



**Institutional Effectiveness  
Annual Report  
2008-2009  
Irvine Valley College**

Irvine Valley College

# Institutional Effectiveness Annual Report 2008-2009

South Orange County Community College District

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## Introduction

Irvine Valley College's Institutional Effectiveness Annual Report (IEAR) was developed in collaboration with and guidance from Irvine Valley College's Institutional Effectiveness Committee. The IEAR is produced by the South Orange County Community Colleges District's Office of Technology and Learning Services.

This is the third year of publishing the IEAR, and the framework and data has evolved under the guidance of college faculty, administrators, and staff. The hope for this report is to provide the most useful information for the college community as it relates to students and the management of the college. The IEAR presents information about the college's student and employee population, course offerings, enrollment patterns, and key student performance metrics.

The IEAR is organized into nine chapters: Student Profile, Instructional Offerings, First-Time College Students, Student Progress, Developmental Education (Basic Skills), Workforce Development (CTE), Student Achievement, and Transfers and Employee Headcount.

A secondary purpose of this report is to complement other data and reports, such as the California Community College Chancellor's Office Accountability Reporting for Community Colleges (ARCC). The IEAR also provides a better understanding and deeper analysis of the ARCC data, which is used for accountability and assessment of the college at the state level.

The data collected here is generated from the South Orange County Community College District's inFORM Data Warehouse. In addition to the printed copy of the report, the actual data is accessible to the college. Utilizing the queries built to produce this report, Irvine Valley College's Office of Research, Planning, and Accreditation can drill into more detail below the high levels of aggregated data this report provides.

Lastly, this is an ongoing process and the future structure of this report will respond to the college's need for data that is aligned with major initiatives associated with Strategic Planning, Enrollment Management, Program Reviews, and other major projects on the campus.

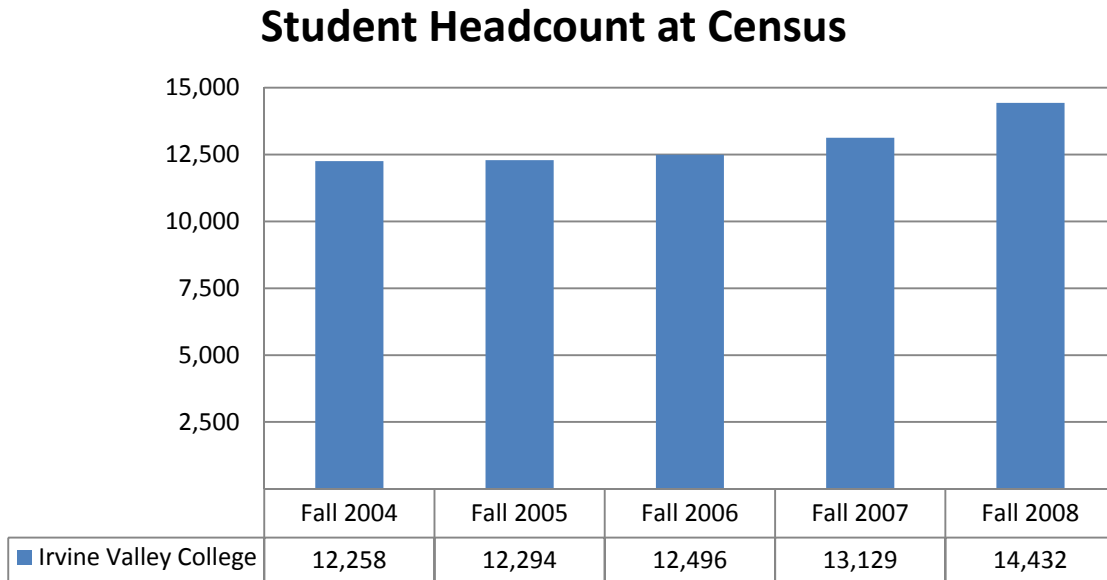
## General Definitions

Data Element	Definition
<b>Basic Skills</b>	Courses that are defined as foundational skills courses generally offered in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, that are necessary for students to succeed in college-level courses.
<b>Census Date</b>	This is an official date for reporting enrollment to the state. The census date is determined by the length of the specific section of the course. Positive Attendance and Independent Study courses do not use a Census Date to report enrollment.
<b>CTE</b>	Career and Technical Education
<b>Educational Goal</b>	<p>This is a student's educational goal that is captured in the application and can be updated by the student each term when a student registers for classes. The student has a choice of 15 goals from which to choose. Educational Goals are reported in the IEAR in the following 6 categories. The following shows how the goals are categorized.</p> <ol style="list-style-type: none"> <li><b>1. Degree or Certificate</b> <ul style="list-style-type: none"> <li>• 4 yr college student taking courses to meet 4 yr requirements</li> <li>• Obtain a non-voc degree without transfer</li> <li>• Obtain a voc certificate without transfer</li> <li>• Obtain two-year voc degree without transfer</li> </ul> </li> <li><b>2. Career</b> <ul style="list-style-type: none"> <li>• Advance in current job/career</li> <li>• Discover/develop career interests</li> <li>• Maintain license</li> <li>• Prepare for a new career</li> </ul> </li> <li><b>3. GED/Basic Skills</b> <ul style="list-style-type: none"> <li>• Complete credits for high school diploma or GED</li> <li>• Improve basic skills</li> </ul> </li> <li><b>4. Transfer</b> <ul style="list-style-type: none"> <li>• Obtain a bachelor's degree after associates degree</li> <li>• Obtain a bachelor's degree without associates degree</li> <li>• Obtain a vocational certificate and transfer</li> </ul> </li> <li><b>5. Personal Development</b> <ul style="list-style-type: none"> <li>• Personal development</li> </ul> </li> <li><b>6. Undecided</b> <ul style="list-style-type: none"> <li>• Undecided on goal</li> <li>• Missing</li> </ul> </li> </ol>
<b>Employment Hours</b>	The number of hours a week a student reports he/she is working that term. This is updated each term during registration.
<b>Enrollment</b>	Count of students in courses (can be duplicated student count )

Data Element	Definition
<b>Enrollment Level</b>	<p><b>Categories:</b></p> <ul style="list-style-type: none"> <li>• <b>Concurrent High School Student</b> = student who is enrolling in college while still enrolled in elementary or secondary education institution.</li> <li>• <b>Continuing Student</b> = student continuing from the prior term</li> <li>• <b>First-Time College Student</b> = student who reported this is his/her first attendance at a college</li> <li>• <b>Returning Student</b> = student who report this is his/her first time at SOCCCD, from another college, returning to SOCCCD without attending another college, returning to SOCCCD after absent for a main term</li> </ul>
<b>Enrollment Status</b>	This is a student's reported enrollment status for the term. A student is asked if this is his/her first time at a college or is he/she coming from another college, etc. If the student has continually enrolled at the college he/she is considered a continuing student.
<b>Feeder High School Districts</b>	High schools located in the geographical areas of the South Orange County Community College District. The high schools are grouped by district and include Capistrano, Irvine, Laguna Beach, Tustin and Saddleback Valley Unified School Districts and in-district private high schools.
<b>FTES (Full-Time Equivalent Student)</b>	Full-time equivalent (FTE) is a way to measure a student's enrollment at an educational institution. An FTE of 1.0 means that the person is equivalent to a full-time student. FTES is the equivalent number of Full-Time Equivalent Students based on hours of attendance as of the section census date or actual hours for positive attendance.
<b>GPA</b>	Grade Point Average
<b>Headcount</b>	Count of individuals (unduplicated)
<b>Instructional Method</b>	This is the mode of instruction by which the course is taught. The main types of instructional methods are classroom (which include lecture, lab, learning center), internet/online or other (which include modes such as directed study or work experience).
<b>ISP and OOS</b>	In-State Private and Out of State
<b>Retention</b>	The rate at which a student is retained in the course through the end of the term. Students are counted if they received a grade notation on their record.
<b>Success</b>	The rate calculated for students that received a successful grade (A, B, C, or CR/P) in a course. Students are counted if they received a grade notation on their record.
<b>Transfer Rate</b>	Based on the methodology defined by the California Community College Chancellor's Office. 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. Each cohort is tracked for subsequent transfer to a four-year institution within six years, including UC, CSU, California private, and out-of-state colleges and universities.
<b>Units Attempted</b>	The number of units a student enrolls in a term.
<b>Units Earned</b>	The number of units a student earns in a term.
<b>Unit Status</b>	<p>Full-time student = Enrolled in 12 or more units as of the section census date</p> <p>Part-time student = Enrolled in 0.5 to 11.99 units as of the section census date</p> <p>All zero unit student = Enrolled in all 0 units as of the section census date</p>

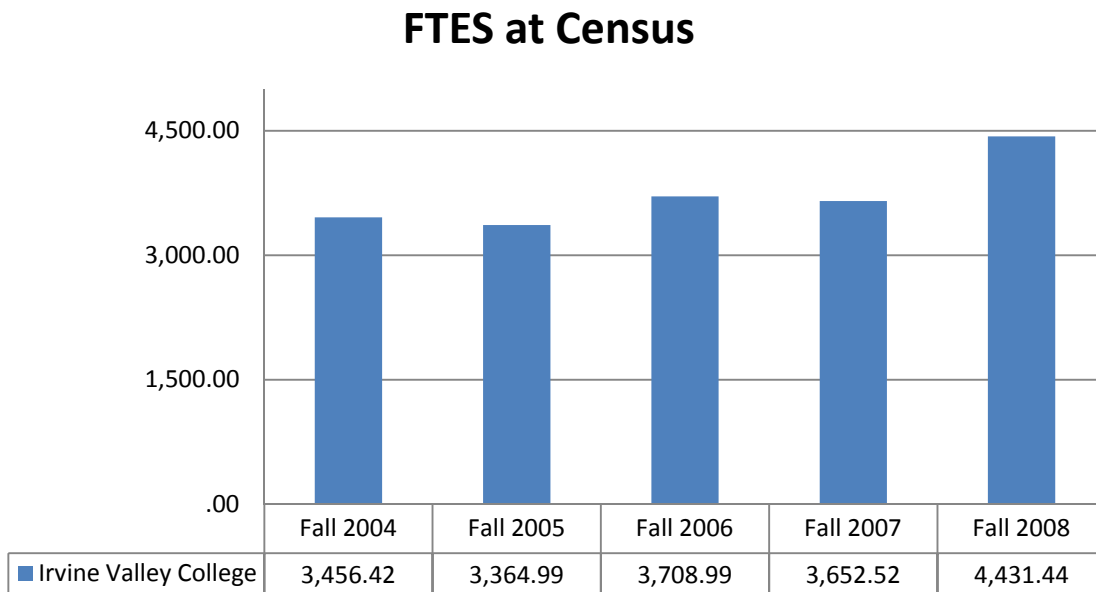
## College Student Profile

Figure 1: Student Headcount



“Student Headcount at Census” is the number of unduplicated active students as of the term census date.

Figure 2: FTES at Census

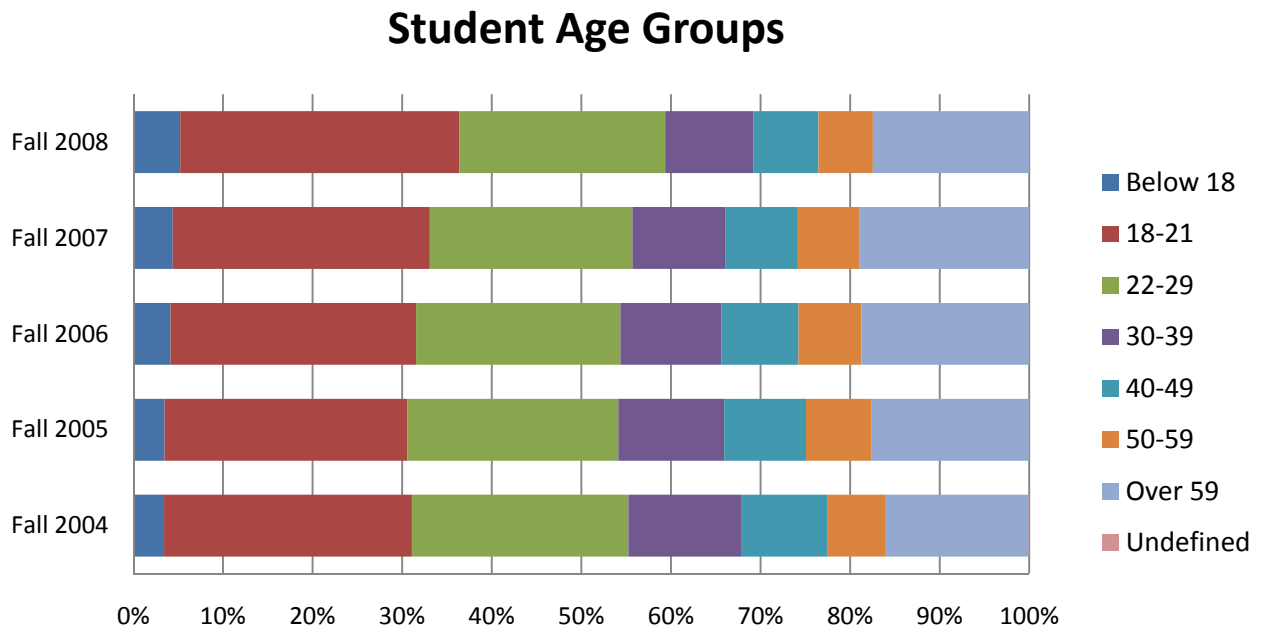


“FTES at Census” is calculated on the number of full-time equivalent students enrolled in a section as of the section census date. The FTES calculation is based on the formulas that are used in the CCFS-320 Report and defined in the California Community College Student Attendance Accounting Manual. The

above numbers represented the existing agreed upon rules for the CCFS-320, which are used in calculating the FTES for all of the data in the inFORM data warehouse.

The percentages and counts of the following figures and tables are based on student headcount as of the term census date.

