

South Orange County Community College District

IRVINE VALLEY COLLEGE

**INSTITUTIONAL EFFECTIVENESS
ANNUAL REPORT**

2007-2008

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EXECUTIVE SUMMARY

Since 1985, Irvine Valley College (IVC) has been improving the quality of life for residents of southern Orange County. More than 14,000 students are enrolled in IVC's day, evening, and online programs. With the highest transfer rate in the county and the third highest transfer rate in the state, IVC prides itself on excellence. To ensure continued distinction, the college fosters and encourages a culture of planning and assessment in which institutional reflection and action are prompted and supported by data about student learning and institutional performance. The analysis of this data, which includes an examination of past performance as well as an identification of areas for improvement and growth, constitute the heart of this Institutional Effectiveness Annual Report. The primary purposes of the Institutional Effectiveness Report are to inform Irvine Valley College's instructional and student services programs, and support the development of initiatives designed to promote student success. The results from this evaluation, along with program reviews and assessments of student learning outcomes, assist the college in achieving those fundamental purposes.

The report is divided into five major areas related to the college's mission, functions, and resources. These areas include: (1) Student Learning and Achievement; (2) Student Outreach and Responsiveness to the Community; (3) Faculty and Staff; (4) Applications of Technology; and (5) Facility and Fiscal Support. While a detailed analysis defines the content of the document, the summary findings are noted below:

Institutional Effectiveness in the Area of Student Learning and Achievement

IVC has maintained high overall course success rates and exceptionally high success rates in weekend courses; however, the course success rates in online education lag behind the overall course success rates. Students' progression from basic skills English courses into college level English is high.

The annual transfer rates to UC and CSU have remained stable; in fact, IVC has consistently exceeded its expected transfer rates. The number of degrees and certificates awarded annually, however, has declined over the last five years. In terms of state Accountability Reporting for the Community Colleges (ARCC) performance measures, IVC has fared well, surpassing its peer group average for four out of the seven measures and reaching the highest within its peer group for student progress and achievement rate and the improvement rate for credit basic skills courses.

Institutional Effectiveness in the Area of Student Outreach and Responsiveness to the Community

Over the past five years, the college has made progress in enhancing student access. The college has created new instructional options through its online and hybrid offerings as well as diversified Emeritus Institute courses. The data indicates that IVC is becoming increasingly the college of choice for many of its local high school graduates. IVC has been successful in developing and maintaining a student body that reflects the diversity of the college's service area in terms of ethnicity.

Institutional Effectiveness in the Area of Faculty and Staff

The total number of permanent employees has grown steadily over the past five years. The number of permanent classified employees has experienced the greatest growth, while the number of administrators and managers has remained somewhat stable. The number of permanent faculty has fluctuated.

Institutional Effectiveness in the Area of Applications of Technology

IVC and the District have made significant progress in the deployment of various technologies in support of instruction, services, and overall operations. Since 2004-05 the college has received over \$4.5 million from basic aid funding for technology infrastructure and projects. As a result, the total number of computers on campus has increased by 20%. The college staff who provides local server maintenance has remained stable as has the staff who provides user support.

Institutional Effectiveness in the Area of Facility and Fiscal Support

The college is committed to maintaining a physical environment that provides the best possible conditions for teaching and learning, and this commitment is apparent in its increase in instructional square footage and the annual expenditures for maintenance.

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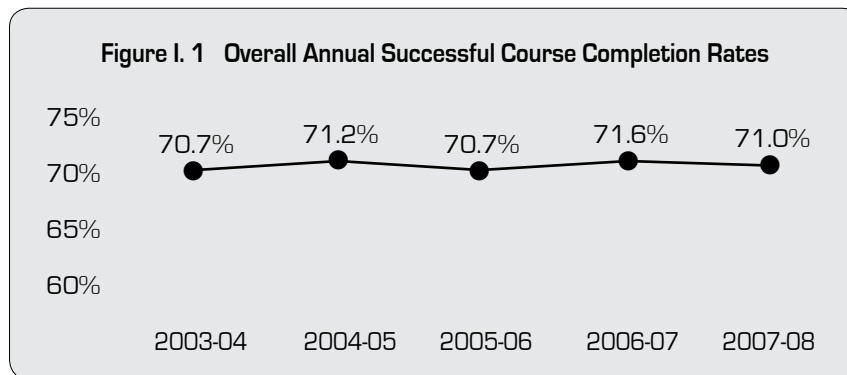
CHAPTER I

STUDENT LEARNING AND ACHIEVEMENT

Tracking and evaluating the academic success of students is the primary focus of this institutional effectiveness report.

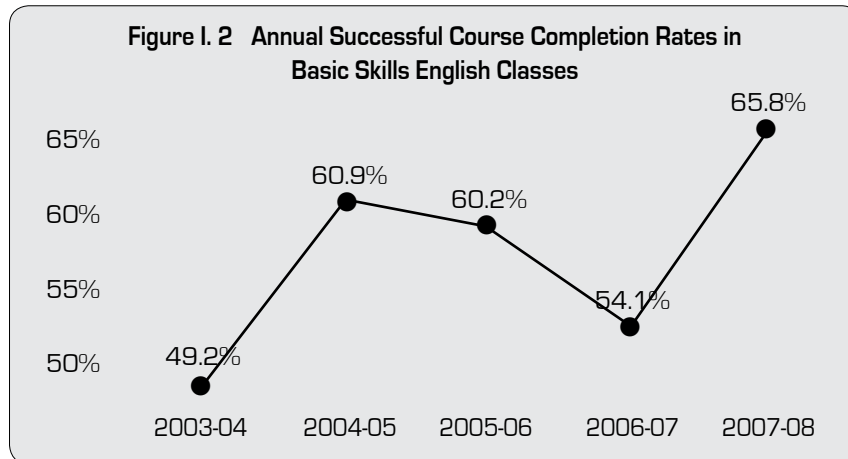
Successful Course Completion Rates

Successful course completion is important for students' progression through the sequence of courses they need to meet their educational goals. The percentage of successful grades (A, B, C, or CR) remained fairly stable at 71% over the five-year period (see Figure I. 1).



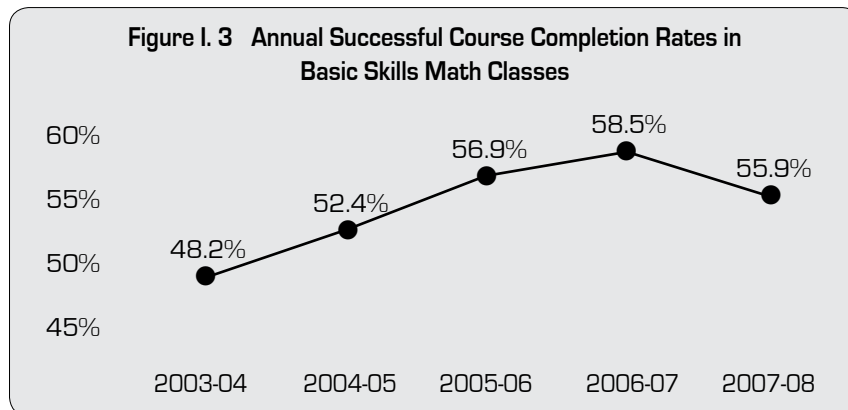
The course success rates in Basic Skills English have fluctuated over the last five years (see Figure 1.2) from a low of 49.21% in 2003-04 to a high of 65.8% for 2007-08. In response to a decline of 6.1% in 2006-07 (from 60.2% in 2005-06 to 54.1% in 2006-07), the English department instituted a series of changes to address success rates in the Basic Skills classes (2007-08). The primary changes include 1) adding Basic Skills workshops for faculty teaching courses in Basic Skills English, 2) revising the curriculum so that students take complementary classes in the writing center (instituting a co-requisite), 3) increasing the number of required hours in the writing center, and 4) instituting mandatory conferences for course credit for the writing center. The English department is also collecting data and conducting several studies to measure student success in

Basic Skills English courses. The areas being studied are appropriate placement, programmatic factors that affect student success, and alignment of the course sequence. The 2007-08 data indicates a success rate of 65.8%, an increase of 11.7% over 2006-07 (54.1%), an increase attributable, it is hoped, to the changes instituted during the 2007-08 school year.

