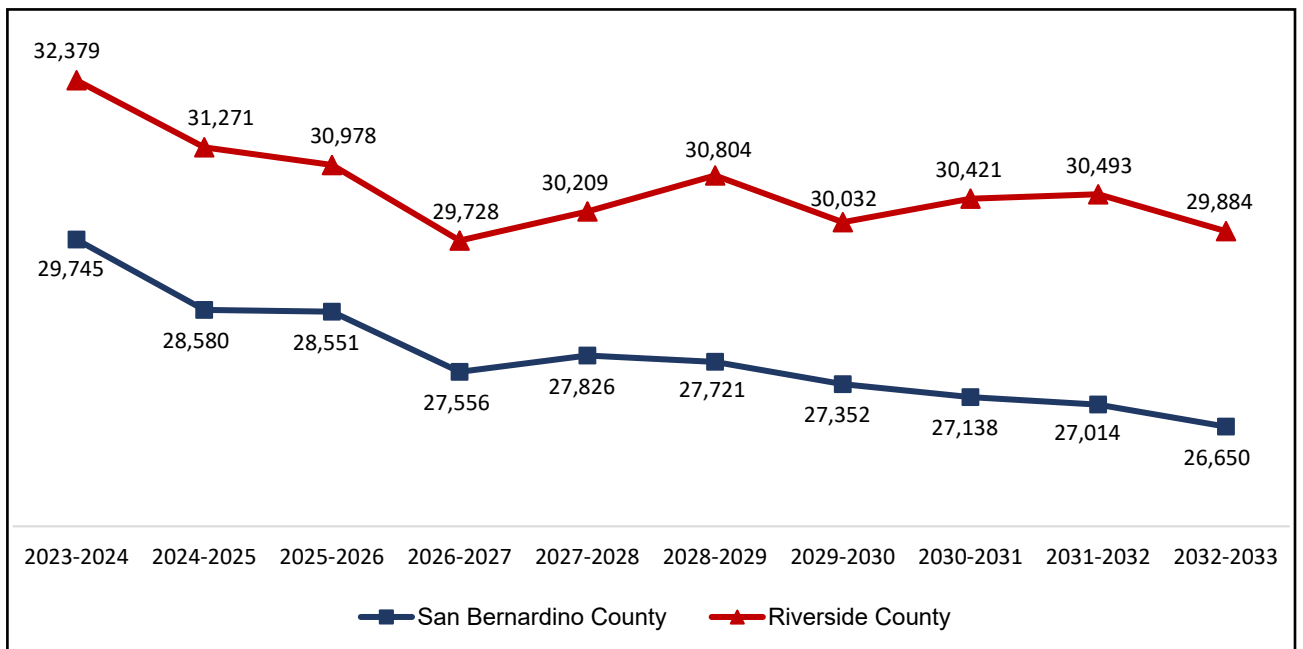
- Palo Verde Unified School District saw an increase in the college-going rate from 43% in 2020-2021 to 46% in 2021-2022, along with a rise in California community college enrollment.
- Needles Unified School District experienced a significant increase in the college-going rate from 22% to 49%, indicating improved post-graduation outcomes for students.
- Both districts demonstrated growth in community college enrollment, with Palo Verde USD showing a notable increase in the percentage of students attending CCC (from 65% to 78%) and Needles USD also increasing CCC enrollment from 27% to 36%.
- Out-of-state colleges and universities were also popular destinations for many of Palo Verde USD (11% to 20%) and Needles USD (45% to 52%) graduates.

**Riverside County and San Bernardino County  
High School Graduation Projection  
2023-2024 through 2032-2033**

County	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Riverside	32,379	31,271	30,978	29,728	30,209	30,804	30,032	30,421	30,493	29,884
San Bernardino	29,745	28,580	28,551	27,556	27,826	27,721	27,352	27,138	27,014	26,650

Source: California Department of Finance, Demographic Research Unit

**Riverside County and San Bernardino County  
High School Graduation Projection**



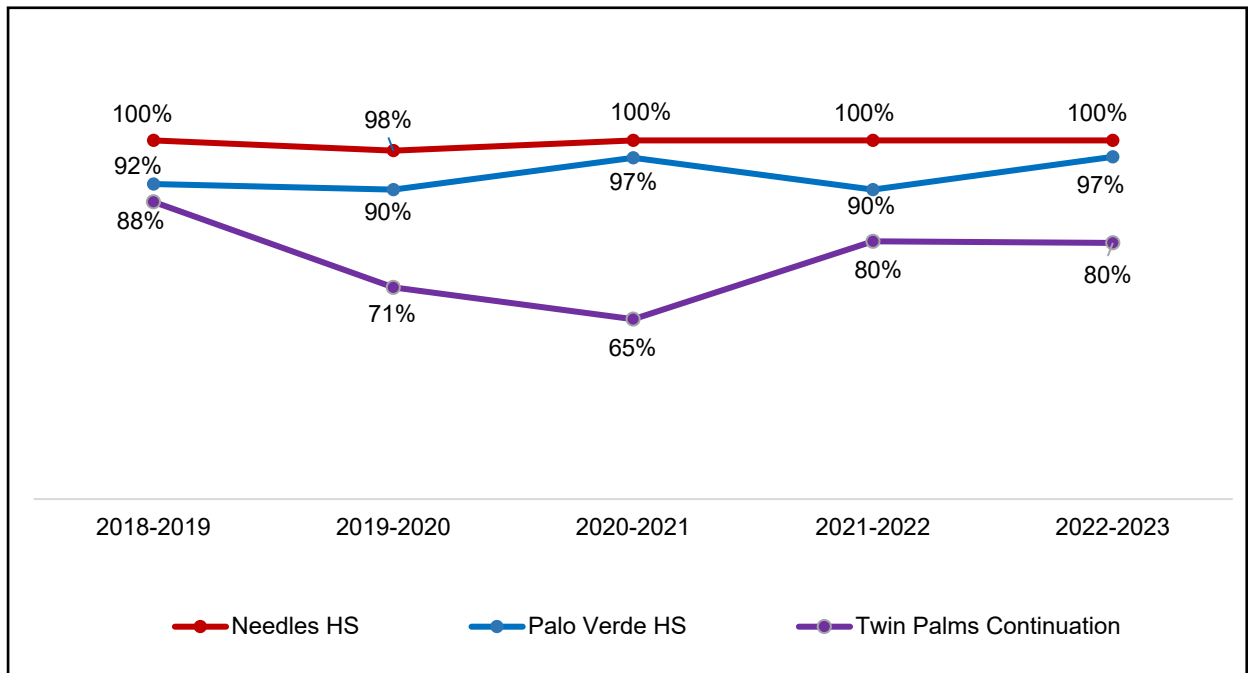
- It is projected that Riverside County's high school graduation will have an 8% drop over the next 10 years. The county starts with a peak of 32,379 graduates in 2023-2024, but projected a gradual decline each year, with a small rebound in 2027-2028 before continuing to decrease again. By 2032-33, the number of graduates is projected to drop to 29,884, indicating a loss of nearly 2,500 graduates over the decade.
- In contrast, San Bernardino County exhibits a slightly more consistent and steady decline of high school graduates, starting at 29,745 graduates in 2023-2024 and dropping to 26,650 by 2032-2033 for a 10% drop.

**Palo Verde College  
Graduate Rates for Local High Schools  
2018-2019 through 2022-2023**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Needles High School	100%	98%	100%	100%	100%
Palo Verde High School	92%	90%	97%	90%	97%
Twin Palms Continuation	88%	71%	65%	80%	80%
<b>Total</b>	<b>92%</b>	<b>87%</b>	<b>90%</b>	<b>90%</b>	<b>94%</b>

Source: California Department of Education, Data Quest Enrollment Report

**Palo Verde College  
Graduate Rates for Local High Schools**



- Needles High School maintained a perfect graduation rate of 100% across all five years, demonstrating consistent success in graduating students.
- Palo Verde High School's graduation rate fluctuated slightly, starting at 92% in 2018-2019, dropping to 90% in 2019-2020, then peaking at 97% in 2020-2021, and stabilizing at 97% in 2022-2023.
- Twin Palms Continuation High School showed a decline from an 88% graduation rate in 2018-2019 to a low of 65% in 2020-2021, with recovery to 80% in the last two years, indicating ongoing challenges but some improvement.
- The total graduation rate for three high schools within Palo Verde College improved from 92% in 2018-2019 to 94% in 2022-2023.

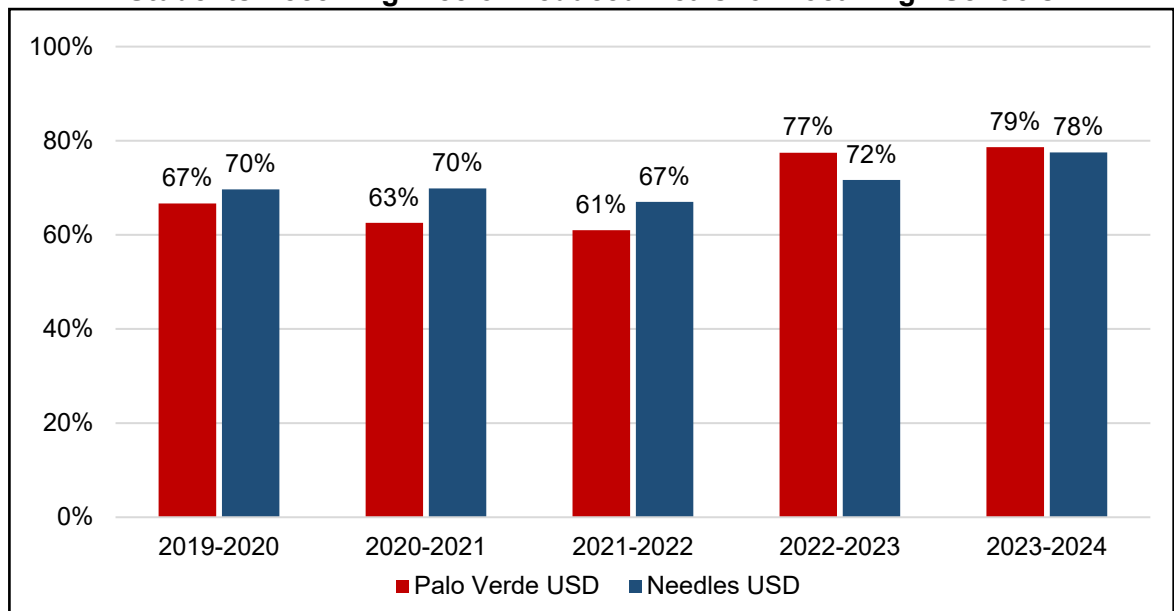
**Palo Verde College**  
**Students Receiving Free or Reduced Meals for Local High Schools**  
**2018-2019 through 2022-2023**

	Palo Verde USD			Needles USD		
	HS Students Receiving Free or Reduced Meals	HS Enrollment Used for Meals	% of HS Students Receiving Free or Reduced Meals	HS Students Receiving Free or Reduced Meals	HS Enrollment Used for Meals	% of HS Students Receiving Free or Reduced Meals
2019-2020	606	909	67%	193	277	70%
2020-2021	583	932	63%	190	272	70%
2021-2022	555	910	61%	197	294	67%
2022-2023	708	914	77%	210	293	72%
2023-2024	670	852	79%	207	267	78%

Source: California Department of Education, Data Quest Enrollment Report

Note: Palo Verde USD high school enrollment data includes Palo Verde High School and Twin Palms Continuation High School

**Palo Verde College**  
**Students Receiving Free or Reduced Meals for Local High Schools**



- Both high schools showed an upward trend in the percentage of students receiving free or reduced meals, with Palo Verde USD rising from 67% in 2019-2020 to 79% in 2023-2024, and Needles USD maintaining around 70% to 78% during the same period.
- Despite fluctuations in enrollment, the number of students receiving free or reduced meals increased in both districts, with Palo Verde USD experiencing a notable spike to 708 students in 2022-2023.
- Needles USD has maintained a relatively stable percentage of high school students receiving free or reduced meals, hovering around the 70% mark, with a slight decline in the number of enrolled students.

## Labor Market & Workforce Trend

### “Blythe Economic Region”

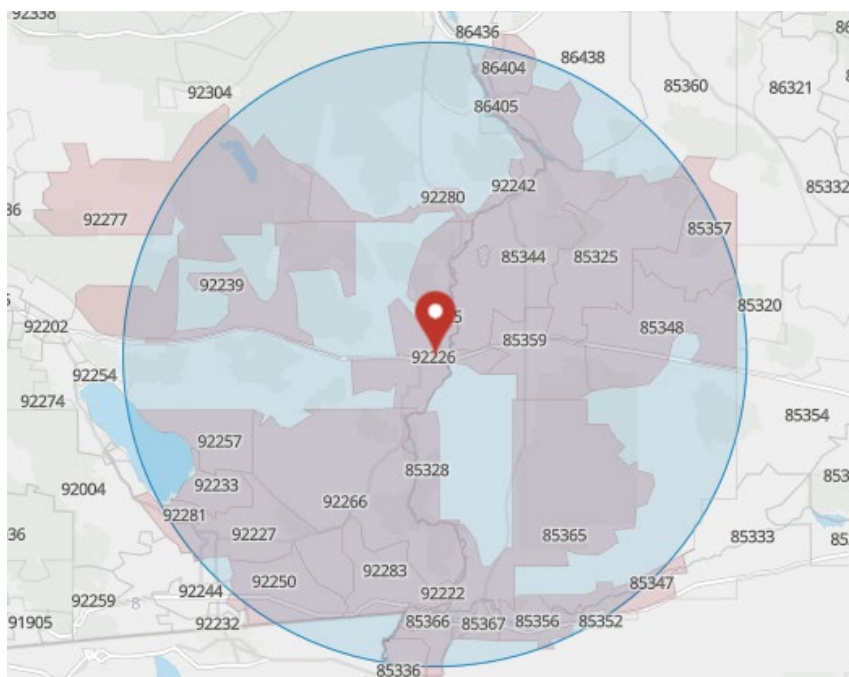
This portion of the external environmental scan will provide Palo Verde College with insights into labor market and workforce trends for the next 10 years, based on data from 36 zip codes and 28 cities within a 75-mile radius for the City of Blythe, for purpose of this report, it is labeled as the “Blythe Economic Region”.

Understanding labor market data is important for PVC because it helps the college create programs and courses (transferable, vocational and even continuing education) that match the current and future job demands. This way, graduates will have the skills they need and will be better prepared for jobs in the local area.

By reviewing these trends, PVC can build partnerships with local businesses, allowing students to gain practical experience and ensuring that what they learn in class meets industry needs. Additionally, using data to make decisions about hiring teachers, managing facilities, and investing in technology will help the college use its resources effectively to meet new workforce demands. Identifying skill shortages in the labor market will also help PVC develop targeted programs that improve students' chances of getting jobs.

The data in this section will only focus on occupations where an individual can “afford” to live in the area. As of 2024, the University of Washington's "Self-Sufficiency Standard" indicates that the recommended hourly wage for affordable living in Riverside County, California, varies based on family size and specific expenses. Generally, for a single adult, the wage could be approximately \$20 to \$25 per hour, while for a family with children, it may be significantly higher—potentially in the \$30 to \$40 range or more. This range accounts for housing, food, healthcare, transportation, and other essential costs.

### “Blythe Economic Region”





**“Blythe Economic Region”  
Top 35 Industries  
2024 through 2034**

Industry	2024 Jobs	2034 Jobs	2024 - 2034 Change	2024 - 2034 % Change	Avg. Earnings Per Job
Local Government	10,947	11,917	971	9%	\$83,392
Elementary & Secondary Schools	7,984	9,021	1,037	13%	\$83,084
Federal Government, Military	7,969	7,685	(284)	(4%)	\$63,950
Federal Government	4,835	5,003	168	3%	\$146,410
Crop Production	5,287	4,609	(678)	(13%)	\$64,736
Limited-Service Restaurants	4,654	4,575	(79)	(2%)	\$28,261
General Medical and Surgical Hospitals	4,027	4,506	479	12%	\$106,698
Full-Service Restaurants	4,114	4,342	228	6%	\$31,533
State Government	3,790	4,313	523	14%	\$86,753
Warehouse Clubs and Supercenters	3,239	4,057	818	25%	\$40,100
Farm Labor Contractors and Crew Leaders	5,143	4,053	1,090)	(21%)	\$42,902
Servs for Elderly & Persons with Disabilities	2,375	3,226	851	36%	\$25,422
Postharvest Crop Activities	2,593	2,751	158	6%	\$61,421
Offices of Physicians	2,075	2,318	244	12%	\$93,457
Property & Casualty Insurance Carriers	1,526	2,288	761	50%	\$92,129
Hotels and Motels	2,049	2,099	50	2%	\$36,678
Supermarkets & Grocery	2,239	1,980	(260)	(12%)	\$40,703
Facilities Support Services	1,356	1,801	444	33%	\$74,092
Plumbing & HVAC Contractors	1,336	1,478	142	11%	\$62,947
Hospitals	1,423	1,414	(9)	(1%)	\$90,577
Other Gasoline Stations	1,023	1,348	325	32%	\$57,982
General Automotive Repair	1,007	1,232	225	22%	\$62,130
Testing Laboratories	998	1,194	196	20%	\$79,497
Electrical & Wiring Installation Contractors	938	1,147	210	22%	\$71,245
New Car Dealers	1,012	1,129	117	12%	\$81,750
Gen. Freight Trucking, Long-Dist. Truckload	841	1,124	283	34%	\$62,370
Landscaping Services	1,091	1,117	26	2%	\$33,998
Snack and Nonalcoholic Beverage Bars	775	1,020	244	32%	\$29,132
Janitorial Services	931	994	63	7%	\$29,676
Animal Production	1,025	985	(40)	(4%)	\$66,221
Home Health Care Services	775	974	198	26%	\$44,740
Gasoline Stations & Convenience Stores	1,015	960	(55)	(5%)	\$35,043
Residential Remodelers	787	959	172	22%	\$54,223
Religious Organizations	803	914	111	14%	\$25,117
Offices of Dentists	727	912	185	25%	\$72,677

Source: Lightcast, Analyst, 2024

- The chart above shows the top 35 industries for the “Blythe Economic Region” during the next ten years. Although various levels of government project nearly 30,000 jobs by 2033, the highest growth will occur in the areas of "Direct Property and Casualty Insurance Carriers" and "Services for the Elderly and Persons with Disabilities," with about 750 jobs each.
- "Farm Labor Contractors and Crew Leaders," "Crop Production," and "Supermarkets & Grocery" are expected to experience the largest job losses in the upcoming years.

**“Blythe Economic Region”**  
**Top 30 Occupations with Affordable Median Hourly Earnings**  
**2024 through 2034**

Occupation	2024 Jobs	2034 Jobs	2024 - 2034 % Change	Median Hourly Earnings	Typical Entry Level Education
Heavy and Tractor-Trailer Truck Drivers	2,885	3,461	20%	\$23.82	Certificate
General and Operations Managers	3,057	3,348	10%	\$37.48	BA/BS Degree
Registered Nurses	2,461	2,736	11%	\$43.13	BA/BS Degree
Correctional Officers and Jailers	1,875	1,924	3%	\$27.00	HS diploma/GED
Elementary School Teachers	1,418	1,625	15%	\$31.21	BA/BS Degree
Automotive Serv Tech & Mechanics	1,276	1,465	15%	\$20.31	Certificate
Bookkeeping, Accting, & Auditing Clerks	1,215	1,238	2%	\$21.36	Some college
First-Line Supervisors of Office and Administrative Support Workers	1,157	1,189	3%	\$26.56	HS diploma/GED
First-Line Super. of Retail Sales Workers	1,084	1,168	8%	\$20.19	HS diploma/GED
Managers, All Other	1,058	1,157	9%	\$51.67	BA/BS Degree
Secondary School Teachers	952	1,098	15%	\$29.80	BA/BS Degree
Carpenters	954	1,039	9%	\$21.33	HS diploma/GED
Police and Sheriff's Patrol Officers	919	1,025	11%	\$34.26	HS diploma/GED
Compliance Officers	918	980	7%	\$36.07	BA/BS Degree
Detectives and Criminal Investigators	888	929	5%	\$44.46	HS diploma/GED
Accountants and Auditors	820	917	12%	\$33.01	BA/BS Degree
Light Truck Drivers	729	865	19%	\$20.22	HS diploma/GED
Business Operations Specialists	743	843	13%	\$36.00	BA/BS Degree
Sales Representatives, Wholesale/Mfg	755	835	11%	\$28.95	HS diploma/GED
Electricians	651	801	23%	\$28.76	HS diploma/GED
First-Line Supervisors of Mechanics, Installers, and Repairers	673	753	12%	\$33.41	HS diploma/GED
First-Line Supervisors of Construction Trades and Extraction Workers	626	695	11%	\$31.81	HS diploma/GED
Claims Adjusters, Examiners, and Investigators	581	694	19%	\$33.58	HS diploma/GED
Human Resources Specialists	621	679	9%	\$30.87	BA/BS Degree
Inspectors, Testers, Sorters, Samplers, and Weighers	604	666	10%	\$22.81	HS diploma/GED
Firefighters	588	652	11%	\$23.81	Certificate
Real Estate Sales Agents	541	610	13%	\$26.03	HS diploma/GED
Postsecondary Teachers	555	601	8%	\$42.72	Graduate Degree
Management Analysts	492	594	21%	\$38.41	BA/BS Degree
Sales Representatives of Services	494	570	15%	\$25.86	HS diploma/GED

Source: Lightcast, Analyst, 2024

- The highest number of jobs in the “Blythe Economic Region” over the next ten years will be for heavy & tractor-trailer truck drivers with nearly 3,500 jobs, which require a certificate to be competitive. General and operational managers (3,300+ jobs) and registered nurses (2,700+ jobs), both of which require bachelor’s degrees, are also expected to have a high number of jobs in the coming years.
- Although electricians, light truck drivers, and claims adjusters do not have as many jobs as the heavy and tractor-trailer truck drivers, they are projected to experience similar growth of about 20 percent over the next decade.

**“Blythe Economic Region”**  
**Top 30 Occupations Requiring Some College and/or AA/AS Degree**  
**with Affordable Median Hourly Earnings**  
**2024 through 2034**

Occupation	2024 Jobs	2034 Jobs	2024 - 2034 % Change	Median Hourly Earnings
Heavy & Tractor-Trailer Truck Drivers	2,885	3,461	20%	\$23.82
Automotive Serv Tech and Mechanics	1,276	1,465	15%	\$20.31
Bookkeeping, Accting, Auditing Clerks	1,215	1,238	2%	\$21.36
Firefighters	588	652	11%	\$23.81
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	492	557	13%	\$23.77
Practical and Vocational Nurses	397	437	10%	\$31.70
Computer User Support Specialists	366	416	14%	\$25.52
Aircraft Mechanics & Service Tech	384	398	4%	\$33.03
Dental Assistants	285	352	23%	\$21.77
Radiologic Technologists & Tech	199	217	9%	\$35.15
Paralegals and Legal Assistants	196	211	8%	\$27.59
Telecommunications Equipment Installers and Repairers	163	207	27%	\$30.77
Dental Hygienists	144	184	28%	\$46.07
Medical Records Specialists	164	179	9%	\$23.66
Massage Therapists	144	169	18%	\$23.61
First-Line Supervisors of Firefighting and Prevention Workers	144	161	12%	\$37.61
Respiratory Therapists	139	156	12%	\$32.76
Paramedics	149	155	4%	\$26.73
Health Technologists and Technicians	119	132	11%	\$21.85
Engineering Technologists and Technicians	115	127	11%	\$37.64
Physical Therapist Assistants	101	120	19%	\$28.44
Electrical and Electronic Engineering Technologists and Technicians	102	115	13%	\$37.17
Forest and Conservation Technicians	105	105	0%	\$25.27
Civil Engineering Technologists & Tech	97	105	8%	\$31.04
Computer Network Support Specialists	83	97	17%	\$30.15
Phlebotomists	88	93	6%	\$21.19
Human Resources Assistants	91	92	1%	\$23.03
Electrical and Electronics Repairers, Commercial and Industrial Equipment	86	88	2%	\$33.87
Audio and Video Technicians	88	87	0%	\$25.34

Source: Lightcast, Analyst, 2024

- The top 30 occupations with affordable living earnings that require a certificate and/or an AA/AS degree in the “Blythe Economic Region” over the next ten years are diverse, ranging from heavy and trailer-tractor truck drivers to medical radiologic technologists/technicians to civil engineering technologists/technicians to audio and video technicians.
- Occupations in transportation and logistics, healthcare and technology are projected to experience more than 20% growth, even if some do not have as many jobs.

**“Blythe Economic Region”**  
**Highest Growth Occupations with Bachelor’s Degree or Higher**  
**with Affordable Median Hourly Earnings**  
**2024 through 2034**

Occupation	2024 Jobs	2034 Jobs	2024 - 2034 % Change	Median Hrlly Earnings
General and Operations Managers	3,057	3,348	10%	\$37.48
Registered Nurses	2,461	2,736	11%	\$43.13
Elementary School Teachers	1,418	1,625	15%	\$31.21
Managers, All Other	1,058	1,157	9%	\$51.67
Secondary School Teachers	952	1,098	15%	\$29.80
Compliance Officers	918	980	7%	\$36.07
Accountants and Auditors	820	917	12%	\$33.01
Business Operations Specialists	743	843	13%	\$36.00
Human Resources Specialists	621	679	9%	\$30.87
Postsecondary Teachers	555	601	8%	\$42.72
Management Analysts	492	594	21%	\$38.41
Middle School Teachers	485	562	16%	\$28.06
Medical and Health Services Managers	440	555	26%	\$52.28
Project Management Specialists	420	494	18%	\$40.02
Software Developers	317	483	52%	\$49.69
Construction Managers	408	466	14%	\$38.54
Child, Family & School Social Workers	394	462	17%	\$23.84
Financial Managers	348	444	28%	\$55.15
Substance Abuse, Behavioral Disorder, & Mental Health Counselors	366	434	18%	\$24.55
Lawyers	362	413	14%	\$57.87
Nurse Practitioners	289	398	38%	\$65.41
Marketing Research Analysts & Specialists	313	395	26%	\$24.73
Computer Occupations	329	385	17%	\$40.02
Substitute Teachers, Short-Term	318	377	19%	\$20.17
Sales Managers	335	377	13%	\$46.64
Educational, Guidance, & Career Counselors/Advisors	291	330	13%	\$28.86
Training and Development Specialists	266	299	12%	\$29.02
Civil Engineers	266	299	13%	\$45.95
Buyers and Purchasing Agents	266	277	4%	\$30.27
Computer & Information Syst Managers	211	277	31%	\$65.13

Source: Lightcast, Analyst, 2024

- Employment opportunities are much better for those with higher education, such as a bachelor’s degree and/or graduate degrees. There are more than 6,000 management jobs across various specialties (general and operational, medical and health services, construction, sales, and computer and information systems), 4,000 teaching positions at all levels (substitutes, elementary, secondary, and postsecondary), a variety of specialist and analyst roles (compliance, accounting, project management, training and development, etc.), as well as healthcare professionals and computer/software specialists.
- Nurse practitioners, marketing research analysts, computer and information systems managers, financial managers, and health services managers are expected to grow by 20% to 50%.