**Figure 3: Student Age Groups**



**Table 1: Student Age Groups - Count**

Student Age Groups	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Below 18	419	428	517	576	754
18-21	3,391	3,333	3,425	3,769	4,498
22-29	2,962	2,893	2,850	2,968	3,315
30-39	1,541	1,455	1,408	1,367	1,417
40-49	1,178	1,122	1,076	1,057	1,052
50-59	804	892	878	899	877
Over 59	1,953	2,165	2,336	2,491	2,517
Undefined	10	6	6	2	2
Total	12,258	12,294	12,496	13,129	14,432

Figure 4: Gender

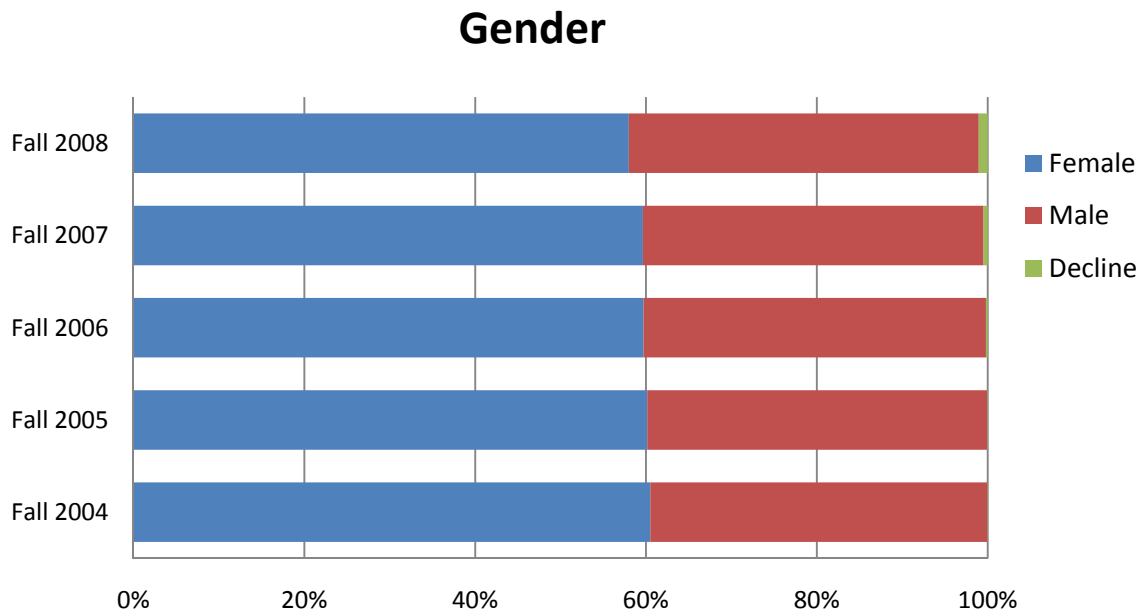


Table 2: Gender Count

Gender	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female	7,416	7,394	7,462	7,830	8,369
Male	4,838	4,895	5,008	5,236	5,912
Decline	4	5	26	63	151
Total	12,258	12,294	12,496	13,129	14,432

Figure 5: Ethnicity

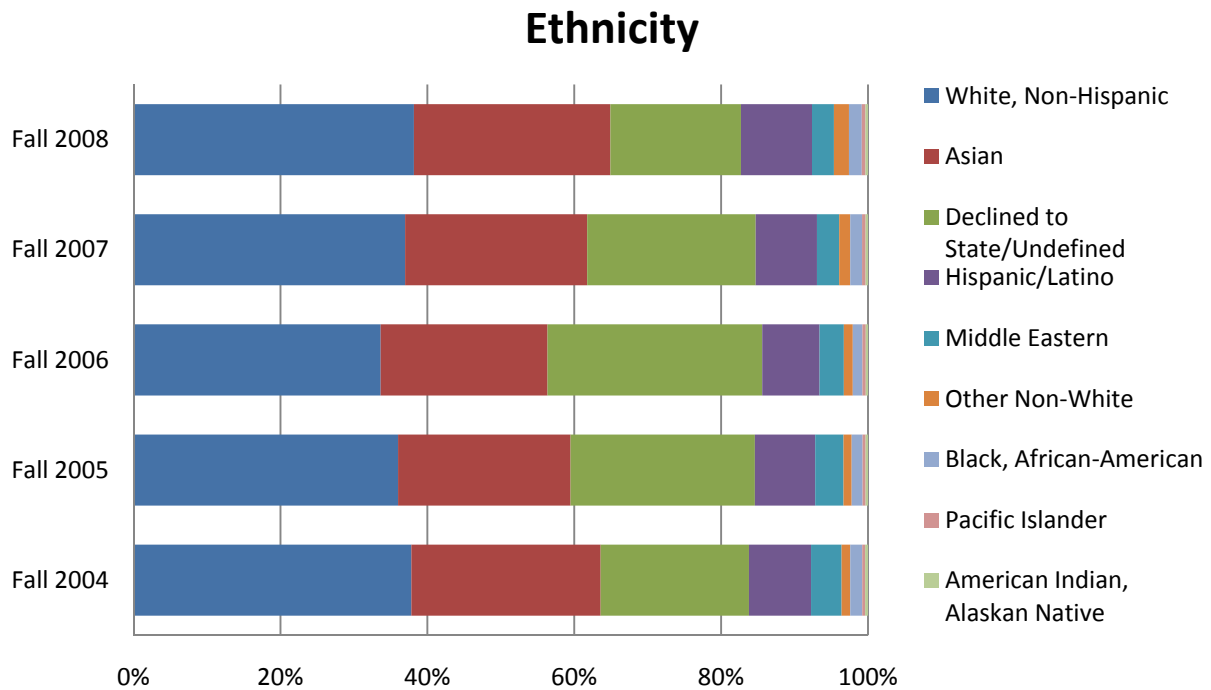


Table 3: Ethnicity Count

Student Ethnicity	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
American Indian, Alaskan Native	46	39	37	43	50
Asian	3,158	2,888	2,841	3,255	3,861
Black, African-American	201	182	164	209	253
Hispanic/Latino	1,038	1,009	974	1,095	1,394
Middle Eastern	509	475	416	396	433
Other Non-White	145	136	152	200	294
Pacific Islander	48	51	56	63	70
White, Non-Hispanic	4,638	4,427	4,204	4,856	5,510
Decline to State/Undefined	2,475	3,087	3,652	3,012	2,567
Total	12,258	12,294	12,496	13,129	14,432

Figure 6: Enrollment Status

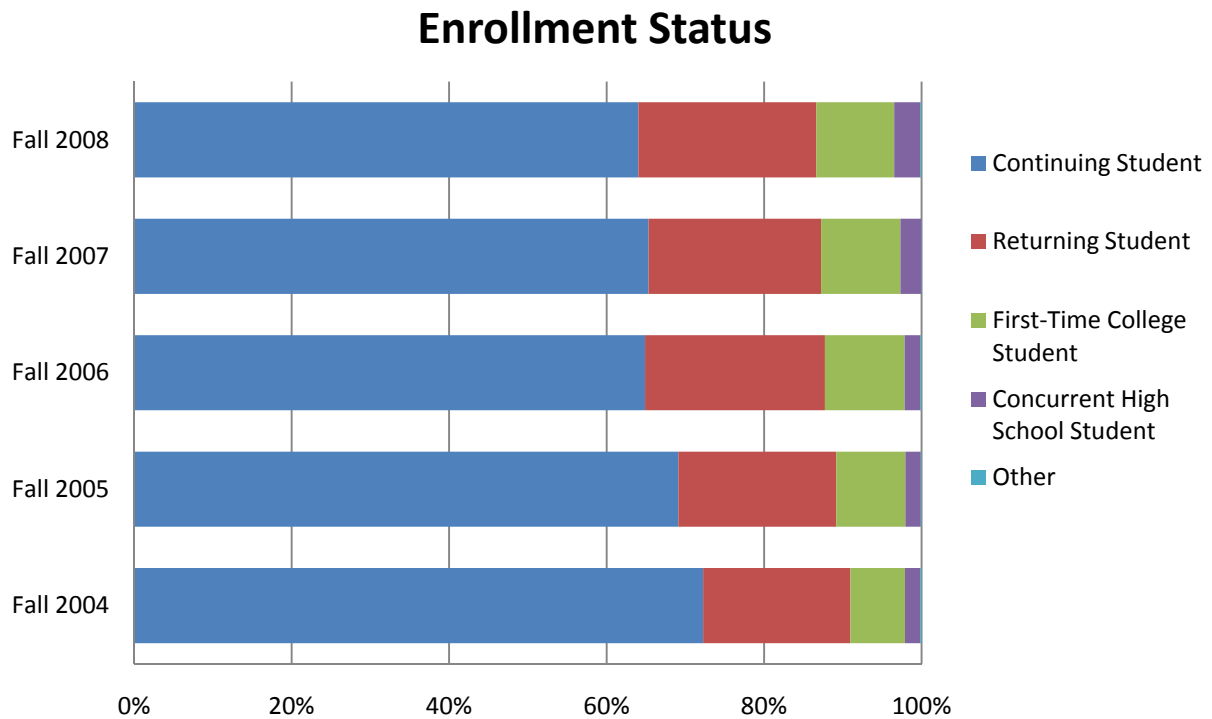


Table 4: Enrollment Status Count

Enrollment Status	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Continuing Student	8,858	8,496	8,107	8,578	9,240
Returning Student	2,290	2,465	2,855	2,874	3,264
First-Time College Student	849	1,080	1,264	1,325	1,424
Concurrent High School Student	241	239	250	346	483
Other	20	14	20	6	21
Total	12,258	12,294	12,496	13,129	14,432

Figure 7: Unit Status of Students

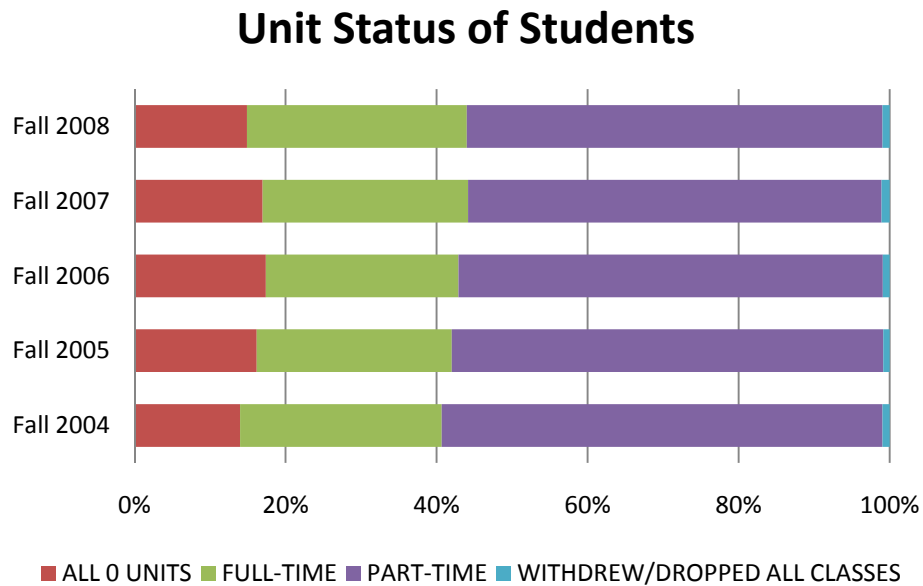


Table 5: Unit Status of Students Count

Unit Status of Students	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
All Zero Units	1,713	1,988	2,173	2,228	2,147
Full-Time (12 or more units)	3,273	3,175	3,188	3,570	4,203
Part-Time (Less than 12 units)	7,154	7,025	7,019	7,189	7,943
Withdrew/Dropped All Classes	118	106	116	142	139
Total	12,258	12,294	12,496	13,129	14,432

Figure 8: Educational Goal

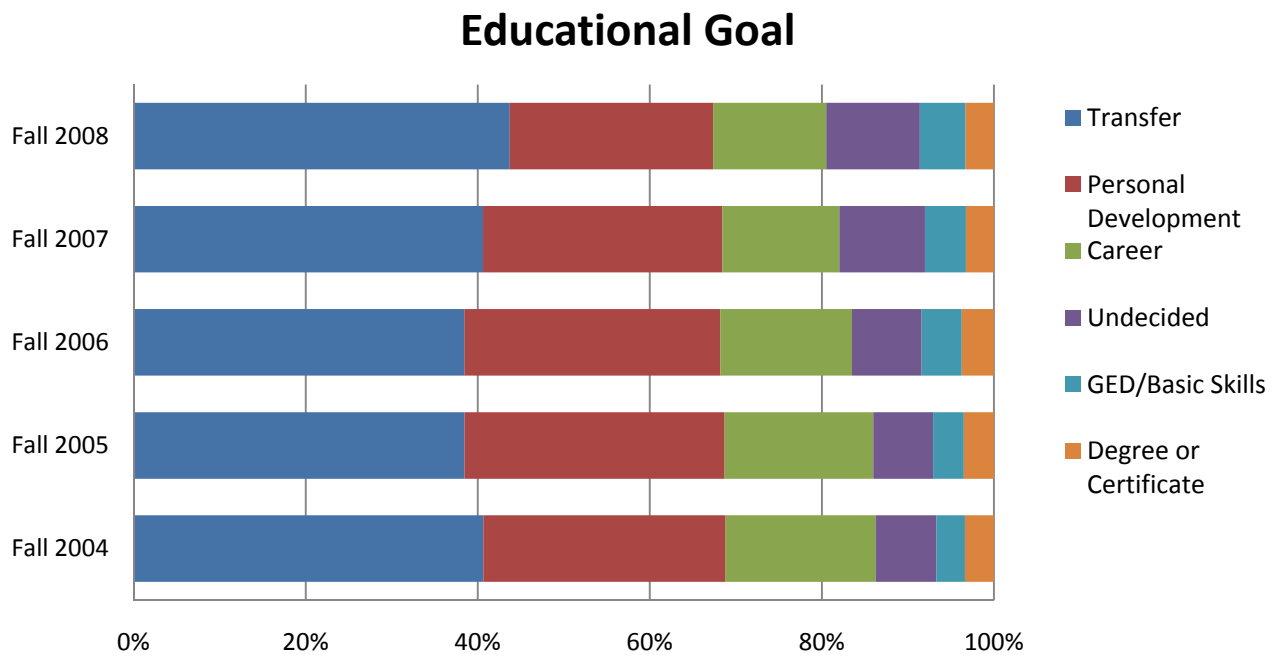


Table 6: Educational Goals Count

Educational Goals	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Transfer	4,984	4,728	4,802	5,331	6,310
Personal Development	3,450	3,718	3,720	3,652	3,410
Career	2,141	2,125	1,912	1,786	1,899
Undecided	863	854	1,011	1,308	1,569
GED/Basic Skills	407	440	585	625	769
Degree or Certificate	413	429	466	427	475
Total	12,258	12,294	12,496	13,129	14,432

Figure 9: Employment Hours of Students

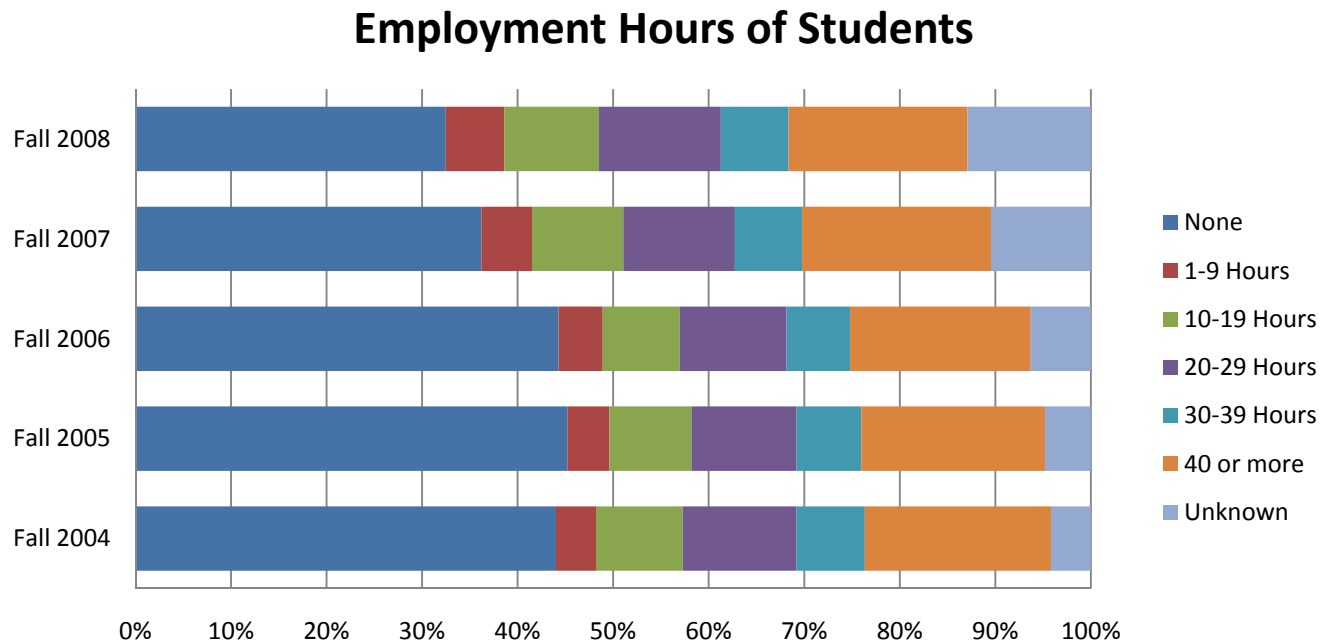


Table 7: Employment Hours of Students Count

Employment Hours Per Week	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
None	5,395	5,558	5,533	4,754	4,688
1-9 Hours	514	542	578	695	883
10-19 Hours	1,113	1,056	1,008	1,256	1,430
20-29 Hours	1,457	1,350	1,397	1,533	1,842
30-39 Hours	878	833	830	923	1,022
40 or more	2,390	2,364	2,363	2,596	2,703
Unknown	511	591	787	1,372	1,864
<b>Total</b>	<b>12,258</b>	<b>12,294</b>	<b>12,496</b>	<b>13,129</b>	<b>14,432</b>

## Instructional Offerings

Irvine Valley College offers 41 associate in arts degrees, 20 associate of science degrees, and 26 certificates of achievement, 11 certificate of proficiencies for a total of 88 degrees and certificates.