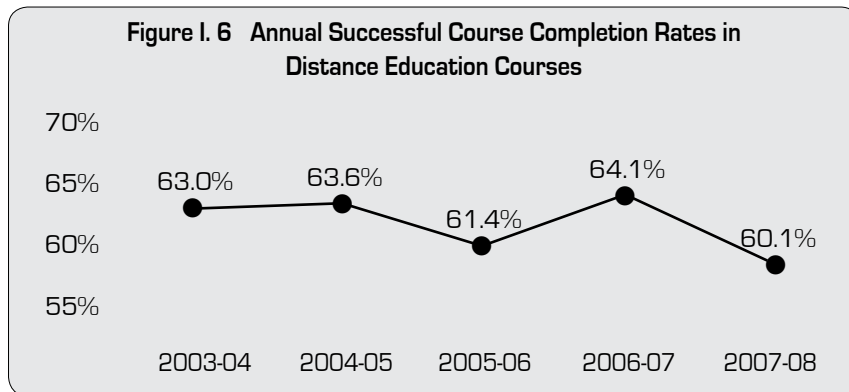
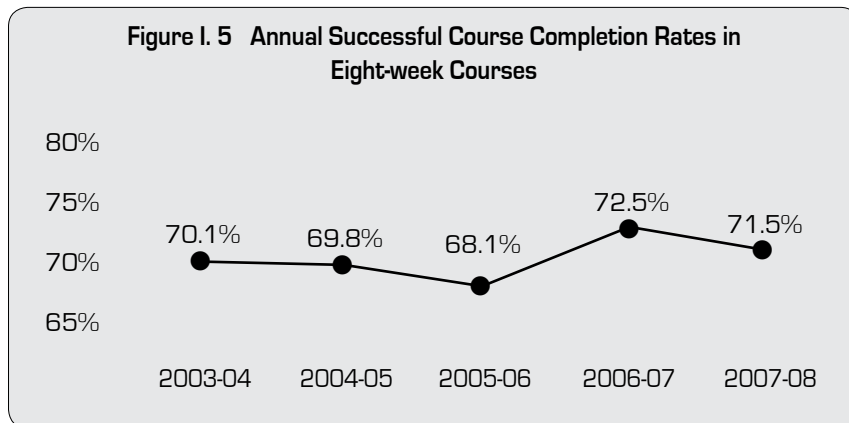
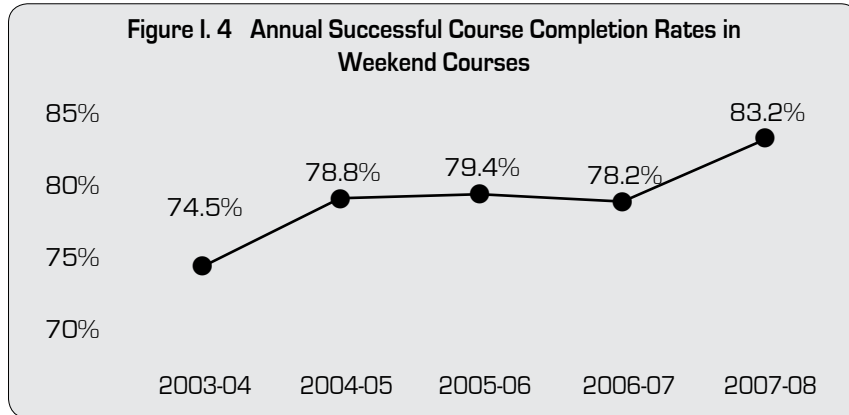


Basic skills math success rates have increased substantially over the first four years, but have fallen slightly in the last year (see Figure I.3). This slight decrease could be simply a natural fluctuation or a result of the statistical methods used to analyze the data. It could also be a reflection of the removal of the supervision of the Math Tutorial Center from the mathematics department that resulted in a major decrease in the number of students seeking supplemental instruction at the center.

Irvine Valley College recognizes the need for focused support in assisting students in basic skills math courses. Through the College’s strategic planning efforts and the Basic Skills Initiative, the college has dedicated resources to improve support in this area. The college has returned supervision of the Math Tutorial Center to the mathematics department. The college has also established the mathematics tutor-training program, increasing both the number of trained tutors and the available hours for assistance. The mathematics department is seeking funding to return the level of services in the Math Tutorial Center to what it was prior to Spring 2007, which included staffing the Center not only with tutors but also with discipline experts. In addition, in fall 2008 the mathematics department began offering a sequence of eight arithmetic modules to help students master their basic skills. New models of co-requisite, zero-unit courses for basic skills and developmental mathematics courses are being developed as part of the mathematics department’s master plan to provide a sustainable learning center for assisting students in need of additional help outside the classroom.



The college has made a commitment to providing instruction in alternative delivery modes to meet the educational needs of students. Weekend courses have the highest rates of successful completion, exceeding the rates of any other type of courses (see Figure I. 4). Short term courses have a 71% success rate similar to the overall college success rate (see Figure I. 5). Distance education courses continue to have success rates lower than the college wide rates or other alternative delivery modes (see Figure I. 6).



Progression from Basic Skills to College Level Courses

Basic Skills courses are defined as courses that are two or more levels below college level English or Math courses. Students enrolled in any basic skills English or Math courses in three consecutive fall semester cohorts were each tracked over a three-year period to determine the extent to which students progress into college level English or Math and complete with a grade of C/CR or better. Over five years the average rate for students who moved from a basic skills English to a college level English class was 73%. For students who started in basic skills Math and succeed at a college level Math course the average rate over five years was 45%. Since the graduation requirements for an associates degrees include a college level English course but only a pre-collegiate level Math course, the lower average rate of completion of a college level Math course is expected. (See Table I.1)

ENGLISH	Number in Cohort	Number Completing College Level English in 3 Years	Rate
Fall 98	519	345	66.5%
Fall 99	480	340	70.8%
Fall 00	508	373	73.4%
Fall 02	500	370	74.0%
Fall 03	520	411	79.0%

MATH	Number in Cohort	Number Completing College Level Math in 3 Years	Rate
Fall 98	689	332	48.2%
Fall 99	599	275	45.9%
Fall 00	606	263	43.4%
Fall 02	644	277	43.0%
Fall 03	547	241	44.1%

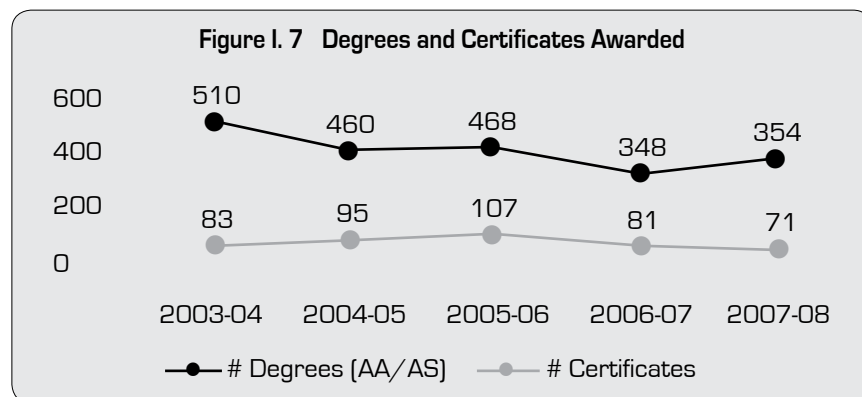
Matriculation and Persistence Rate for First-time College Students 17-20 Years Old

Persistence through the first academic year into the second year is an important step in subsequent achievement of educational goals, particularly for degree completion and transfer. First-time college students, 17-20 years old, who have completed matriculation orientation, assessment and advisement sessions were tracked to determine whether they persisted into the next academic year. Over the five years, the average persistence rate for the cohorts was 60% (see Table I. 2).

Cohort Start Term	First-time College 17-20 Year Old	Did Not Matriculate	Completed Matriculation	Persisted to Following Fall Term	% Persisted
Fall 02	540	39	501	288	57.5%
Fall 03	542	42	501	313	62.5%
Fall 04	606	58	548	315	57.6%
Fall 05	798	87	711	437	61.5%
Fall 06	865	55	810	546	63.1%

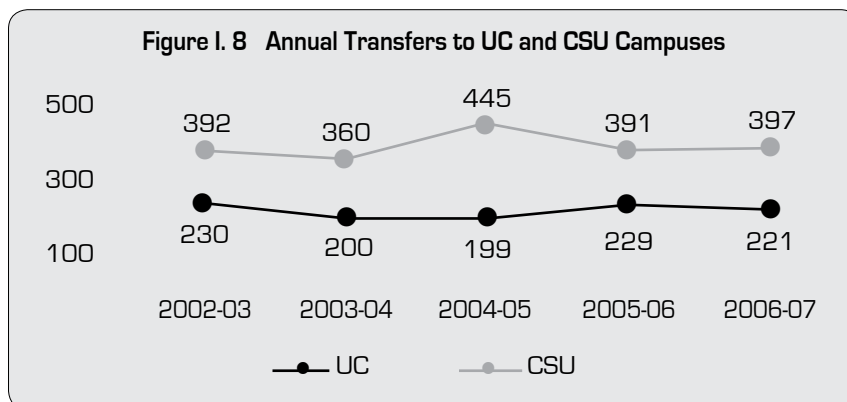
Degrees and Certificates Awarded

The number of degrees awarded annually has declined over the last five years from a high of 510 in 2003-2004 to 354 in 2007-2008. Certificates awarded have fluctuated from a high of 107 in 2005-06 to a low of 71 in 2007-08 (see Figure 1. 7). Irvine Valley College is monitoring the number of degrees and certificates awarded as part of the strategic planning process. A factor that may have contributed to the decrease in degrees awarded related to the change in associate degree requirements set forth by the CCC System's Office. The System's Office recently approved associate degrees with broadly defined areas of emphasis which may result in an increase in degrees awarded in 2008-2009. The college is also reviewing the Career Technical Education certificates to ensure that the certificates currently offered are well-aligned with industry needs and are offered in a timely manner. The Career Technical Education fields have increased their reliance on certificate advisory boards and conduct program review every two years to ensure relevancy, full enrollment, and completion of certificates.