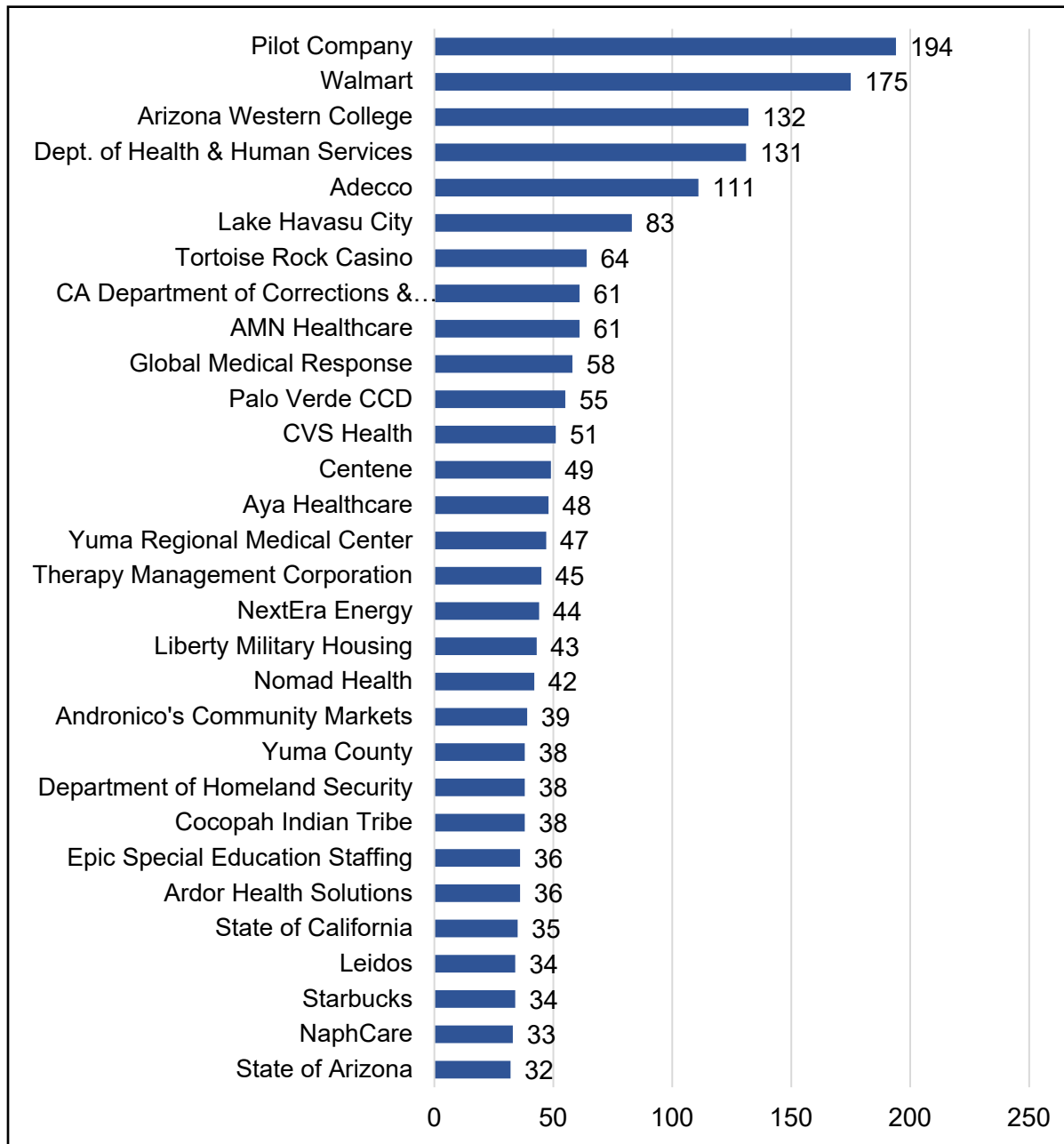
**Palo Verde College Economic Region  
Top 35 Job Titles Posted  
September 2023 to September 2024**

Job Title	Unique Postings	Median Posting	Median Hrly Advertised Salary
Registered Nurses	80	25	\$46.89
Travel Physical Therapists	72	17	\$51.20
Travel Registered Nurses	65	17	\$56.98
Cashiers	54	38	\$16.18
Labor and Delivery Registered Nurses	53	33	\$59.20
Telemetry Travel Registered Nurses	47	23	\$50.95
Pharmacy Technicians	42	28	\$20.06
Medical Surgical Travel Registered Nurses	40	22	\$50.09
Solar Technicians	40	25	\$31.63
CDL-A Truck Drivers	38	24	\$32.62
Emergency Room Registered Nurses	36	14	\$53.05
Aircraft Mechanics	34	31	\$28.31
Travel Pharmacists	31	15	\$98.22
NICU Registered Nurses	30	34	\$60.31
Customer Service Representatives	28	35	\$18.03
Physical Therapists	27	9	\$50.22
Licensed Practical Nurses	27	13	\$34.09
Helicopter Pilots	27	23	\$52.68
Retail Sales Associates	26	27	\$16.06
Retail Merchandisers	26	9	\$16.06
Maintenance Technicians	25	18	\$22.89
Labor & Delivery Travel Registered Nurses	24	26	\$58.83
Baristas	24	38	\$16.31
Travel Occupational Therapists	24	15	\$43.94
Production Team Members	24	44	\$17.35
Shift Supervisors	23	29	\$20.68
Team Members	23	38	\$16.43
Administrative Assistants	23	30	\$20.98
Assistant Store Managers	22	13	\$20.80
Maintenance Janitors	22	47	\$18.46
Dental Hygienists	22	18	\$54.89
ICU Registered Nurses	21	7	\$59.45
Medical Surgical Registered Nurses	20	26	\$50.34
Oncology Travel Nurses	20	32	\$55.88
Retail Team Members	20	21	\$15.32

Source: Lightcast, Analyst, 2024

- The largest number of unique job postings for the last 12 months within the “Blythe Economic Region” were for nurses of all specialties (registered nurses, traveling nurses, labor and delivery, medical surgical, emergency room, NICU, licensed nurses, etc.).
- Additionally, other healthcare professionals (therapists, pharmacists and hygienists) and services-oriented (cashier, mechanics, technicians, drivers, baristas) were also posted.

**“Blythe Economic Region”  
Top 30 Companies with Highest Job Postings  
September 2023 through September 2024**



Source: Lightcast, Analyst, 2024

- The chart above shows the companies that had the highest job postings in the “Blythe Economic Region” from September 2023 through September 2024. Healthcare companies and various departments within local, state and federal government were among organizations with the largest number of job postings.
- Pilot Company (retail), Walmart (retail) and Arizona Western College (education), the Department of Health & Human Services and Adecco (both in healthcare) each have more than 100 postings.

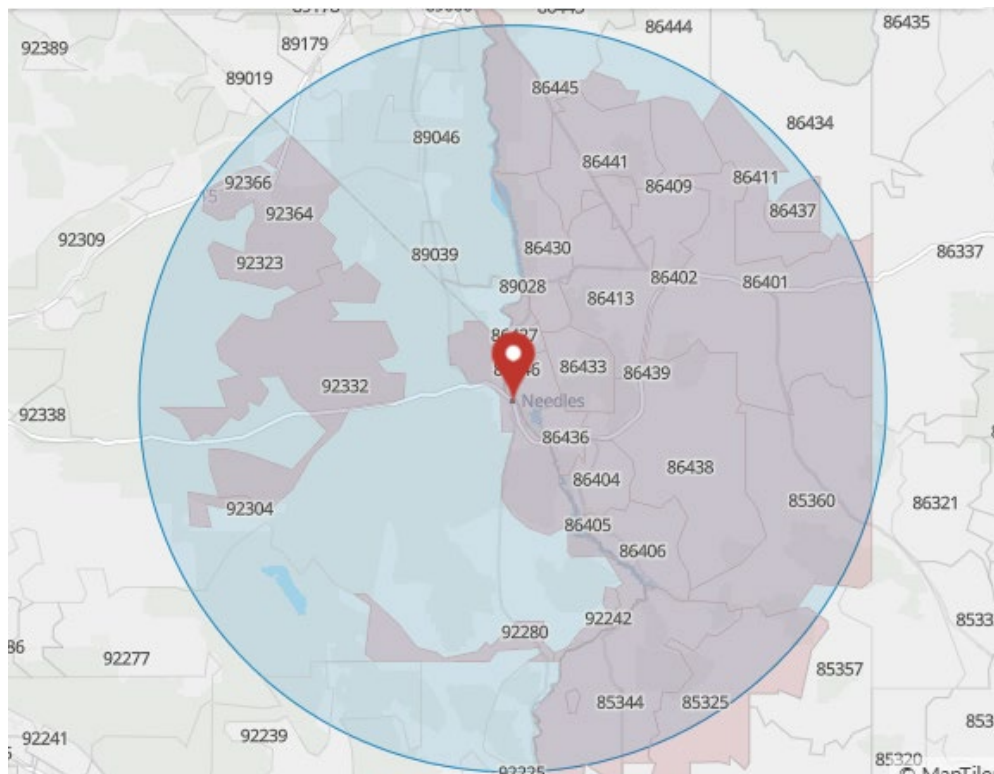


## “Needles Economic Region”

Because the Palo Verde Community College District boundary is so vast and the two education centers are 95 miles apart, additional labor market data are made available to faculty and staff to consider in their long-term planning. This portion is based on data from the 38 zip codes and 28 cities within a 75-mile radius for the City of Needles, for the purpose of this report, it is labeled as the “Needles Economic Region”.

The data in this section will also only focus on occupations where an individual can “afford” to live in the area. As of 2024, the University of Washington’s “Self-Sufficiency Standard” indicates that the recommended hourly wage for affordable living in San Bernardino County, California, varies based on family size and specific expenses. Generally, for a single adult, the wage could be approximately \$20 to \$30 per hour, while for a family with children, it may be significantly higher—potentially in the \$30 to \$40 range or more. This range accounts for housing, food, healthcare, transportation, and other essential costs.

## “Needles Economic Region”



**“Needles Economic Region”  
Top 35 Industries, 2024 through 2034**

Industry	2024 Jobs	2034 Jobs	2024 - 2034 Change	2024 - 2034 % Change	Avg. Earnings Per Job
Local Government	6,055	6,708	653	11%	\$82,539
General Medical and Surgical Hospitals	3,516	3,749	233	7%	\$90,954
Full-Service Restaurants	3,159	3,400	241	8%	\$33,398
Warehouse Clubs and Supercenters	2,299	2,915	617	27%	\$37,506
Elementary & Secondary Schools	2,713	2,672	(41)	(1%)	\$71,190
Limited-Service Restaurants	2,974	2,118	(856)	(29%)	\$26,819
Offices of Dentists	1,227	1,722	494	40%	\$73,522
Supermarkets and Other Grocery Stores	1,572	1,495	(77)	(5%)	\$37,768
Physician Offices	1,353	1,485	132	10%	\$98,526
Gasoline Stations with Convenience Stores	1,191	1,291	100	8%	\$36,098
Plumbing, Heating, and Air-Conditioning Contractors	841	971	130	15%	\$65,001
Home Centers	806	907	101	13%	\$40,102
Crop Production	572	870	298	52%	\$62,367
Hotels and Motels	1,104	864	(239)	(22%)	\$32,247
New Car Dealers	801	848	47	6%	\$83,223
Elect Contractors & Installation Contractors	619	789	171	28%	\$64,487
Rail transportation	645	782	137	21%	\$102,898
General Automotive Repair	653	755	103	16%	\$50,419
State Government	639	738	99	15%	\$85,073
Unclassified Industry	449	727	278	62%	\$58,838
Residential Remodelers	558	671	113	20%	\$62,131
Services for the Elderly & Disabled Persons	459	662	204	44%	\$31,968
Other Gasoline Stations	593	647	55	9%	\$54,052
Facilities Support Services	578	643	66	11%	\$80,129
Colleges, Universities, & Professional Schools	606	641	36	6%	\$50,331
Telecommunications Resellers	316	614	297	94%	\$86,482
Gen Freight Trucking, Long-Distance	507	604	97	19%	\$78,546
Offices of Real Estate Agents and Brokers	536	596	61	11%	\$74,567
Federal Government, Military	517	556	39	7%	\$28,200
Janitorial Services	475	542	68	14%	\$27,819
Elementary and Secondary Schools	484	541	58	12%	\$55,928
Wood Kitchen Cabinet & Countertop Mfg	588	537	(51)	(9%)	\$52,634
Computer Systems Design Services	291	527	236	81%	\$112,163
All Other Specialty Trade Contractors	474	519	45	9%	\$52,390
Couriers and Express Delivery Services	391	516	125	32%	\$50,599

Source: Lightcast, Analyst, 2024

- The top 35 industries for the “Needle Economic Region” over the next ten years show a slightly better outlook than those in the “Blythe Economic Region”. There is a greater variety of jobs with affordable living wages, ranging from 8,000+ government jobs to 5,500+ educational jobs to 7,000+ healthcare positions, along with more in retailing, transportation and logistics, and hospitality.
- However, "limited-service restaurants" and "hotels and motels" are expected to experience some job losses in the coming years.



**“Needles Economic Region”**  
**Top 30 Occupations with Affordable Median Hourly Earnings**  
**2024 through 2034**

Occupation	2024 Jobs	2034 Jobs	2024 - 2034 % Change	Median Hourly Earnings	Typical Entry Level Education
General and Operations Managers	2,091	2,264	8%	\$33.35	BA/BS Degree
Heavy & Tractor-Trailer Truck Drivers	1,466	1,750	19%	\$23.96	Certificate
Registered Nurses	1,279	1,389	9%	\$40.09	BA/BS Degree
Automotive Service Tech & Mechanics	745	811	9%	\$20.16	Certificate
First-Line Supervisors of Retail Sales Workers	746	798	7%	\$20.20	HS diploma/GED
Carpenters	686	714	4%	\$20.36	HS diploma/GED
Bookkeeping, Acctg, and Auditing Clerks	594	629	6%	\$21.16	Certificate
First-Line Supervisors of Office and Administrative Support Workers	557	595	7%	\$25.60	HS diploma/GED
Dental Assistants	426	594	39%	\$22.41	Certificate
Police and Sheriff's Patrol Officers	439	509	16%	\$33.32	HS diploma/GED
First-Line Supervisors of Construction Trades and Extraction Workers	460	507	10%	\$33.10	HS diploma/GED
Elementary School Teachers	490	501	2%	\$24.86	BA/BS Degree
Sales Repr, Wholesale & Manufacturing	406	496	22%	\$28.17	HS diploma/GED
Electricians	378	484	28%	\$24.61	HS diploma/GED
Accountants and Auditors	400	464	16%	\$33.60	BA/BS Degree
Managers, All Other	403	462	15%	\$32.42	BA/BS Degree
Real Estate Sales Agents	392	447	14%	\$25.66	HS diploma/GED
Sales Representatives of Services	352	433	23%	\$28.78	HS diploma/GED
Firefighters	380	432	14%	\$23.81	Certificate
Dental Hygienists	251	354	41%	\$46.61	Associate's degree
Medical and Health Serv Managers	282	349	24%	\$47.67	BA/BS Degree
First-Line Supervisors of Mechanics, Installers, and Repairers	299	345	15%	\$31.72	HS diploma/GED
Secondary School Teachers	335	344	3%	\$25.84	BA/BS Degree
Water and Wastewater Treatment Plant and System Operators	340	331	(3%)	\$24.97	HS diploma/GED
Operating Engineers and Other Construction Equipment Operators	296	326	10%	\$27.06	HS diploma/GED
Marketing Managers	284	317	12%	\$42.51	BA/BS Degree
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	267	313	17%	\$22.27	Certificate
Construction Managers	259	298	15%	\$32.29	BA/BS Degree
Plumbers, Pipefitters, and Steamfitters	253	289	14%	\$22.83	HS diploma/GED
Detectives and Criminal Investigators	267	286	7%	\$26.56	HS diploma/GED

Source: Lightcast, Analyst, 2024

- The 30 occupations with affordable median hourly earnings for the “Needles Economic Region” for the next 10 years require only a high school diploma and GED level education. However, two of the top three occupations - general and operations managers (2,200+ jobs) and registered nurses (1,300+) – require a bachelor's degree, while heavy & tractor-trailer truck drivers (1,700+) need a certificate.
- Dental hygienists, dental assistants, and electricians are expected to experience growth of more than 25% in the coming years.

**“Needles Economic Region”**  
**Top 30 Occupations Requiring Some College and/or AA/AS Degree Education**  
**with Affordable Median Hourly Earnings**  
**2024 through 2034**

Occupation	2024 Jobs	2034 Jobs	2024 - 2034 % Change	Median Hrly Earnings
Heavy and Tractor-Trailer Truck Drivers	1,466	1,750	19%	\$23.96
Automotive Service Technicians and Mechanics	745	811	9%	\$20.16
Bookkeeping, Accounting, and Auditing Clerks	594	629	6%	\$21.16
Dental Assistants	426	594	39%	\$22.41
Firefighters	380	432	14%	\$23.81
Dental Hygienists	251	354	41%	\$46.61
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	267	313	17%	\$22.27
Licensed Practical & Vocational Nurses	203	209	3%	\$28.92
Computer User Support Specialists	166	197	19%	\$21.85
Telecomm Equipment Installers & Repairers	103	168	63%	\$30.46
Radiologic Technologists and Technicians	123	133	9%	\$31.59
Aircraft Mechanics and Service Technicians	109	119	10%	\$30.01
First-Line Supervisors of Firefighting & Prevention Workers	99	112	14%	\$36.72
Paramedics	89	99	12%	\$22.10
Medical Records Specialists	82	90	10%	\$22.00
Physical Therapist Assistants	67	83	24%	\$27.13
Paralegals and Legal Assistants	72	75	3%	\$26.07
Health Technologists and Technicians	63	73	15%	\$22.56
Massage Therapists	61	66	9%	\$26.27
Respiratory Therapists	58	66	13%	\$32.97
Electrical & Electronic Engineering Technologists and Technicians	45	47	5%	\$33.07
Diagnostic Medical Sonographers	39	45	15%	\$41.66
Surgical Technologists	38	42	12%	\$25.64
Forest and Conservation Technicians	42	42	0%	\$23.78
Audio and Video Technicians	41	41	0%	\$26.05
Mechanical Drafters	39	40	4%	\$26.56
Cardiovascular Technologists and Technicians	36	37	5%	\$28.25
Motorcycle Mechanics	31	35	11%	\$23.39
Computer Network Support Specialists	24	33	39%	\$29.30
Civil Engineering Technologists and Technicians	22	24	10%	\$27.89

Source: Lightcast, Analyst, 2024

- The top 30 occupations with affordable living earnings that require a certificate and/or an AA/AS degree in the Needles Economic Region over the next ten years are diverse, ranging from heavy and tractor-trailer truck drivers to mechanics, dental hygienists, paralegals, and mechanical drafters.
- Occupations in healthcare (such as dental assistants, dental hygienists, and physical therapist assistants) and technology (including computer network support specialists and telecommunication equipment installers and repairers) are projected to experience growth ranging from 25% to 63%, even if some do not have as many job openings.

**“Needles Economic Region”**  
**Top 30 Occupations Requiring Bachelor’s Degree or Higher Education**  
**with Affordable Median Hourly Earnings**  
**2024 through 2034**

Occupation	2024 Jobs	2034 Jobs	2024 - 2034 % Change	Median Hourly Earnings
General and Operations Managers	2,091	2,264	8%	\$33.35
Registered Nurses	1,279	1,389	9%	\$40.09
Elementary School Teachers	490	501	2%	\$24.86
Accountants and Auditors	400	464	16%	\$33.60
Managers, All Other	403	462	15%	\$32.42
Medical and Health Services Managers	282	349	24%	\$47.67
Secondary School Teachers	335	344	3%	\$25.84
Marketing Managers	284	317	12%	\$42.51
Construction Managers	259	298	15%	\$32.29
Teaching Assistants, Postsecondary	265	283	7%	\$21.43
Human Resources Specialists	232	274	18%	\$28.86
Middle School Teachers	258	260	1%	\$26.25
Software Developers	154	258	68%	\$49.39
Management Analysts	203	252	24%	\$36.65
Project Management Specialists	198	244	23%	\$38.71
Nurse Practitioners	174	237	36%	\$65.76
Lawyers	210	236	13%	\$50.99
Business Operations Specialists	186	224	21%	\$34.17
Dentists, General	143	198	39%	\$71.85
Sales Managers	169	198	17%	\$45.17
Child, Family, and School Social Workers	177	198	12%	\$24.45
Postsecondary Teachers	169	189	12%	\$40.94
Pharmacists	161	176	10%	\$70.21
Financial Managers	136	170	25%	\$48.05
Computer Occupations	138	166	21%	\$45.74
Physicians, All Other	147	157	7%	\$156.14
Physical Therapists	125	149	19%	\$46.00
Clinical Laboratory Technologists and Technicians	136	149	9%	\$28.40
Substance Abuse, Behavioral Disorder, & Mental Health Counselors	115	136	18%	\$28.79
Computer and Information Systems Managers	96	132	38%	\$63.02

Source: Lightcast, Analyst, 2024

- Similar to the “Blythe Economic Region”, employment opportunities are better for those with a bachelor’s degree and/or graduate degree. There are management jobs across various specialties (general and operational, medical and health services, marketing, construction, sales, financial and computer and information systems), as well as healthcare and teaching positions at all levels, each offering high median hourly earnings.
- One-third of the occupations on the list are projected to experience growth ranging from 20% (business operations specialist and computer occupations) to 68% (software developers).

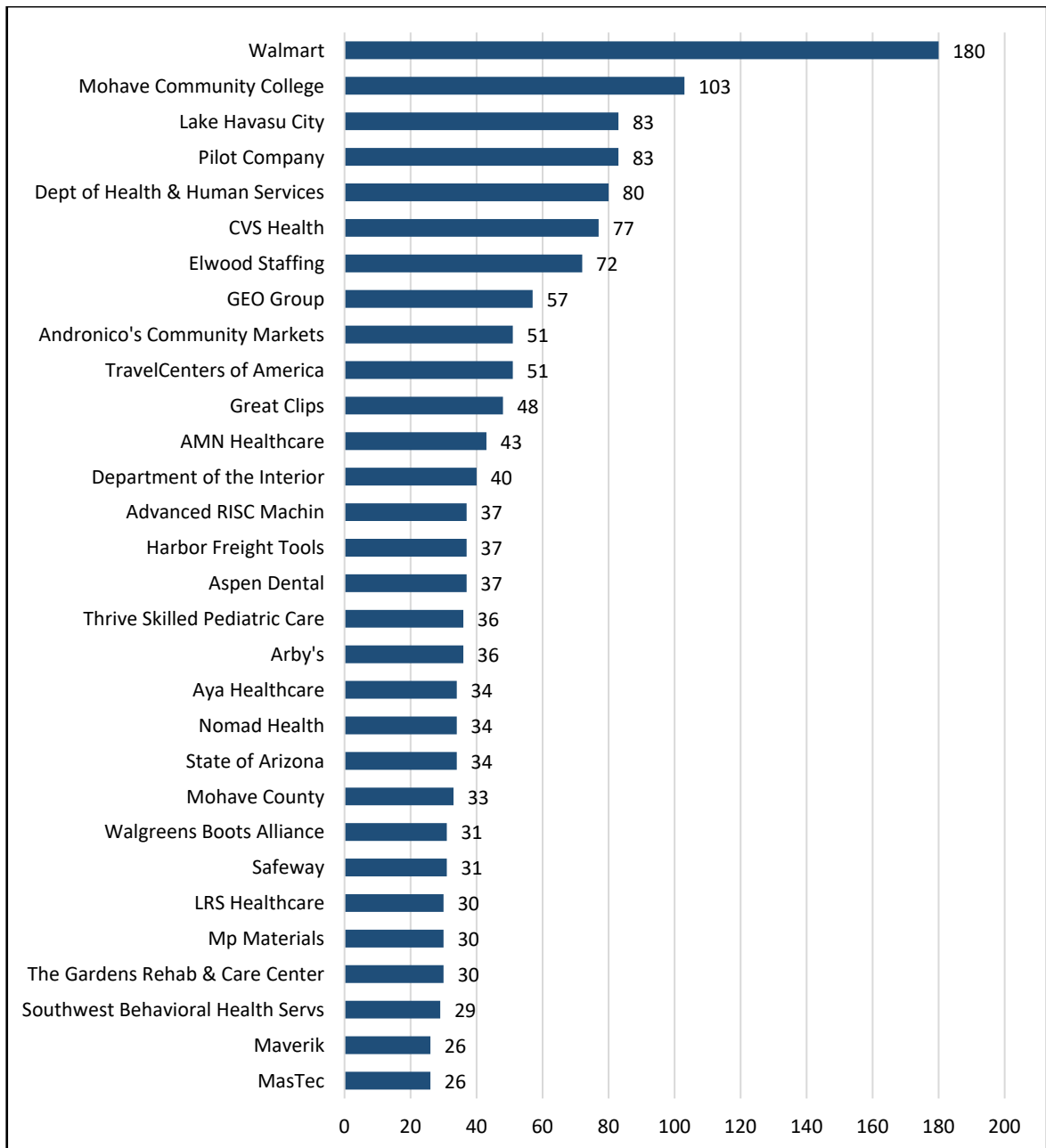
**“Needles Economic Region”  
Top 35 Job Titles Posted  
September 2023 to September 2024**

Job Title	Unique Postings	Median Posting	Median Hourly Advertised Salary
Lead CT Technologists	80	15	\$60.18
Telemetry Travel Registered Nurses	63	25	\$50.34
Travel Registered Nurses	53	17	\$48.00
Pharmacy Technicians	51	28	\$20.06
Travel Physical Therapists	49	18	\$52.18
Travel Ultrasound Technologists	35	18	\$49.97
Hair Stylists	33	30	\$29.91
Retail Team Members	33	15	\$15.32
CDL-A Truck Drivers	28	26	\$26.34
Cashiers	24	23	\$16.06
Retail Stocking Associates	24	19	\$16.55
Shift Supervisors	23	28	\$20.68
Team Members	23	30	\$16.68
Medical Surgical Travel Registered Nurses	23	22	\$42.83
Licensed Practical Nurses	22	27	\$33.11
Maintenance Technicians	22	32	\$21.42
Food Service Workers	22	23	\$17.29
Travel Pharmacists	22	17	\$72.12
Travel Radiology Technologists	22	26	\$52.06
Telemetry Registered Nurses	20	18	\$42.95
Retail Sales Associates	20	25	\$16.06
Front End Managers	20	40	\$40.00
Registered Nurses	19	34	\$44.06
ICU Registered Nurses	19	20	\$52.68
Caregivers	19	18	\$17.05
Retail Store Sales Managers	19	28	\$40.00
Store Associates	19	25	\$17.00
Travel Radiology Technicians	19	22	\$52.18
Physical Therapists	18	18	\$48.00
PACU Registered Nurses	18	29	\$50.83

Source: Lightcast, Analyst, 2024

- Similar to the “Blythe Economic Region”, the largest number of unique job postings for the last 12 months were for nurses of all specialties, including registered nurses, traveling nurses, PACU nurses, ICU nurses, licensed nurses, etc.).
- Additionally, postings for other healthcare professionals (such as CT technologist, pharmacy technicians, travel physical therapists, radiology technologists, caregivers) and services-oriented (such as hair stylists, truck drivers, cashiers, retail stocking associates, food service workers) were also prevalent.

**“Needles Economic Region”  
Top 30 Companies with Highest Job Postings  
September 2023 through September 2024**



Source: Lightcast, Analyst, 2024

- The chart above shows the companies with the highest job postings in the Needles Economic Region from September 2023 through September 2024. Healthcare companies and various departments within local, state, and federal government were among the organizations with the largest number of job postings.
- Walmart (retail), Mohave Community College (education), Pilot Company (retail), and the Department of Health & Human Services (government) each have at least 80 unique job postings.

## APPENDIX B

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### Internal Environmental Scan

Conducting a thorough internal environmental scan for the Palo Verde Community College District (PVCCD) is essential to understanding the unique needs and characteristics of its student body. This includes examining demographics such as age, ethnicity, and socioeconomic status, as well as student outcomes, engagement, satisfaction, and trends in course offerings and enrollment patterns over the past five years.

By analyzing this data, faculty and staff can identify opportunities and gaps in academic programs, support services, and student recruitment and retention strategies, while also tailoring offerings to better serve the diverse needs of the student population. Data-driven planning will enable PVCCD to address both student and employee needs, anticipate future trends, and support long-term growth and success.

Internal student and course data are organized in the following categories:

- Headcount, Enrollment, FTES and Course Trends
- Student Demographics and Characteristics
- Student Outcomes
- Student Engagement and Satisfaction

## Headcount, Enrollment, FTES, and Course Trends

### Palo Verde College Annual Headcount and Enrollment by Course Credit/Noncredit 2019-2020 through 2023-2024

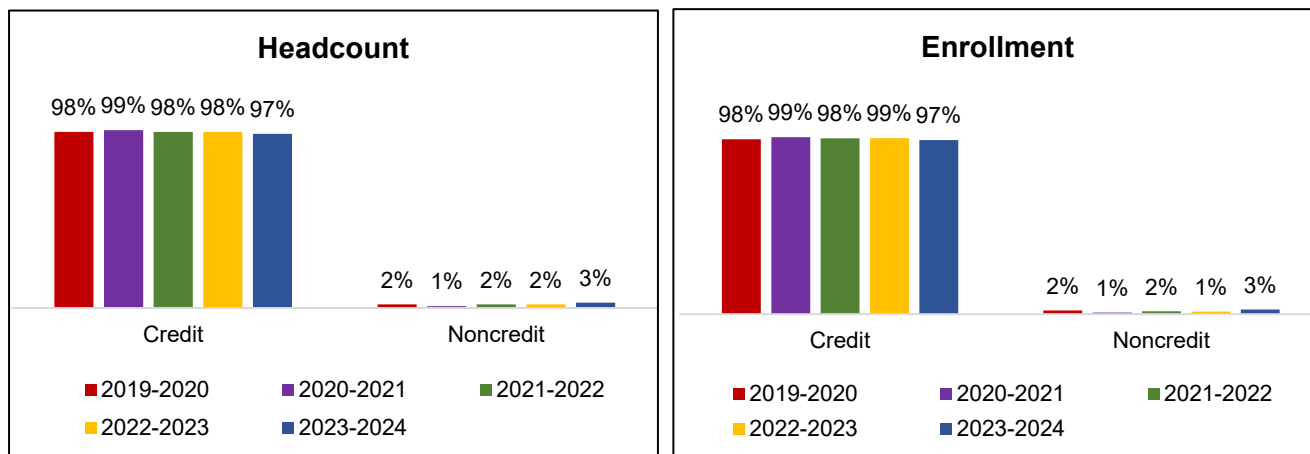
Headcount	2019-2020 N = 7,995	2020-2021 N = 6,400	2021-2022 N = 7,355	2022-2023 N = 8,086	2023-2024 N = 8,176
Credit	98%	99%	98%	98%	97%
Noncredit	2%	1%	2%	2%	3%

Enrollment	2019-2020 N = 23,332	2020-2021 N = 20,701	2021-2022 N = 22,352	2022-2023 N = 25,477	2023-2024 N = 24,923
Credit	98%	99%	98%	99%	97%
Noncredit	2%	1%	2%	1%	3%

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

Note: Headcount includes total number of individual students. Enrollment includes total number of courses/units enrolled in by all students.