Instructional Methods are grouped by the following Instructional Method Descriptions:

1. Classroom: Lecture, Lab, Lecture/Lab Combo, Learning Lab
2. Internet: DE(Internet), Hybrid
3. Other: Directed Study, Discussion/Seminar, Field Trip, Other Independent Study, Work Experience

The percentages and counts of the following figures and tables are based on the section counts as of the end of the term and cancelled sections are excluded.

**Figure 10: Instructional Method of All Sections**

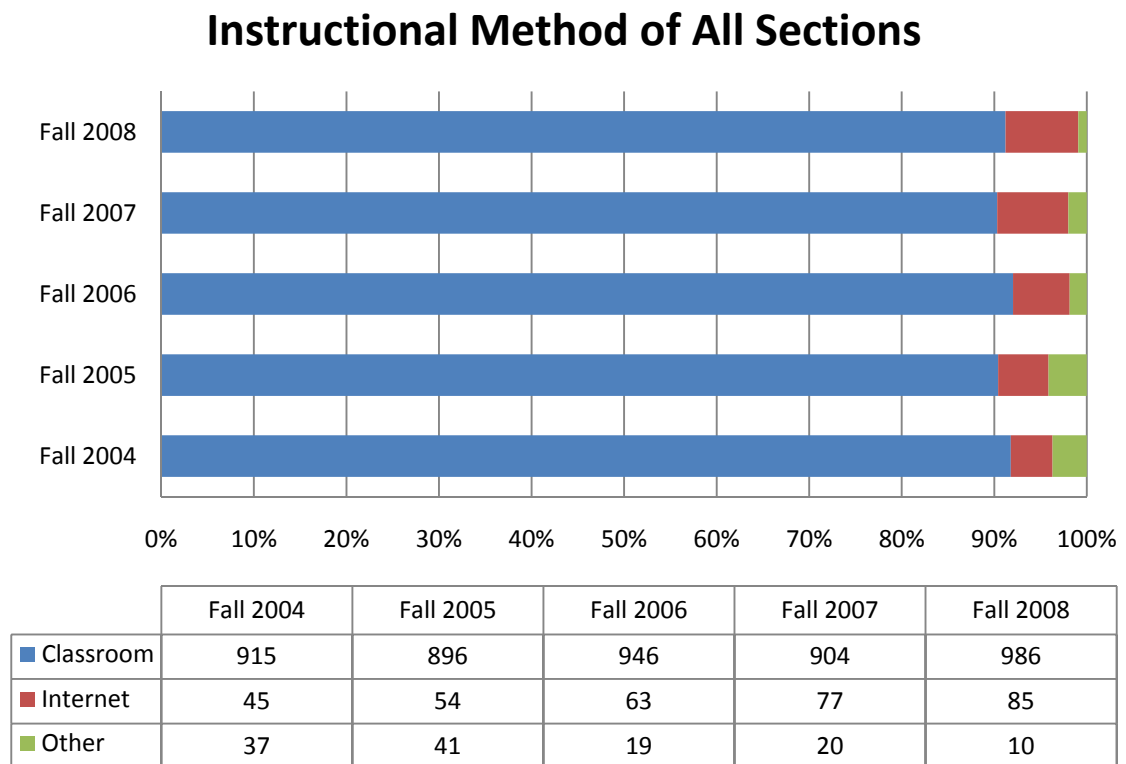


Figure 11: Census Enrollment by Instructional Method

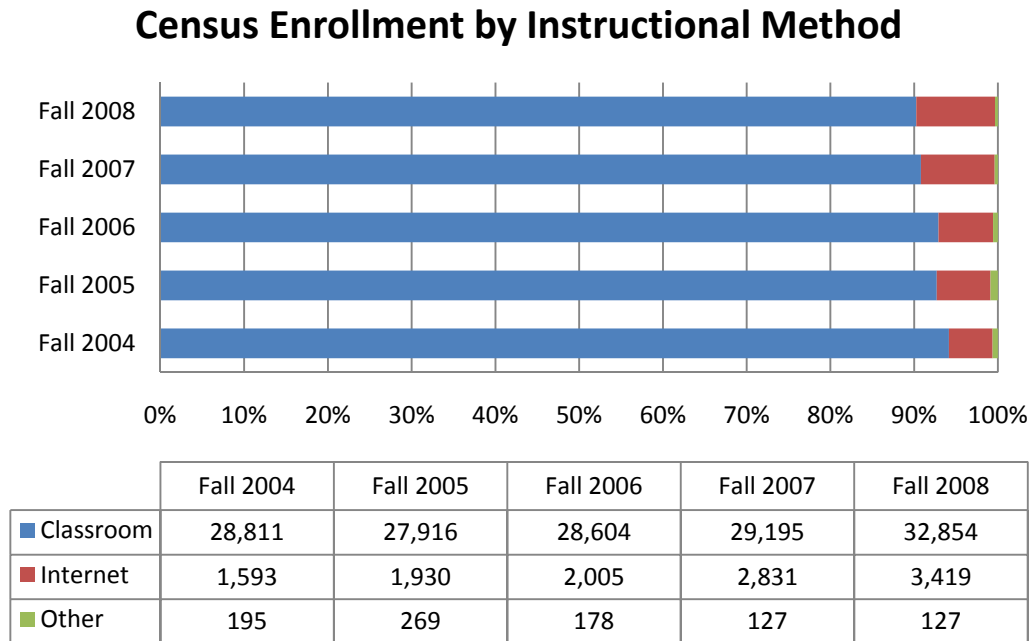


Figure 12: Student Headcount by Instructional Method

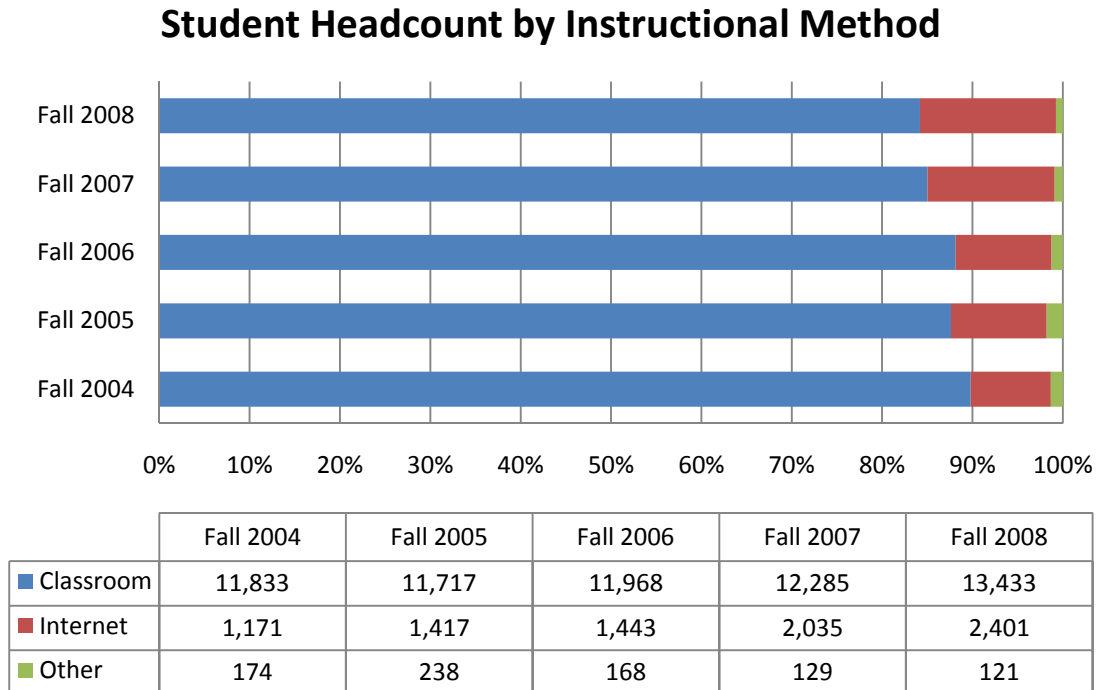


Figure 13: FTES by Instructional Method

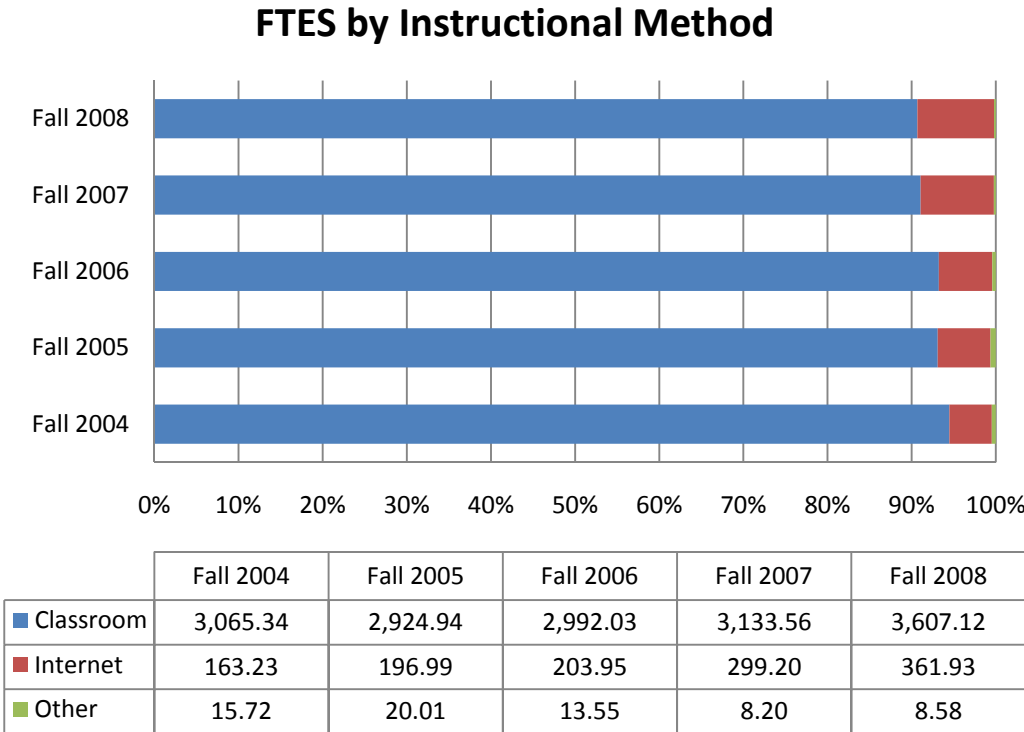
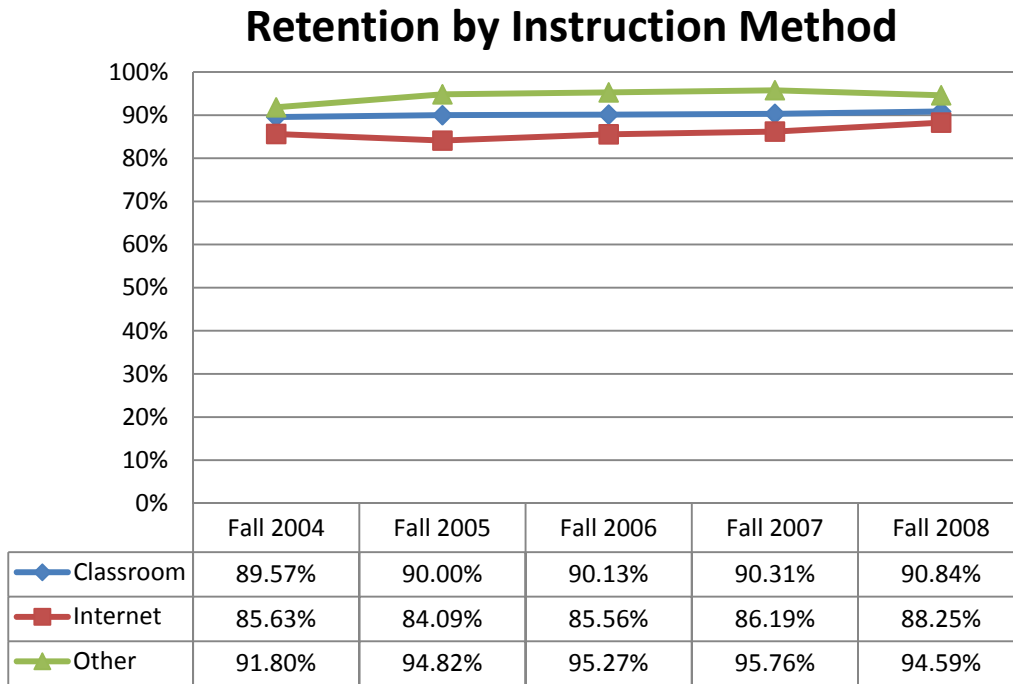


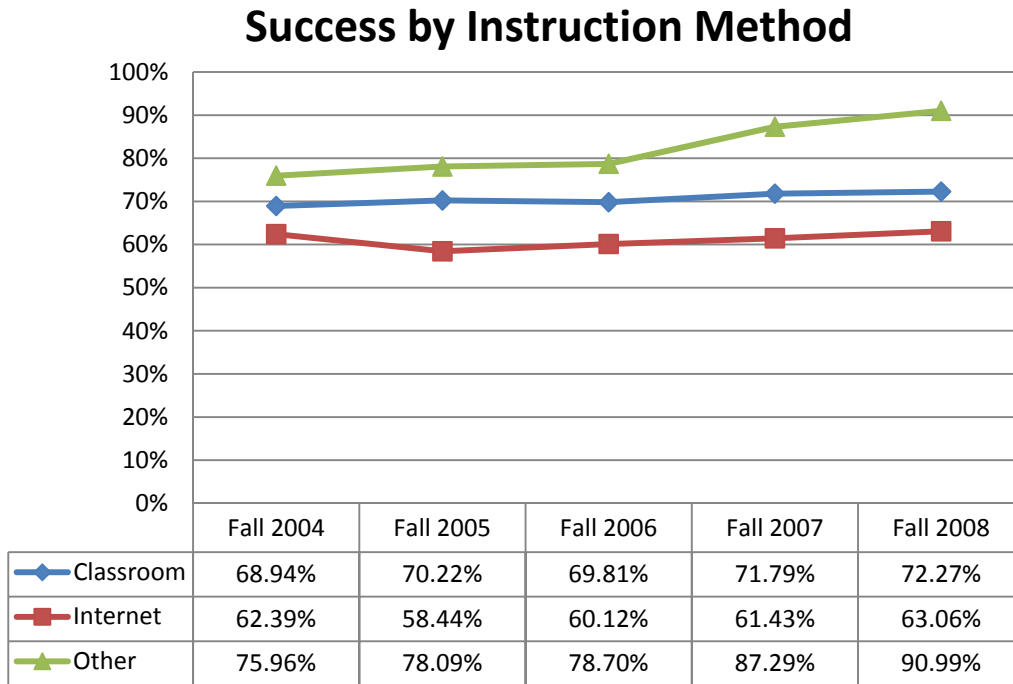
Figure 14: Retention by Instructional Method



Definition of Retention: Student is retained in the course to the end of the term. Students are counted if they received a grade notation.

<b>Retention Rate:</b>	$\frac{\text{(Numerator) Number of Students with A, B, C, D, F, CR (P), NC (NP), I}}{\text{(Denominator) Number of Students with A, B, C, D, F, CR (P), NC (NP), W, I}}$
------------------------	--

Figure 15: Success by Instructional Method



Definition of Success: Student succeeds in the course. Students are counted if they received a grade notation.