Annual Volume of Transfers & State Derived Transfer Rates

The number of annual transfers to both UC and CSU campuses has fluctuated over the past five years. The number of annual transfer to CSU campuses reached a high in 2004-05 at 445 students; the average rate for the five year period is almost 400 transfers a year. The number of annual transfers to a UC campus has been stable at around 215 students a year (see Figure I. 8).



The following schools account for the majority of IVC's transfers to a UC or CSU campus: CSU Fullerton, UC Irvine, CSU Long Beach, UCLA, and CSU Pomona (see Table I. 3).

	2002-03	2003-04	2004-05	2005-06	2006-07
California State University, Fullerton	248	232	304	240	245
University of California, Irvine	147	105	115	130	128
California State University, Long Beach	74	79	71	63	67
University of California, Los Angeles	32	43	29	48	41
California State Polytechnic University, Pomona	18	12	22	26	23
San Diego State University	10	6	8	16	20
University of California, Berkeley	14	14	15	12	20
University of California, San Diego	17	20	18	20	13
University of California, Riverside	10	6	8	9	10
San Francisco State University	8	4	5	4	10
California State University, San Marcos	4	5	4	4	6
University of California, Santa Cruz	0	3	4	3	5

Source: CPEC <http://www.cpec.ca.gov/OnLineData/TransferPathway.asp>

Many community college students transfer to private four-year institutions. Over the last two years the California Community College (CCC) System Office has produced a report that totals the number of students who have transferred to private institutions (see Table 1.4). Over the last two years the in-state private institutions that received the largest number of transfers from IVC are University of Phoenix, Chapman University, the University of Southern California and Concordia University.

Table I. 4 Irvine Valley College Total Transfer to In-state Private and Out of State Private Institutions

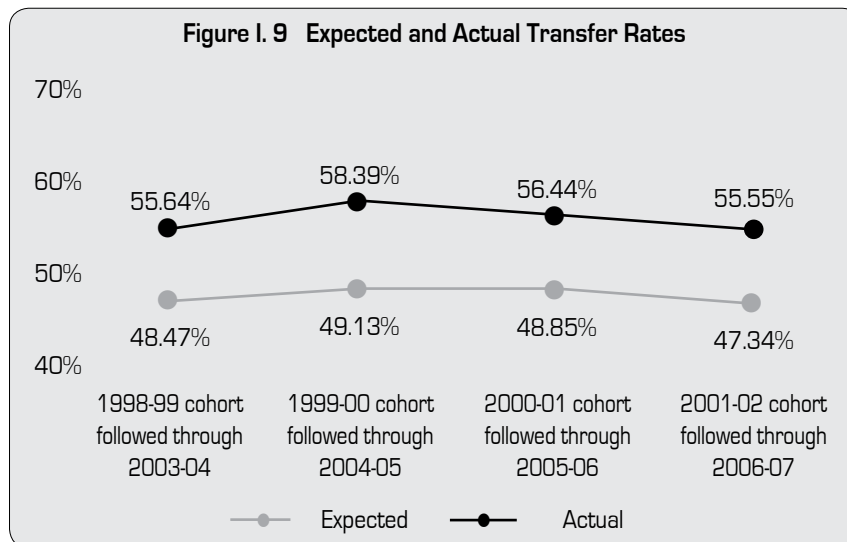
	2004-05	2005-06
Total Transfer to Private Institutions	269	224

Source: CCCCCO <http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ResearchReports/tabid/299/Default.aspx>

Transfer rates are also an important measure of institutional effectiveness. As opposed to annual numbers, transfer rates are a more defined measure of actual transfers of a particular group/cohort of students. The CCC System Office has developed a methodology for calculating transfer rates that has been widely recognized and accepted statewide as one of the best approaches for calculating **expected** and **actual transfer rates**. The methodology tracks cohorts of first-time college freshmen who completed a minimum of 12 units and enrolled in a transfer level Math or English course during enrollment (**transfer oriented first-time freshmen**). Each cohort is tracked for subsequent transfer to a four-year institution within six years, including UC, CSU, private California and out-of-state colleges and universities.

Over 55% of transfer oriented first-time college freshmen who started at IVC in 2001-02 transferred within six years. IVC's actual transfer rates have been consistently higher than its expected transfer rates (see Figure I. 9). Expected transfer rates are calculated taking into account factors outside the control of the college such as percentage of students 25 years or older (the larger the percentage of students 25 or older, the lower the expected transfer rate) and the Bachelor of Arts/Sciences Plus Index. The index represents the bachelor degree attainment of the population, 25 years or older, in a college's service area. This index combines the enrollment patterns of students by ZIP code of residence with educational data for ZCTA (ZIP Census Tabulation Area) codes that the CCC System's Office staff obtained from Census 2000. The higher the index, the higher is the expected transfer rate.

Figure I. 9 Expected and Actual Transfer Rates

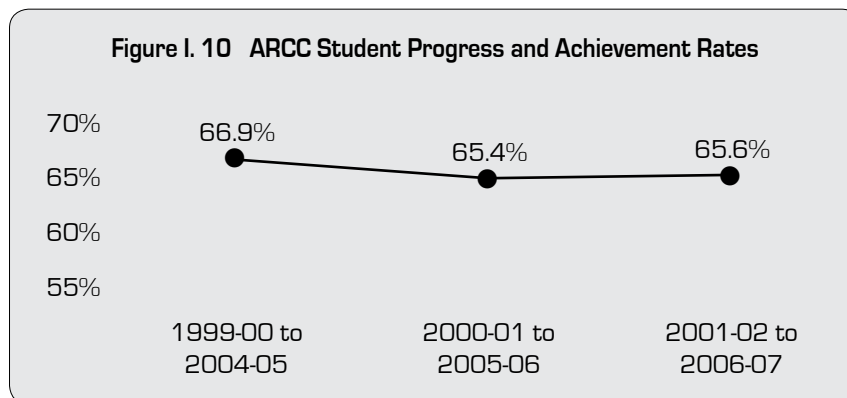


2008 Accountability Reporting for Community Colleges (ARCC) Indicators

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges. That legislation and ensuing budget action authorized the CCC System Office to design and implement a performance measurement system that contained performance indicators for the system and its colleges. The information in this section presents the 2008 ARCC performance indicators for IVC.

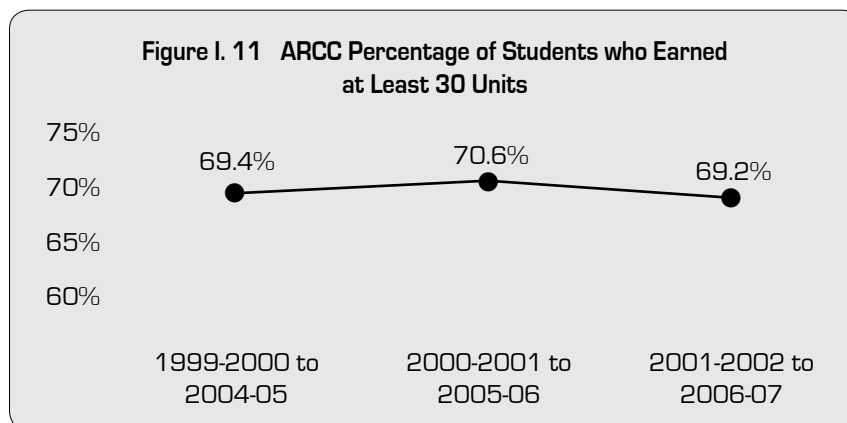
ARCC Student Progress and Achievement Rate

This rate represents the percentage of first-time students within a given academic year who showed intent to complete and who achieved any of the following outcomes within six years: 1) transferred to a four-year institution 2) earned an AA/AS degree 3) earned a certificate (18 units or more) or 4) achieved "Transfer Directed" or "Transfer Prepared" status. Sixty-six percent of such IVC first-time students achieve at least one of the stated outcomes (see Figure I. 10).