### Palo Verde College Annual Headcount and Enrollment by Course Credit/Noncredit 2019-2020 through 2023-2024



- PVC experienced fluctuations in headcount and enrollment from 2019-2020 to 2023-2024..
- Over the past five years, total student headcount increased approximately 2%; from 7,995 in 2019-2020 to a high of 8,176 in 2023-2024.
- Total enrollment mirrored the headcount trend, peaking at 25,477 in 2022-2023 and then decreasing to 24,923 in 2023-2024, a decline of 2%. However, an increase is anticipated due to FSP.
- Credit enrollments remained high and stable, ranging from 97% to 99%, while noncredit enrollments increased slightly from 2% to 3% over the five-year period.

**Palo Verde College  
Annual Headcount and Enrollment by Program  
2019-2020 through 2023-2024**

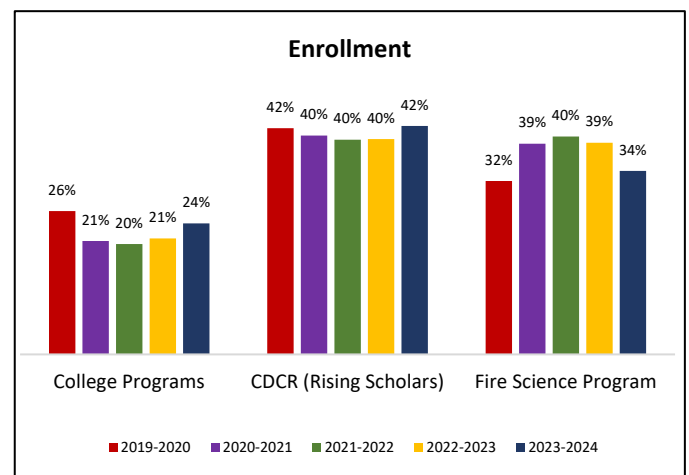
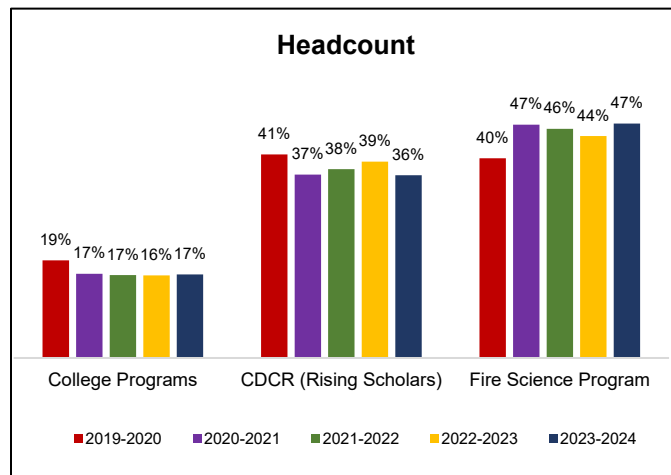
Headcount	2019-2020 N = 7,995	2020-2021 N = 6,400	2021-2022 N = 7,355	2022-2023 N = 8,086	2023-2024 N = 8,176
College Programs	19%	17%	16%	16%	17%
CDCR Program*	41%	36%	38%	39%	36%
Fire Science Program	40%	47%	46%	45%	47%

Enrollment	2019-2020 N = 23,332	2020-2021 N = 20,701	2021-2022 N = 22,352	2022-2023 N = 25,477	2023-2024 N = 24,923
College Programs	26%	21%	20%	21%	24%
CDCR Program	42%	40%	40%	40%	42%
Fire Science Program	32%	39%	40%	39%	34%

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

\*Note: California Department of Corrections and Rehabilitation (CDCR) is a special PVC academic program for prison inmate students.

**Palo Verde College  
Annual Headcount and Enrollment by Program  
2019-2020 through 2023-2024**



- PVC headcount grew 2% within the last five years (7,995 in 2019-2020 to 8,176 in 2023-2024)
  - College programs (credit and noncredit) headcount accounted for nearly 20% in 2019-2020 but dropped to 16% in 2021-2022 and is currently at 17%.
  - The California Department of Correction and Rehabilitation Program (CDCR), also called Rising Scholars, dropped from 41% to 36% within five years.
  - Student headcount in the Fire Science Program grew from 40% in 2019-2020 to 47% in 2023-2024, a notable increase.
- Total PVC enrollment peaked at 25,477 in 2022-2023 before decreasing to 24,923 in 2023-2024. The CDCR maintained a strong presence in enrollment at 42% in 2023-2024.
  - College Programs enrollment decreased 26% to 20%, but increased to 24% in 2023-2024.
  - CDCR Program remained stable, with the highest proportion of enrollment at 40% to 42%.
  - Overall, Fire Science Program enrollment grew, increasing from 32% in 2019-2020 to a peak of 40% in 2021-2022, followed by a drop to 34% in 2023-2024.

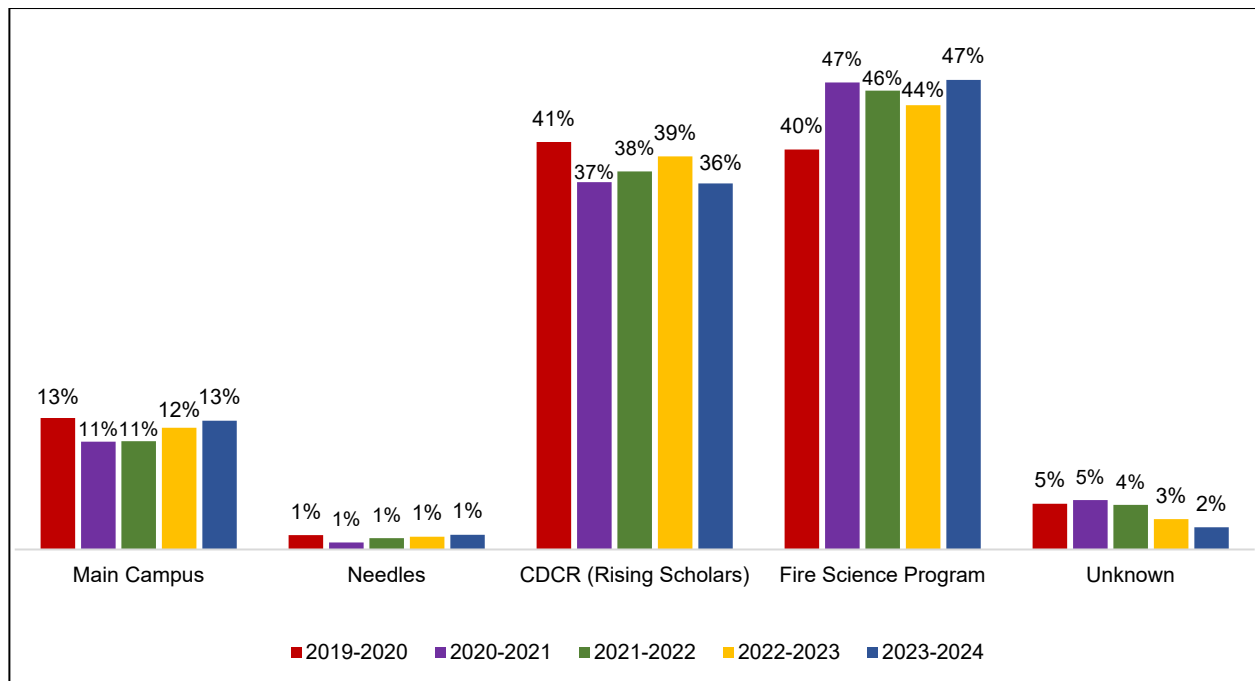


**Palo Verde College  
Annual Headcount by Home Location  
2019-2020 through 2023-2024**

Location	2019-2020 N = 7,995	2020-2021 N = 6,400	2021-2022 N = 7,355	2022-2023 N = 8,086	2023-2024 N = 8,176
Main Campus	13%	11%	11%	12%	13%
Needles Campus	1%	1%	1%	1%	1%
CDCR Program	41%	36%	38%	39%	36%
Fire Science Program	40%	47%	46%	45%	47%
Others/Unknown	5%	5%	4%	3%	3%

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department

**Palo Verde College  
Annual Headcount by Home Location  
2019-2020 through 2023-2024**



- Over the past five years, students taking classes at the Main Campus remained stable, ranging from 11% to 13%, while the percentage of students taking classes at the Needles Campus stayed consistently at 1%. The proportion of non-local students decreased from 5% to 2% over the five years.
- The CDCR Program headcount fluctuated but overall decreased by five percentage points over the last five years, from 41% in 2019-2020 to 36% in 2023-2024.
- The Fire Science Program consistently held a significant portion of the headcount, rising from 40% in 2019-2020 to 47% in 2023-2024, an increase of 7 percentage points (*and even more as data is entered into the system*).

**Palo Verde College**  
**Annual Headcount and Enrollment by Delivery Mode**  
**2019-2020 through 2023-2024**

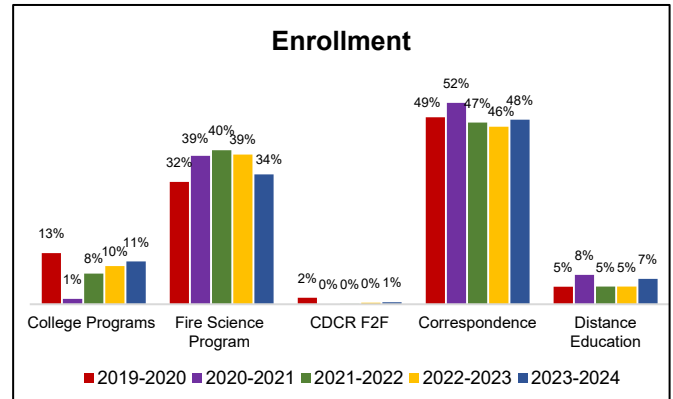
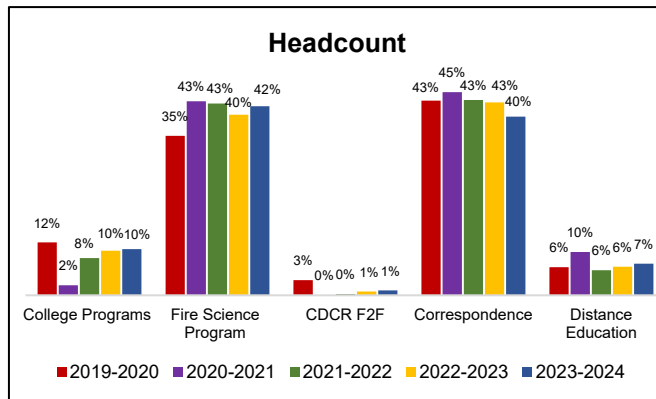
	2019-2020 N = 8,989	2020-2021 N = 6,905	2021-2022 N = 7,887	2022-2023 N = 8,920	2023-2024 N = 8,929
Face-to-Face	51%	45%	51%	51%	53%
<b>College Programs</b>	<b>12%</b>	<b>2%</b>	<b>8%</b>	<b>10%</b>	<b>10%</b>
Fire Science Program	35%	43%	43%	40%	42%
CDCR F2F	3%	0%	0%	1%	1%
Correspondence	43%	45%	43%	43%	40%
<b>Distance Education</b>	<b>6%</b>	<b>10%</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>

	2019-2020 N = 23,332	2020-2021 N = 20,701	2021-2022 N = 22,352	2022-2023 N = 25,477	2023-2024 N = 24,923
Face-to-Face	47%	40%	48%	49%	45%
<b>College Programs</b>	<b>13%</b>	<b>1%</b>	<b>8%</b>	<b>10%</b>	<b>11%</b>
Fire Science Program	32%	39%	40%	39%	34%
CDCR F2F	2%	0%	0%	0%	1%
Correspondence	49%	52%	47%	46%	48%
<b>Distance Education</b>	<b>5%</b>	<b>8%</b>	<b>5%</b>	<b>5%</b>	<b>7%</b>

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

\*Please note a student may enroll in multiple delivery mode courses, therefore, he/she is included in more than one category of delivery mode.

**Palo Verde College**  
**Annual Headcount and Enrollment by Delivery Mode**  
**2019-2020 through 2023-2024**



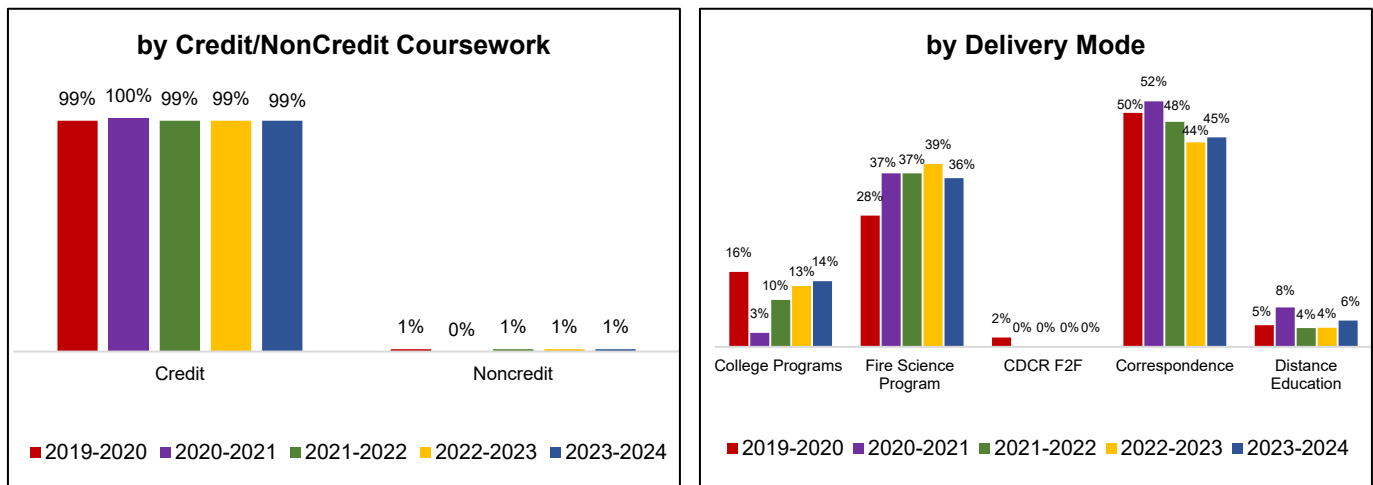
- Headcount in face-to-face courses increased gradually from 51% in 2019-2020 to 53% in 2023-2024. Fire Science Program influenced the percentage of face-to-face data, with College Programs consist of only about a tenth of total PVC headcount.
- Enrollment patterns also mirror that of headcounts, with face-to-face courses fluctuated, increasing from 47% in 2019-2020 to 49% in 2022-2023, and then dropping back to 45% in 2023-2024.
  - Correspondence enrollment remained the dominant delivery mode, although it declined slightly from 49% to 46% in 2022-2023 and then recovered to 48% in 2023-2024.
  - Distance education enrollment averaged less than 10% of the total enrollment.

**Palo Verde College**  
**FTES by Credit/Noncredit Coursework and Delivery Mode**  
**2019-2020 through 2023-2024**

	2019-2020 N = 2,317	2020-2021 N = 2,010	2021-2022 N = 2,201	2022-2023 N = 2,570	2023-2024 N = 2,538
Credit	99%	100%	99%	99%	99%
Noncredit	1%	0%	1%	1%	1%
Face-to-Face	45%	39%	47%	52%	50%
<i>College Programs</i>	16%	3%	10%	13%	14%
<i>Fire Science Program</i>	28%	37%	37%	39%	36%
<i>CDCR F2F</i>	2%	0%	0%	0%	0%
Correspondence	50%	52%	48%	44%	45%
Distance Education	5%	8%	4%	4%	6%

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

**Palo Verde College**  
**FTES by Credit/Noncredit Coursework and Delivery Mode**  
**2019-2020 through 2023-2024**



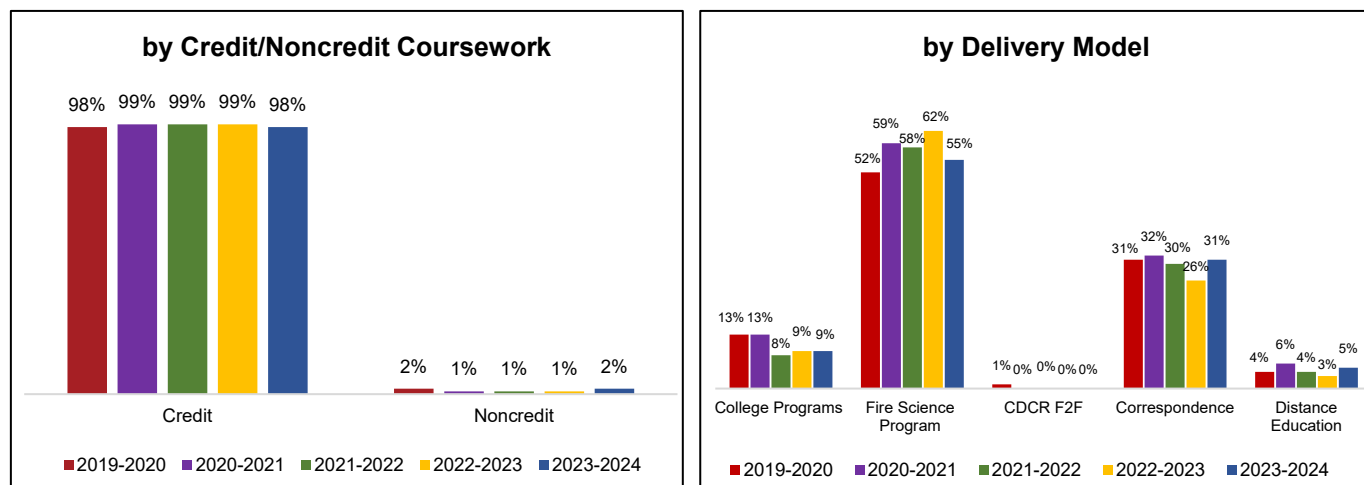
- Palo Verde College has a very a small noncredit program; with credit programs accounting for 99% of the FTES and the noncredit program earning about 1% of the total FTES.
- Face-to-face instruction's FTES fluctuated significantly over the five years reviewed: ranging from 39% in 2020-21 to 50% in 2023-2024, primarily from the Fire Science Program coursework which generated the highest share of PVC's FTES.
- The correspondence program accounted for half of the FTES in 2019-2020, peaked at 52% in 2020-2021, and then decreased to 45% in 2023-2024.
- The FTES for the Distance Education program increased from 5% in 2019-2020 to 8% in 2020-2021 (mostly likely due to Covid-19), then decreased to 4% for two years, then increased to 6% in 2023-2024.

**Palo Verde College**  
**Sections by Credit/Noncredit Coursework and Delivery Mode**  
**2019-2020 through 2023-2024**

	2019-2020 N = 1,661	2020-2021 N = 1,601	2021-2022 N = 1,735	2022-2023 N = 2,052	2023-2024 N = 1,745
Credit	98%	99%	99%	99%	98%
Noncredit	2%	1%	1%	1%	2%
Face-to-Face	66%	62%	66%	71%	64%
College Programs	13%	3%	8%	9%	9%
Fire Science Program	52%	59%	58%	62%	55%
CDCR F2F	1%	0%	0%	0%	0%
Correspondence	31%	32%	30%	26%	31%
Distance Education	4%	6%	4%	3%	5%

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

**Palo Verde College**  
**Sections by Credit/Noncredit Coursework and Delivery Mode**  
**2019-2020 through 2023-2024**



- The College offers more than 1,500 sections per year, ranging from 1,601 in 2020-2021 to a high of 2,052 in 2023-2024.
- Credit courses account for most of the section counts (98% to 99%) and noncredit course sections held steady at 1% to 2% of the overall offerings.
- Face-to-Face instruction course section count increased from 66% in 2019-2020 to a peak of 71% in 2022-2023, as the College worked to regain enrollment after the pandemic. In 2023-24, Face-to-Face sections accounted for 64% of total offerings, but only 45% of enrollment and 50% of total FTES.
- Correspondence Education course section offerings fluctuated between 26% and 32% throughout the five-year period. In 2023-24, CE accounted for 31% of total offerings, but 48% of enrollment and 45% of total FTES.
- Distance Education offerings fluctuated between 3% to 6% over the five years reviewed. In 2023-24, DE accounted for 5% of total sections offered, 7% of enrollment, and 6% of total FTES.

**Palo Verde College**  
**Number of Sections Offered by Subject**  
**2019-2020 through 2023-2024**

Subject	2019-2020 N = 1,661	2020-2021 N = 1,601	2021-2022 N = 1,735	2022-2023 N = 2,052	2023-2024 N = 1,745
Fire Science Technology	852	951	1015	1258	909
Psychology	51	47	42	56	67
Alcohol & Drug Studies	60	54	52	60	61
Business	54	39	44	39	43
English	62	44	46	40	42
General Studies	45	31	36	44	36
Education	31	29	34	42	35
History	28	30	31	34	35
Math	31	31	30	36	34
Biology	30	26	27	29	28
NC Adult Basic Education	35	10	25	28	39
Sociology	17	20	27	27	27
Art	15	11	24	26	26
Management	26	29	22	25	25
Nursing	16	15	17	15	25
Anthropology	21	15	20	17	21
Speech	20	14	12	19	20
Child Development	16	12	11	16	19
Automotive Technology	18	15	16	15	18
Spanish	10	14	20	16	18
Health Sciences	21	17	17	20	17
Welding	21	15	16	16	17
Computer Information Syst.	18	14	12	17	15
Bldg. Construction Tech	22	15	13	16	14
Economics	5	6	10	10	14
Physical Education	7	5	8	9	14
Music	15	11	11	10	13
Others (17 subjects with less than 12 sections offered in 2023-2024)	114	81	97	112	113

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

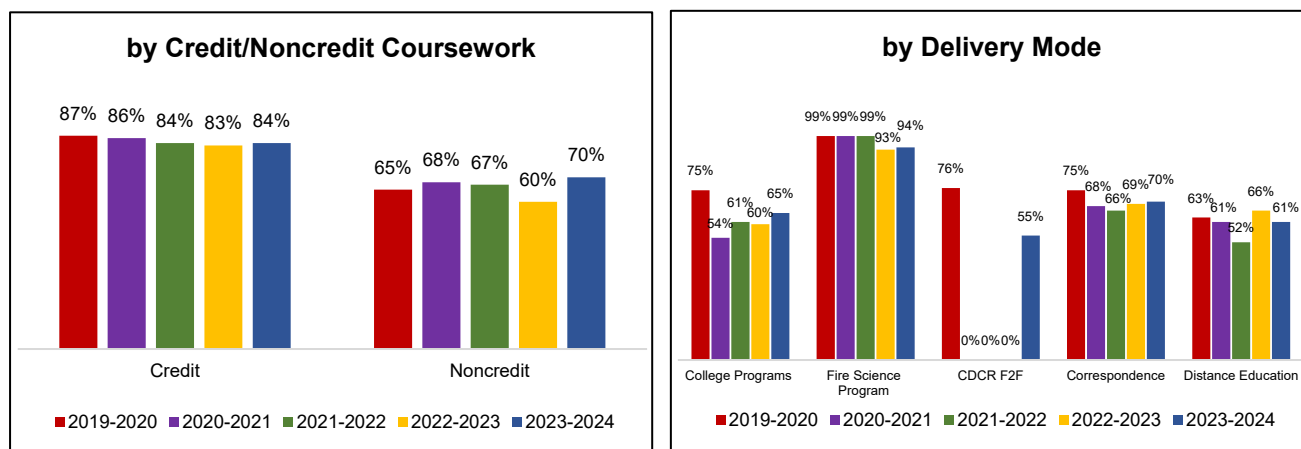
- Palo Verde College offers a variety of subjects to their students; however, the largest offerings (nearly 60%) are in the Fire Science Program and are not open to the general student body.
- Other college programs, such as psychology, business, and math, each account for about 2% to 3% of total sections offered. Noncredit (adult basic education) is the 11<sup>th</sup> largest educational program based on number of course offerings.
- Seventeen subjects, such as geography, criminal justice, geology, astronomy, physics, and chemistry, have less than 12 sections offered in 2023-24. Many of these have steadily dropped in section offerings each year.

**Palo Verde College**  
**Fill Rate by Credit/Noncredit Coursework and Delivery Mode**  
**2019-2020 through 2023-2024**

	2019-2020 N = 1,661	2020-2021 N = 1,601	2021-2022 N = 1,735	2022-2023 N = 2,052	2023-2024 N = 1,745
Credit	87%	86%	84%	83%	84%
Noncredit	65%	68%	67%	60%	70%
Face-to-Face	94%	98%	94%	89%	89%
<b>College Programs</b>	75%	54%	61%	60%	65%
<i>Fire Science Program</i>	99%	99%	99%	93%	94%
<i>CDCR F2F</i>	76%	0%	0%	0%-	55%
Correspondence	75%	68%	66%	69%	70%
<b>Distance Education</b>	63%	61%	52%	66%	61%

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

**Palo Verde College**  
**Fill Rate by Delivery Mode**  
**2019-2020 through 2023-2024**



- Credit courses have fill rates ranging from 83% to 87%. However, these rates have trended downward and held steady at 84% for the last three years. Noncredit courses have a much more sporadic and lower fill rate, ranging from 60% to 70%.
- Face-to-Face instruction has high fill rates, starting at 94% in 2019-2020 and reaching 98% in 2020-2021, then decreasing to 89% in both 2022-2023 and 2023-24. The large Fire Science Program, which is structured differently than traditional college programs, influences the face-to face fill rate with its high fill rates (93% to 99%).
- Correspondence courses have lower fill rates compared to face-to-face instruction, starting at 75% in 2019-2020, decreasing to a low of 66% in 2021-2022, and slightly improving to 70% in 2023-2024. Most students in this instruction method participate in the CDCR programs; changes in regulations or policies at each facility influence this delivery mode's fill rate.
- Distance Education has lower fill rates compared to other methods, starting at 63% in 2019-2020, dipping to 52% in 2021-2022, rising to 66% in 2022-2023, and ending at 61% in 2023-2024.

**Palo Verde College**  
**Headcount, Enrollment, and FTES for Special Admit Status/Dual Enrollment**  
**2020-2021 through 2023-2024**

	2020-2021		2021-2022		2022-2023		2023-2024	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Headcount	198	3%	241	3%	295	4%	234	3%
Enrollment	762	4%	783	4%	912	4%	750	3%
FTES Earned	75	4%	115	5%	143	6%	114	4%

*Source: PVC Research, Planning & Institutional Effectiveness Department and PVC Admissions and Records Office*

Dual Enrollment provides students the opportunity to take college credit courses and earn college credit while still in high school. Providing high-quality community college dual enrollment programs is a priority for the United States Department of Education and the California Community College system. Research shows dual enrollment has a positive impact on high school graduation rates, college enrollment, college success, and college completion rates. It also helps improve economic mobility and meet California's workforce needs. This page summarizes Palo Verde College's dual enrollment program for the last four years.

- Dual enrollment represented about 3% to 4% of total headcount and total enrollment for the four years reviewed.
- The number of high school students concurrently enrolled at Palo Verde College has grown from 198 to a high of 295, but then dropped to 234 in 2023-2024.
- Palo Verde College started offering classes at Palo Verde High School in 2022-23, with one course (Psychology 101 or Psychology 210) with 2 sections each semester.
- Palo Verde College earned 143 FTES from special admits/dual enrollment students in 2023-2024; 4% of total college FTES.