<p><b>Success Rate:</b>                    (Numerator) Number of Students with A, B, C, CR (P)</p> <p style="text-align: center;">÷</p> <p>    (Denominator) Number of Students with A, B, C, D, F, CR (P), NC (NP), W, I</p>
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## Student Progress

Figure 16: College-wide Average Units Attempted & Earned

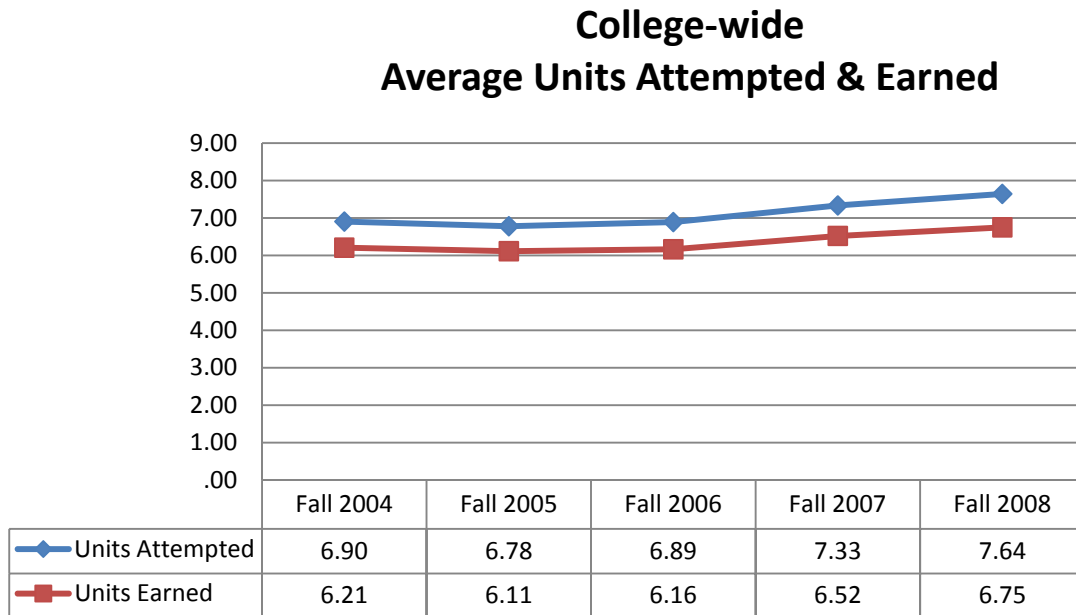


Figure 17: Average Units Attempted by Enrollment Level

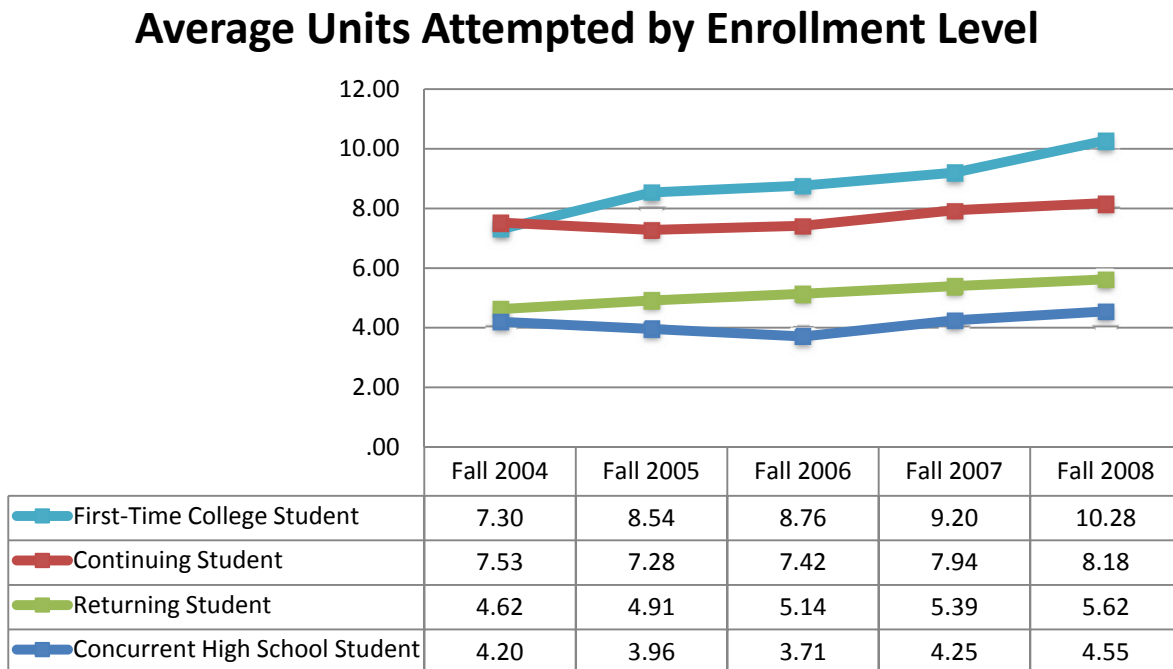


Figure 18: Average Units Earned by Enrollment Level

### Average Units Earned by Enrollment Level

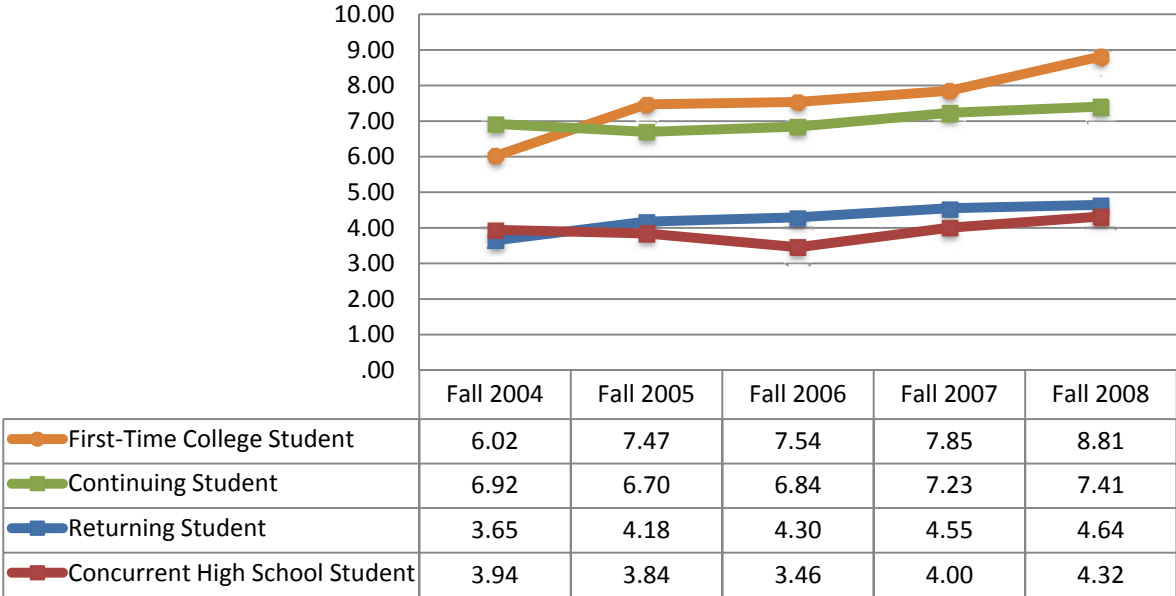


Figure 19: College-wide Retention

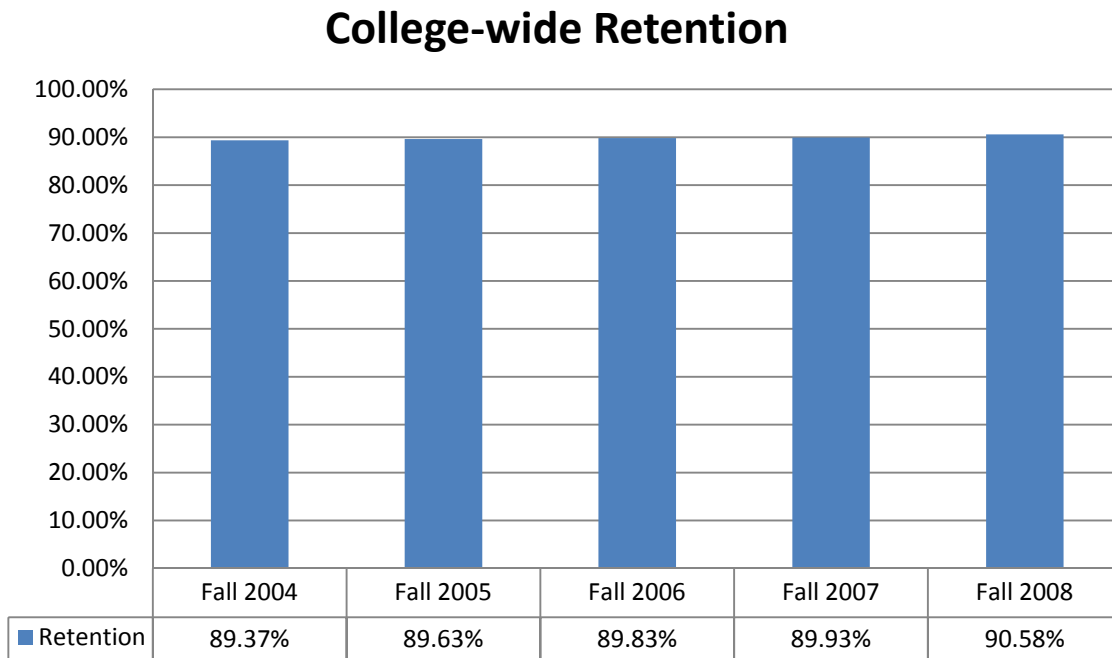


Figure 20: Retention by Enrollment Level

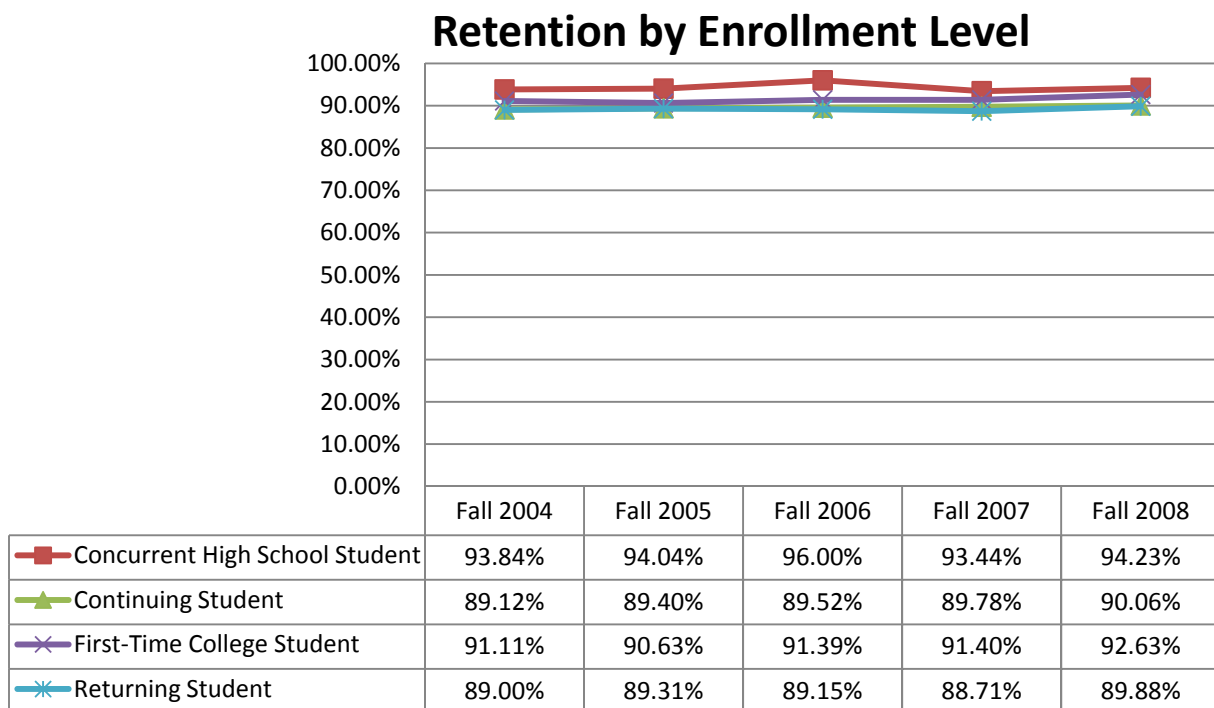


Figure 21: College-wide Success

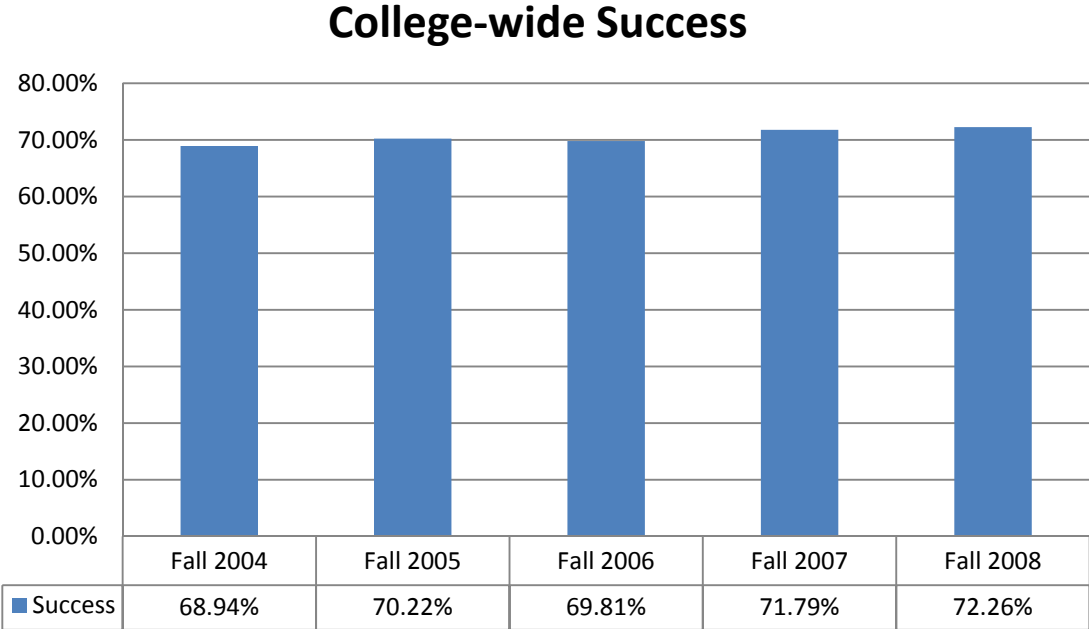


Figure 22: Percentage Success