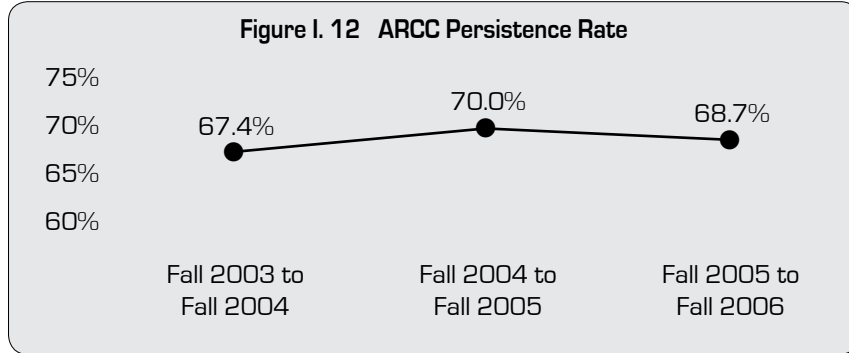
ARCC Percentage of Students who Earned at Least 30 Units

This measure represents the percentage of first-time students who started at IVC within a given academic year, showed intent to complete and earned at least 30 units within six years while in the California Community College System. This measure recognizes that many students take courses to improve specific skills or attaining knowledge in certain areas without achieving a degree or transferring. It is also a measure of persistence within the system. Seventy percent of first time students who start at IVC earn at least 30 units within six years (see Figure I. 11).



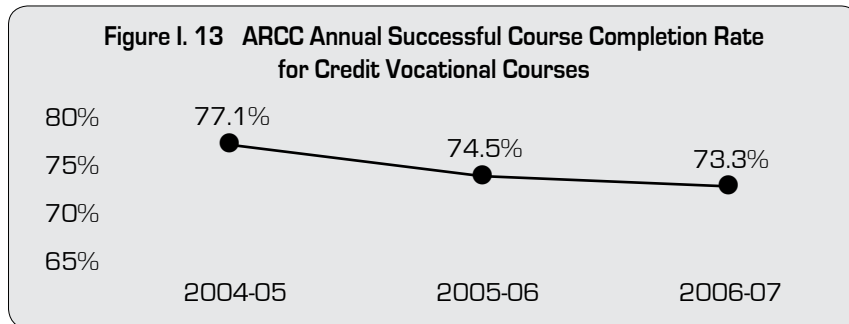
ARCC Persistence Rate

This measure represents the percentage of first-time students at IVC with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system. The persistence rate of such students has averaged around 69% over the three years (see Figure 1. 12).



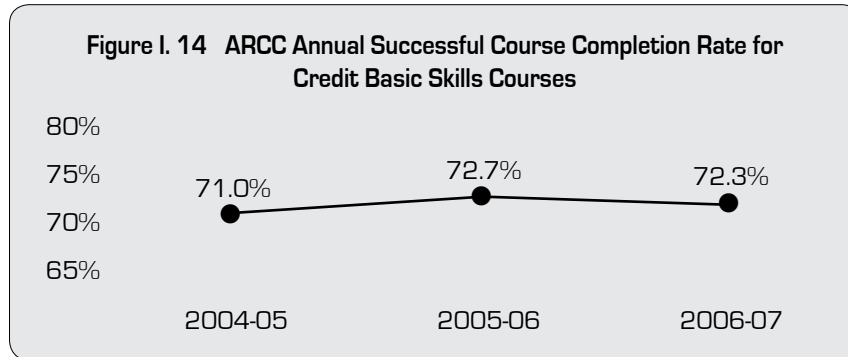
ARCC Annual Successful Course Completion Rate for Credit Vocational Courses

The cohort for vocational course completion rate consisted of students enrolled in credit vocational courses courses in the academic year of interest. Vocational courses were defined via their SAM (Student Accountability Model) codes. SAM codes A, B, and C indicate courses that are clearly occupational. Success was defined as having been retained to the end of the term (or end of the course) with a final grade of A, B, C, or CR. The average successful course completion rate over the last three years was 75% (see Figure I. 13).



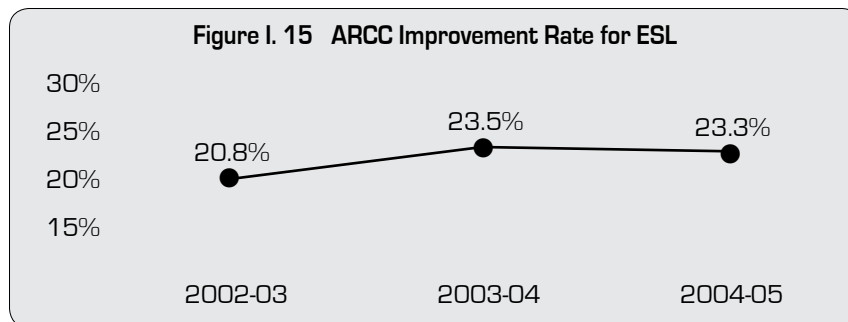
ARCC Annual Successful Course Completion Rate for Credit Basic Skills Courses

The cohort for basic skills course completion rate consisted of students enrolled in credit basic skills courses in the academic year of interest. Basic skills courses were those having a course designation of P (pre-collegiate basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final grade of A, B, C, or CR. The average successful course completion rate for credit basic skills courses over the last three years was 72% (see Figure I. 14).



ARCC Improvement Rate for ESL

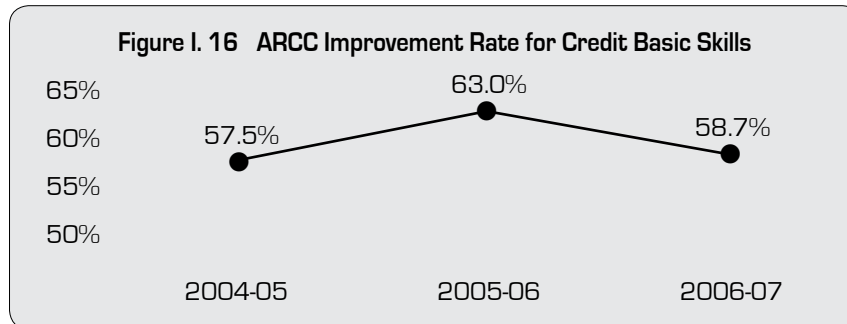
The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed the initial course. The cohorts include only those students who started at two or more levels below college/transfer level. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final grade of A, B, C, or CR. Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was the group of students who successfully completed a higher level ESL course or college level English course within three academic years of completing the first ESL course. The average rate over the last three years was approximately 23% (see Figure I. 15).



ARCC Improvement Rate for Credit Basic Skills

The basic skills improvement rate cohorts consisted of students enrolled in credit basic skills English or Mathematics courses who successfully completed their initial course. The cohorts include only those students who started at two or more levels below college/transfer level. Taxonomy of Programs (TOP) codes were used to identify Math and English courses. Basic skills courses were those having a course designation of P (pre-collegiate basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final grade of A, B, C, or CR.

Students who successfully completed the initial basic skills course were then followed across three academic years (including the year and term of the initial course). The outcome of interest consisted of the group of students who successfully completed a higher level course in the same discipline within three academic years of completing their first basic skills course. The average rate over the last three years was approximately 60% (see Figure I. 16).



ARCC Peer Grouping

The ARCC report also includes a peer grouping approach. The purpose of peer grouping is to complement the other ARCC sources of information about college level performance by giving “decision makers a way to compare each college’s performance with the performances of other ‘like’ colleges on each selected performance indicator (each ARCC outcome measure) in a fair and valid manner.” The composition of each peer group resulted only from statistical analysis of the available uncontrollable factors related to each outcome. Therefore, the peer groupings may list some colleges as peers when we customarily would consider them as quite dissimilar.

Four of Irvine Valley College's seven ARCC performance indicators exceed the average of corresponding peer groups (see Table I. 5). Irvine Valley College has the highest rate within its peer group for the student progress and achievement rate as well as the improvement rate for credit basic skills courses.