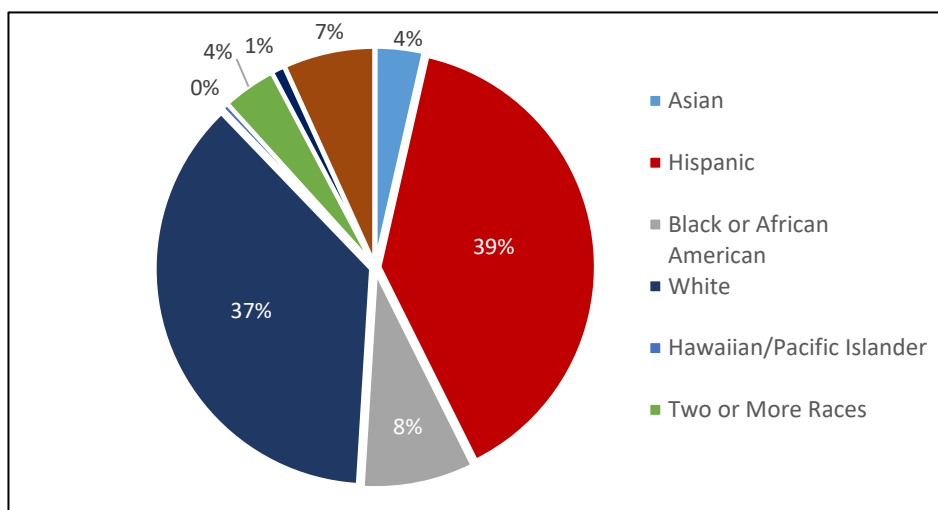
## Student Demographics and Characteristics

### Palo Verde College Headcount by Ethnicity 2019-2020 through 2023-2024

Ethnicity	2019-2020 N = 7,995	2020-2021 N = 6,400	2021-2022 N = 7,355	2022-2023 N = 8,086	2023-2024 N = 8,176
Asian	4%	4%	3%	4%	4%
Hispanic	37%	37%	37%	39%	39%
Black or African American	11%	9%	9%	9%	8%
White	38%	41%	39%	38%	37%
Hawaiian/Pacific Islander	1%	0%	1%	1%	0%
Two or More Races	4%	5%	5%	5%	4%
Native Am/Alaskan Native	1%	1%	1%	1%	1%
Unknown/Others	4%	3%	5%	5%	7%

Source: PVC Research, Planning & Institutional Effectiveness Department

### Palo Verde College Headcount by Ethnicity 2023-2024



- Hispanic students have consistently comprised a significant portion of the headcount, increasing from 37% in 2019-2020 to 39% in 2022-2023, and maintaining that percentage in 2023-2024. The representation of White students declined slightly, from 38% to 37%, over the same period.
- PVC maintained a stable representation of Asian students, who accounted for 4% of the headcount throughout the five years. The percentage of Native American/Alaskan Native students also remained stable at 1%.
- There was a decrease in the proportion of Black or African American students, from 11% to 8%.
- The percentage of "Unknown/Others" students increased from 4% to 7% over the five years, indicating a rise in students who chose not to identify their ethnicity to PVC.

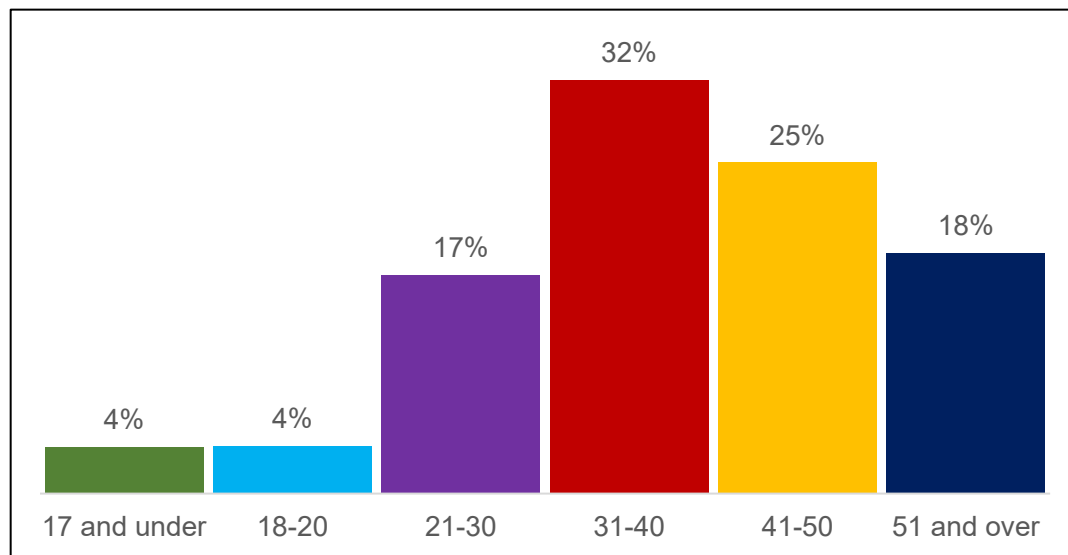


**Palo Verde College  
Headcount by Age  
2019-2020 through 2023-2024**

Age Range	2019-2020 N = 7,995	2020-2021 N = 6,400	2021-2022 N = 7,355	2022-2023 N = 8,086	2023-2024 N = 8,176
17 and under	4%	4%	4%	4%	4%
18-20	4%	3%	3%	4%	4%
21-30	21%	19%	18%	18%	17%
31-40	30%	31%	31%	31%	32%
41-50	25%	25%	25%	25%	25%
51 and over	17%	17%	18%	18%	18%

*Source: PVC Research, Planning & Institutional Effectiveness Department*

**Palo Verde College  
Headcount by Age  
2023-2024**



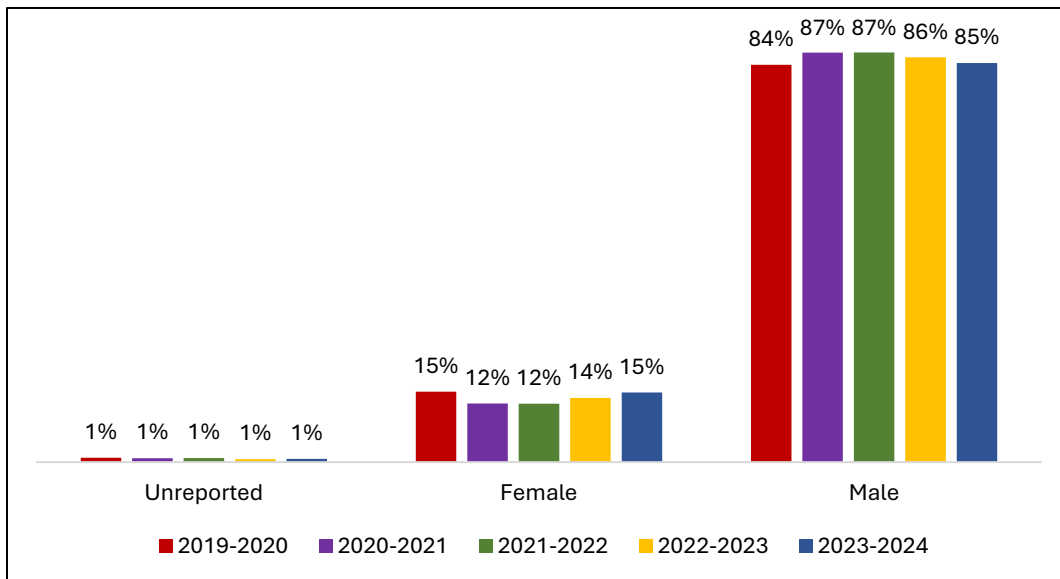
- In 2023-24, 75% of Palo Verde College's students were over 31 years of age.
- The percentage of students aged 17 and under, typically high school special admits, remained low (about 4%) during this timeframe.
- The percentage of students aged 18-20, who typically matriculate directly from high school, was extremely low (4%), compared to other community colleges.
- In addition, the proportion of traditional college age students, 21 to 30, decreased from 21% in 2019-2020 to 17% in 2023-2024.
- Meanwhile, there was a slight increase in students aged 31-40, rising from 30% to 32%.
- The percentage of middle-aged (41-50) and older adult (51+) students remained steady at 25% and 18%, respectively.

**Palo Verde College  
Headcount by Gender  
2019-2020 through 2023-2024**

Gender	2019-2020 N = 7,995	2020-2021 N = 6,400	2021-2022 N = 7,355	2022-2023 N = 8,086	2023-2024 N = 8,176
Female	15%	12%	12%	14%	15%
Male	84%	87%	87%	86%	85%
Unreported	1%	1%	1%	1%	1%

*Source: PVC Research, Planning & Institutional Effectiveness Department*

**Palo Verde College  
Headcount by Gender  
2019-2020 through 2023-2024**



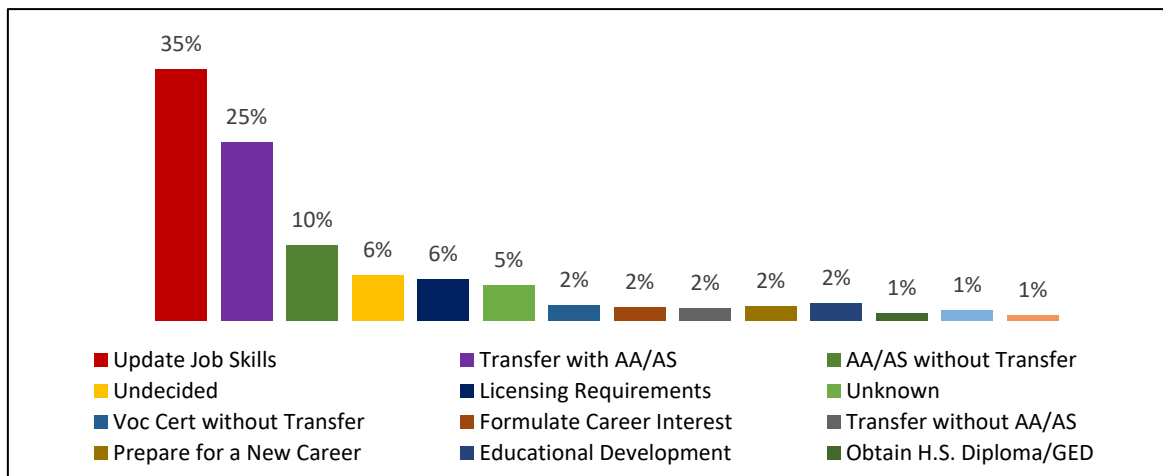
- Palo Verde College’s student gender distribution shows a predominance of males, with a small female student presence over the five-year period.
  - The proportion of female students remained at 15% from 2019-2020 to 2023-2024.
  - The percentage of male students consistently stayed high at 85%. This is not surprising, given that PVC serves two large male-dominated programs: CDCR (about 97%) and the Fire Science Program (about 90%).
  - The percentage of students with “unreported” gender remained constant at 1% across all years.
- Further analysis shows that the gender distribution among general college students is more evenly distributed, with about 58% female, 41% male and 1% unreported.

**Palo Verde College  
Headcount by Educational Goal  
2019-2020 through 2023-2024**

Educational Goal	2019-2020 N = 7,995	2020-2021 N = 6,400	2021-2022 N = 7,355	2022-2023 N = 8,086	2023-2024 N = 8,176
Update Job Skills	25%	28%	27%	27%	35%
Transfer with AA/AS	28%	25%	25%	26%	25%
AA/AS without Transfer	12%	11%	11%	10%	10%
Licensing Requirements	7%	8%	7%	5%	6%
Formulate Career Interest	3%	2%	2%	2%	2%
Prepare for a New Career	3%	2%	2%	2%	2%
Transfer without AA/AS	1%	1%	1%	2%	2%
Voc Cert without Transfer	2%	2%	2%	2%	2%
Educational Development	2%	2%	2%	3%	2%
Obtain H.S. Diploma/GED	1%	1%	1%	1%	1%
Improve Basic Skills	2%	1%	1%	1%	1%
4-Year Student	1%	1%	1%	1%	1%
Undecided	8%	8%	7%	7%	6%
Unknown	4%	6%	9%	10%	5%

Source: PVC Research, Planning & Institutional Effectiveness Department

**Palo Verde College  
Headcount by Educational Goal  
2023-2024**



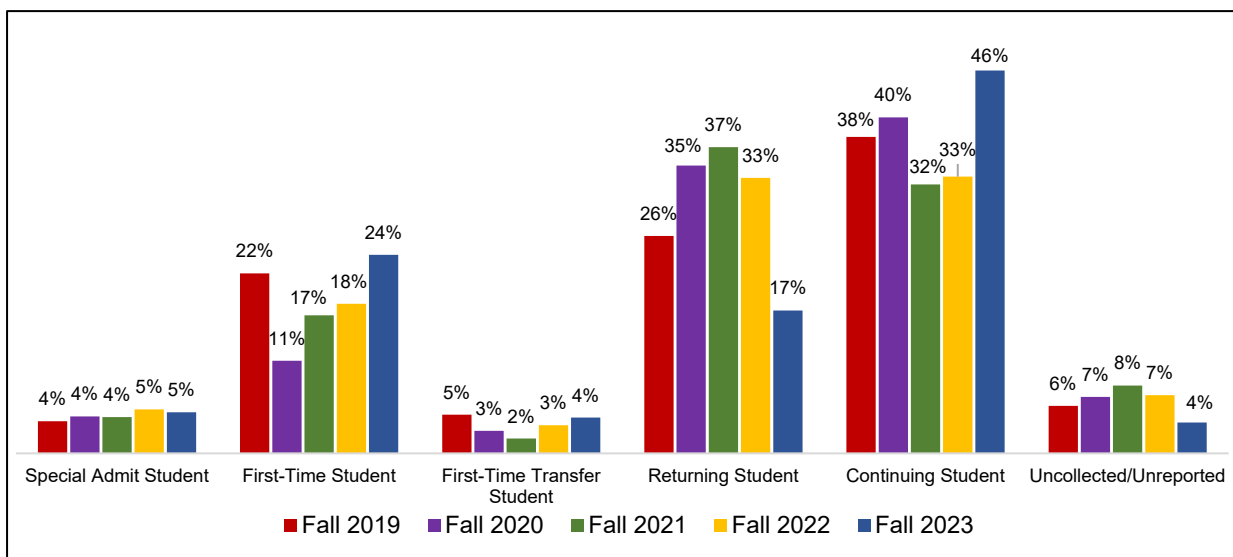
- The proportion of students seeking to update job skills increased significantly, from 25% in 2019-2020 to 35% in 2023-2024, indicating a growing interest in enhancing employment-related skills.
- The percentage of students with the goal of transferring to four-year universities, with or without an AA/AS degree, slightly dropped from 29% in 2019-2020 to 27% in 2023-2024.
- More than one-tenth of the students were “undecided” and “unknown” about their educational goals, with this group representing 11% to 17% over the last five years.

**Palo Verde College**  
**Headcount by Student Enrollment Status**  
**Fall 2019 through Fall 2023**

Student Type	Fall 2019 N = 4,716	Fall 2020 N = 3,926	Fall 2021 N = 4,269	Fall 2022 N = 4,730	Fall 2023 N = 3,605
Special Admit Student	4%	4%	4%	5%	5%
First-Time Student	22%	11%	17%	18%	24%
First-Time Transfer Student	5%	3%	2%	3%	4%
Returning Student	26%	35%	37%	33%	17%
Continuing Student	38%	40%	32%	33%	46%
Uncollected/Unreported	6%	7%	8%	7%	4%

*Source: California Community Colleges Chancellor's Office, Student Enrollment Status Summary Report August 18, 2024*

**Palo Verde College**  
**Headcount by Student Enrollment Status**  
**Fall 2019 through Fall 2023**



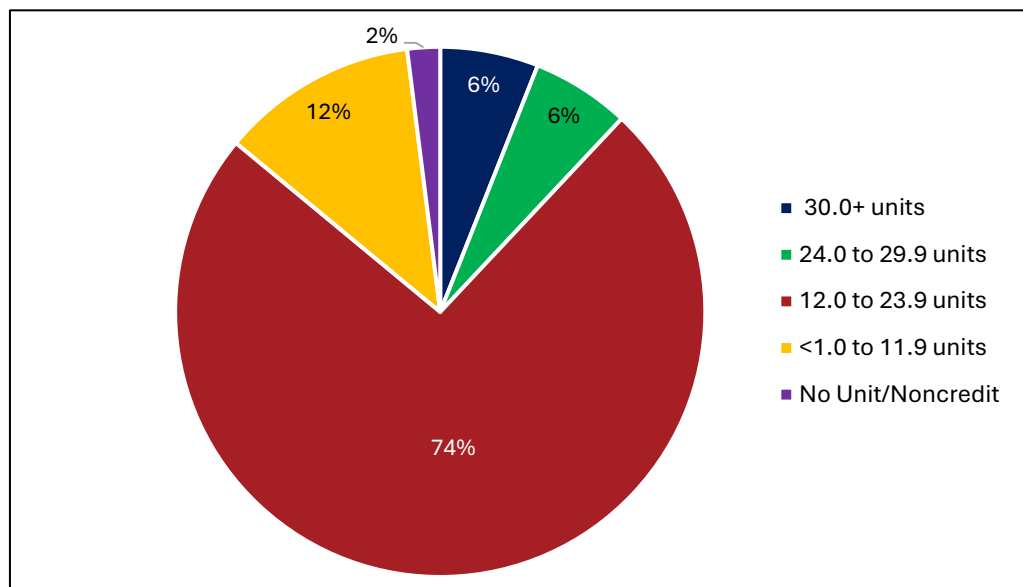
- More than a quarter of the student population consists of first-time freshman or first-time transfers.
  - This population dropped from 27% in Fall 2019 and dropped to 14% in Fall 2020 and has since gradually recovered to 28% in Fall 2023.
- The percentage of “continuing students” has increased 8% in the five fall semesters above, from 38% in Fall 2019 to 46% in Fall 2023.
- Up until recently, students returning to PVC increased from 26% to 33% from Fall 2019 to Fall 2022, but dropped sharply to 17% in Fall 2023 (a decrease of 16% within one year).
- About 5% of the students are classified as “special admit students”, meaning that they are enrolled in both high school and college coursework at the same time.
- Finally, there is also a small percent of the students (4% to 7%) fall into the “uncollected/unreported” category, as the College does not have this information for them.

**Palo Verde College**  
**Headcount by Part-Time/Full-Time Enrollment Status\***  
**2019-2020 through 2023-2024**

Units Enrolled	2019-2020 N = 7,995	2020-2021 N = 6,400	2021-2022 N = 7,355	2022-2023 N = 8,086	2023-2024 N = 8,176
Full-time (attempted 30.0+ units)	6%	6%	4%	6%	6%
Full-time (attempted 24.0 to 29.9 units)	5%	6%	5%	6%	6%
Part-time (attempted 12.0 to 23.9 units)	75%	74%	76%	74%	74%
Part-time (attempted <1.0 to 11.9 units)	12%	13%	13%	13%	12%
No Unit/Noncredit (attempted 0.0 units)	2%	1%	2%	1%	2%

*Note: \*Part-time/Full-Time Enrollment status is calculated for fall and spring semester enrollment and based on 24 units as full-time.  
Source: PVC Research, Planning & Institutional Effectiveness Department*

**Palo Verde College**  
**Headcount by Part-Time/Full-Time Enrollment Status**  
**2019-2020 through 2023-2024**



- Most PVC students enroll on a part-time basis (less than 24.0 units per year).
  - Three-quarters of the students enroll in 12.0 to 23.9 units per year.
  - An additional 12% to 13% enroll in fewer than 12.00 units per year.
- In contrast, the percentage of students attending full-time (more than 24 units annually) has remained steady at 9% to 12%.
- A small number of students (1% to 2%) enroll in noncredit courses and/or drop all of their units during the fall and spring semesters.
- There has been no change in the proportion of enrollment within the five years (2019-2020 through 2023-2024) reviewed.

**Palo Verde College**  
**Percentage and Headcount by Special Population**  
**Fall 2019 to Fall 2023**

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Incarcerated	40.4%	43.3%	0.4%	40.9%	55.9%
First Generation	27.1%	27.5%	29.0%	28.7%	30.4%
DSPS - Disabled Students Programs & Services	14.9%	13.6%	15.0%	13.2%	19.3%
EOPS - Extended Opportunity Programs & Services	12.7%	13.1%	10.0%	9.0%	12.9%
Economically Disadvantaged	6.3%	3.0%	7.4%	5.9%	12.7%
Received Services/Support through Basic Needs Center	0.0%	0.0%	0.0%	0.0%	6.7%
Having A Low Level of Literacy	1.0%	0.0%	0.0%	0.7%	2.4%
CalWORKs - California Work Opportunity & Responsibility to Kids	0.5%	0.2%	0.1%	0.7%	0.6%
Formerly Incarcerated	0.0%	0.0%	0.0%	0.0%	0.5%
Foster Youth	0.2%	0.3%	0.2%	0.4%	0.5%
CARE - Cooperative Agencies Resources for Education	0.3%	0.2%	0.1%	0.4%	0.4%
Veteran	0.3%	0.2%	0.3%	0.4%	0.3%
Homeless	0.1%	0.1%	0.0%	0.0%	0.1%
Military (Active Duty, Active Reserve, National Guard)	0.0%	0.0%	0.0%	0.0%	0.0%
Puente	0.0%	0.0%	0.0%	0.3%	0.0%

*Source: California Community Colleges Chancellor's Office, Special Population Student County Summary Report, August 18, 2024*

Palo Verde College students come from diverse backgrounds and often face harsh realities that impact their educational journey. Therefore, it is important that we understand who they are and the barriers they encounter so that we can assist them to be successful. The list above includes some of the special populations that the College has been able to track; however, we know there are more students who do not or will not share their experiences with us. Please note that students often have multiple experiences and/or identify with many groups. Though the number of students within underrepresented groups seem low, we must not lose focus on their unique needs to be successful:

- More than 50% of PVC students are incarcerated, and 0.5% of the Fall 2023 students reported having been incarcerated.
- About 30% of the students are first-generation students, an increase of three percentage points over five fall semesters.
- Nearly 20% of the students have some form of disability.
- Approximately 13% of the students are economically disadvantaged, a figure that has doubled over five fall semesters. This data may not include all the PVC students, as the College serves a large CDCR population (who may not qualify for this service) and the Fire Science Program students who are already employed.
- Although the percentage of students who identified as veterans, homeless, or foster youth is very small, they are of special focus throughout our community college system.

**Palo Verde College**  
**Students Receiving Pell and Promise Grants**  
**2019-2020 through 2023-2024**

Grant	2019-2020 N = 7,995	2020-2021 N = 6,400	2021-2022 N = 7,355	2022-2023 N = 8,086	2023-2024 N = 8,176
Receive Pell Grant	3%	2%	3%	4%	5%
Receive Promise Grant	35%	43%	44%	45%	46%

*Source: PVC Research, Planning & Institutional Effectiveness Department*

Many students experience financial difficulties; therefore, it is important that staff inform students of the many financial resources available to them as they pursue their education as PVC. The total number of students receiving either grant fluctuated slightly over the years, with a notable increase in the overall student count from 7,995 in 2019-2020 to 8,176 in 2023-2024.

- Nearly half of the students receive a Promise Grant to help pay for their tuition of \$46 per unit enrollment fee.
- However, only about 3% to 5% of students receive the federal Pell grants, which is a need-based grant to low- income undergraduates. This much larger amount of money can greatly assist with students' room & board, transportation, and books; however, it also requires students to provide documentation of the need for aid.

**Palo Verde College**  
**Top 12 Zip Codes - Student Residency**  
**2019-2020 through 2023-2024**

Zip Code	2019-2020 N = 7,995	2020-2021 N = 6,400	2021-2022 N = 7,355	2022-2023 N = 8,086	2023-2024 N = 8,176
92226	16%	17%	15%	13%	13%
92225	12%	10%	9%	11%	12%
93204	3%	5%	8%	9%	8%
92860	5%	2%	3%	3%	4%
93960	2%	3%	3%	3%	3%
91708	2%	1%	2%	2%	2%
93212	1%	1%	1%	2%	1%
95640	0%	1%	2%	2%	1%
92363	1%	1%	1%	1%	1%
93409	2%	1%	2%	2%	1%
94080	1%	1%	1%	1%	1%
95688	1%	1%	1%	1%	1%
other	54%	57%	53%	50%	52%

*Source: PVC Research, Planning & Institutional Effectiveness Department*

- The percentage of students from 92226 decreased from 16% in 2019-20 to 13% in 2023-24, while the percentage of students from 92225 remained stable (12%) over the five years.
- The proportion of students from zip code 93204 increased from 3% to 8%, indicating a notable rise in students from this area.
- Zip Codes 92860, 93960, and 91708 showed minimal changes in their student percentages, with 92860 seeing a slight increase to 4%, while other areas remained stable or changed slightly.
- The "other" category, representing various zip codes with less than 1% of total student population, accounted for more than half of PVC students.



**Palo Verde College**  
**Top 10 Cities - Student Residency**  
**2019-2020 through 2023-2024**

City	2019-2020 N = 7,995	2020-2021 N = 6,400	2021-2022 N = 7,355	2022-2023 N = 8,086	2023-2024 N = 8,176
Blythe	28%	27%	24%	23%	25%
Avenal	3%	5%	8%	9%	8%
Norco	5%	3%	4%	4%	4%
Soledad	2%	3%	3%	3%	3%
Chino	2%	1%	2%	2%	2%
San Francisco	2%	2%	2%	2%	2%
Corcoran	1%	1%	1%	2%	1%
Vacaville	3%	2%	2%	1%	1%
lone	0%	1%	2%	2%	1%
Needles	1%	1%	1%	1%	1%
Other	52%	56%	53%	51%	50%

*Source: PVC Research, Planning & Institutional Effectiveness Department*

- Blythe and Needles residents represent a significant portion of the student population at PVC; however, their share decreased 3% over the last five years (from 29% in 2019-2020 to 26% in 2023-2024).
- The percentage of students from the City of Avenal grew from 3% in 2019-2020 to 8% in 2023-2024.
- Enrollment percentages from cities such as Norco, Soledad, Chino, San Francisco, and Corcoran remained stable or showed minimal changes.
- The "Other" category, which includes 827 cities with some level of enrollment over the last five years, represents more than half of the student population, demonstrating the large PVC's correspondence program throughout California.

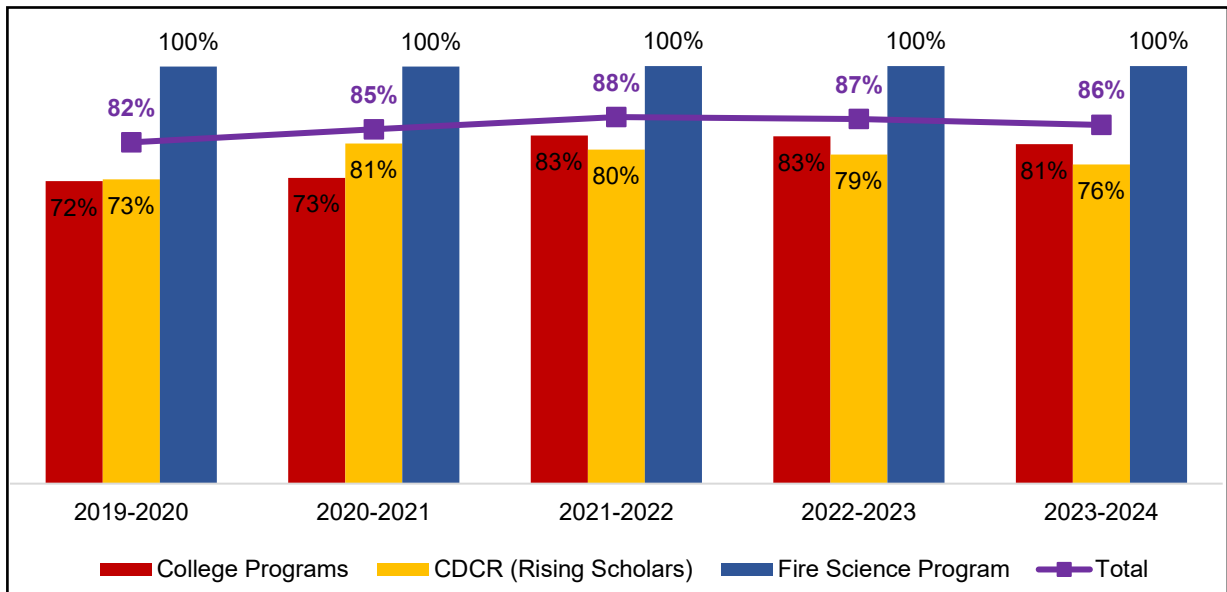
## Student Outcomes

### Palo Verde College Course Success Rates\* by Program 2019-2020 through 2023-2024

Program	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
College Programs	72%	73%	83%	83%	81%
CDCR (Rising Scholars)	73%	81%	80%	79%	76%
Fire Science Program	100%	100%	100%	100%	100%
<b>Total</b>	<b>82%</b>	<b>85%</b>	<b>88%</b>	<b>87%</b>	<b>86%</b>

*Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.*  
*\*Course Success Rates = # of A, B, C, and P grades / # of A, B, C, P, NP, D, F and W grades.*

### Palo Verde College Course Success\* by Program 2019-2020 through 2023-2024



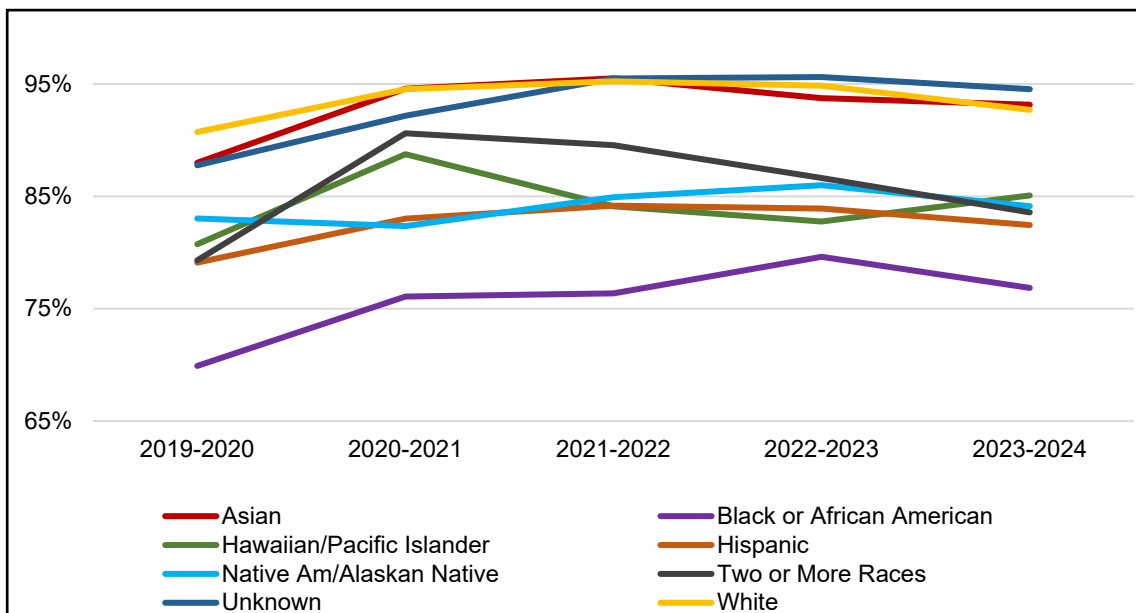
- Over the last five years, overall success rates (grades of A, B, C or Pass) for PVC students ranged from a low of 82% in 2019-2020 to a high of 88% in 2021-2022.
- Success rates for students in general College Programs increased from 72% to 83%, dipping slightly in 2023-2024 to 81%.
- Success rates for students participating in the CDCR program varied, increasing from 73% in 2019-2020 to 81% in 2020-2021, then declining each of the past three years.
- Students enrolled in the Fire Science Program had the highest success rates at 100% for all five years.