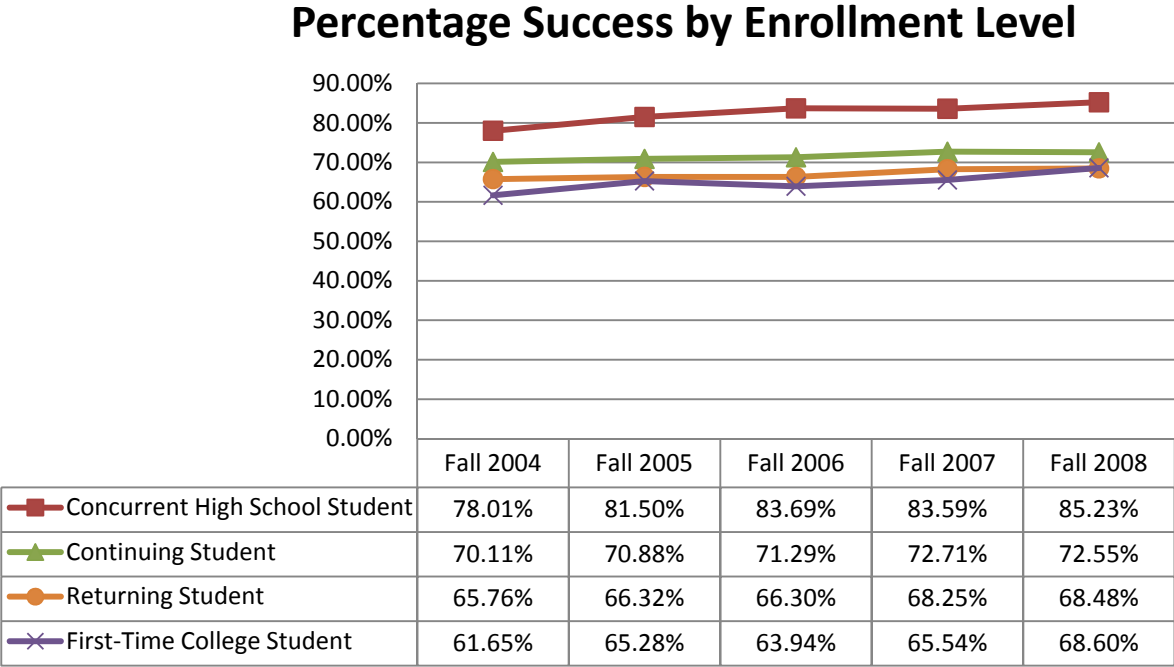


Figure 23: College-wide Average GPA

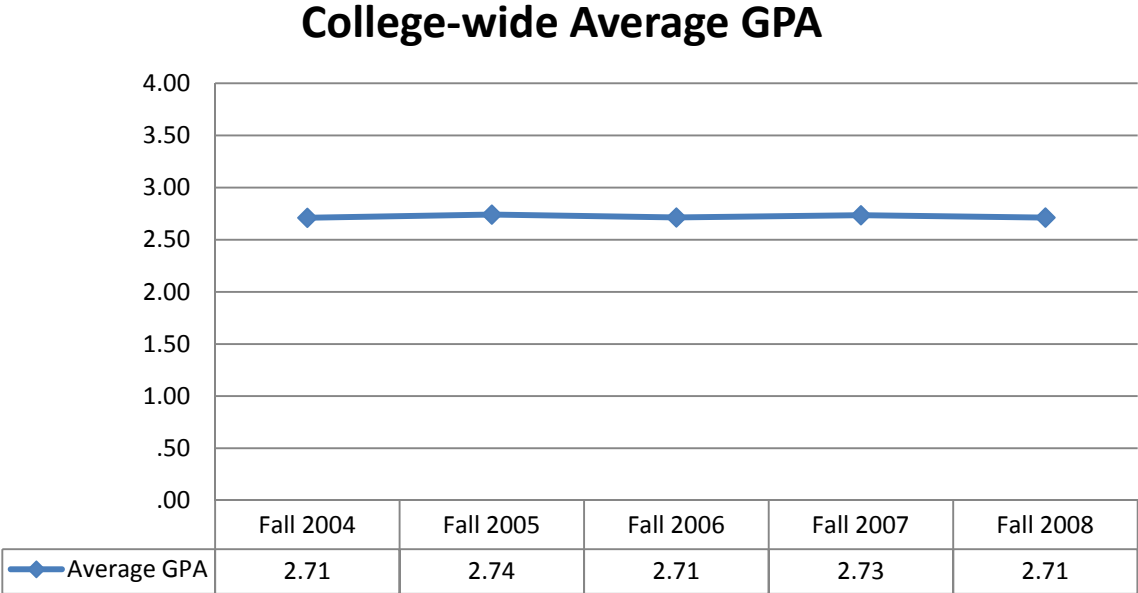
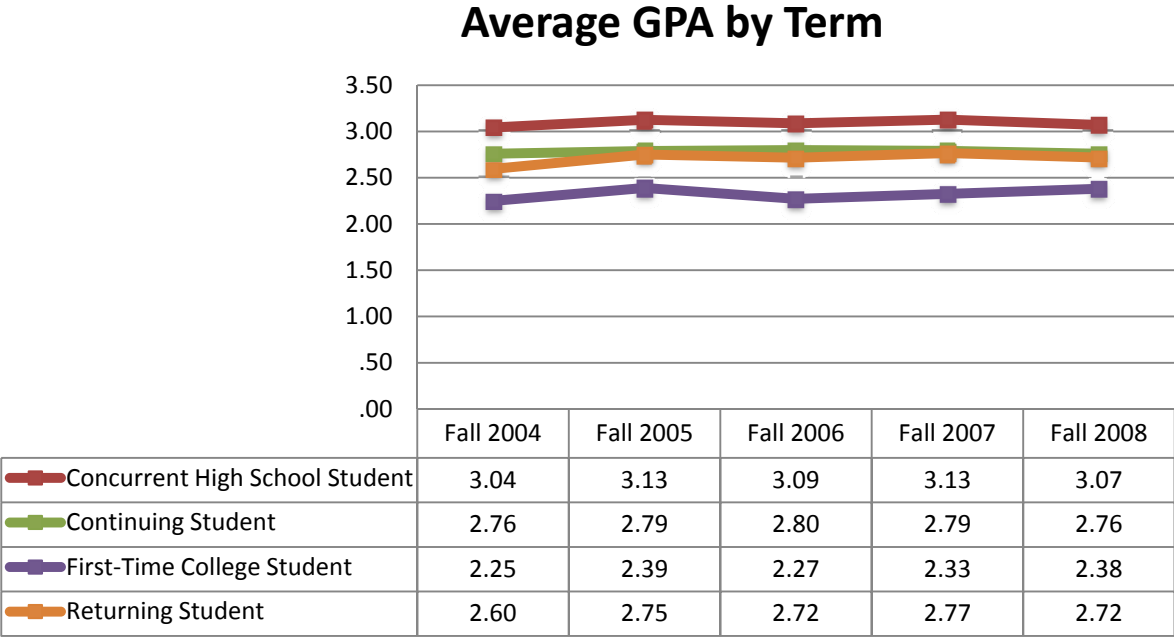


Figure 24: Average GPA by Enrollment Level



## First-Time College Students

First-time college students are defined by the field in the application that asks for their enrollment status being “first-time college student” and under 30 years of age in the reported term.

Figure 25: Headcount of First-Time College Students

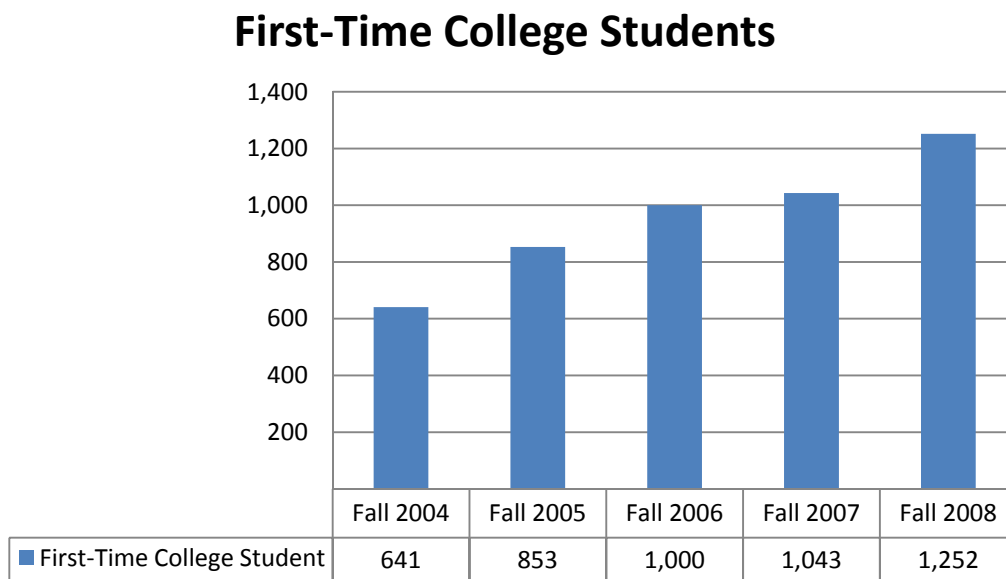


Figure 26: First-Time College Retention & Success

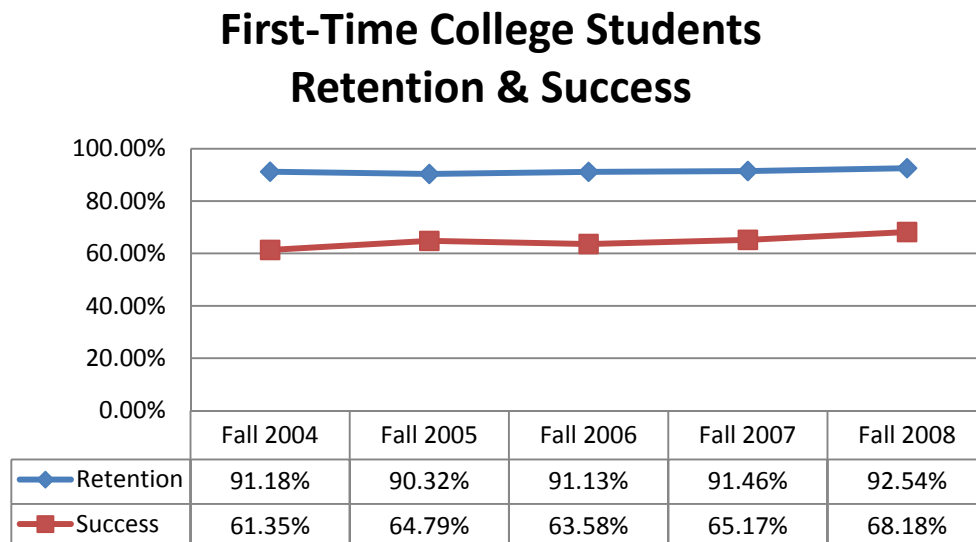


Figure 27: First-Time College Students Average Units Attempted & Units Earned

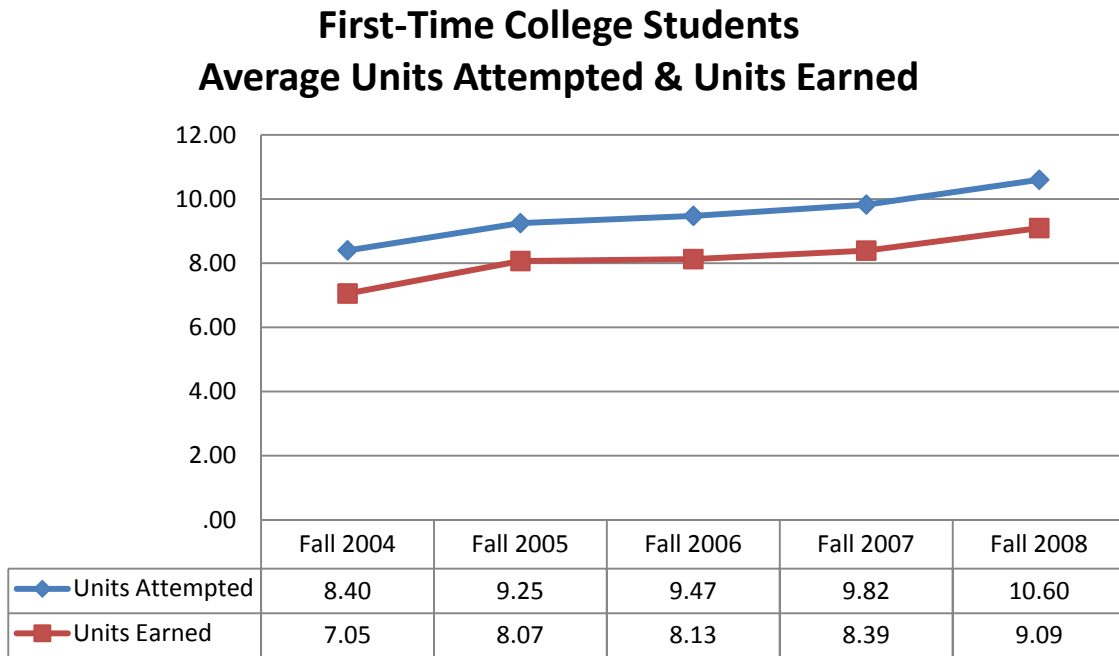


Figure 28: First-Time College Students Average GPA

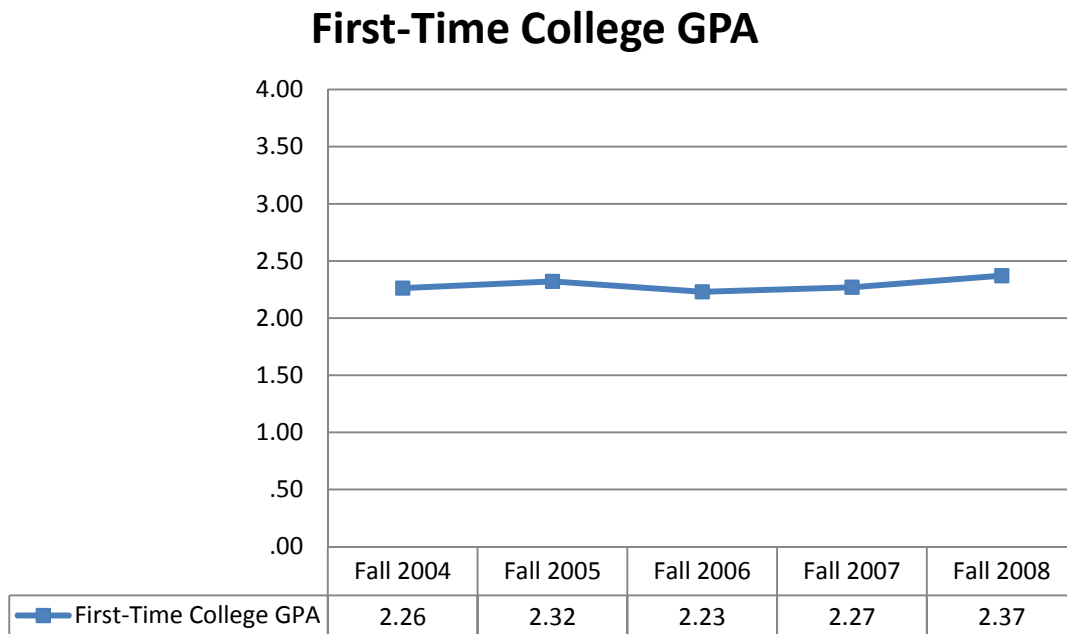
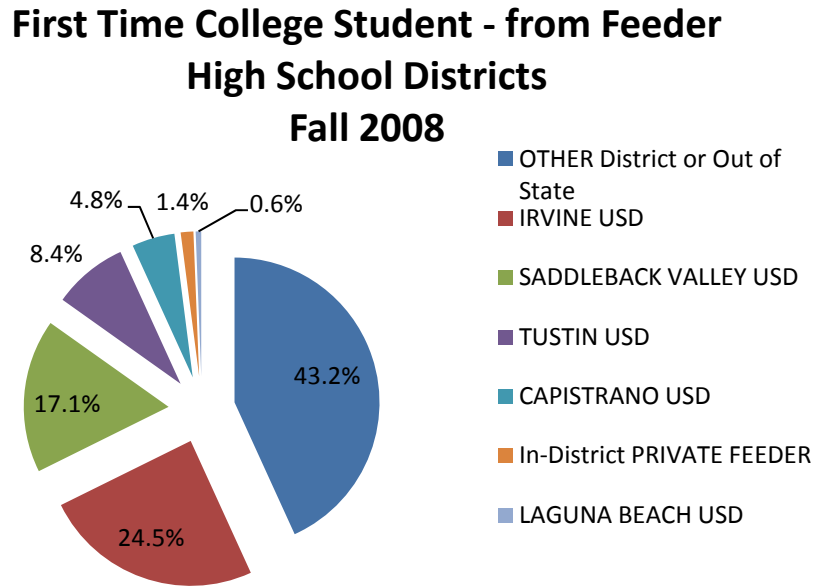