Table I. 5 ARCC Peer Grouping

ARCC Indicator	IVC's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
Student Progress and Achievement Rate	65.6	57.4	50.1	65.6	Alameda; Berkeley City College; Cabrillo; Foothill; Irvine Valley; Laney; Marin; MiraCosta; Ohlone; Saddleback; San Diego Miramar; San Francisco City; San Mateo; West Valley
Percentage of Students who Earned at Least 30 units	69.2	67.0	54.5	74.3	Alameda; Allan Hancock; Barstow; Berkeley City College; Cerro Coso; Columbia; Contra Costa; Cosumnes River; Cuyamaca; Desert; Evergreen Valley; Gavilan; Golden West; Hartnell; Irvine Valley; LA Harbor; Laney; Las Positas; Lassen; Los Medanos; Mendocino; Merritt; Mission; Monterey; Napa Valley; Ohlone; San Diego City; San Diego Miramar; San Jose City; Santiago Canyon; Siskiyou; Skyline; Solano; Ventura; West L.A.
Persistence Rate	68.7	70.7	63.5	78.1	Canada; Evergreen Valley; Foothill; Irvine Valley; Las Positas; Marin; Mission; Ohlone; Saddleback; San Jose City; San Mateo; West Valley
Annual Successful Course Completion Rate for Credit Vocational Courses	73.3	75.4	65.8	86.8	Allan Hancock; Barstow; Berkeley City College; Canada; Cerro Coso; Coastline; Columbia; Compton; Contra Costa; Cuyamaca; Feather River; Folsom Lake; Glendale; Irvine Valley; LA City; Lake Tahoe; Laney; Marin; Mendocino; Merced; Merritt; Mission; Monterey; Napa Valley; Saddleback; Santa Rosa; Southwest L.A.; West L.A.; West Valley
Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.3	66.9	57.3	81.9	Canada; De Anza; Diablo Valley; Foothill; Irvine Valley; Marin; Ohlone; Saddleback; San Mateo; West Valley
Improvement Rate for Credit Basic Skills Courses	58.7	47.1	31.5	58.7	Alameda; Allan Hancock; Berkeley City College; Cabrillo; Foothill; Coastline; Contra Costa; Cuesta; Cuyamaca; Irvine Valley; Laney; Los Medanos; Merritt; Napa Valley; San Diego Miramar; Santa Barbara City; Solano
Improvement Rate for Credit ESL Course	23.3	39.3	14.4	67.3	Alameda; Berkeley City College; Cabrillo; Canada; Coastline; Cuesta; Irvine Valley; Laney; Las Positas; Lassen; Marin; Merritt; Mira Costa; Mission; Monterey; Moorpark; Ohlone; San Diego Miramar; San Jose City; San Mateo; Santa Barbara City; Skyline; West Valley

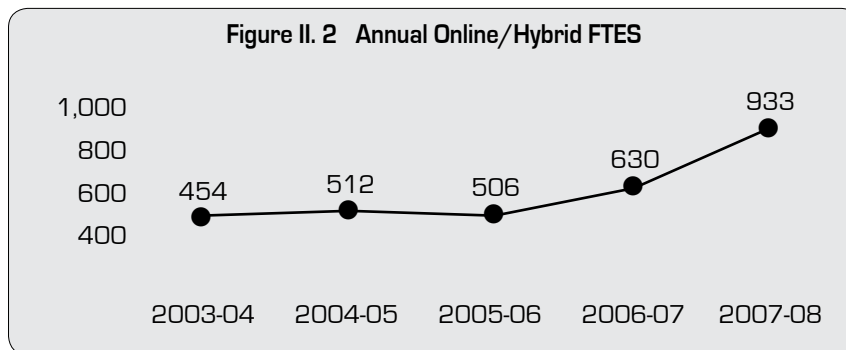
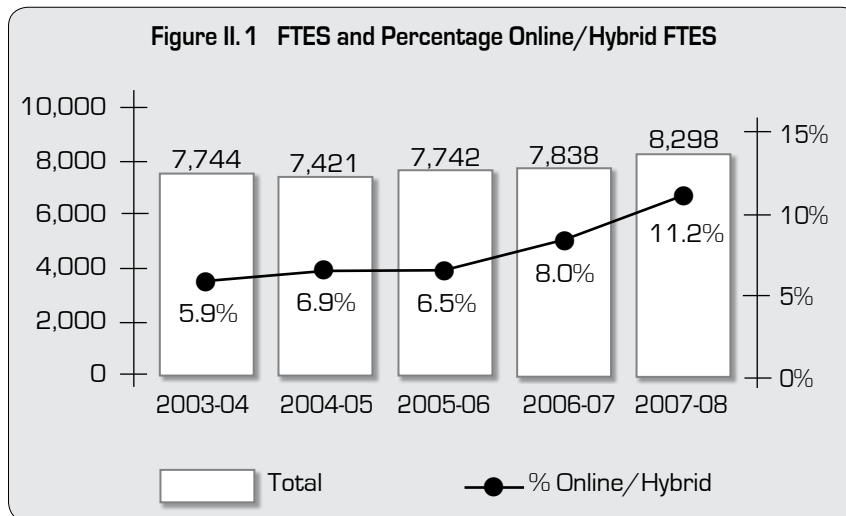
CHAPTER II

STUDENT OUTREACH AND RESPONSIVENESS TO THE COMMUNITY

In order to meet the needs of an increasingly diverse population, Irvine Valley College is faced with the challenge of ensuring access to all students who can benefit from its courses and programs. The changing student population also requires high quality instruction and support services responsive to the needs of all students, regardless of ethnicity, language skills, socioeconomic background, or disability.

Annual Full-Time Equivalent Students (FTES)

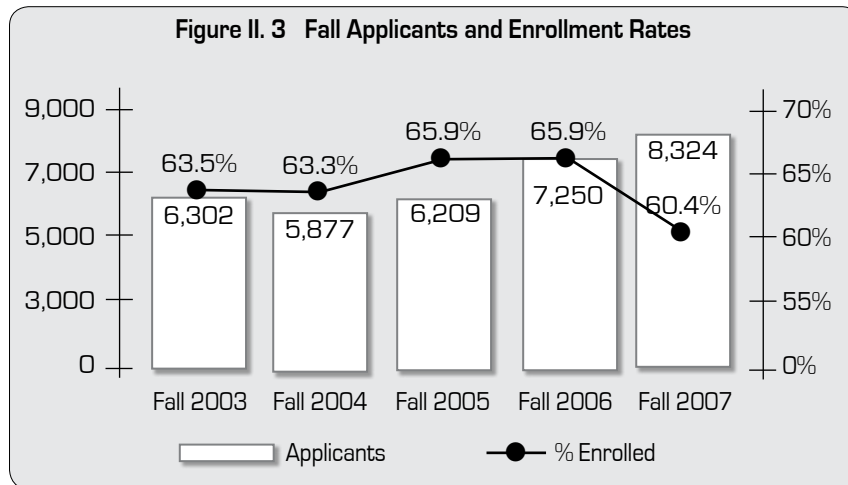
The college has steadily increased in FTES and has made significant increases in online and hybrid (50% or more online) FTES. In 2007-08, the online and hybrid FTES was 11.2% of all FTES, the highest percentage in the last five years (see Figure II. 1). Figure II.2 illustrates the absolute numbers of on-line and hybrid FTES.



Applicant and Enrollment Rates

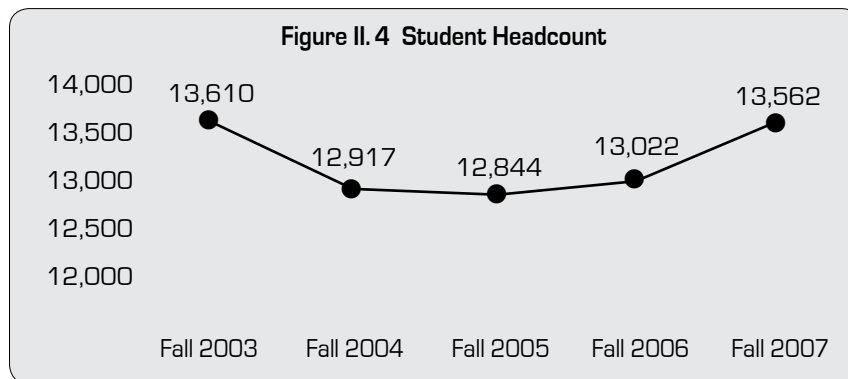
An applicant is defined as 1) a student who has never attended college 2) a student who has attended college but not IVC (new transfer) or 3) a student who is returning to IVC after stopping out for at least one semester. "Enrollment rate" is defined as the percentage of students who enrolled in at least one class over the total number of applicants.

The number of applicants has greatly increased in the last two years. The enrollment rate has fallen this past fall but averages around 64% over last five years (see Figure II. 3).



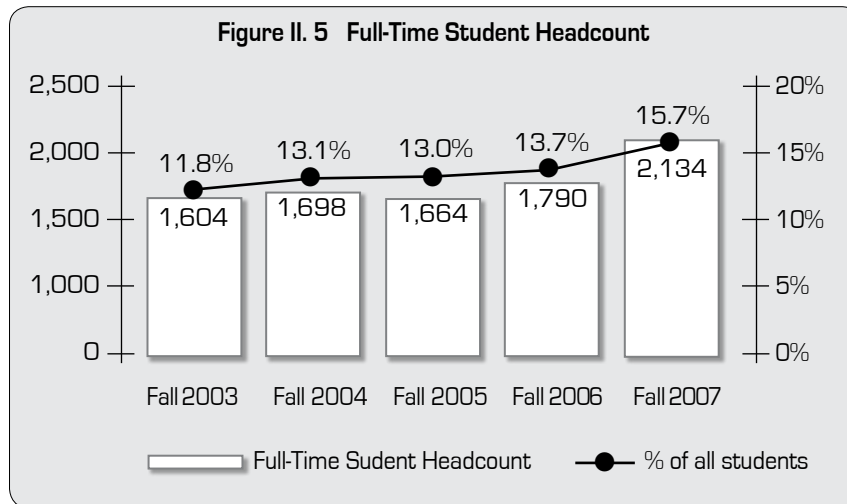
Student Headcount

Student headcount is defined as the unduplicated count of students enrolled at the college at the census date of the semester. In Fall 2004 IVC experienced a decrease in headcount. Over the past four years headcount has steadily increased to nearly the numbers of Fall 2004. (see Figure II. 4).