**Palo Verde College  
Overall Course Success Rates by Ethnicity  
2019-2020 through 2023-2024**

Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	88%	95%	95%	94%	93%
Black or African American	70%	76%	76%	80%	77%
Hawaiian/Pacific Islander	81%	89%	84%	83%	85%
Hispanic	79%	83%	84%	84%	82%
Native Am/Alaskan Native	83%	82%	85%	86%	84%
Two or More Races	79%	91%	90%	87%	84%
Unknown	88%	92%	95%	96%	95%
White	91%	95%	95%	95%	93%
<b>Total</b>	<b>82%</b>	<b>85%</b>	<b>88%</b>	<b>87%</b>	<b>86%</b>

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

**Palo Verde College  
Overall Course Success Rates by Ethnicity  
2019-2020 through 2023-2024**



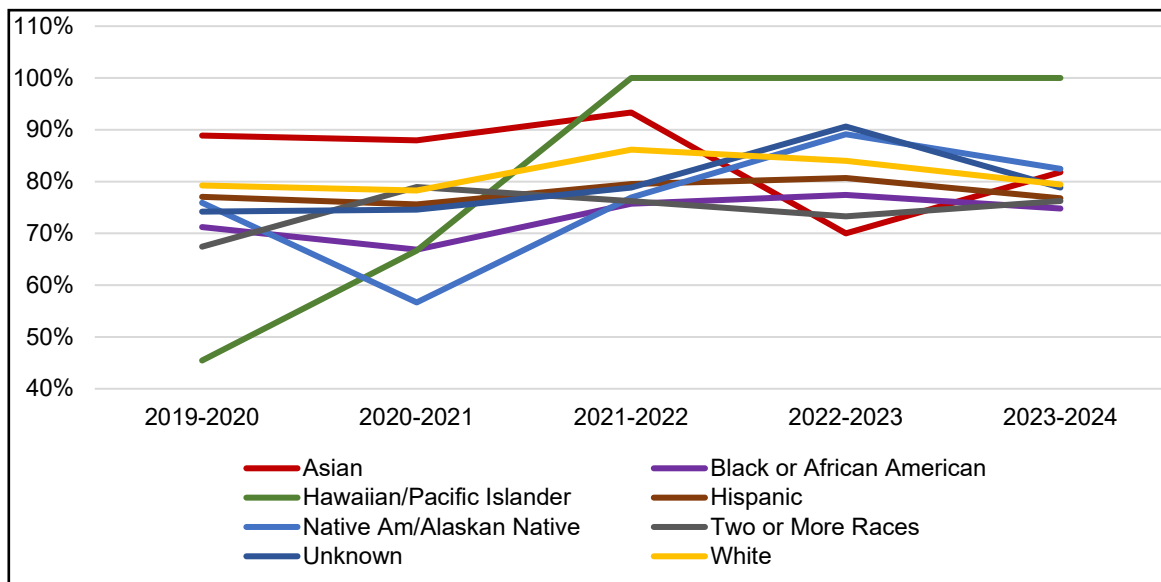
- Overall course success rates have generally remained stable across most ethnic groups over the five years, with some fluctuations. Notably, the rates for Asian and White students have consistently been high, while Black or African American students show some improvement and slight decline in recent years.
- The success rates for Black or African American and Hispanic students improved initially but experienced a slight drop in the most recent year, indicating a need for continued support. Hawaiian/Pacific Islander and Native American/Alaskan Native students maintained relatively strong rates.

**Palo Verde College**  
**Course Success Rates for College Programs Students by Ethnicity**  
**2019-2020 through 2023-2024**

Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	89%	88%	93%	70%	82%
Black or African American	71%	67%	76%	77%	75%
Hawaiian/Pacific Islander	45%	67%	100%	100%	100%
Hispanic	77%	76%	80%	81%	77%
Native Am/Alaskan Native	76%	57%	77%	89%	82%
Two or More Races	67%	79%	76%	73%	76%
Unknown	74%	75%	79%	91%	79%
White	79%	78%	86%	84%	79%
<b>Total</b>	<b>72%</b>	<b>73%</b>	<b>83%</b>	<b>83%</b>	<b>81%</b>

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

**Palo Verde College**  
**Course Success Rates for College Programs Students by Ethnicity**  
**2019-2020 through 2023-2024**



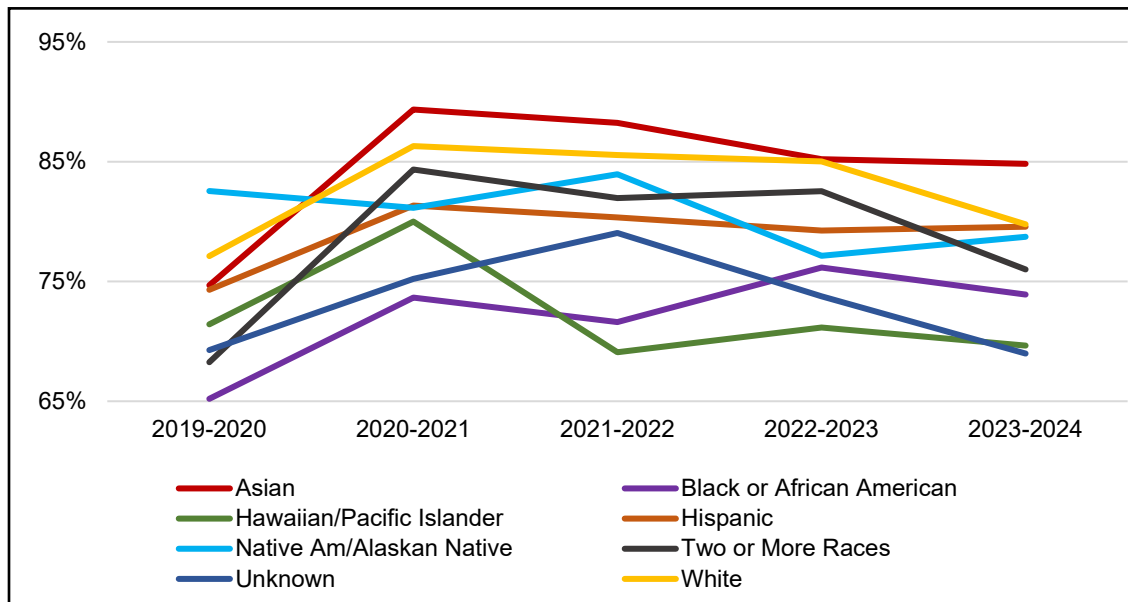
- Overall success rate for students enrolled in general College Programs increased from 72% (2019-2020) to a peak of 83% (2022-2023), then slightly decreased to 81% (2023-2024).
- Asian students experienced a significant drop from 93% (2021-2022) to 70% (2022-2023), then rebounded to 82% (2023-2024).
- Hawaiian/Pacific Islander students maintained a perfect 100% success rate for three consecutive years (2021-2022 through 2023-2024). Keep in mind there are very few Hawaiian/Pacific Islander students enrolled in College Programs.

**Palo Verde College**  
**Course Success Rates for CDCR Students by Ethnicity**  
**2019-2020 through 2023-2024**

Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	75%	89%	88%	85%	85%
Black or African American	65%	74%	72%	76%	74%
Hawaiian/Pacific Islander	71%	80%	69%	71%	70%
Hispanic	74%	81%	80%	79%	80%
Native Am/Alaskan Native	83%	81%	84%	77%	79%
Two or More Races	68%	84%	82%	83%	76%
Unknown	69%	75%	79%	74%	69%
White	77%	86%	86%	85%	80%
<b>Total</b>	<b>73%</b>	<b>81%</b>	<b>80%</b>	<b>79%</b>	<b>76%</b>

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

**Palo Verde College**  
**Course Success Rates for CDCR Students by Ethnicity**  
**2019-2020 through 2023-2024**



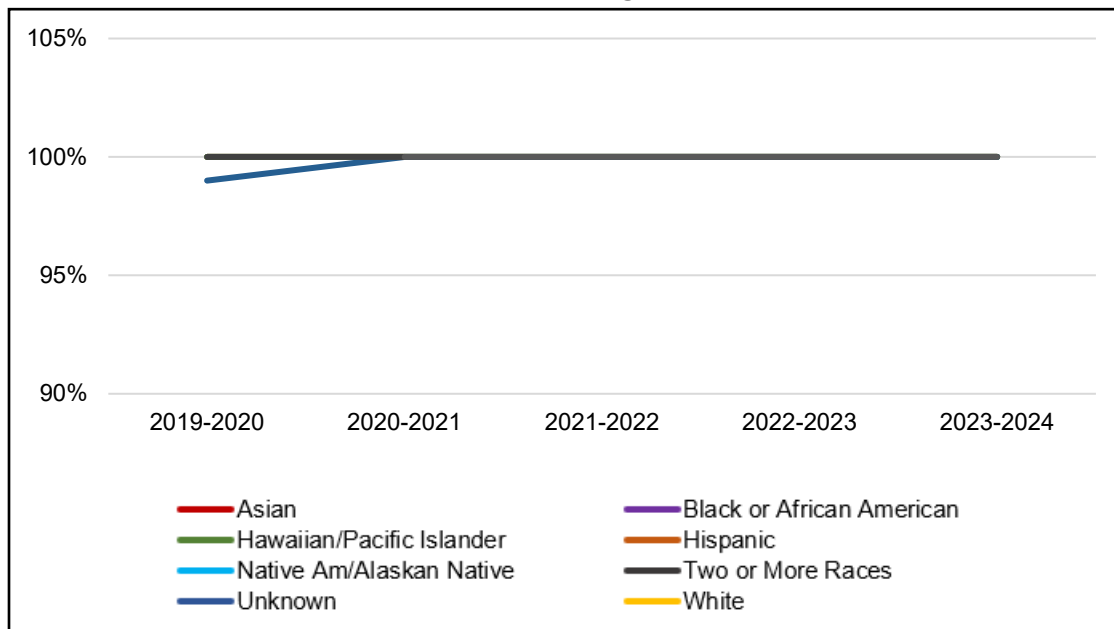
- Overall success rate for the CDCR Program increased from 73% (2019-2020) to a peak of 81% (2020-2021) but decreased to 76% by 2023-2024.
- Asian students in the program maintained a steady success rate of about 85% for the last three years after a peak of 89% in 2020-2021.
- Black or African American students' course success rates fluctuated between 65% and 76%, settling at 74% in 2023-2024.
- Hispanic students' course success rate was generally stable, ranging from 74% to 81%, and finishing at 80% in 2023-2024.

**Palo Verde College**  
**Course Success Rates for Fire Science Program Students by Ethnicity**  
**2019-2020 through 2023-2024**

Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	100%	100%	100%	100%	100%
Black or African American	100%	100%	100%	100%	100%
Hawaiian/Pacific Islander	100%	100%	100%	100%	100%
Hispanic	100%	100%	100%	100%	100%
Native Am/Alaskan Native	100%	100%	100%	100%	100%
Two or More Races	100%	100%	100%	100%	100%
Unknown	99%	100%	100%	100%	100%
White	100%	100%	100%	100%	100%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

**Palo Verde College**  
**Course Success Rates for Fire Science Program Students by Ethnicity**  
**2019-2020 through 2023-2024**



- All ethnic groups within the Fire Science Program reported a 100% success rate from 2019-2020 to 2023-2024, except for the "Unknown" category, which experienced a 99% success rate in 2019-2020.

**Palo Verde College**  
**Course Success Rates by Discipline**  
**2019-2020 through 2023-2024**

Subject	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>College Overall</b>	<b>82%</b>	<b>85%</b>	<b>88%</b>	<b>87%</b>	<b>86%</b>
Accounting	69%	78%	74%	66%	64%
Alcohol & Drug Studies	80%	88%	82%	85%	81%
Agriculture	71%	-	-	-	-
Anthropology	64%	87%	79%	67%	71%
Art	78%	78%	84%	83%	85%
American Sign Language	86%	91%	88%	86%	85%
Astronomy	44%	75%	73%	84%	79%
Athletics	93%	100%	96%	99%	100%
Automotive Tech	90%	80%	91%	82%	85%
Bldg. Construction Tech	90%	68%	92%	96%	92%
Biology	77%	78%	77%	81%	79%
Business	71%	83%	77%	72%	76%
Child Development	75%	77%	70%	69%	78%
Chemistry	75%	89%	81%	87%	86%
Computer Information Systems	79%	80%	84%	82%	84%
Criminal Justice	62%	78%	84%	88%	84%
Economics	86%	93%	73%	77%	86%
Emergency Medical Services	100%	100%	-	100%	100%
English	61%	68%	75%	71%	64%
English as a Second Language	90%	50%	60%	45%	80%
Ethnic Studies	-	-	-	68%	76%
Fire Science Tech	100%	100%	100%	100%	100%
Geology	65%	54%	66%	51%	43%
Geography (CORR)	55%	75%	74%	80%	-
General Studies	79%	85%	85%	85%	81%
Geography	-	-	-	91%	72%
Health Sciences	67%	82%	78%	79%	78%
History	84%	80%	84%	82%	78%
Kinesiology	-	73%	83%	84%	85%
Management	73%	80%	71%	75%	77%
Math	41%	67%	71%	72%	50%

**Palo Verde College**  
**Course Success Rates by Discipline (Cont.)**  
**2019-2020 through 2023-2024**

Subject	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Music	85%	85%	84%	79%	81%
Non-Credit	91%	-	-	-	96%
Nursing Science Clinical	67%	64%	81%	69%	72%
Nursing	86%	85%	90%	91%	94%
Physical Education	72%	52%	65%	50%	70%
Philosophy	65%	77%	86%	83%	77%
Public Health Science	-	-	74%	79%	-
Physics	-	55%	78%	75%	53%
Psychology	80%	84%	84%	86%	82%
Political Science	82%	84%	81%	88%	78%
Sociology	73%	73%	75%	72%	76%
Spanish	70%	83%	84%	86%	87%
Speech	69%	70%	87%	86%	77%
Theatre	44%	-	73%	76%	74%
Welding	88%	65%	82%	87%	77%

*Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.*

- The College's overall course success rate peaked at 89% in 2021-2022 but slightly declined to 87% in 2023-2024.
- Nursing, Emergency Medical Services, and Fire Science Technology consistently achieved high success rates, often reaching or maintaining 100%.
- Some disciplines, such as Accounting, Math and English, saw significant decreases in success rates during recent years, with Accounting increasing from 69% to 78% then dropping to 64%, Math increasing from 41% to 72% then dropping to 50%, and English increasing from 61% to 75% then dropping to 64%.
- Several subjects displayed fluctuating success rates, like ESL, which dropped to 45% in 2022-2023 but rebounded to 80% in 2023-2024, and Physics, which varied significantly over the years, finishing at 53% in 2023-2024.



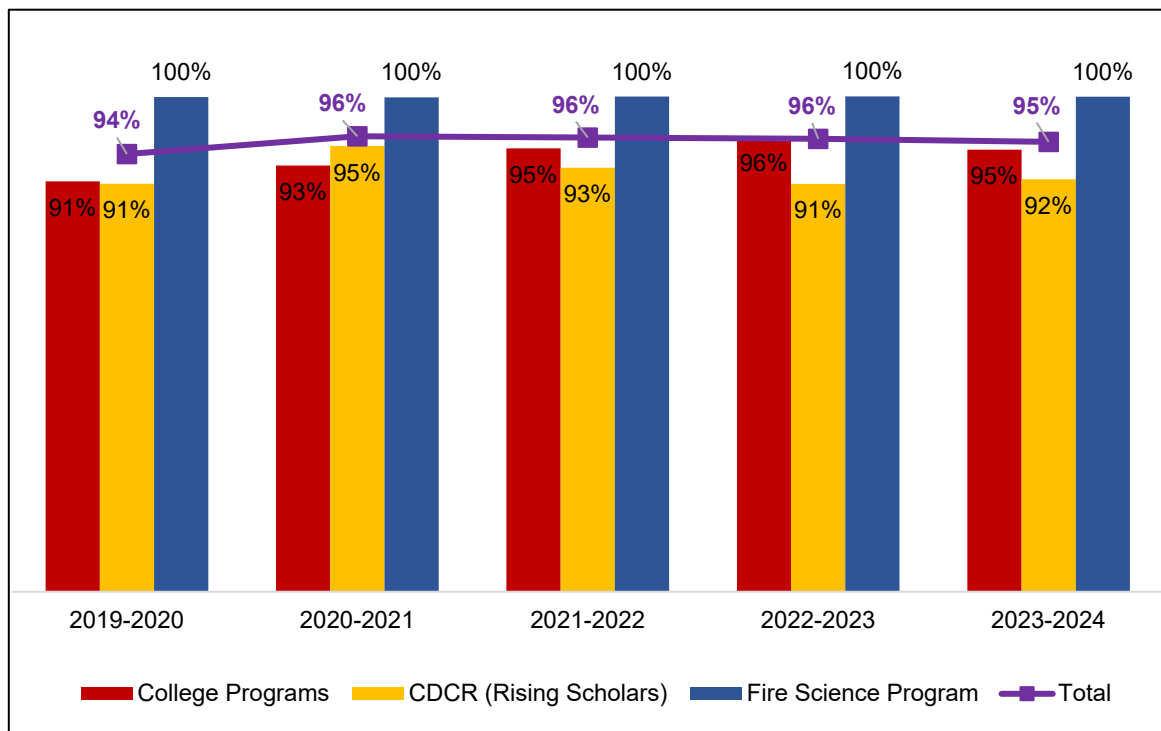
**Palo Verde College  
Overall Retention Rate\* by Program  
2019-2020 through 2023-2024**

Program	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
College Programs	91%	93%	95%	96%	95%
CDCR (Rising Scholars)	91%	95%	93%	91%	92%
Fire Science Program	100%	100%	100%	100%	100%
<b>Total</b>	<b>94%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>	<b>95%</b>

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

\*Retention Rate = % of non-W enrollments out of A, B, C, Pass, No Pass, D, F and W grades.

**Palo Verde College  
Overall Retention Rate\* by Program  
2019-2020 through 2023-2024**



- Overall retention rates (grades of A, B, C, Pass, D, F, and No Pass) for PVC students ranged from 94% to 96%.
- Students attending general College Programs and CDCR programs had similar retention rates, ranging from 91% to 95% (CDCR) and 91% to 96% (College Programs).
- Fire Science Program had the highest retention rates at 100% for all five years.

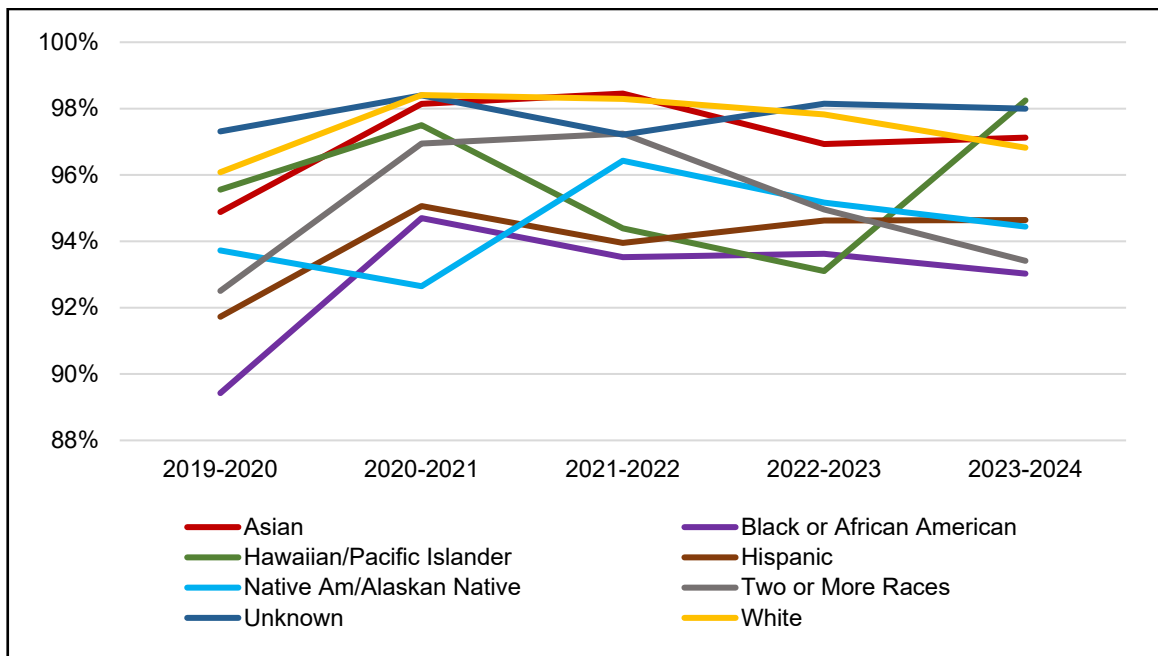
**Palo Verde College  
Retention Rate\* by Ethnicity  
2019-2020 through 2023-2024**

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	95%	98%	98%	97%	97%
Black or African American	89%	95%	94%	94%	93%
Hawaiian/Pacific Islander	96%	98%	94%	93%	98%
Hispanic	92%	95%	94%	95%	95%
Native Am/Alaskan Native	94%	93%	96%	95%	94%
Two or More Races	93%	97%	97%	95%	93%
Unknown	97%	98%	97%	98%	98%
White	96%	98%	98%	98%	97%
<b>Total</b>	<b>94%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>	<b>95%</b>

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

\*Retention Rate = % of non-W enrollments out of A, B, C, Pass, No Pass, D, F and W grades.

**Palo Verde College  
Retention Rates by Ethnicity  
2019-2020 through 2023-2024**



- PVC's retention rates remained relatively stable across most ethnic groups, with small fluctuations observed each year.
- Asian and White students consistently show the highest retention rates, ranging from 96% to 98%; Hawaiian/Pacific Islander students also maintained strong rates.
- Black or African American and Hispanic students experienced increasing retention rates over the years, growing from 89% to 93% and from 92% to 95%, respectively.

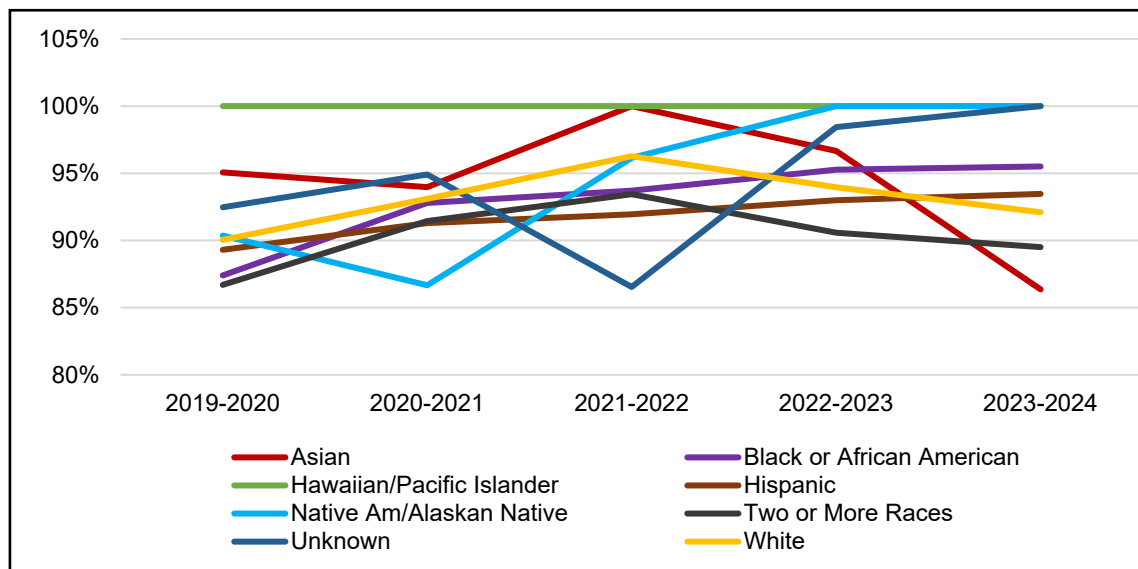
**Palo Verde College**  
**Retention Rate\* for College Programs Students by Ethnicity**  
**2019-2020 through 2023-2024**

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	95%	94%	100%	97%	86%
Black or African American	87%	93%	94%	95%	96%
Hawaiian/Pacific Islander	100%	100%	100%	100%	100%
Hispanic	89%	91%	92%	93%	93%
Native Am/Alaskan Native	90%	87%	96%	100%	100%
Two or More Races	87%	91%	93%	91%	90%
Unknown	92%	95%	87%	98%	100%
White	90%	93%	96%	94%	92%
<b>Total</b>	<b>91%</b>	<b>93%</b>	<b>95%</b>	<b>96%</b>	<b>95%</b>

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

\*Retention Rate = % of non-W enrollments out of A, B, C, Pass, No Pass, D, F and W grades.

**Palo Verde College**  
**Retention Rates for College Programs Students by Ethnicity**  
**2019-2020 through 2023-2024**



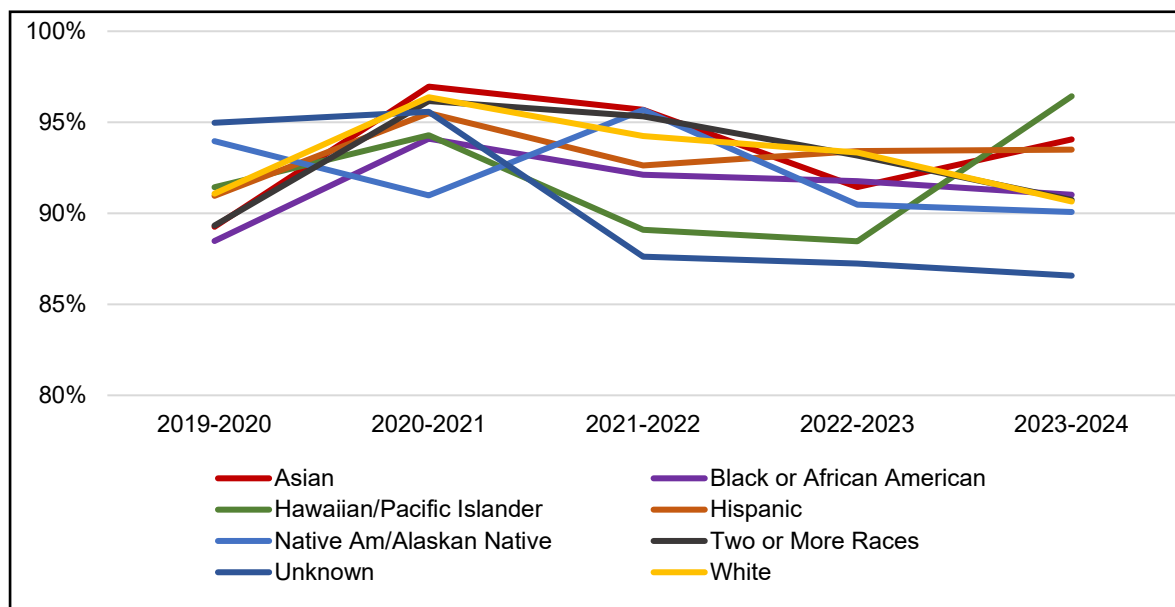
- The retention rate for students enrolled in College Programs coursework remained stable, ranging from 91% to 96% over the five years, ending at 95% in 2023-2024.
- Black or African American, Hispanic, Native Am/Alaskan Native, Two or More Races, and White student groups all experienced increased retention rates over the last five years, ranging from 90% to 100%.
- Asian students' retention decreased significantly to 86% in 2023-2024 after reaching 100% in 2021-2022.
- Hawaiian/Pacific Islanders achieved a retention rate of 100% throughout all years, highlighting consistent success.