Figure 29: First-Time College Students - Feeder High School Districts



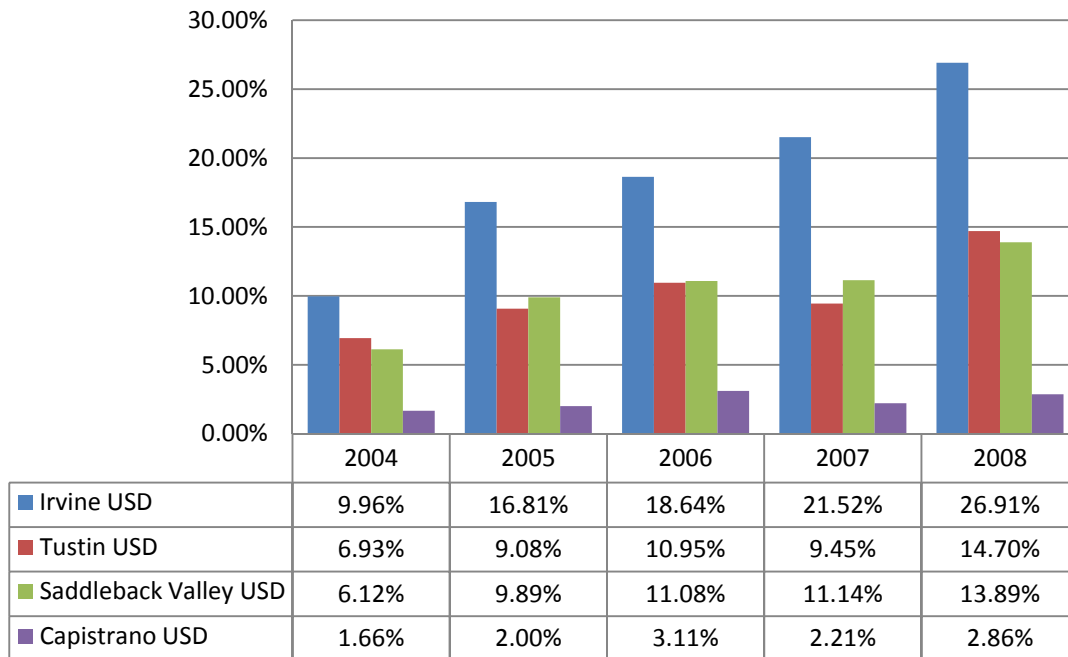
Note: The data field that is used for reporting the last high school a student attended is captured in the CCCApply application. Over the last academic year a problem was identified with this field. Colleges using CCCApply have seen much of their high school data as “undefined.” In the chart above the large representation of the “Other District/Out of State” illustrates this issue. These students cannot be mapped to feeder high schools so they are grouped into “Other District/Out of State.” The company that maintains CCCApply is addressing the issue of high school data and it is hoped that there will be improved data in the next publication of the IEAR.

The California Postsecondary Education Commission’s Freshmen Pathways allows the user to study the relationship of First-Time Freshmen between California public colleges and California high schools. A "conduit" or "pathway" exists between high schools and colleges. Feeder high schools and high schools that consistently send a larger number of students to specific colleges are identified as having large conduits or pathways.

In the graph below represents the number of the graduates from four local feeder school districts that enrolled at Irvine Valley College in their freshmen year. The percentage represents the ratio of graduates that attended Irvine Valley out of all the graduates that enrolled in any public institution in California.

**Figure 30: Irvine Valley Freshmen Pathway**

### Irvine Valley College Freshmen Pathway



Source: California Postsecondary Education Commission - <http://www.cpec.ca.gov/OnLineData/FreshmenPathway.asp>

## Developmental Education – Basic Skills

“Basic skills are those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work.”<sup>1</sup>

Basic Skills courses are defined by the curriculum code (CB08), Basic Skills Status. Basic Skills courses are coded as a “P” (course is a designated precollegiate basic skills course) or “B” (course is a basic skills course).

**Table 8: Basic Skills Sections Offered**

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Percentage of Basic Skills Section Offered	4%	5%	5%	5%	8%
Number of Basic Skills Sections Offered	40	49	48	49	86
Total Number of Sections	997	991	1,028	1,001	1,081

**Table 9: Basic Skills Sections by School**

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
<b>Basic Skills Section Offered by School</b>	40	49	48	49	86
Humanities	32	40	38	39	56
Library Services		2	2	2	10
Math, CS, Engineering	8	7	8	8	20

<sup>1</sup> Basic Skills as a Foundation for Student Success in California Community Colleges, 2007, p.13

Figure 31: Basic Skills: Census Enrollment

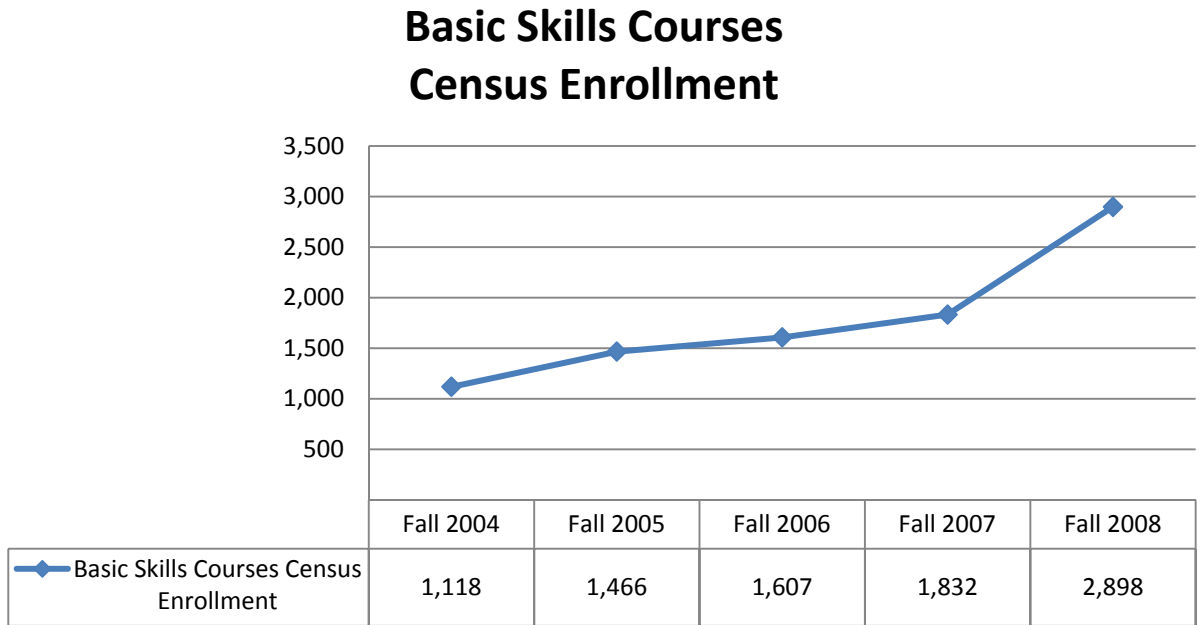


Figure 32: Basic Skills: Unduplicated Headcount

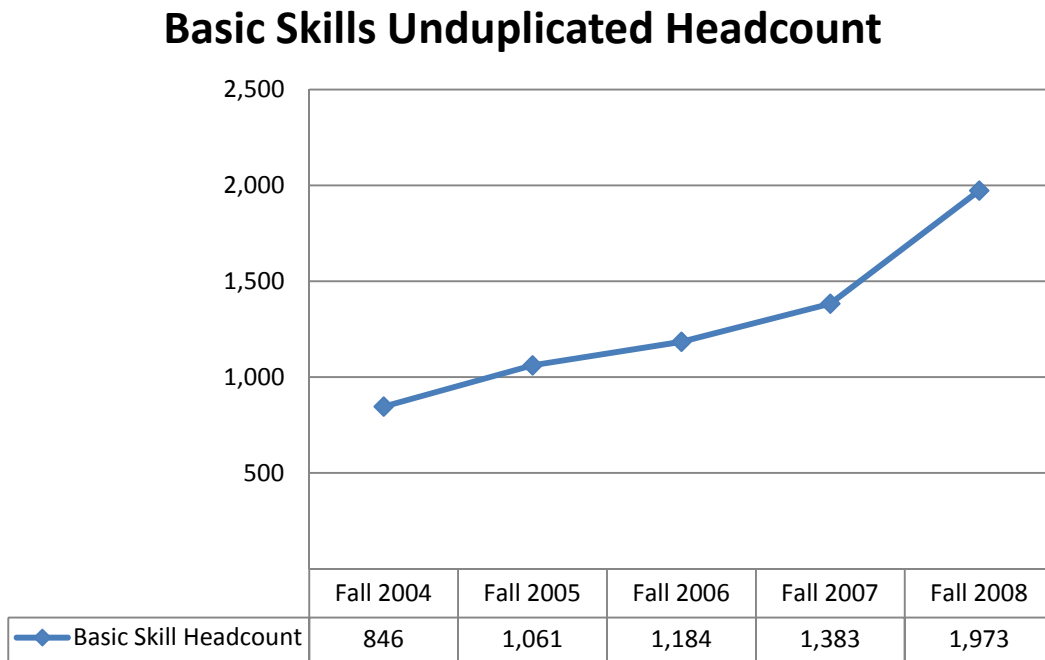


Figure 33: Basic Skills: FTES

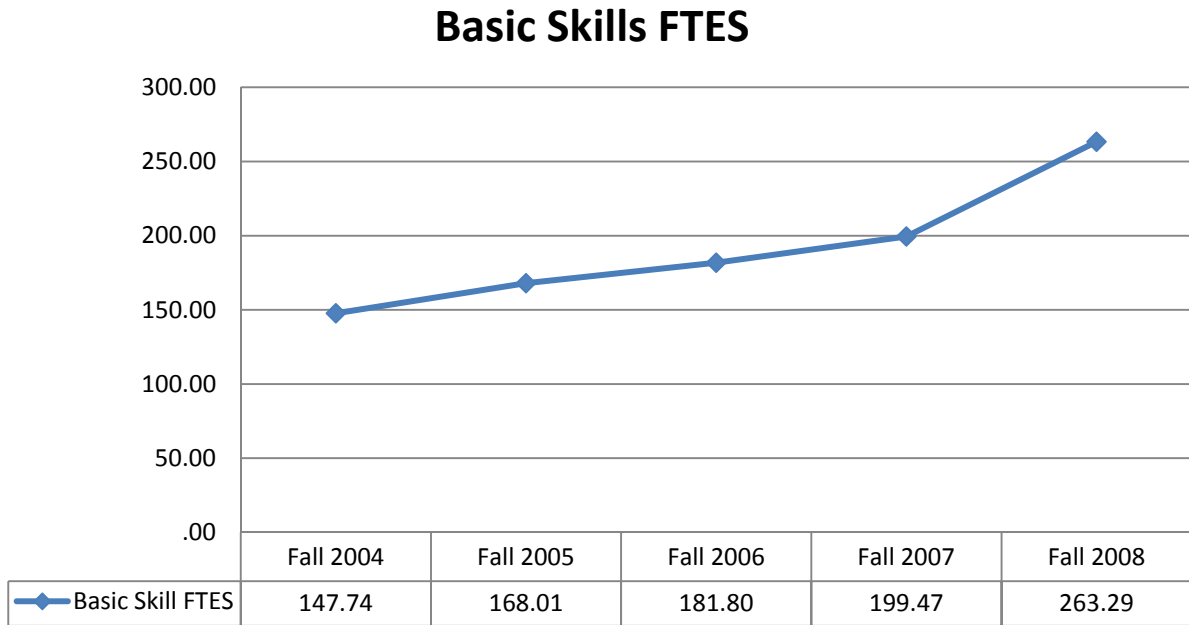
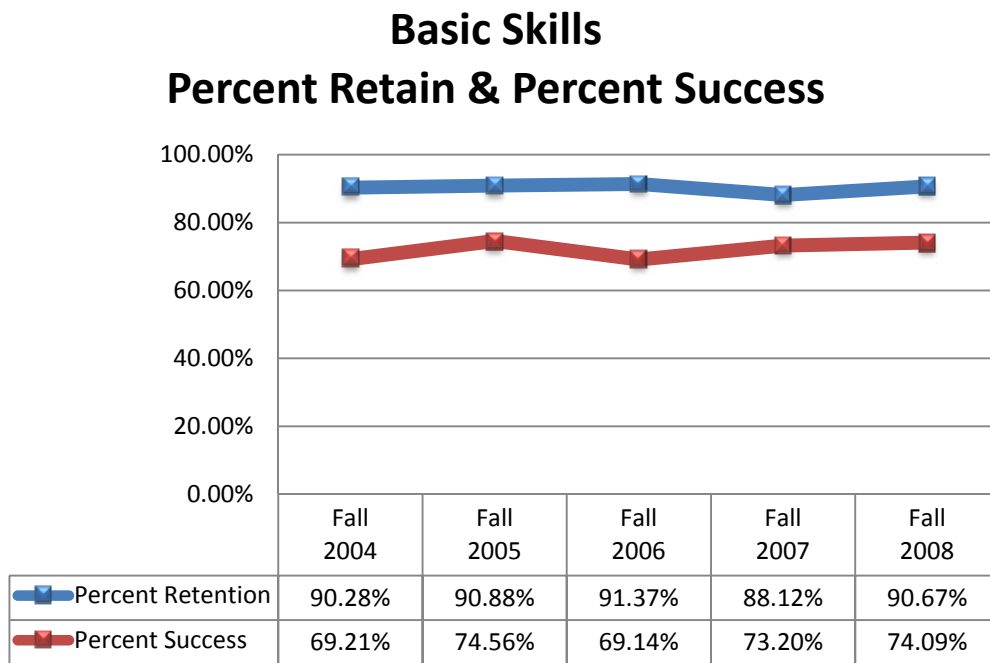