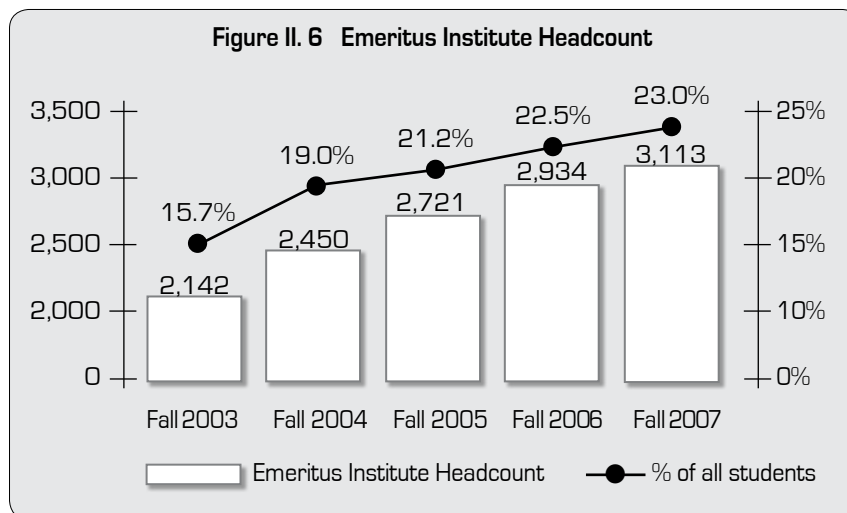
Full-Time Student Headcount

The number of full-time students (enrolled in at 12 units or more) has steadily increased over the last five years, reaching a high in Fall 2007. Overall, full-time students represent 13.5% of the total student headcount (see Figure II. 5).



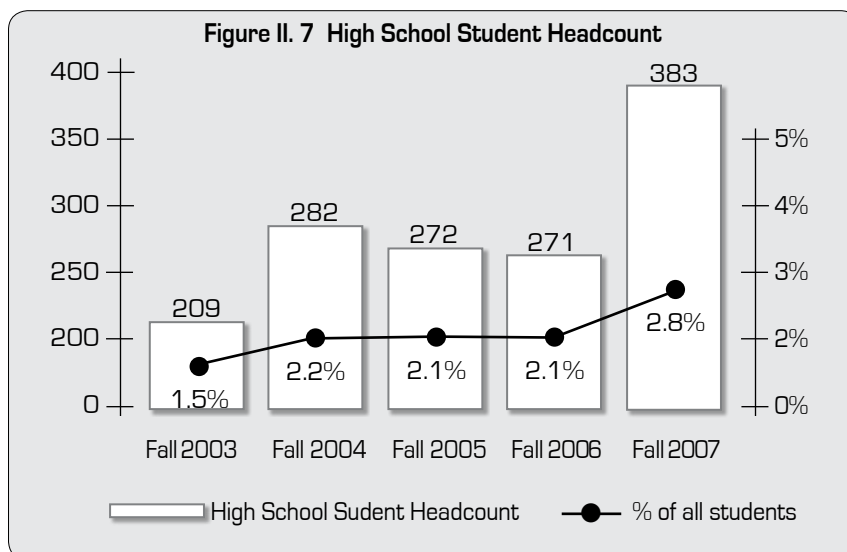
Emeritus Institute Headcount

The number of students enrolled in one or more Emeritus Institute courses has grown in both absolute numbers and as a percentage of the total student headcount. This past fall saw the largest number of students enrolled in Emeritus classes (see Figure II. 6).



High Schools Students Attending IVC

The number of high school students taking IVC courses while in high school has grown and reached its highest levels in Fall 2007. High school students represented 2.8% of all students in Fall 2007 (see Figure II. 7).



Local High School Graduates “Take” Rate

“Take” rate is based on high school students enrolling at IVC in the year immediately following their high school graduation. Irvine Valley College enrolled an average of 14% of the Irvine Unified’s graduating class and an average of 8% of Tustin Unified’s graduating class (see Table II. 1).

Table II. 1 Local High School Graduates “Take” Rate

Irvine Unified	Graduating Class	Enrolled at IVC the Following Academic Year	“Take” Rate
Graduates 03-04	1,887	223	11.8%
Graduates 04-05	1,959	336	17.2%
Graduates 05-06	2,062	271	13.1%

Tustin Unified	Graduating Class	Enrolled at IVC the Following Academic Year	“Take” Rate
Graduates 03-04	849	66	7.8%
Graduates 04-05	936	82	8.8%
Graduates 05-06	1,079	81	7.5%

First-Time College Students from Local Feeder High Schools

First-time college students, 17-20 years old, who enrolled in the academic year following their graduating year, were selected and their last high school listed on their application was used to determine the high school district of origin. The number of students in this group has increased steadily over the last five years (see Table II. 2). The percentage of first-time college students 17-20 years old from local feeder high schools has slightly increased over the five years (see Table II. 3).

Table II. 2 First-Time College Students 17-20 Years Old

Term	First-time 17-20 Years Old
Fall 2003	505
Fall 2004	527
Fall 2005	673
Fall 2006	865
Fall 2007	903

**Table II. 3 First-Time College Students 17-20 Years Old
by High School District**

High School District	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07
Irvine Unified	29.5%	24.3%	27.3%	26.7%	30.0%
Tustin Unified	6.9%	8.5%	9.2%	8.8%	9.0%
Saddleback & Capistrano Unified	20.8%	18.4%	20.8%	23.6%	23.7%
Not from Feeder Districts	42.8%	48.8%	42.6%	40.9%	37.3%

Adult Student Ethnic Composition Compared to the College’s Service Area Adult Population

U.S. Census Bureau 2005 data were used to estimate the distribution of adult population - 18 years of age or older - by ethnicity in the city of Irvine. Slightly more than half of the adult population in the city of Irvine was white, while 47% of adult students at IVC were white (see Table II. 4). More than a third of the adult population in IVC’s immediate service area were Asian (36.3%), while approximately 30% of adult students at IVC were Asian. The 2005 U.S. Census data show that Hispanics in the Irvine area represented 7.5% of the adult population, whereas this group represented slightly more than 10% of the IVC students 18 years of age or older. The census survey did not capture “Middle Eastern” as an ethnic category. Irvine Valley College serves many students of Middle Eastern background and this is not represented in the comparison data.

Table II. 4 Distribution by Ethnicity of IVC’s Service Area Adult Population and Fall 2007 IVC Adult Students

Ethnicity	Percentage in Adult Population	Percentage at IVC Fall 2007
Alaskan Native/ Native American	0.1%	0.4%
Asian	36.3%	29.4%
African American	0.9%	1.9%
Pacific Islander	0.1%	0.6%
White	54.1%	41.6%
Hispanic	7.5%	10.4%
Other/Multiple	1.0%	15.7%