**Palo Verde College**  
**Retention Rates for CDCR Students by Ethnicity**  
**2019-2020 through 2023-2024**

Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	89%	97%	96%	91%	94%
Black or African American	88%	94%	92%	92%	91%
Hawaiian/Pacific Islander	91%	94%	89%	88%	96%
Hispanic	91%	96%	93%	93%	93%
Native Am/Alaskan Native	94%	91%	96%	90%	90%
Two or More Races	89%	96%	95%	93%	91%
Unknown	95%	96%	88%	87%	87%
White	91%	96%	94%	93%	91%
<b>Total</b>	<b>91%</b>	<b>95%</b>	<b>93%</b>	<b>91%</b>	<b>92%</b>

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

**Palo Verde College**  
**Retention Rates for CDCR Students by Ethnicity**  
**2019-2020 through 2023-2024**



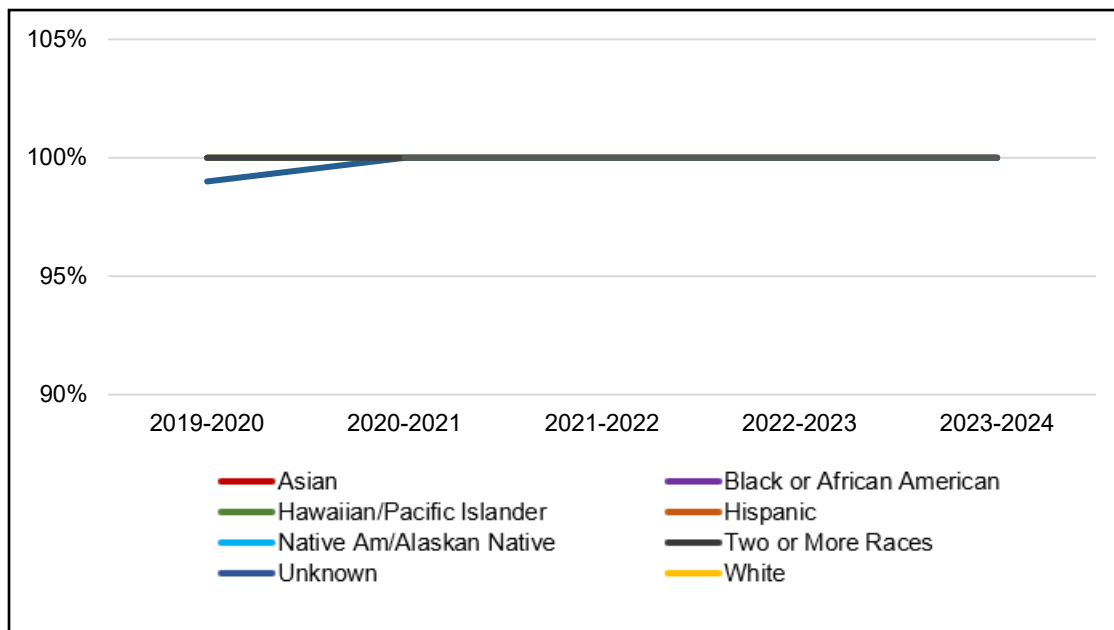
- The retention rate for students in the CDCR Program remained relatively stable, averaging around 91% to 95% over the five academic years.
- Hawaiian/Pacific Islander students had a notable increase from 91% in 2019-2020 to 96% in 2023-2024, with fluctuating rates in between the five years.
- Asian, Black or African American, and Hispanic students, maintained retention rates in the low to mid-90% range throughout the period.
- The retention rate for CDCR students with "Unknown" ethnicity declined from 95% in 2019-2020 to 87% by 2023-2024.

**Palo Verde College**  
**Retention Rates for Fire Science Program Students by Ethnicity**  
**2019-2020 through 2023-2024**

Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	100%	100%	100%	100%	100%
Black or African American	100%	100%	100%	100%	100%
Hawaiian/Pacific Islander	100%	100%	100%	100%	100%
Hispanic	100%	100%	100%	100%	100%
Native Am/Alaskan Native	100%	100%	100%	100%	100%
Two or More Races	100%	100%	100%	100%	100%
Unknown	99%	100%	100%	100%	100%
White	100%	100%	100%	100%	100%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

**Palo Verde College**  
**Retention Rates for Fire Science Program Students by Ethnicity**  
**2019-2020 through 2023-2024**



- All ethnic groups within the Fire Science Program achieved a 100% retention rate from 2019-2020 to 2023-2024, except for the "Unknown" category, which had a slight dip to 99% in 2019-2020.

**Palo Verde College**  
**Retention Rates by Discipline**  
**2019-2020 through 2023-2024**

Subject	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>College Overall</b>	<b>94%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>	<b>95%</b>
Accounting	87%	92%	88%	87%	92%
Alcohol & Drug Studies	92%	96%	94%	95%	94%
Agriculture	89%	-	-	-	-
Anthropology	88%	97%	94%	86%	88%
Art	94%	93%	96%	94%	96%
American Sign Language	96%	99%	96%	95%	96%
Astronomy	60%	92%	90%	90%	90%
Athletics	93%	100%	96%	99%	100%
Automotive Technology	97%	100%	96%	100%	99%
Bldg. Construction Technology	99%	100%	98%	100%	96%
Biology	91%	95%	92%	91%	92%
Business	89%	94%	93%	90%	92%
Child Development	87%	87%	94%	88%	93%
Chemistry	87%	92%	84%	89%	90%
Computer Information Systems	92%	97%	100%	98%	94%
Criminal Justice	94%	93%	98%	98%	99%
Economics	92%	99%	88%	87%	95%
Emergency Medical Services	100%	100%	-	100%	100%
English	80%	86%	88%	86%	83%
English as a Second Language	100%	100%	80%	91%	90%
Ethnic Studies	-	-	-	90%	91%
Fire Science Technology	100%	100%	100%	100%	100%
Geology	86%	89%	87%	71%	67%
Geography (CORR)	78%	91%	89%	91%	-
General Studies	96%	97%	96%	97%	96%
Geography	-	-	-	97%	92%
Health Sciences	95%	97%	96%	97%	98%
History	94%	95%	95%	95%	94%
Kinesiology	-	91%	94%	97%	95%
Management	89%	97%	91%	90%	89%
Math	71%	86%	86%	87%	79%

**Palo Verde College**  
**Retention Rates by Discipline (Cont.)**  
**2019-2020 through 2023-2024**

Subject	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Music	92%	90%	93%	90%	90%
Non-Credit	100%	-	-	-	96%
Nursing Science Clinical	89%	94%	88%	94%	95%
Nursing	97%	92%	96%	97%	97%
Physical Education	93%	96%	93%	86%	93%
Philosophy	87%	90%	95%	92%	90%
Public Health Science	-	-	85%	86%	-
Physics	-	82%	89%	82%	73%
Psychology	93%	96%	94%	94%	95%
Political Science	89%	95%	92%	98%	98%
Sociology	89%	94%	91%	92%	93%
Spanish	91%	96%	95%	97%	96%
Speech	85%	88%	91%	93%	91%
Theatre	89%	-	83%	96%	90%
Welding	97%	97%	100%	99%	96%

*Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.*

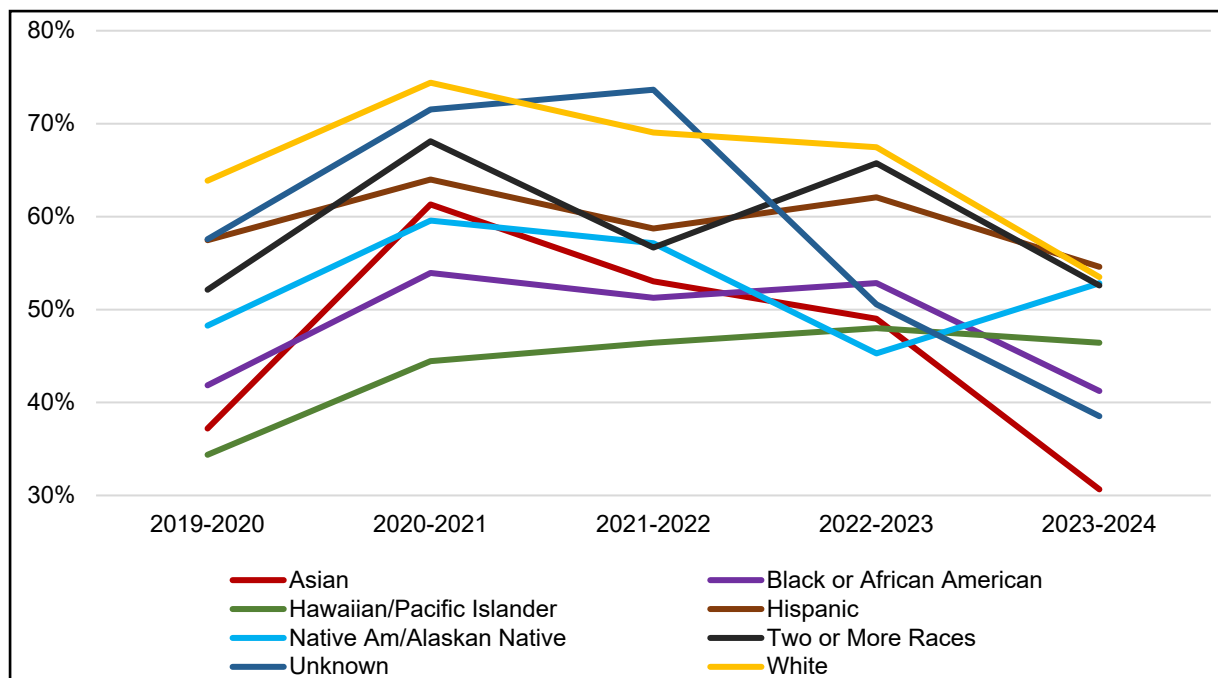
- The college maintained a consistent overall retention rate around 96% each year.
- Fire Science Technology, Emergency Medical Services, and Athletics achieved perfect retention rates (100%) for multiple years.
- Geology, Math, and Physics displayed notable declines in retention between 2020-21 and 2023-2024, with Geology dropping from 89% to 67%, Math dropping from 86% to 79%, and Physics dropping from 82% to 73%.
- Several disciplines, such as American Sign Language, Criminal Justice, Health Sciences, Nursing, Spanish, and Welding consistently reported retention rates above 95%.

**Palo Verde College**  
**Fall to Spring Persistence Rates by Ethnicity**  
**2019-2020 through 2023-2024**

Race/Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	37%	61%	53%	49%	31%
Black or African American	42%	54%	51%	53%	41%
Hawaiian/Pacific Islander	34%	44%	46%	48%	46%
Hispanic	57%	64%	59%	62%	55%
Native Am/Alaskan Native	48%	60%	57%	45%	53%
Two or More Races	52%	68%	57%	66%	53%
Unknown	58%	72%	74%	51%	39%
White	64%	74%	69%	67%	53%

*Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.*

**Palo Verde College**  
**Fall to Spring Persistence Rates by Ethnicity**  
**2019-2020 through 2023-2024**



- Overall, many ethnic groups showed significant fluctuations in fall to spring persistence rates over the years, with notable peaks and declines, particularly among Asian students (from 37% to 31%) and White students (from 64% to 53%).
- Black or African American and Hispanic students showed relatively stable persistence rates over the time period, ranging from low 40's to low 50's and high 50's and low 60's, respectively.
- Two or More Races and Unknown initially had high persistence rates, peaking in 2020-2021 (72% and 68%, respectively) before dropping in subsequent years.

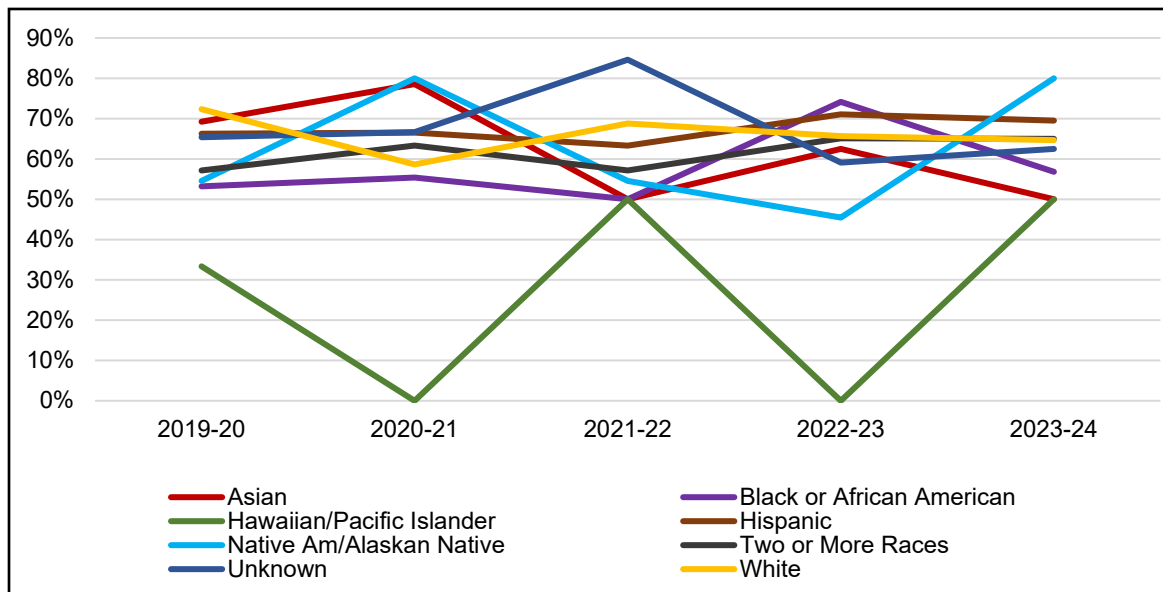


**Palo Verde College**  
**Fall to Spring Persistence Rates for College Programs by Ethnicity**  
**2019-2020 through 2023-2024**

Race/Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	69%	79%	50%	63%	50%
Black or African American	53%	55%	50%	74%	57%
Hawaiian/Pacific Islander	33%	0%	50%	0%	50%
Hispanic	66%	67%	63%	71%	70%
Native Am/Alaskan Native	55%	80%	55%	45%	80%
Two or More Races	57%	63%	57%	65%	65%
Unknown	65%	67%	85%	59%	63%
White	72%	59%	69%	66%	65%

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

**Palo Verde College**  
**Fall to Spring Persistence Rates for College Programs by Ethnicity**  
**2019-2020 through 2023-2024**



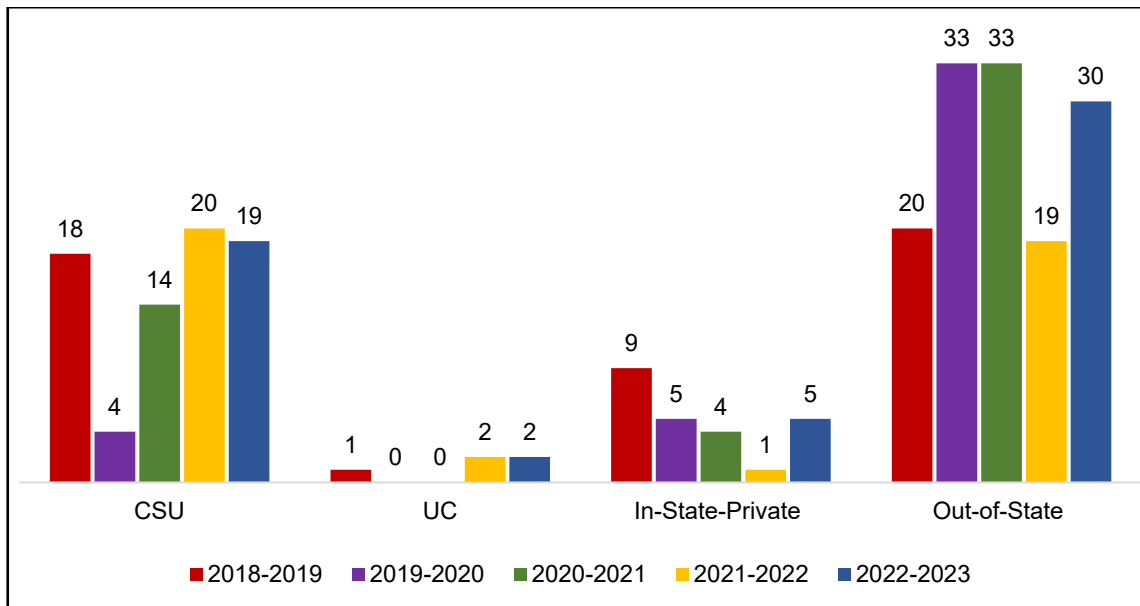
- For College Programs students, many ethnic groups experienced significant variability in fall to spring persistence rates, with notable highs and lows; for example, Hawaiian/Pacific Islander students saw a complete drop to 0% in 2020-2021 and 2022-2023 and then rebounded in subsequent years. Black or African American students' persistence rates ranged from 50% to 74%, but dropped to 57% in 2023-2024, and Native Am/Alaskan Native students' rates bounced between 45% to 80%.
- Fall to spring persistence rates for Hispanic students (the highest representation at PVC) remained relatively stable, fluctuating between 63% and 71%.
- Asian students' Fall to spring persistence rates declined sharply, particularly in 2021-2022 (50%), while White students experienced a decrease from 72% in 2019-2020 to 65% in 2023-2024, indicating a downward trend over the five years.

**Palo Verde College  
Transfers to Four-Year Universities  
2018-2019 through 2022-2023**

	2018-2019 N=48	2019-2020 N=42	2020-2021 N=51	2021-2022 N=42	2022-2023 N=56
CSU	38%	10%	27%	48%	34%
UC	2%	0%	0%	5%	4%
In-State-Private	19%	12%	8%	2%	9%
Out-of-State	42%	79%	65%	45%	54%
CSU	18	4	14	20	19
UC	1	0	0	2	2
In-State-Private	9	5	4	1	5
Out-of-State	20	33	33	19	30

*Source: California Community Colleges Chancellor's Office MIS Data Mart, CSU Data Dashboard Applications & Admissions Report and UC Datawarehouse, Information Center.*

**Palo Verde College  
Transfers to Four-Year Universities  
2018-2019 through 2022-2023**



- The number of students who transferred to a four-year university has fluctuated over the past five years. Transfers increased from 2019-2020 to 2020-2021 (42 to 51), followed by a decline the following year (42), and another increase in 2022-2023 with 56 transfers.
- The majority of PVC students chose to attend out-of-state universities and CSUs.
  - The number of students who transferred to out-of-state universities fluctuated during the past five years, ranging from 19-33 students per year.
  - The number of students who transferred to the CSU system also fluctuated, ranging from a low of 4 in 2019-2020 to a high of 20 in 2021-2022.
- The number of transfers to the UC system was very small.

**Palo Verde College**  
**Transfers to the Four-Year Universities by Nearby Community Colleges**  
**2018-2019 through 2022-2023**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>College of the Desert 18,166</b>	<b>738</b>	<b>832</b>	<b>767</b>	<b>669</b>	<b>519</b>
CSU	494	592	523	448	346
UC	109	110	117	97	100
In-State-Private	26	28	29	28	20
Out-of-State	109	102	98	96	53
<b>Copper Mountain College 2,515</b>	<b>104</b>	<b>100</b>	<b>95</b>	<b>65</b>	<b>89</b>
CSU	43	46	34	22	18
UC	16	8	10	11	4
In-State-Private	8	7	6	5	13
Out-of-State	37	39	45	27	54
<b>Moreno Valley College 17,339</b>	<b>275</b>	<b>362</b>	<b>279</b>	<b>311</b>	<b>267</b>
CSU	163	239	182	184	159
UC	75	104	67	93	63
In-State-Private	21	9	13	14	28
Out-of-State	16	10	17	20	17
<b>Mt. San Jacinto College 27,326</b>	<b>964</b>	<b>1,005</b>	<b>963</b>	<b>826</b>	<b>840</b>
CSU	493	502	499	425	418
UC	212	245	217	192	227
In-State-Private	77	54	61	40	48
Out-of-State	182	204	186	169	147
<b>Norco College 17,741</b>	<b>461</b>	<b>555</b>	<b>519</b>	<b>421</b>	<b>452</b>
CSU	288	376	333	270	286
UC	142	141	158	116	120
In-State-Private	17	16	14	17	18
Out-of-State	14	22	14	18	28
<b>Palo Verde College 5,988</b>	<b>48</b>	<b>42</b>	<b>51</b>	<b>42</b>	<b>56</b>
CSU	18	4	14	20	19
UC	1	0	0	2	2
In-State-Private	9	5	4	1	5
Out-of-State	20	33	33	19	30
<b>Riverside City College 30,578</b>	<b>1,613</b>	<b>1,645</b>	<b>1,504</b>	<b>1,240</b>	<b>1,271</b>
CSU	773	812	766	635	641
UC	386	404	353	285	307
In-State-Private	142	129	93	98	78
Out-of-State	312	300	292	222	245

Source: California Community Colleges Chancellor's Office MIS Data Mart, CSU Data Dashboard Applications & Admissions Report and UC Datawarehouse, Information Center.

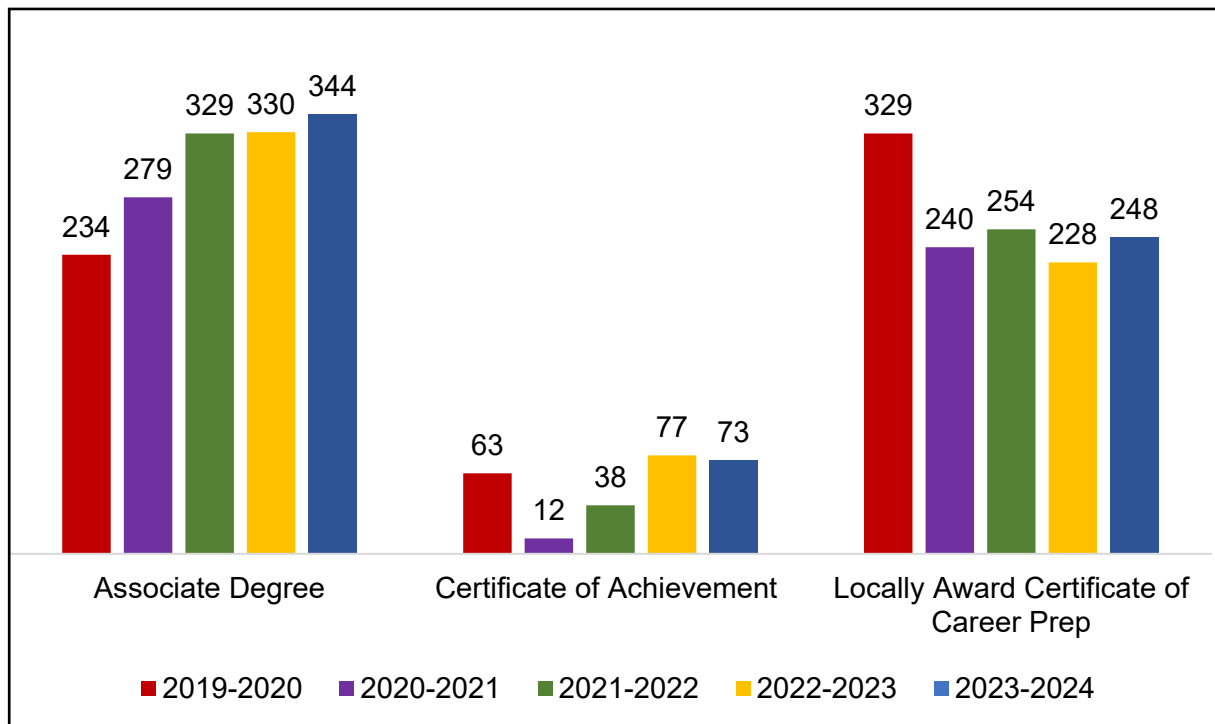
- Nearby Riverside City College, Mt. San Jacinto College, and College of the Desert had the highest number of transfers to the four-year universities. Palo Verde College has the lowest.
- Palo Verde College and Copper Mountain College had a similar number of transfers to CSU and UC systems.
- College of the Desert, Copper Mountain College, Mt. San Jacinto, and Riverside City College had the highest number of students who transferred to out-of-state universities.

**Palo Verde College  
Degrees and Certificates Awarded  
2019-2020 through 2023-2024**

Award Type	2019-2020 N = 626	2020-2021 N = 531	2021-2022 N = 621	2022-2023 N = 635	2023-2024 N = 665
Associate Degree	234	279	329	330	344
Certificate of Achievement	63	12	38	77	73
Locally Awarded Certificate of Career Preparation	329	240	254	228	248

*Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.*

**Palo Verde College  
Degrees and Certificates Awarded  
2019-2020 through 2023-2024**



- Despite a drop in 2020-2021, the number of degrees and certificates awarded by Palo Verde College increased 5% over the last five years, from 626 to 665.
- The number of associate degrees earned increased 47% (234 to 344), while certificates of achievement increased by 16% (63 to 73).
- Locally awarded certificates of career preparation declined by 25% during the five years reviewed (from 329 to 248).

**Palo Verde College**  
**Degrees and Certificates Conferred by Student-Earner**  
**2019-2020 through 2023-2024**

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>AA Degree</b>	<b>N = 234</b>	<b>N = 279</b>	<b>N = 329</b>	<b>N = 330</b>	<b>N = 344</b>
College Programs Students	43%	41%	28%	36%	38%
CDCR (Rising Scholars)	55%	58%	70%	62%	61%
Fire Science Program Students	2%	1%	2%	2%	1%

<b>Certificate of Achievement</b>	<b>N = 63</b>	<b>N = 12</b>	<b>N = 38</b>	<b>N = 77</b>	<b>N = 73</b>
College Programs Students	90%	58%	61%	60%	58%
CDCR (Rising Scholars)	10%	42%	34%	38%	38%
Fire Science Program Students	0%	0%	5%	3%	4%

<b>Certificate of Career Preparation</b>	<b>N = 329</b>	<b>N = 240</b>	<b>N = 254</b>	<b>N = 228</b>	<b>N = 248</b>
College Programs Students	55%	51%	57%	57%	49%
CDCR (Rising Scholars)	44%	48%	42%	43%	51%
Fire Science Program Students	1%	1%	1%	0%	0%

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

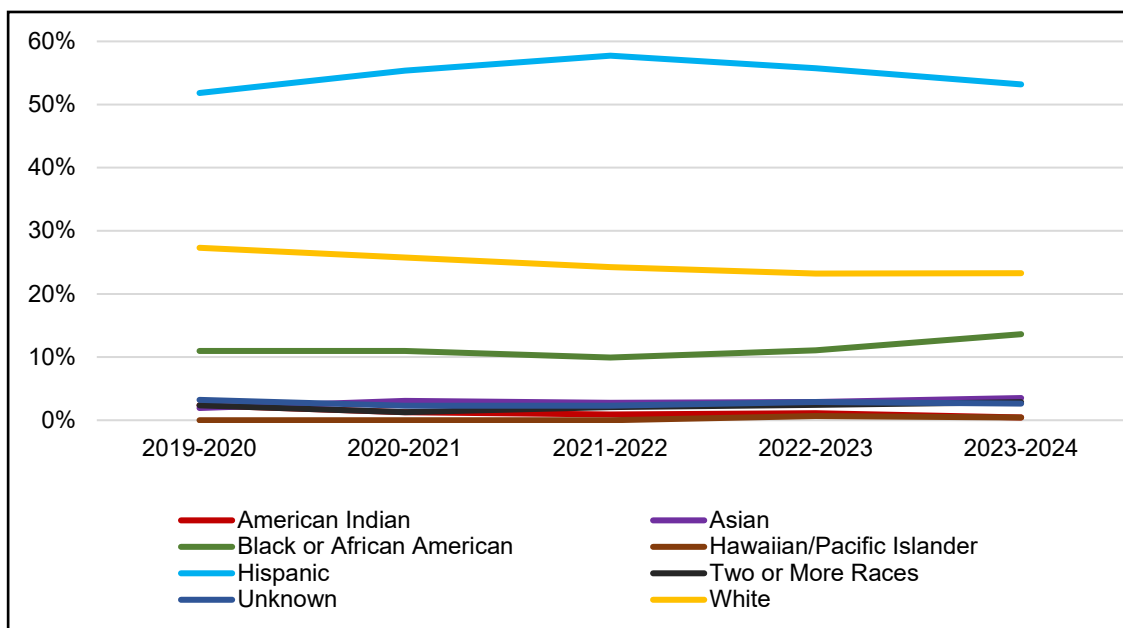
- CDCR (Rising Scholars) earned three-fifths of the associate degrees each year, ranging from 55% in 2019-2020 to a peak of 70% in 2021-2022. College Programs students earned the remaining two-fifths of the degrees, with 28% in 2021-2022 and 43% in 2019-2020. Fire Science Program students earned about one to two percent of the degrees.
- College Programs students started strong, earning 90% of the certificates of achievement in 2019-2020, but this percentage declined to 58% by 2023-2024, while CDCR students consistently earned about 40% of the Certificates of Achievement each year.
- College Programs students and CDCR students each earned about half of the career preparation certificates awarded, while Fire Science Program students earned a minimal number of certificates.