Figure 34: Basic Skills: Retention & Success



## Basic Skills Math

Figure 35: Basic Skills Math: Census Enrollment

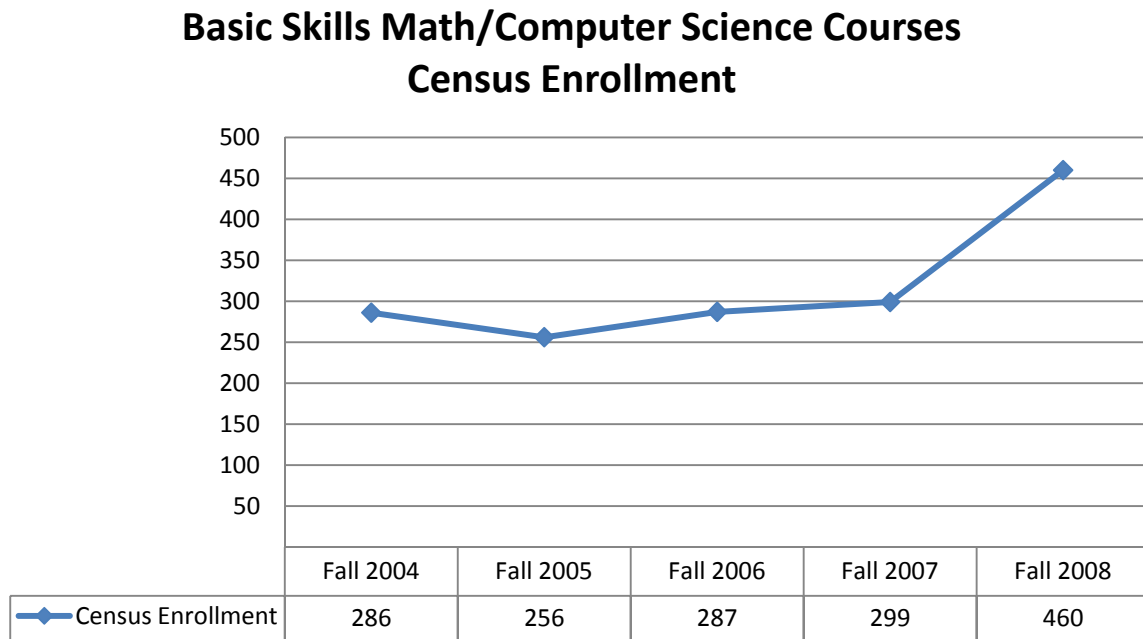


Figure 36: Basic Skills Math: Unduplicated Headcount

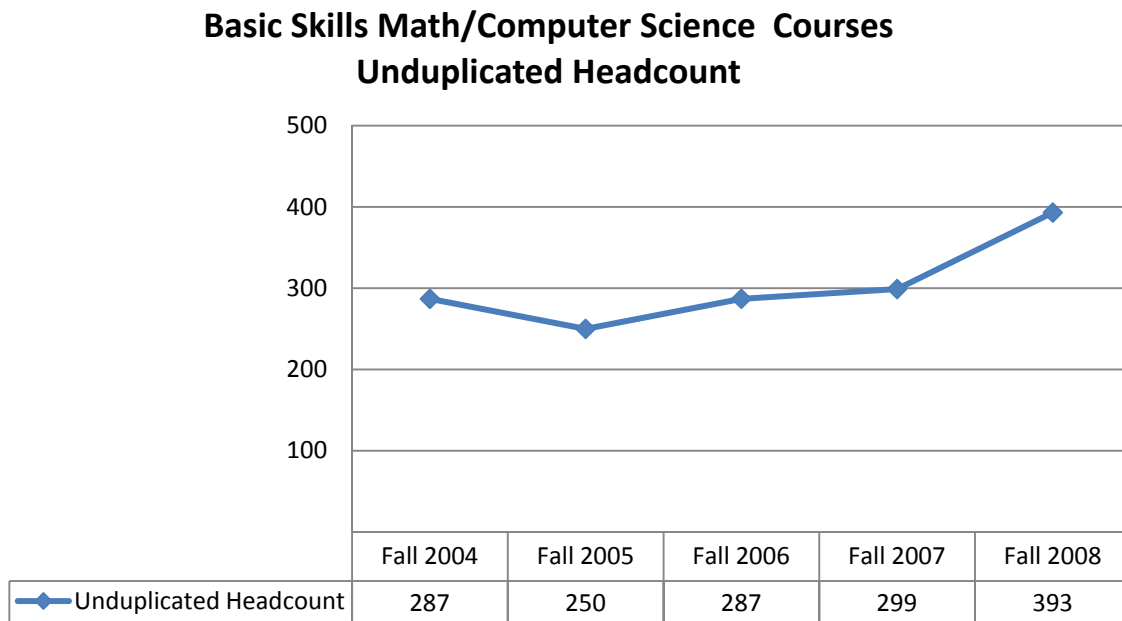


Figure 37: Basic Skills Math: FTES

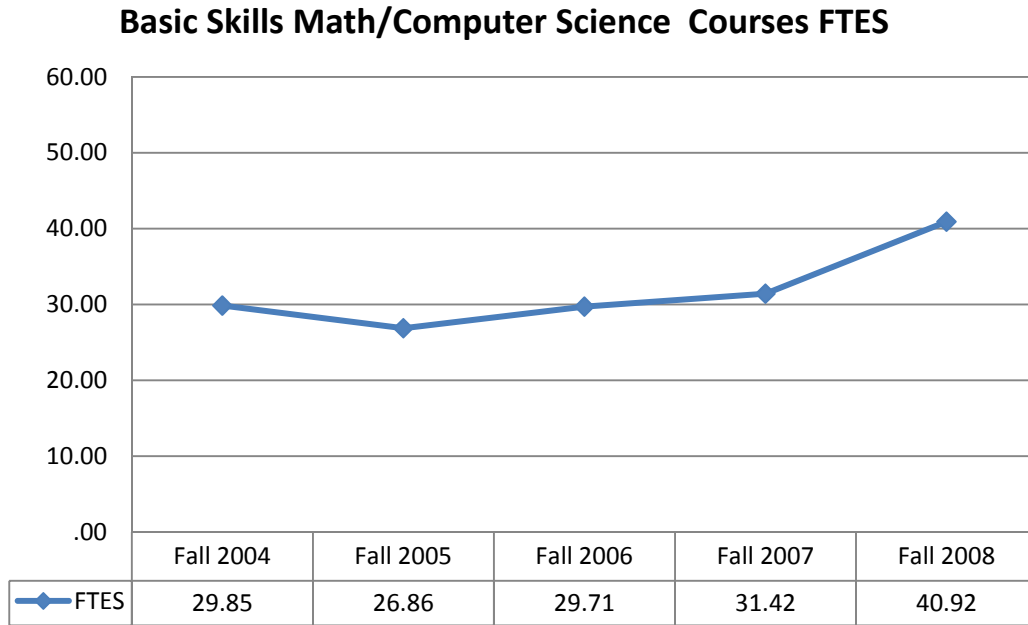
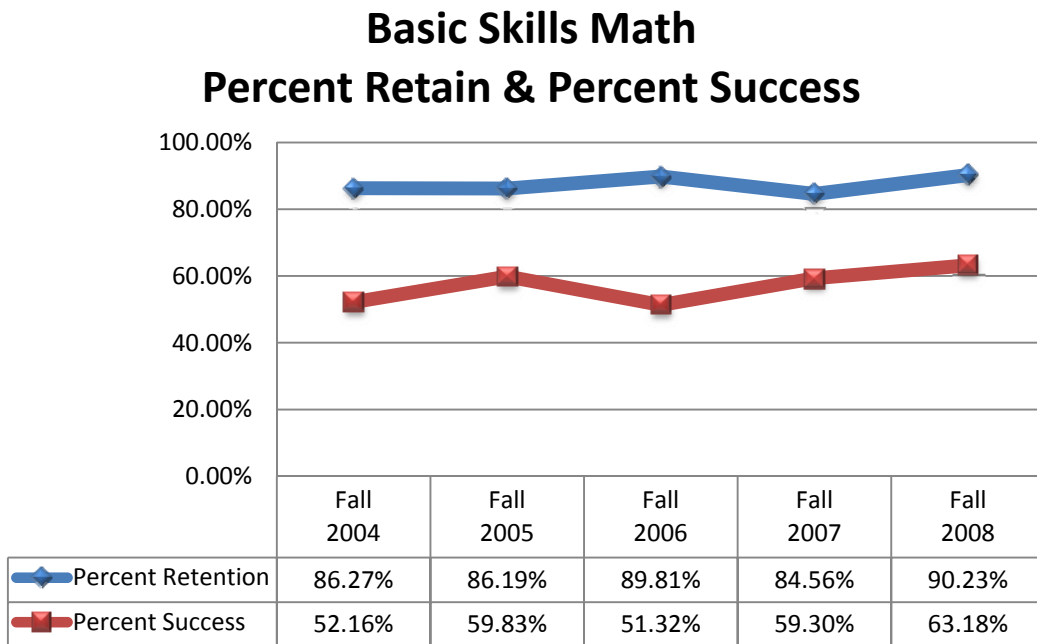


Figure 38: Basic Skills Math: Retention & Success



## Basic Skills English

Figure 39: Basic Skills English: Census Enrollment

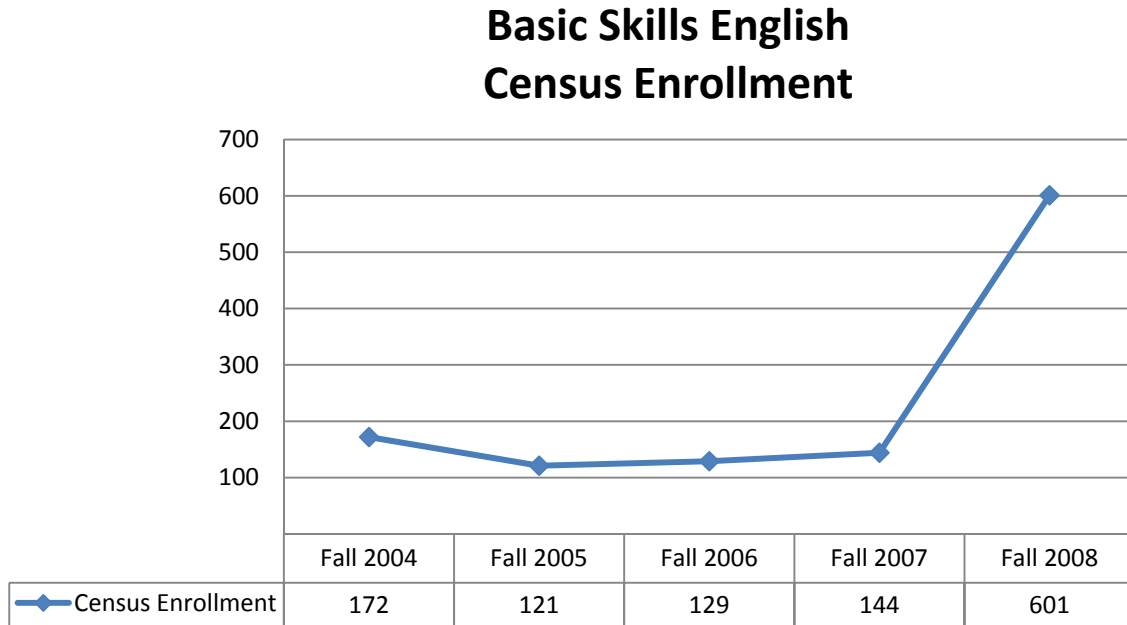


Figure 40: Basic Skills English: Unduplicated Headcount

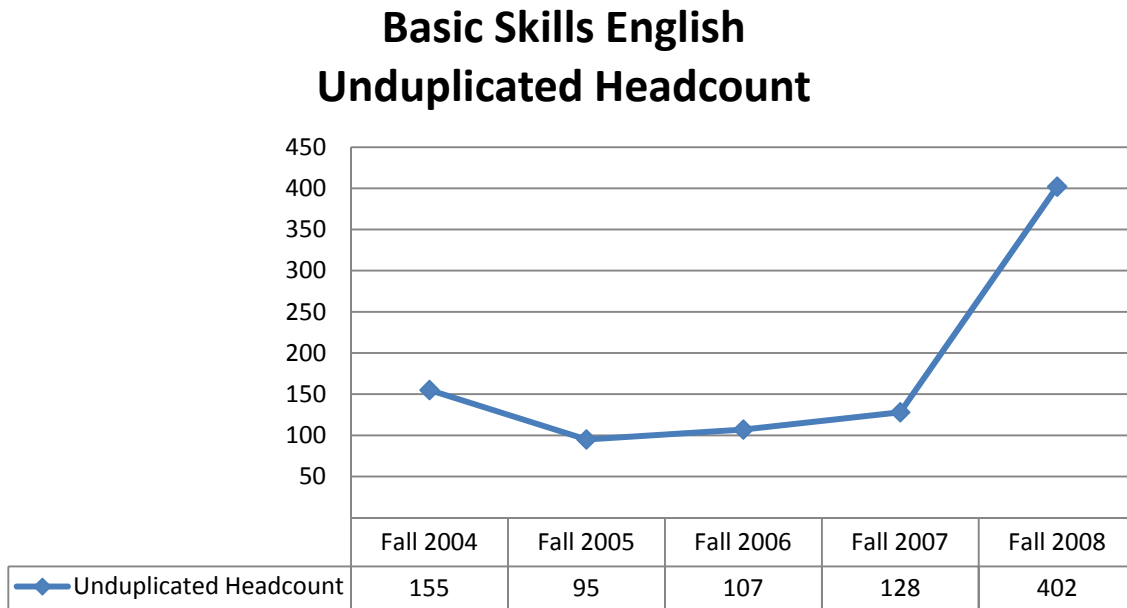


Figure 41: Basic Skills: FTES

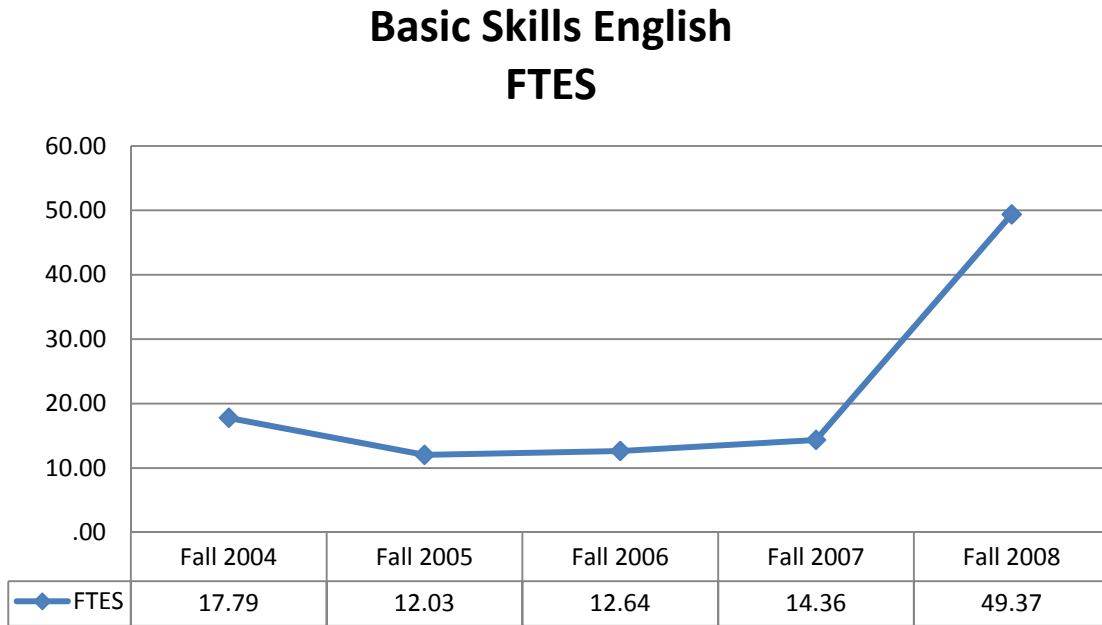
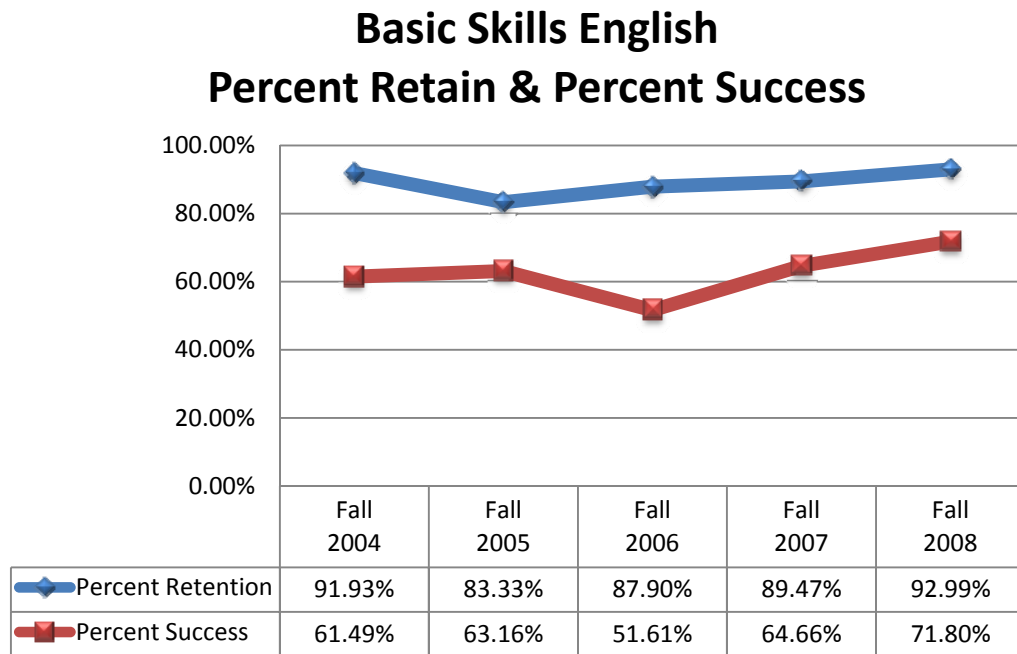