CHAPTER III

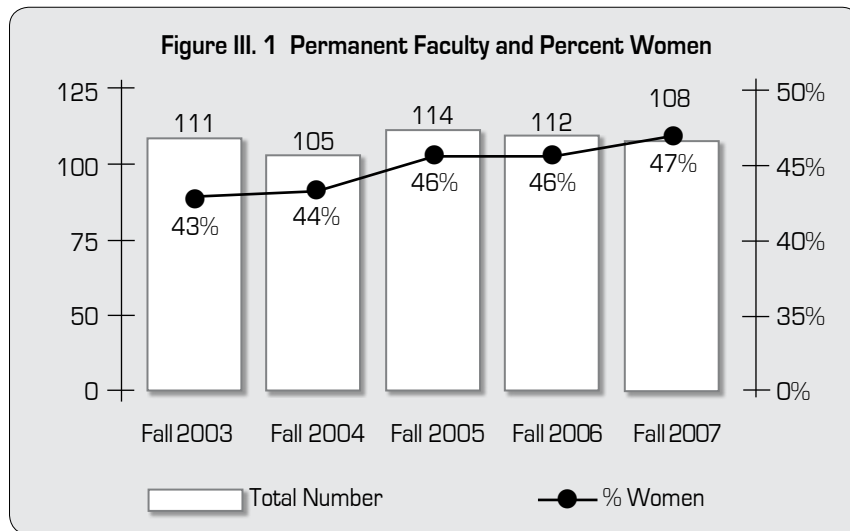
FACULTY AND STAFF

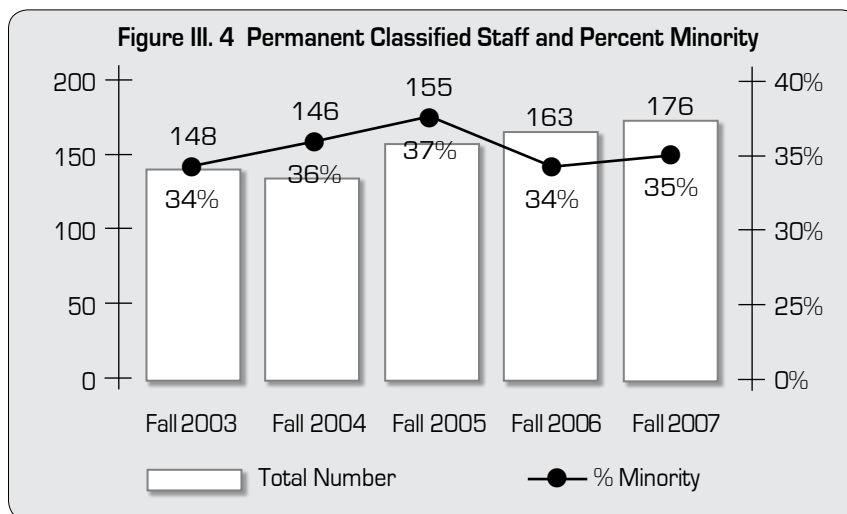
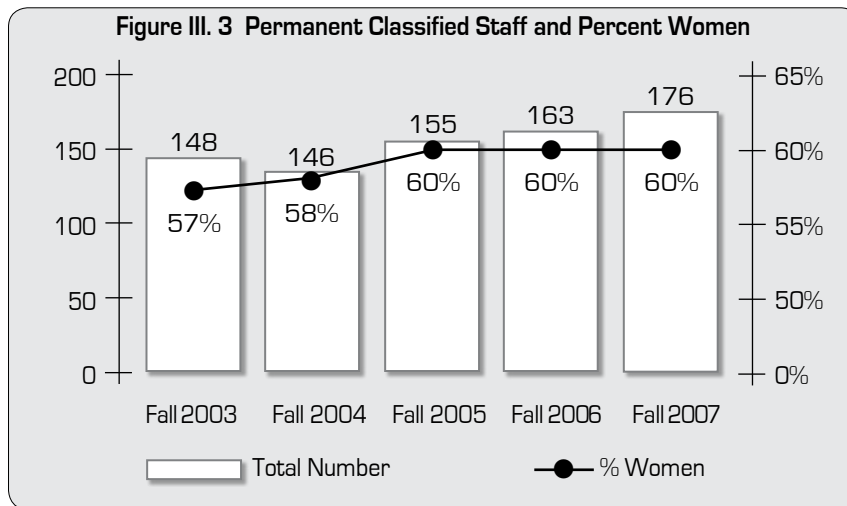
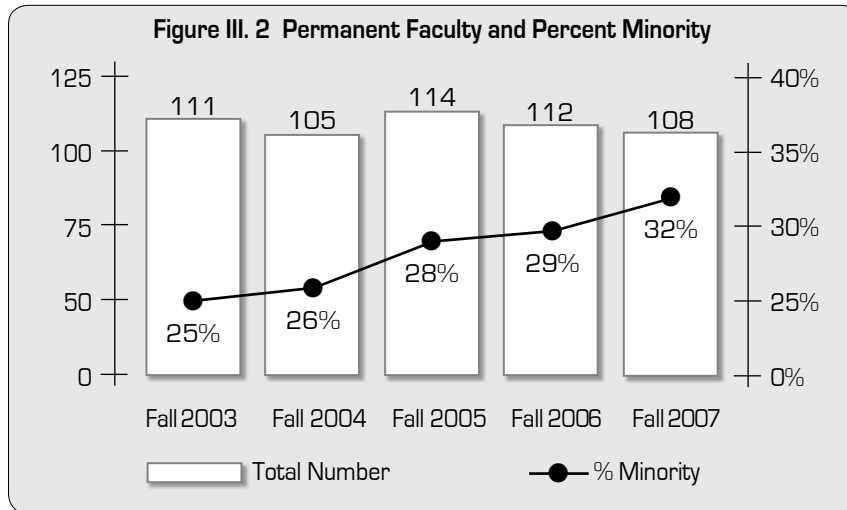
Faculty and staff carry out the mission of the college and represent the most important resource of the college.

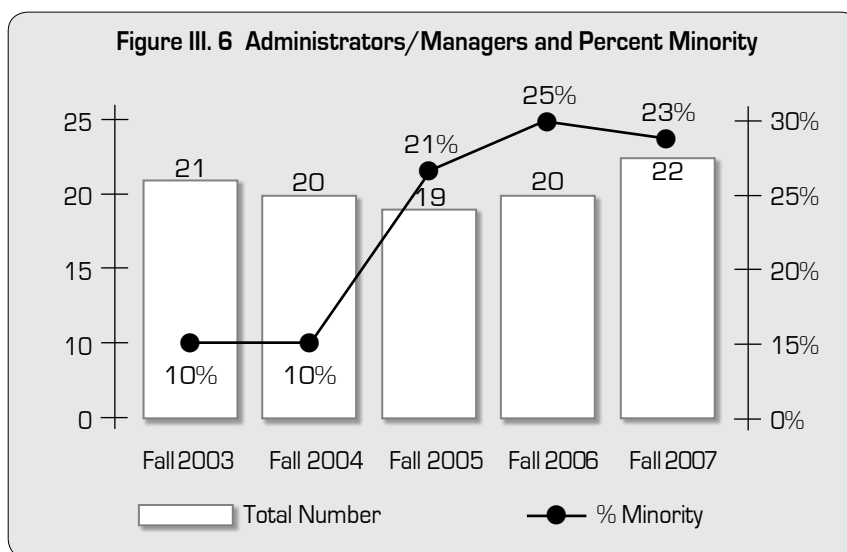
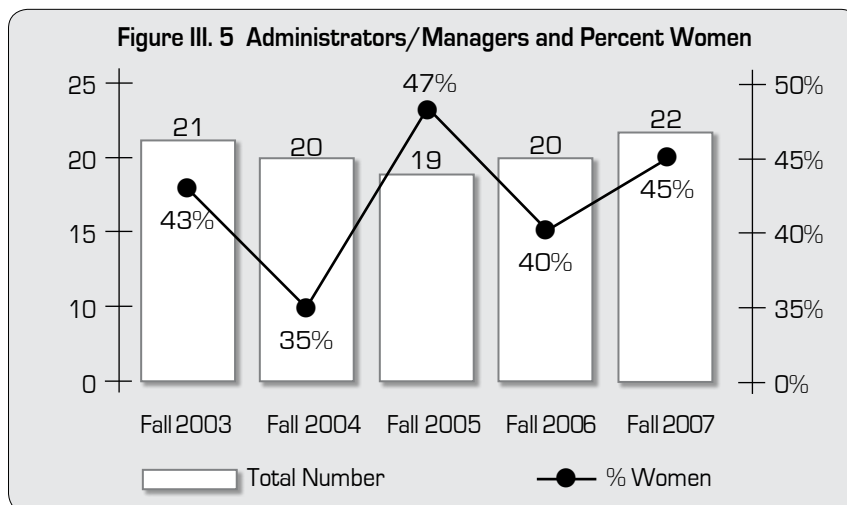
Gender and Ethnic Composition of Faculty and Staff

The number of permanent faculty fluctuated slightly over the past five years (see Figure III.1). The number of permanent classified staff increased and reached its highest level of 176 in Fall 2007 (see Figure III. 3). The number of administrators/managers remained stable over this same period (see Figure III. 5).

The percentage of women increased within classified staff and faculty, but fluctuated within administrators/managers (see Figures III. 1, III. 3 and III. 5). The percentage of minorities steadily increased within faculty (see Figure III. 2) and significantly increased within administrators/managers (see Figure III.6). However, due to the relatively small numbers of administrators/managers, several individuals represent a high percentage within the group. The percentages of minorities within the classified staff are the highest among all levels at 35% (see Figure III.4).







Percent Growth in FTES Compared to Percent Growth in Permanent Employees

The percent of growth in classified staff exceeded the percent growth in FTES for the last two years of the comparison (see Table III. 1). The changes in administrators and managers appear high because of the relatively small number of individuals in this group. For example, the 10% increase from 2006-07 to 2007-08 of Administrators and Managers represents the addition of just two individuals. The 9% increase in permanent faculty from 2004-05 to 2005-06 is the result of the retirement incentive offered in 2003-04, as noted earlier. Overall, the total number of permanent employees has increased from 280 in Fall 2003 to 306 in Fall 2007.