**Palo Verde College**  
**Degrees and Certificates Conferred by Ethnicity**  
**2019-2020 through 2023-2024**

Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
American Indian	2%	1%	1%	1%	0%
Asian	2%	3%	3%	3%	4%
Black or African Amer.	11%	11%	10%	11%	14%
Hawaiian/Pacific Islander	0%	0%	0%	1%	0%
Hispanic	52%	55%	58%	56%	53%
Two or More Races	2%	1%	2%	2%	3%
Unknown	3%	2%	2%	3%	3%
White	27%	26%	24%	23%	23%

*Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.*

**Palo Verde College**  
**Degrees and Certificates Conferred by Ethnicity**  
**2019-2020 through 2023-2024**



- The distribution of degrees and certificates awarded by ethnicity aligns with the College's student body, with Hispanic and White students having highest representation (nearly 40% each).
- Hispanic students earned more than half (52% to 58%) of the degrees and certificates followed by White students who earned 23% to 27% over the last five years. However, it is worth noting that both groups' shares have decreased over time.
- Black or African American students earned 10% to 14% of the awards each year, which was a slightly higher proportion compared to their representation (8%) in the overall student population.

**Palo Verde College**  
**Associate Degrees Awarded by Academic Program**  
**2019-2020 through 2023-2024**

Associate Degree	2019-2020 N=234	2020-2021 N=279	2021-2022 N=329	2022-2023 N=330	2023-2024 N=344
AA Option B, Emphasis Business & Tech	39	35	55	40	23
AA Option B, Emphasis Math & Science	41	31	38	42	35
AA Option C (UC), Emphasis Bus & Tech	0	0	0	0	1
AA Option C (UC), Emphasis in Arts & Humanities	0	0	0	1	1
AA, Option B, Emphasis Arts & Humanities	55	57	64	70	79
AA, Option B, Emphasis Social & Behavioral Science	61	94	111	91	96
AA, Option C (UC), Emphasis Social & Behavioral Science	0	0	0	0	1
AA-T Child & Adolescent Development (CSU/IGETC)	0	0	0	0	1
AA-T Child and Adolescent Development	0	0	0	3	3
AA-T Communication Studies	0	0	0	0	2
AA-T History	0	0	7	10	9
AA-T in Psychology	7	15	15	14	22
AA-T in Sociology	2	8	9	12	16
AA-T Kinesiology	0	0	0	0	1
AS-T Administration of Justice	2	3	3	1	6
AS-T Adm. of Justice (CSU/IGETC)	1	0	0	0	0
AS-T Business Administration	6	2	2	4	6
AS-T Business Adm. (CSU/IGETC)	0	1	0	0	0
AS-T Early Childhood Education	0	2	0	3	2
Automotive Technology	0	0	1	0	1
Building Construction Technology	1	0	1	4	0
Business Management	10	21	19	22	22
Child Development	3	7	0	7	5
Computer Information Systems	1	1	0	2	2
Criminal Justice	1	0	3	4	7
Fire Science Technology	0	0	0	0	2
Hazardous Materials Specialist	2	0	1	0	0
Welding Technology	2	2	0	0	1

Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.

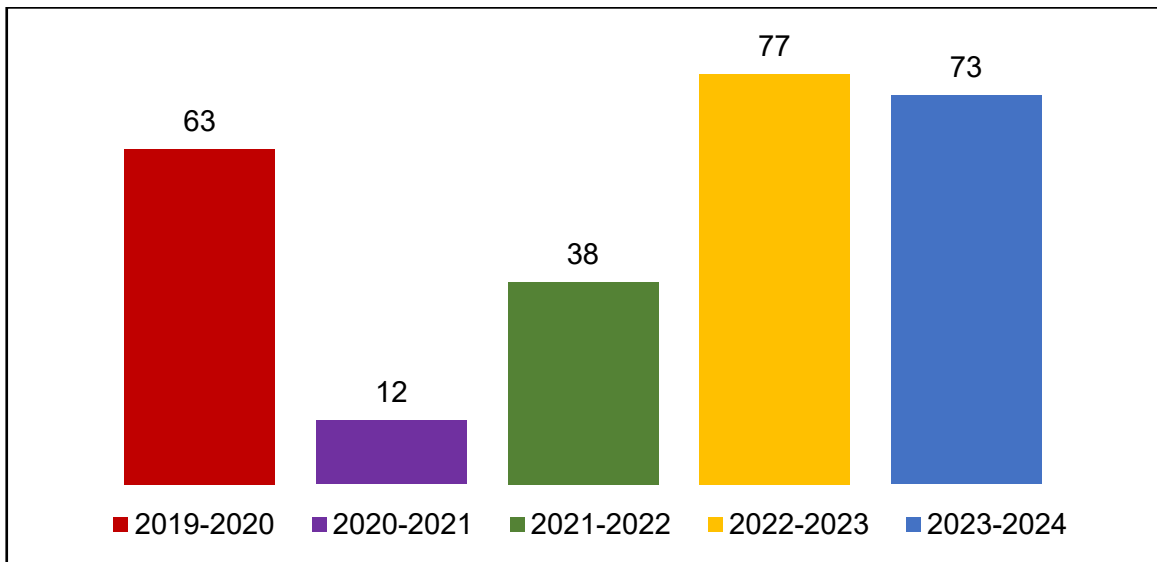
- Over the past five years, the number of associate degrees awarded has increased by 47% (from 234 in 2019-2020 to 344 in 2023-2024).
- More than two-thirds of the associate degrees awarded were in the various pathways of Option B.
- Associate degrees for transfer have increased from 7% to 20% over the last five years and account for 88% of all degrees awarded.
- PVC has very few traditional associate degrees by major, such as automotive technology, computer information systems, and welding technology. Business management had the highest number of awards, increasing from 10 to 22 within the five years. While most of the traditional associate degree programs only awarded 1-2 degrees in 2023-2024.

**Palo Verde College**  
**Certificates of Achievement Awarded by Academic Program**  
**2019-2020 through 2023-2024**

Certificate of Achievement	2019-2020 N=63	2020-2021 N=12	2021-2022 N=38	2022-2023 N=77	2023-2024 N=73
Alcohol/Drug Studies	5	6	20	27	27
Automotive Technology	17	0	2	14	21
Building Construction Technology	2	0	1	3	2
Business Management	5	2	5	8	9
Child Development - Teacher	0	2	1	1	3
Criminal Justice	3	1	2	2	2
Fire Science Technical Rescue	0	0	0	0	1
Fire Science Technology	0	0	0	0	3
Fire Science Wildland Firefighting	0	0	0	1	0
Nursing LVN	11	0	7	9	0
Welding Technology	20	1	0	12	5

*Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.*

**Palo Verde College**  
**Certificates of Achievement Awarded**  
**2019-2020 through 2023-2024**



- PVC offers fewer than a dozen certificates of achievement. The number of certificates awarded experienced significant fluctuations, peaking at 77 in 2022-2023 before declining slightly to 73 in 2023-2024.
- The Alcohol/Drug Studies program showed a notable increase over the five years, conferring five awards in 2019-2020 and 27 awards in both 2022-2023 and 2023-2024.
- Automotive Technology, Nursing LVN, and Welding Technology showed significant variations in the number of awards from year to year.



**Palo Verde College**  
**Locally Awarded Certificates of Career Preparation by Academic Program**  
**2019-2020 through 2023-2024**

Certificate of Career Preparation	2019-2020 N=329	2020-2021 N=240	2021-2022 N=254	2022-2023 N=228	2023-2024 N=248
3D Computer Animation	6	0	12	6	11
3D Printing & Rapid Prototyping	18	1	15	12	9
Agricultural Crop Science	2	0	0	0	0
Alcohol/Drug Studies Specialist I	67	52	57	42	75
Alcohol/Drug Studies Specialist II	55	45	51	42	53
American Sign Language	11	4	2	2	1
Automotive Technology	0	20	1	1	0
Building Construction Technology	22	20	0	0	0
Business Literacy	34	21	30	19	15
Certified Nursing Assistant	55	14	36	20	8
Child Development Assistant	12	4	10	13	10
Child Development Assoc Teacher	4	2	5	7	7
Child Dev. - Infants & Toddlers	0	0	0	0	4
Child Development-Administration	2	0	0	1	0
Child Development-Special Needs	0	0	9	1	1
Computer Applications	0	1	0	1	2
Computer Management Info System	5	2	1	2	0
Education	0	0	0	0	1
Fundamentals of Welding	0	0	0	24	8
Graphic Design & Web Content	5	0	8	4	5
Industrial Steel Welding	0	0	0	14	4
Information Tech Literacy	1	30	0	0	1
Personal Finance	4	1	2	0	2
Phlebotomy	15	0	1	2	14
Small Business Management	10	6	14	7	12
Welding Applications	0	0	0	8	5
Welding Technology	1	17	0	0	0

*Source: Palo Verde College Research, Planning & Institutional Effectiveness Department.*

- The total number of certificates of career preparation fluctuated significantly, with a peak of 329 in 2019-2020, a decline to 228 in 2022-2023, and a slight recovery to 248 in 2023-2024.
- The two largest number of career preparation certificates are within Alcohol/Drug Studies Specialist programs. Specialist I program showed a notable increase, rising from 67 awards in 2019-2020 to 75 in 2023-2024, while Specialist II awards remained relatively stable.
- The five Child Development certificates increased from 18 to 22 over the five years.
- Many other programs exhibited varying trends, with significant fluctuations. For example, the Certified Nursing Assistant program decreased from 55 awards in 2019-2020 to just 8 in 2023-2024. Automotive Technology, Business Literacy, American Sign Language, Information Technology Literacy, and Welding also showed significant declines in awards during this time.

**Palo Verde College**  
**Degrees and Certificates Awarded by Nearby Community Colleges**  
**2019-2020 through 2023-2024**

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>College of the Desert 18,166</b>	<b>1,893</b>	<b>1,821</b>	<b>2,290</b>	<b>2,313</b>	<b>3,228</b>
Associate Degree	1,406	1,417	1,408	1,203	1,317
Certificate	303	226	861	1,069	1,825
Noncredit Award	184	178	21	41	86
<b>Copper Mountain College 2,515</b>	<b>380</b>	<b>286</b>	<b>310</b>	<b>260</b>	<b>294</b>
Associate Degree	297	232	246	219	229
Certificate	83	54	64	41	65
<b>Moreno Valley College 17,339</b>	<b>2,079</b>	<b>2,122</b>	<b>2,604</b>	<b>2,036</b>	<b>2,167</b>
Associate Degree	1,672	1,608	1,955	1,354	1,445
Certificate	407	481	626	661	678
Noncredit Award	-	33	23	21	44
<b>Mt. San Jacinto College 27,326</b>	<b>3,393</b>	<b>3,774</b>	<b>3,030</b>	<b>2,746</b>	<b>2,757</b>
Associate Degree	3,087	3,208	2,537	2,383	2,445
Certificate	306	566	493	363	312
<b>Norco College 17,741</b>	<b>1,930</b>	<b>2,296</b>	<b>2,372</b>	<b>2,156</b>	<b>1,983</b>
Associate Degree	1,770	2,100	2,146	1,934	1,755
Certificate	160	188	222	181	159
Noncredit Award	-	8	4	41	69
<b>Palo Verde College 5,988</b>	<b>296</b>	<b>282</b>	<b>365</b>	<b>406</b>	<b>416</b>
Associate Degree	234	279	329	330	344
Certificate	63	12	38	77	73
<b>Riverside College 30,578</b>	<b>4,630</b>	<b>4,940</b>	<b>5,025</b>	<b>4,585</b>	<b>4,316</b>
Associate Degree	3,985	4,256	4,256	3,569	3,211
Certificate	645	550	659	772	877
Noncredit Award	-	134	110	244	228

Source: California Community Colleges Chancellor's Office MIS Data Mart

Note: Copper Mountain, Mt. San Jacinto, and Palo Verde Colleges did not confer noncredit program awards, based on Data Mart MIS data.

- Nearby larger colleges, such as Riverside City College, Mt. San Jacinto College, Moreno Valley, and College of the Desert award thousands of degrees, certificates and noncredit awards annually. As smaller colleges in the region, Palo Verde College and Copper Mountain College award much smaller numbers of degrees and certificates.
- Copper Mountain College, Mt. San Jacinto College, Norco College, and Riverside College experienced declines in total degrees, certificates, and noncredit awards conferred, while College of the Desert, Moreno Valley College, Norco College, and Palo Verde College showed increases over the five-year period.
- Although Palo Verde College has about twice the student headcount of Copper Mountain College, the colleges awarded similar number of certificates (73 and 65, respectively) and PVC only awarded 50% more degrees (344 vs. 229).
- Notable increases in certificate awards were seen at College of the Desert along with a significant decline in noncredit awards.

**Palo Verde College  
Special Population Students  
Fall 2021 through Fall 2023**

Special Population	Fall 2021		Fall 2022		Fall 2023	
	Headcount	Enrollment	Headcount	Enrollment	Headcount	Enrollment
CalWORKs - California Work Opportunity & Responsibility to Kids	4	12	34	98	22	81
CARE - Cooperative Agencies Resources for Education	4	12	20	66	15	58
DSPS - Disabled Students Programs & Services	640	1,680	626	1,633	696	1,920
Economically Disadvantaged	317	663	280	602	458	1,063
EOPS - Extended Opportunity Programs & Services	426	1,327	425	1,357	466	1,649
First Generation	1,240	2,468	1,357	2,638	1,097	2,573
Formerly Incarcerated	0	0	0	0	18	53
Foster Youth	9	22	19	51	19	45
Having A Low Level of Literacy	0	0	32	45	87	165
Homeless	0	0	1	3	2	5
Incarcerated	17	34	1,935	4,183	2,014	4,597
Puente	0	0	12	58	0	0
Received Services/Support through Basic Needs Center	0	0	0	0	242	836
Special Admit	186	360	250	446	178	330
Veteran	13	26	19	48	12	22

*Source: California Community Colleges Chancellor's Office, Special Population Student Summary Report, ran 09/17/24 5:34pm*

The Chancellor's Office has placed special importance on assisting special populations, especially the those with small representation, who may not have had the attention needed to be successful in their higher educational journey. The list above includes some of the special populations that the College has been able to track; however, we know there are more students who do not or will not share their experiences with us. Please note that students often have multiple experiences and/or identify with many groups. Also, though the number of students within underrepresented groups seem low, we must not lose focus on their unique needs to be successful:

- PVC has a large presence of incarcerated, first-generation, EOPS, DSPS and economically disadvantaged students.
- There are more than 1,000 first-generation students at PVC each semester. Though data shows a decrease in headcounts, they are taking more classes.
- Students who are identified as economically disadvantaged increased 44% within the three fall semesters shown and continue taking more classes per student. This data may not include all the PVC students, as the College serves a large CDCR population (who may not qualify for this service) and the Fire Science Program students who are already employed.
- Although the percentage of students who identified as veterans, homeless, or foster youth is very small, they continue to be of special focus throughout our community college system.

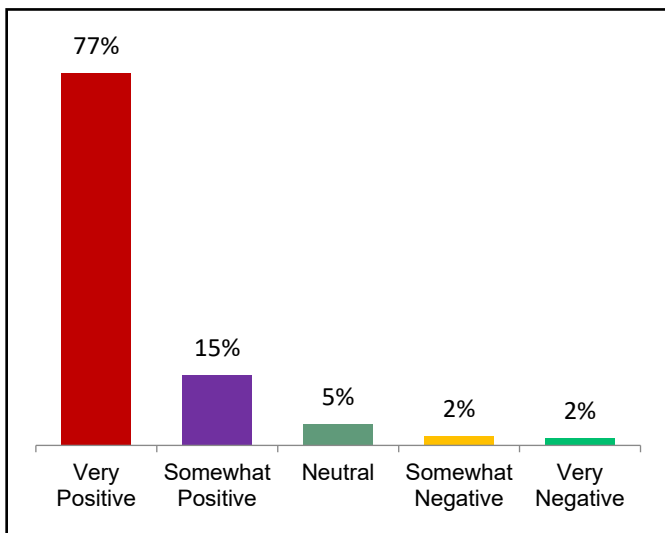
## Student Engagement & Satisfaction

Understanding student engagement is essential to the planning process at Palo Verde College, as it directly impacts course offerings, retention, success, and overall satisfaction. Engaged students are more likely to actively participate in their educational experience, which leads to improved academic outcomes. By analyzing metrics such as participation in extracurricular activities and accessing support services, colleges can identify strengths and areas for improvement. This data-driven approach allows PVC to tailor programs that meet students' needs, fostering an inclusive environment conducive to personal and academic growth.

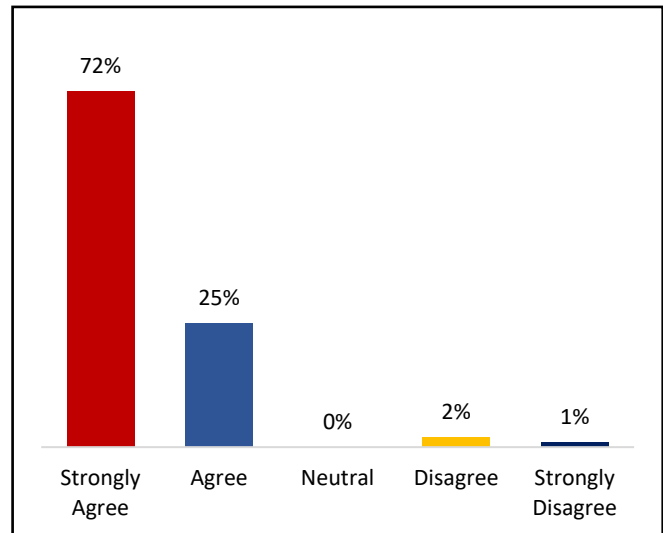
During fall 2024, PVC conducted a satisfaction survey among 2722 students enrolled at the Palo Verde Main Campus and the Needles Campus to better understand student engagement and the effectiveness of its academic preparation and support services. The survey gathered detailed feedback from 199 students (7% return rate) on various programs and resources, focusing on how well the college aligns with students' academic goals. By addressing areas such as tutoring, advising, and mental health resources, PVC aimed to assess not just the usage of these services but also their impact on students' academic performance and satisfaction. This information is crucial for refining existing programs and identifying opportunities for new initiatives that better support students' needs.

The insights gained from the survey will significantly inform PVC's future planning, especially as the college complimented it with quantitative data including community and student demographics and characteristics, local unified school district enrollment trends, and labor and workforce demand forecasts. By prioritizing student feedback, PVC reaffirmed its commitment to creating a supportive educational environment, positioning itself as an invaluable resource within the community, and ensuring its continued relevance in meeting the needs of its students.

**Overall Impression of PVC**

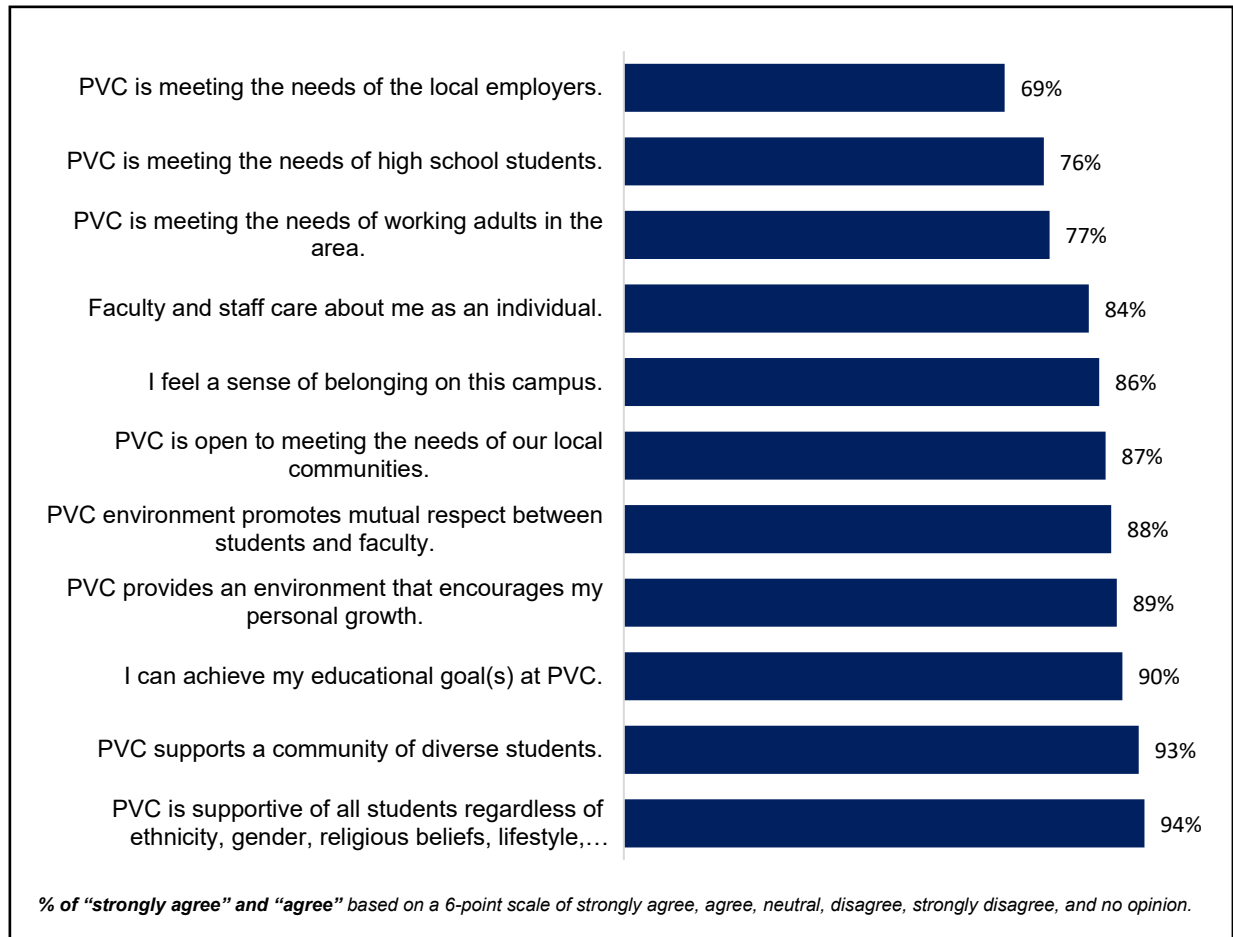


**I would recommend PVC to a friend or a family member**



Source: PVC Student Satisfaction Survey, 2024 (completed by 199 on-campus students)

**Palo Verde College**  
**Students' Perception of Engagement & Belonging**  
**2024**

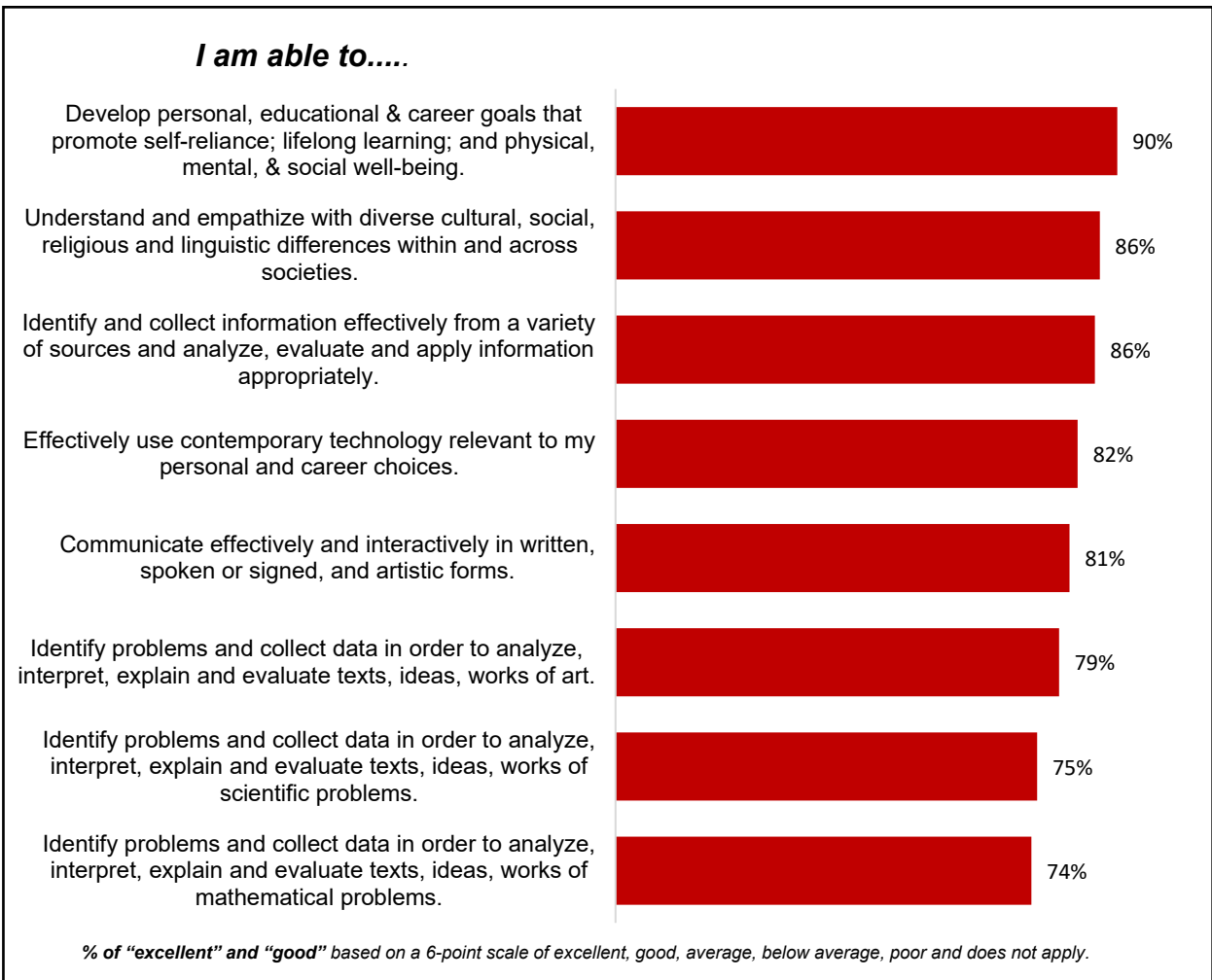


Source: PVC Student Satisfaction Survey, 2024 (completed by 199 on-campus students)

Overall, students-respondents were complimentary of Palo Verde College in that they feel a sense of support and belonging at the Palo Verde and Needles campuses.

- At least ninety percent of the respondents reported that PVC is supportive of students regardless of their background and characteristics (religious affiliations, sexuality, ethnicity, etc.), that the College supports a community of diverse students, and that they can achieve their educational goal at PVC (94%, 93% and 90% "strongly agree" and "agree" respectively).
- Many respondents noted that PVC provides an environment that encourage personal growth (86% "strongly agree" and "agree"), an environment that promotes mutual respect between students and faculty (88%) and they feel a sense of belonging (86%), and faculty and staff care about students as individuals (84%).
- Students also stated that PVC is open to meeting the needs of the local communities (87% "strongly agree" and "agree"), with less positive ratings on meeting the needs of working adults (77%), local high school students (76%) and local employers (69%).

**Palo Verde College**  
**Students' Evaluation of Institutional Learning Outcomes**  
**2024**



Source: PVC Student Satisfaction Survey, 2024 (completed by 199 on-campus students)

Palo Verde College faculty identified six institutional learning outcomes that every student should fully achieve upon completion of their studies at PVC. Respondents were asked to evaluate how well they have been prepared based on the coursework they have received thus far.

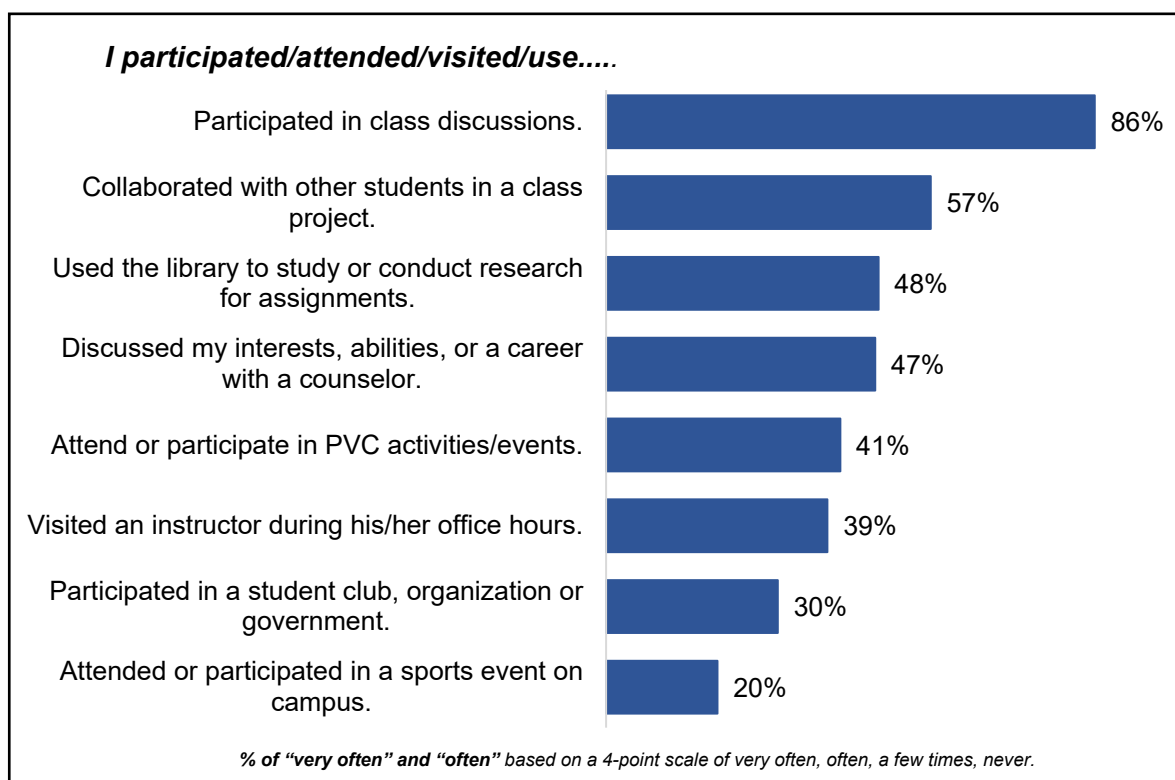
- At least ninety percent of the respondents reported "excellent" or "good" related to having developed personal, educational & career goals that promote self-reliance; lifelong learning; and physical, mental, and social well-being.
- More than 80% stated that PVC has prepared them: to identify and collect information from a variety of sources and analyze, evaluate and apply information appropriately (86% "excellent" or "good"); to understand and empathize with diverse cultural, social, religious and linguistic differences (86%); effectively use technology relevant to their personal and career choices (82%); and to communicate effectively and interactively in a variety of forms (81%).
- Respondents also noted that they were somewhat able to identify problems and collect data to analyze, interpret, explain and evaluate texts, ideas regarding works of arts, scientific problems, and math problems (79%, 75% and 74% "excellent" and "good" respectively).

**Palo Verde College**  
**Student Participation & Engagement in Activities & Events**  
**2024**

	Very Often	Often	A few times	Never
Participated in class discussions.	57%	29%	6%	8%
Collaborated with other students in a class project.	34%	23%	22%	20%
Used the library to study or conduct research for your assignments.	36%	12%	18%	34%
Attended/participated in a sports event on campus.	12%	7%	13%	67%
Attend or participate in student activities or sponsored events such as cultural programs, speakers, open forums or concerts.	26%	15%	28%	31%
Participated in a student club, organization or government.	20%	10%	19%	51%
Discussed your interests, abilities, or career with a counselor/advisor.	22%	25%	31%	22%
Visited an instructor during his/her office hours.	24%	15%	32%	29%

Source: PVC Student Satisfaction Survey, 2024 (completed by 199 on-campus students)

**Student Participation & Engagement in Activities & Events**



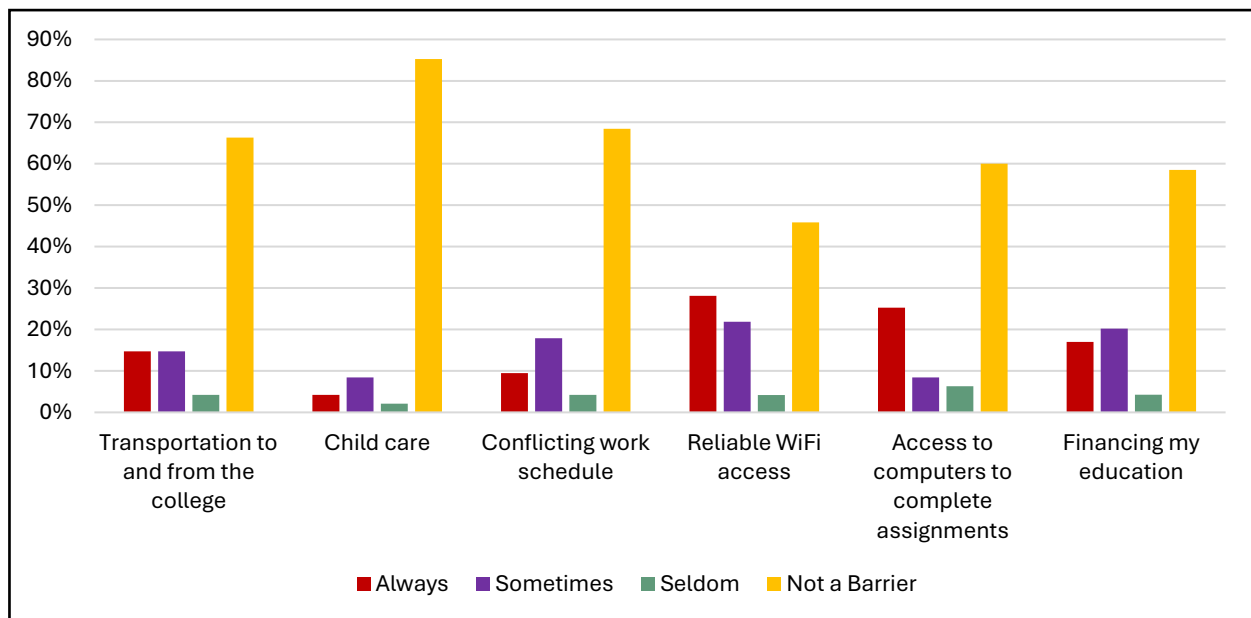
- Other than classroom-related activities, such as classroom discussions (86% "very often" and "often") and collaborated with other students in classroom projects (57%), respondents-students did not participate in many of the programs and services provided by PVC.

**Palo Verde College**  
**Barriers to Students Attending Classes or Receiving Services**  
**2024**

Barrier	Always	Sometimes	Seldom	Never
Transportation to and from the college	15%	15%	4%	66%
Childcare	4%	8%	2%	85%
Conflicting work schedule	9%	18%	4%	68%
Reliable Wi-Fi access	28%	22%	4%	46%
Access to computers to complete assignments	25%	8%	6%	60%
Financing my education	17%	20%	4%	59%

Source: PVC Student Satisfaction Survey, 2024 (completed by 199 on-campus students)

**Barriers to Students Attending Classes or Receiving Services**



Palo Verde Students often encounter barriers that keep them from attending classes and/or receiving services provided by the College. Understanding their needs will help staff and faculty to facilitate some of the obstacles that may keep students from advancing.

- About one-third of the respondents-students noted transportation (34%) as a barrier, 32% had conflicting work schedules, and 41% found financing their education difficult.
- More than half of the respondents did not have reliable Wi-Fi access and 40% did not have access to computers to complete their assignments.
- Childcare was also a barrier for 15% of the students-respondents.



## APPENDIX C

### PVC Focus Group and Community Forum Participation Summary

Session Categories	Topics and Groups	# Sessions	Approx. # Participants
Internal Groups/ Program Topics	<ul style="list-style-type: none"> <li>○ President's Executive Council</li> <li>○ Administrators</li> <li>○ Adult Education</li> <li>○ Business Services</li> <li>○ Career Technical Education</li> <li>○ Classified Professionals</li> <li>○ Counseling</li> <li>○ Dual Enrollment</li> <li>○ Distance Education/Online/Hybrid/Hi-Flex</li> <li>○ Guided Pathways</li> <li>○ Institutional Research</li> <li>○ Instructional Faculty</li> <li>○ Needles Center Administration</li> <li>○ Needles Center Classified Professionals</li> <li>○ Non-credit</li> <li>○ Rising Scholars</li> <li>○ Student Equity</li> <li>○ Student Services</li> </ul>	24	95
Student Groups	<ul style="list-style-type: none"> <li>○ Associated Student Government</li> <li>○ Student Athletes</li> <li>○ General Students</li> </ul>	2	24
Community Groups	<ul style="list-style-type: none"> <li>○ City/County</li> <li>○ Chamber of Commerce</li> <li>○ Small Business</li> <li>○ Agriculture</li> <li>○ K-12 Partners</li> </ul>	5	6
Community Forums	<ul style="list-style-type: none"> <li>○ Blythe</li> <li>○ Needles</li> </ul>	2	35
<b>Total Number of Sessions and Participants</b>		<b>33</b>	<b>160</b>

*\*Some participants attended more than one session to provide input on specific topics.*

## APPENDIX D

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### Themes and Recommendations from Focus Groups and Community Forums (Detailed List)

#### 1. Develop a College Vision that is Data Driven and Student Focused

##### a. Develop a “college identity”

- Tie college vision to state-level Vision 2030 and Career Education Master Plan
- Use current local student data to inform college vision
- Communicate a strong, focused message to all employees, students, and the community

##### b. Provide clear direction for collegewide planning

- Develop and align a long-term vision for all major programs, including distance education, guided pathways, dual enrollment, rising scholars, fire science, adult education, and non-credit
- Align individual program plans with the college vision and strategic goals

##### c. Align policies and resource allocation to support the college vision and strategic goals

- Update processes, policies, and procedures in a timely manner
- Share changes transparently with all constituents and college partners
- Hold people accountable for implementing and following the policies and procedures
- Focus resources on growth/high demand programs versus trying to provide a little of everything

#### 2. Strategic Enrollment Growth and Management

##### a. Develop and communicate a collegewide vision for enrollment growth and management

- Align enrollment planning with Vision 2030 and the SCFF funding model
- Share the vision widely so people understand the goals and related decisions
  - Prioritize student access and success over “chasing growth”
  - Focus on degree/certificate completion by all student groups
  - Right-size the college to be more efficient, effective, and consistent
    - Increase courses/programs offered for the local communities
    - Reduce the Rising Scholars program
    - Maintain the Fire Science program
  - Offer courses in a variety of modalities and time slots
  - Increase CTE offerings
- Develop a vision and data-informed plan for Needles
  - Clarify its role as part of the PVC enrollment plan
  - Offer both transfer and career technical education options
  - Provide both academic and student services support
  - Align Center growth with population growth in the surrounding communities

##### b. Maximize schedule efficiency and the Student Centered Funding Formula (SCFF) while balancing student completion needs and new program support

- Develop data-informed, student-centered schedules
  - Align courses within transfer pathways to support timely degree completion
  - Align course offerings/timing for disciplines that offer pre-requisites or gateway courses for other programs, such as nursing or science pathways
  - Create one schedule with all class modalities included

- Improve consistency of course offerings
  - Create an affordable “guaranteed class” plan that supports student completion
  - Reduce multiple last minute changes and course cancellations
  - Develop and implement a two-year schedule
- Provide class schedule and student services that support working adults
  - Expand wrap-around student services – offered online and in person
  - Align class timing with public transportation (bus schedule)
- Improve schedule integration between departments; work to remove communication silos

### 3. Student Access, Outreach, and Equity

#### a. Increase access and outreach to working adults

- Provide flexible course options, such as online and evening classes, short-term, non-credit, and adult education programs
- Develop new career technical education programs and update existing programs to meet current/future employer needs
- Increase availability of courses/programs at the Needles Center
- Expand advertising and outreach efforts to the college service area surrounding the Needles Center

#### b. Expand access and outreach to all high schools in the region/college service area

- Expand dual enrollment program equitably across all high schools
- Expand recruitment of high school juniors and seniors
- Promote PVC and college-going mindset to 6<sup>th</sup>-10<sup>th</sup> grade students
- Continue to provide strong outreach programs, such as TRIO and CTE pathways
- Continue to provide strong student services support during high school registration

### 4. Local College Programs and Career Technical Education Development

#### a. Increase focus on local college programs

- Focus on value and benefits of PVC to local community students
- Expand program/course offerings to better support the needs of the local community
- Expand athletics to attract local high school students
- Utilize technology to allow students to complete programs/courses at either the main campus or Needles Center
  - Expand high-flex offerings (classroom + synchronous or asynchronous)

#### b. Expand the career technical education (CTE) program

- Develop a clear, collegewide vision for the CTE program
  - Align with state-level vision and goals
  - Support local adult learners
  - Align with local high schools
- Develop new CTE credit programs
  - Develop new programs and short-term certificates to support local high-demand industries and jobs
  - Create diverse advisory committees including business and industry leaders
  - Partner with K-12 and local businesses to develop K-14 programs and pathways
- Update and enhance current CTE programs
  - Update current curriculum to meet modern/future industry needs
  - Based on enrollment and completion data, close outdated programs and shift resources to new, high demand programs
- CTE program support structure
  - Provide a dedicated CTE leader and a support structure to handle the expanding operational requirements as the program grows
  - Prioritize resources to build and maintain new programs
  - Continue to monitor local economic environment
    - *Join the Economic Alliance for the area*
    - *Participate in regional CTE activities/programs*

c. Develop adult education and non-credit programs

- Develop a noncredit adult education program
  - Create pathways from non-credit to credit programs
  - Use noncredit to start and strengthen credit programs
  - Reduce internal silos or competition between non-credit and credit programs
- Develop a non-credit “skills” program
  - Offer through dual enrollment, adult education, and local college enrollment
  - Provide short courses that provide basic workforce and customer service skills
  - Consider partnering with the local high schools to promote and implement

d. Expand the dual enrollment program

- Develop a clear, collegewide vision for dual enrollment
  - Partner with all high schools in the college service area
  - Develop a one to two year list of course offerings to balance each semester’s schedule and provide a plan for timely completion
  - Proactively present the annual schedule options to each high school
- Develop new pathways
  - Create more CTE programs/pathways aligned with current high school programs
  - Offer a general transfer pathway
  - Consider a dual enrollment pathway for adults who need their GED; include credit and non-credit courses
- Expand communication
  - Include high school administrators, counselors, parents of grade 9-12 students, and potential students to ensure they understand the requirements and benefits of dual enrollment
  - Maintain strong connection between PVC faculty and their high school teacher partners
- Strengthen the dual enrollment program support structure
  - Provide a dedicated leader and a support structure to handle the expanding operational requirements as the program grows
  - Create a support group, such as an advisory council or committee, to connect discipline faculty, counselors, admissions & records, and student services team
  - Expand opportunities for qualified high school teachers to become part-time PVC instructors and teach dual enrollment courses
  - Utilize student success data to inform the enrollment growth strategy
- Provide professional development opportunities
  - Provide professional development opportunities for faculty, including teaching strategies/best practices and understanding of the value of dual enrollment courses and pathways
  - Provide training opportunities for classified employees to enhance support for dual enrollment students
- Enhance student support
  - Develop an updated mandatory training video on how to get started in Canvas, navigate technical issues, and succeed in an online class
  - Provide a student support position or offer classified staff training so people who work with online students can assist with basic technical questions

e. Expand the distance education program

- Develop a clear, collegewide vision for distance education
  - Develop online pathways for specific groups of students, including working adults, recent GED completers, recently incarcerated students, rising scholars, and those served by the Needles Center
- Expand course offerings and modalities
  - Create more POER approved courses
  - Provide a fully online degree
  - Offer online/hybrid/hi-flex course options
  - Use more OER textbooks
  - Adjust class cancellation strategy to support growth of new courses

- Strengthen distance education program support structure
  - Provide a dedicated leader and enough support staff to handle the expanding operational requirements as the program grows
  - Create a strong support group, such as an advisory council or committee, to connect discipline faculty, counselors, technology support staff, and student services team
  - Develop a one to two year list of online course offerings to balance each semester's schedule and provide a plan for timely completion
  - Utilize student success data to inform the enrollment growth strategy
- Provide faculty and classified professional development opportunities
  - Provide on-going faculty training on a variety of subjects to support online teaching, such as how to use the software or online teaching techniques
  - Provide a distance education instructional design position (or similar) to provide professional development and technical support
  - Provide training opportunities for classified professionals, such as the basics of Canvas, so they can provide simple technical support for new online students
- Provide student online training and support
  - Develop a sustainable laptop loan program
  - Provide space, computers, and software (Zoom/Teams) at the main campus and Needles Center for students to use to attend online classes and support class participation
  - Provide wrap-around services, such as access to quality online tutoring, online counseling internet/hotspots, etc.
- Expand use of technology to provide more flexible course options
  - Expand use of hi-flex technology to support students at the Needles Center
  - Consider hybrid options for evening classes and some daytime in-person classes

## 5. Rising Scholars

- a. **Decrease the number of courses offered at CDCR institutions**
  - Create specific educational pathway(s) for each institution that allow students to complete job-related certificates
- b. **Increase the number of degrees/certificates earned by rising scholars**
  - Develop degrees/certificates that can be completed in a short amount of time
  - Implement online courses to replace correspondence courses
- c. **Improve communication and structural processes**
  - Improve communication channels between PVC and prison leads at each institution
    - Provide clear explanations about college processes, financial aid, textbooks, and other college services
    - Develop smoother processes related to paperwork, timing, logistics, and educational supplies
    - Develop a better, more sustainable book delivery process
  - Work with CDCR to provide consistent internet service for students at each institution
  - Complete and maintain MOUs for each institution

## 6. Guided Pathways

- a. **Develop a clear vision for guided pathways**
  - Develop specific pathways to meet the needs of diverse student groups, including high school students (dual enrollment), first year PVC students, returning/working adults, and rising scholar students
  - Create guided pathways for all disciplines
    - Consider meta major pathways for undeclared majors or diverse career options, such as healthcare, science, and business
    - Develop seamless pathways from high schools to PVC to universities
    - Strengthen communication and collaboration between discipline faculty and student services

- Provide focused leadership
  - Promote a collegewide guided pathways culture
  - Facilitate timely development and implementation of a collegewide guided pathways structure
- b. **Communicate the pathways broadly**
  - Develop clear, informative guided pathway webpages
    - Provide clear, easy to understand pathways, mapped to courses
    - Provide career information and job opportunities
  - Provide guided pathway mapping for every student
- c. **Develop class schedules that support pathways and completion**
  - Sequence and schedule courses to support timely completion
    - Maintain block scheduling
    - Guarantee specific gateway general education classes each semester to ensure stable access to programs and pathways

## **7. Academic Support, Student Services, and Engagement**

- a. **Develop a collegewide vision for student services**
  - Create an collaborative, connected student services culture
    - Foster a culture of “student services team” and “all students are PVC students”
    - Enhance communication between departments
  - Conduct an “assessment” of student services
    - Streamline student service processes to improve efficiency and consistency
      - Review and restructure the process from registration to completion
    - Create a one-stop shop for students
      - Crosstrain classified staff to improve student support and consistency
      - Offer consistent hours for all services
- b. **Increase retention and completion rates**
  - Increase number of degrees and certificates earned
  - Increase math and English course success rates
    - Partner with K-12 to align math and English student learning outcomes
    - Decrease the number of times the average student repeats these classes
  - Expand tutoring services
    - Create math and writing centers
    - Create a general tutoring center
      - Increase tutoring options: more disciplines both online and on-ground
      - Provide tutoring assistance for noncredit classes and grammar help
      - Provide more in person tutoring to replace Net Tutor
      - Provide tutoring support at both campuses
  - Expand student services support
    - Expand student services hours, especially library hours
    - Provide consistent online options for all student services
    - Provide more consistent student services appointments at the Needles Center
    - Provide affordable childcare and housing options
  - Provide more consistent/accurate counseling advice/advising
    - Reduce wait time to meet with counselors
    - Reduce the number of cancelled appointments
  - Use technology to enhance timely student support by faculty and counselors, such as an early alert/intervention system
  - Provide a better support system for student athletes recruited from out of area/out of state, including food, housing, on campus jobs and extra-curricular activities

- d. **Create a more engaging student experience**
  - Offer on-campus food options
  - Create places to sit and connect with other students
  - Develop more student events and activities
  - Provide more on-campus work experience options
- e. **Provide equitable student supplies**
  - Develop a sustainable computer loan program
  - Extend library hours (or another space) to provide study space for evening students  
Provide on-campus computers during the evening
  - Provide private on-campus spaces with large screen computers for students to participate in their online classes
  - Expand use of OER free textbooks and other options for free textbooks for all students
  - Provide food on campus to support daytime and evening students

## 8. Diversity, Equity, and Inclusion

- a. **Enhance the campus culture to improve understanding and support for different student groups**
  - Support innovation and creativity
  - Attract and hire a more diverse employee population
- b. **Provide professional development to strengthen support for diversity, student equity, and inclusive practices**
  - Provide a variety of professional development opportunities designed to enhance faculty, classified, and administrator understanding and implementation of DEI best practices, such as:
    - Culturally inclusive teaching methods
    - Front line employee training and skill-building
    - Leadership role in supporting and implementing new concepts and activities
    - Recognizing and removing barriers to student success
  - Provide opportunities and safe spaces to discuss difficult topics
  - Hold people accountable for implementing equitable practices
- c. **Expand noncredit to increase access and equity for all students**
  - Develop noncredit to credit pathways
- d. **Provide equitable services and support for all students**
  - Better support for student athletes
  - Equitable supplies and services for local community students
  - Equitable support and services at all campus sites
- e. **Improve technology to ensure consistency throughout different buildings**

## 9. Institutional Culture

- a. **Create a more welcoming, engaging college culture/atmosphere for students**
  - Move from a ghost campus to having more students on campus
    - Continue focusing on inclusivity for both students and employees  
*Example: ESL and noncredit students don't feel like they belong at PVC ("a voiceless crowd")*
    - Provide welcoming, engaging student activities and events, study and meeting spaces, and on campus food options
- b. **Create a more collaborative, supportive campus culture for employees**
  - Rebuild a sense of trust and respect among employees
    - Acknowledge change and work together to heal and move forward
    - Value and support new and different ideas
    - Improve and promote two-way communication, especially related to major decisions
  - Work together to intentionally change the culture to be more supportive and innovative
    - Support innovation and creativity when developing new programs or projects
    - Build a collegewide, collaborative, student focused "growth mindset"
    - Be student and community driven, not money driven



**c. Create a culture of training and mentoring for new and current employees**

- Share the vision and strategic goals, support new initiatives, provide growth opportunities
- Provide specific professional development training opportunities to support diverse needs
  - Provide faculty training and support to help understand, embrace, and implement new initiatives, including DEI, dual enrollment, distance education, and guided pathways
  - Provide on-going professional development for classified employees
    - Support growth in their current roles, including cross-training, learning new skills, and self-improvement sessions
    - Provide opportunities for employees to meet and learn from each other, especially related to sharing job duties and skills so they can better support students and collegewide initiatives
  - Provide administrators mentoring and training for personal growth in their management roles, leadership skills development, and skills growth in new areas of responsibility
- Provide onboarding for all new employees
  - Develop specific onboarding programs for each employee group, including new part-time faculty, so they have a better understanding of their specific job duties and college processes, and feel more valued and connected
  - Include a variety of information, including strategic goals, basic operational information, job information, and networking opportunities
  - Provide meeting options, in addition to daytime flex activities, to support diverse work schedules

**d. Develop a culture of data-informed decision-making**

- Utilize disaggregated data to proactively inform planning and decision-making
- Provide clear, accurate, disaggregated data that is accessible to everyone
- Develop a data-driven program discontinuation process
  - Carefully review programs to determine those that should be discontinued due to lack of student enrollment/community need and those that should be expanded or created
- Align resources with high demand, growth-oriented programs

**10. Organizational Structure and Operational Efficiency**

**a. Update organizational structure**

- Realign the college organizational structure to support growing programs
- Provide time and support for employees to develop and implement new ideas
- Review job assignments and workloads to ensure balance across departments
- Develop a facilities plan that addresses campus security services, space reallocation, space redesign, Needles Center space usage, and future space in downtown Blythe

**b. Update operational processes**

- Review hiring process and remove structural barriers to attract a more diverse applicant pool
- Improve textbook distribution processes for both local and rising scholar students

**c. Better align planning with budget allocation**

- Review and align funding and budget allocation processes
- Develop an annual staffing plan process
- Develop a grant review process to ensure that new grant-funded positions align with collegewide goals and staffing needs
- Adopt an integrated planning and budgeting process to provide a collegewide plan supported by the various budget areas, such as SEA, Basic Skills, and Strong Workforce



## **12. Community Engagement and Workforce Connections**

### **a. Improve community connection**

- Expand community outreach
  - Communicate the college identity and value
  - Promote local CTE programs
  - Participate in community-sponsored activities
  - Host community events at the college
- Create a presence within Blythe
  - Create a college center (building) in downtown Blythe
  - Offer programs accessible to all community members
- Align evening class timing with bus transportation hours

### **b. Develop and strengthen connection with local workforce employers**

- Include on CTE advisory committees
- Partner with local businesses to develop new CTE programs
- Develop short-term CTE certificates and skills-builder courses to meet the needs of local industry

## APPENDIX E

### New Program Suggestions from Focus Groups and Community Forums (Detailed List)

The following lists include all the new program recommendations gathered through the focus groups and community forums. This list documents the various ideas, but does not mean there is enough local job demand to support a college-level program. Therefore, this list is for information only; it is not a list of recommendations.

#### Career Technical Education, Credit Programs

Local Trade/Repair Service	
Automotive	Boat Repair
Electrician	Solar Panels/Solar Energy
HVAC Technician	Transferable Technical Skills
Plumbing	Construction/Contractors
Welding	Building Science
Heavy Equipment Operator	

Healthcare Fields	
Nursing	Dental Assistant
Radiology Technician	Dental Hygienist
Certified Nursing Assistant	Emergency Medical Technician (EMT)
Home Health Care	Paramedic
Medical Assistant	Pharmacy Technician
Scrub Technician	Physical Therapy Technician
Ultrasound Technician	Alcohol and Drug Rehabilitation

Business/Office/Legal/Hospitality/Technology/Education/Child Development	
Tax Preparation	Computer Technician/Help Desk
Pre-Accounting	Cyber Security
Office Management/Office Assistant/ Clerical Positions	Artificial Intelligence Related
Culinary/Hospitality	Teachers
Casino Management	Teacher Training – aides, subs, preschool
Paralegal	Child Development

Transportation/Distribution/ Agriculture/Environmental	
Truck Driving	Food Distribution
Diesel Mechanic	Agriculture/Farming (align with Cal Poly)
Tractor Repair	Water testing
Towing/Roadside Assistance	Environmental Careers

	Railroad jobs – rail transportation, rail repair, train driver, operations
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### Non-credit, Skills Courses

Business/Office/Technology	
Customer service skills for local retail/hospitality	Technology skills for entrepreneurs
Office skills	Technical office skills
Resume writing/Interview skills	Computer literacy skills/How to use a computer
English (business writing, creative writing, nonfiction writing)	Social media skills
Para-educator skills course	Technical reading skills – such as labor contracts
Essential workplace skills	Technical office skills – such as writing style, cover letter for fax, dexterity with computers, managing files, creating a spreadsheet, filling out forms, using online templates, etc.

Other	
Casino jobs – such as baker, chef	Fire skills – linemen, grounds men Flight School
Criminal Justice academy program	Financial literacy
Cosmetology	Life skills
Seminars/workshops on local culture – feature guest presenters, author	Seminars/courses that support a specific employment test
Cooking classes	Child daycare

## APPENDIX F

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### Acronyms Used Within the Comprehensive Educational Plan

AD-T	Associate Degree for Transfer
AI	Artificial Intelligence
CCC	California Community College
CCCCO	California Community Colleges Chancellor's Office
CDCR	California Department of Corrections and Rehabilitation
CEP	Comprehensive Educational Plan
CTE	Career Technical Education
DEI	Diversity, Equity, and Inclusion
ESL	English as a Second Language
EWD	Education and Workforce Development
FTES	Full-Time Equivalent Students
GED	General Education Development
OER	Open Educational Resources
POCR	Peer Online Course Review
PVC	Palo Verde College
PVCCD	Palo Verde Community College District
SCFF	Student Centered Funding Formula
SEA	Student Equity and Achievement
SWP	Strong Workforce Plan