Table III. 1 Administrators/Managers and Percent Minority

	% Growth Faculty	% Growth Staff	% Growth Adm/Managers	% Growth FTES
2003-04 to 04-05	-5%	-1%	-5%	-4%
2004-05 to 05-06	9%	6%	-5%	4%
2005-06 to 06-07	-2%	5%	5%	1%
2006-07 to 07-08	-4%	8%	10%	1%

CHAPTER IV

APPLICATIONS OF TECHNOLOGY

IVC and the South Orange County Community College District (SOCCCD) strive to provide state-of-the-art technology to students and employees. In 2007-08, SOCCCD invested over \$11 million in technology projects and infrastructure district wide. Some projects that benefited IVC included campus-wide wireless capabilities, wireless Voice Over IP, student kiosks, classroom multimedia installations, new instructor desks and equipment, new emergency call boxes, business continuity and disaster recovery solutions, additional computer labs, videoconferencing solutions including Tandberg and Cisco, and new stations for disabled students in all labs. The district has launched new online registration systems to better serve students. Students also have the ability to develop educational plans and obtain parking permits online.

Ratio Full-Time Equivalent Students (FTES) per Number of Computers Available on Campus

Beginning in 2004-05, the district has allocated annual funding for the specific purpose of refreshing the college technology infrastructure and acquiring new technology as needed (see Table IV. 1). Over the last three years, IVC received over \$3.5 million dollars from basic aid for technology infrastructure and projects. As a result, the total numbers of computers on campus has increased 20% over the last five years (see Table IV. 2).

Table IV. 1 Basic Aid Allocation for Technology

	2003-04	2004-05	2005-06	2006-07	2007-08
Basic Aid Allocation for Technology	\$0	\$1,400,000	\$1,110,000	\$1,030,000	\$1,000,079

Table IV. 2 Ratio FTES per Number of Computers Available on Campus

	2003-04	2004-05	2005-06	2006-07	2007-08
# of Computers	950	1,014	1,064	1,139	1,139
Total FTES	7,744	7,421	7,742	7,838	8,461
Ratio FTES/# of Computers	8.2	7.3	7.3	6.9	7.4

Ability to Renew and Replace Technology Equipment on a Regular Basis

The reduction in the average age of replacement of desktop computers and servers resulted from the annual district allocation for technology that started in 2004-05, as noted above (see Table IV. 3). As a result, annual expenditures for technology replacement have increased from a low of \$50,000 in 2002-03 to \$800,000 in 2006-07 (see Table IV. 4).

Table IV. 3 Average Age of Computers and Servers at Time of Replacement

	2003-04	2004-05	2005-06	2006-07	2007-08
Average Age of Computers (Years)	5	4	3	2	3
Average Age of Servers (Years)	5	4	3	2	3

Table IV. 4 Average Age for Technology Replacements

	2003-04	2004-05	2005-06	2006-07	2007-08
Replacement Expenditures	\$50,000	\$1,000,000	\$900,000	\$800,000	\$800,000
% of Inventory	5%	33%	33%	33%	33%

As a result of the basic aid allocation, over the last three years, IVC has completed projects that have enhanced the infrastructure and services to students and employees including campus-wide wireless, a 50kW backup generator, SAN/DAE, student kiosks, all classroom multimedia installation, new instructor desks and equipment, digital headend for CH33, CH33 streamed over the internet, new emergency call boxes, Berbee zone paging/alert, DLT backup solution, Microsoft Sharepoint intranet/internet, new computer labs, new video conferencing solutions including Tandberg and Cisco, and new stations for disabled students in all labs.

Table IV. 5 Annual Expenditures for New Technology Projects

	2003-04	2004-05	2005-06	2006-07	2007-08
New Technology Projects	\$0	\$400,000	\$200,000	\$200,000	\$200,000

Ability to Support and Maintain Instructional Computer Classrooms and Labs

The ratio of computers in classrooms and labs to IT support staff increased significantly in 2003-04 and 2004-05. The addition of a full-time position in 2005-06 helped reduce the ratio to the 2002-03 level (see Table IV. 6). The increase in the number of computers is a direct result of opening additional computer labs to improve service to students and faculty.

Table IV. 6 Ratio Computers in Classrooms and Labs/IT Staff Support

	2003-04	2004-05	2005-06	2006-07	2007-08
# of Computers	490	500	550	609	609
# of IT Support	2.7	2.7	3.7	3.7	3.7
Ratio	181	185	149	165	165

Ability to Support and Maintain the Network and Server Infrastructure

The network infrastructure is primarily supported and maintained by District IT. The College IT supports and maintains servers used for college data/file sharing, printing, wireless access, backup, applications, and voice/phones. The college has one full-time network administrator who currently supports 40 servers.

Ability to Provide User Support and Training

The college has two full-time employees who provide user support and training for faculty and staff for desktop applications such as Microsoft Office.

CHAPTER V

FACILITY AND FISCAL SUPPORT

Square Footage

The overall space available for instructional and non-instructional activities increased 32% in the last year. The overall space available in 2007-08 was 355,397 square feet of which 70% was dedicated to instruction (see Table V. 1).

Table V. 1 Square Footage

	Total Square Footage	Instructional Square Footage	% Instructional
2003-04	268,647	198,141	74%
2004-05	268,647	198,141	74%
2005-06	268,647	198,141	74%
2006-07	268,647	195,066	73%
2007-08	355,397	248,861	70%

Cost of Utilities

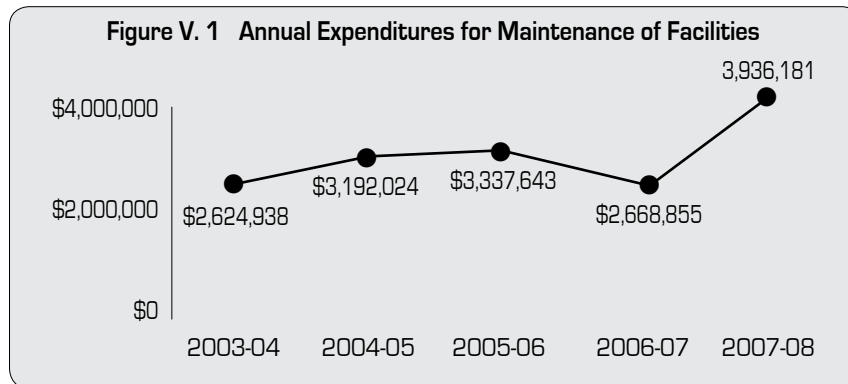
Overall, the cost of utilities increased by 68% over the last five years. The highest increases were for gas and water (see Table V. 2).

Table V. 2 Cost of Utilities

	Cost of Electricity	Cost of Gas	Cost of Water	Total
2003-04	\$574,989	\$20,242	\$39,246	\$634,476
2004-05	\$555,308	\$60,322	\$34,551	\$650,181
2005-06	\$582,564	\$137,025	\$83,810	\$803,399
2006-07	\$714,524	\$111,498	\$87,182	\$913,204
2007-08	\$747,263	\$231,679	\$83,269	\$1,062,211

Annual Expenditures for Maintenance of Facilities

The annual cost for maintenance of facilities has increased by 50% over the last five years (see Figure V. 1).



Unrestricted General Fund

Unrestricted general fund revenues increased by 33% over the past five years and expenditures increased by 32%. Salaries and benefits increased 33%. Salaries and benefits represented 86% of revenues in 2007-08 (see Table V. 3).

Table V. 3 Unrestricted General Funds

	Beginning Balance	Revenue	Expenditures	Salaries & Benefits	Ending Balance
2003-04	\$2,140,311	\$29,434,379	\$27,722,403	\$25,171,958	\$3,852,287
2004-05	\$3,852,287	\$29,219,124	\$30,469,982	\$27,121,667	\$2,601,429
2005-06	\$2,601,429	\$33,190,795	\$33,147,571	\$29,692,952	\$2,644,653
2006-07	\$2,644,653	\$33,472,079	\$34,986,496	\$31,966,969	\$1,130,236
2007-08	\$1,130,236	\$39,020,819	\$36,666,120	\$33,556,034	\$3,484,935

Restricted General Fund

Restricted general fund revenues increased by 23% over the past five years while expenditures increased by 43%. Salaries and benefits increased 22%. Salaries and benefits represented 65% of revenues in 2007-08 (see Table V. 4).

Table V. 4 Restricted General Funds

	Beginning Balance	Revenue	Expenditures	Salaries & Benefits	Ending Balance
2003-04	\$567,079	\$4,153,764	\$4,101,949	\$2,717,217	\$618,894
2004-05	\$618,894	\$4,437,954	\$4,402,259	\$2,761,968	\$654,589
2005-06	\$654,589	\$5,438,999	\$4,696,471	\$2,690,852	\$1,397,117
2006-07	\$1,397,117	\$6,287,902	\$5,992,246	\$2,943,253	\$1,692,773
2007-08	\$1,692,773	\$5,094,987	\$5,881,772	\$3,305,325	\$905,988

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