Figure 42: Basic Skills English: Retention & Success



## Basic Skills ESL

Figure 43: Basic Skills ESL: Census Enrollment

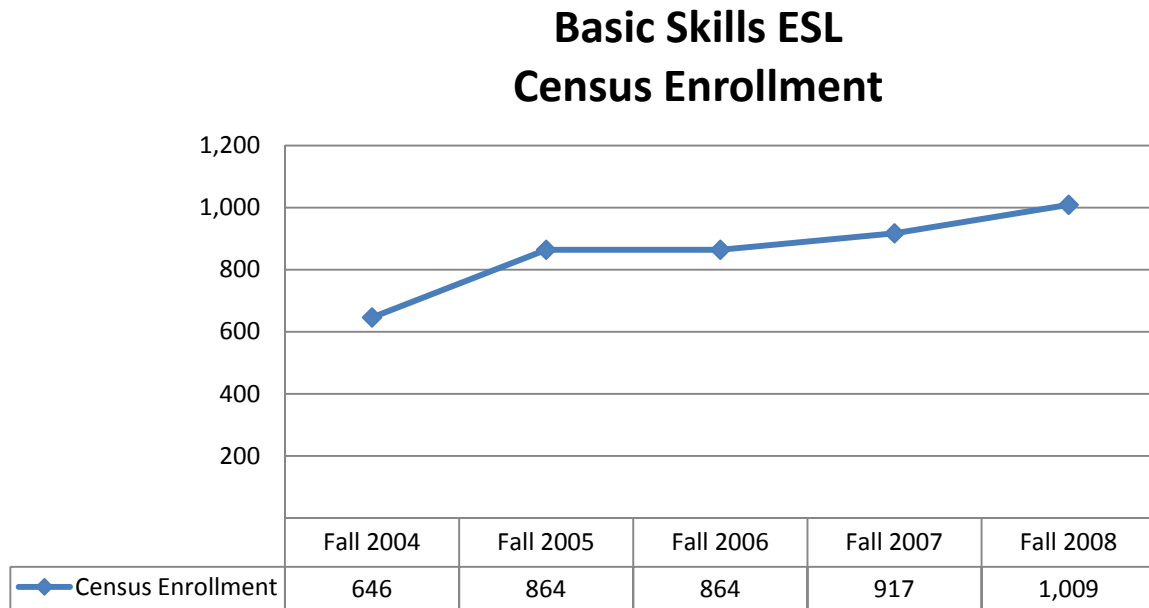


Figure 44: Basic Skills ESL: Unduplicated Headcount

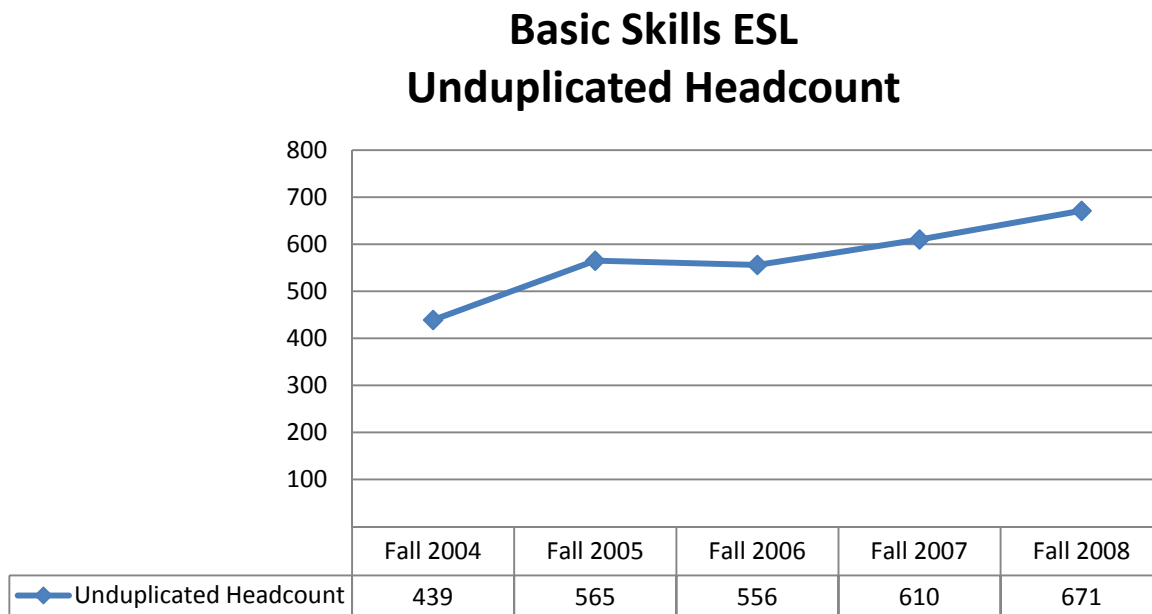


Figure 45: Basic Skills ESL: FTES

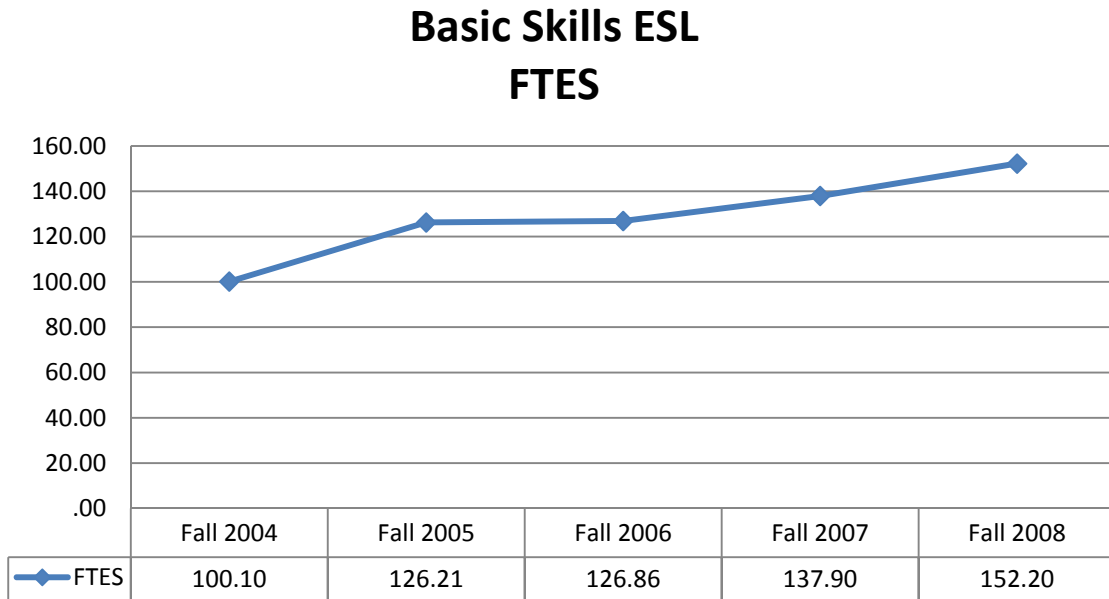
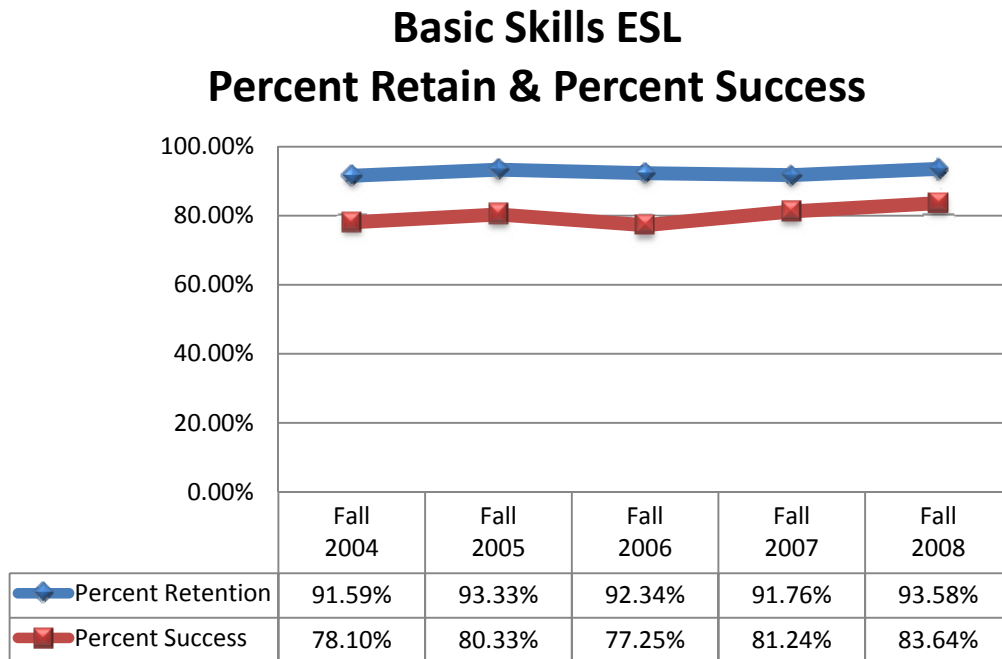


Figure 46: Basic Skills ESL: Retention & Success



## Workforce Development – Career and Technical Education (CTE)

Career and Technical Education in the community college system is “responsive to the needs of new, incumbent, and transitional workers. It provides ‘open access’ to career preparation through noncredit programs, for-credit certificate and degree programs leading directly to employment, transfer programs that prepare students for transition to four-year institutions and programs to enhance skills of incumbent workers, and for retraining of incumbent and re-entering workers.”<sup>2</sup> There are several areas that the state has defined as key programs to CTE: Credit Bearing Occupational Programs, Non-credit Instruction, Community-Based Apprenticeship, Tech Prep Programs, and Contract Education.

Irvine Valley College offers 26 Certificates of Achievement in Vocational Programs.

For the purposes of this report the courses defined here under CTE are the Student Accountability Model (SAM) codes in Curriculum of A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational) and D (Possibly Occupational).

**Table 10: Career and Technical Education (CTE) Sections**

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Percentage of CTE Sections	17%	17%	16%	17%	18%
Number of CTE Sections	170	166	164	173	194
Total Number of Sections	997	991	1,028	1,001	1,081

**Table 11: CTE Sections by School**

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
CTE Sections Offered by School	170	166	164	173	194
Business Science	88	91	92	84	91
Computer Center	3				
Contract Education	6	1			1
Emeritus Institute				7	9
Fine Arts				11	10
Health Sciences, PE & Athletics	7	8	8	9	22
Math, CS, Engineering	26	25	23	24	23
Physical Sciences & Technologies	8	7	5	5	6
Social & Behavioral Science	32	34	36	33	32

<sup>2</sup> 2008-2012 California State Plan for Career Technical Education, p. 14-20

Figure 47: CTE Census Enrollment

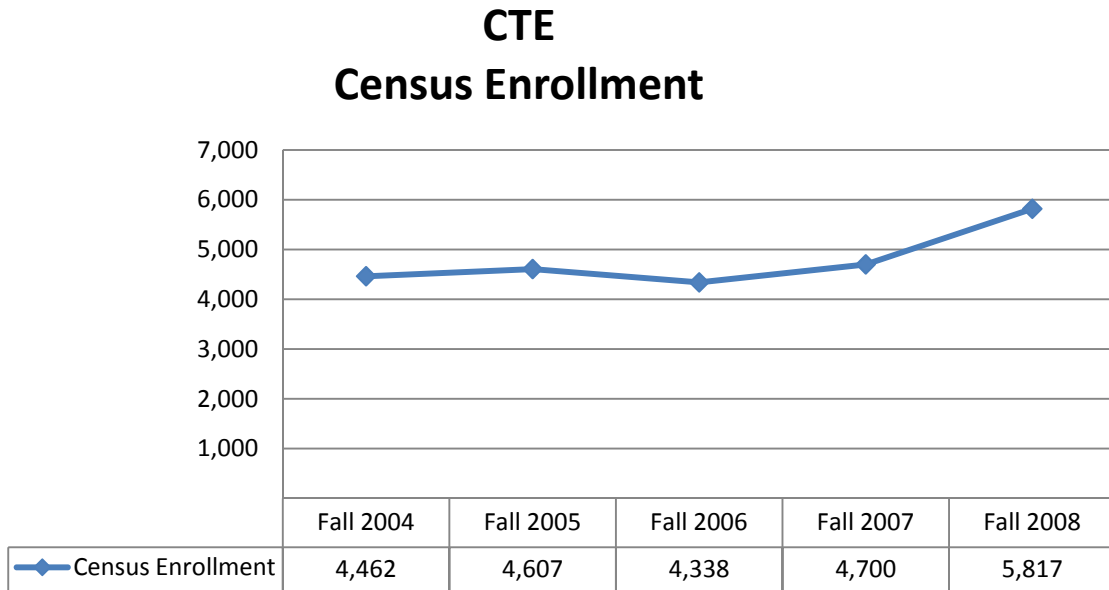


Figure 48: CTE Unduplicated Headcount

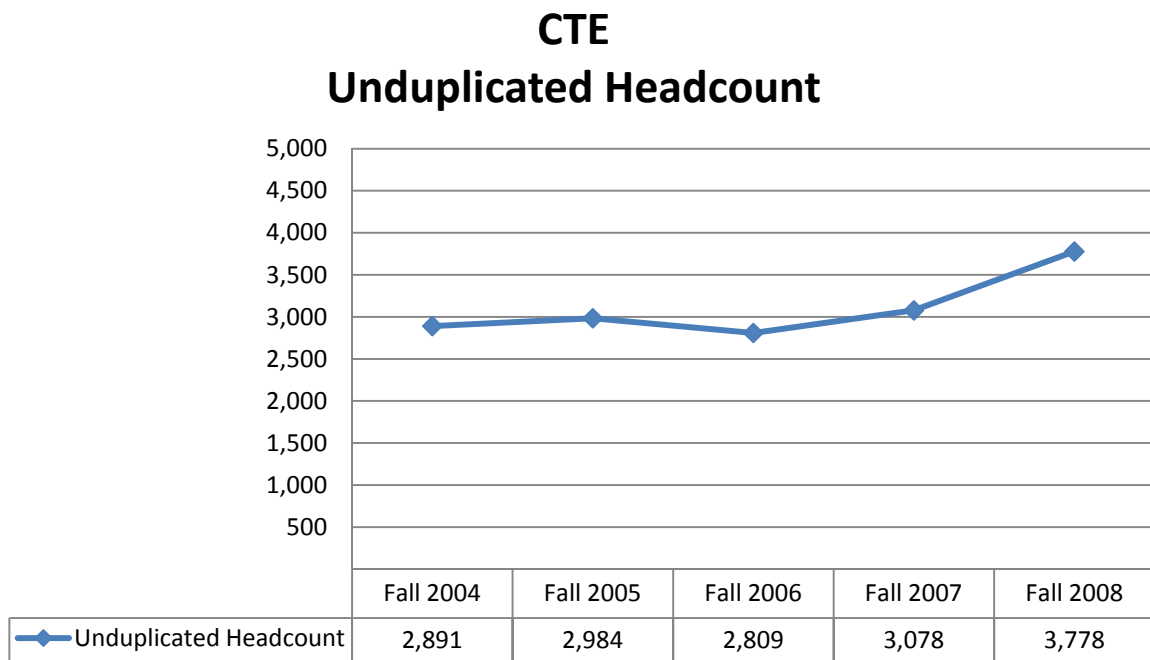


Figure 49: CTE FTES

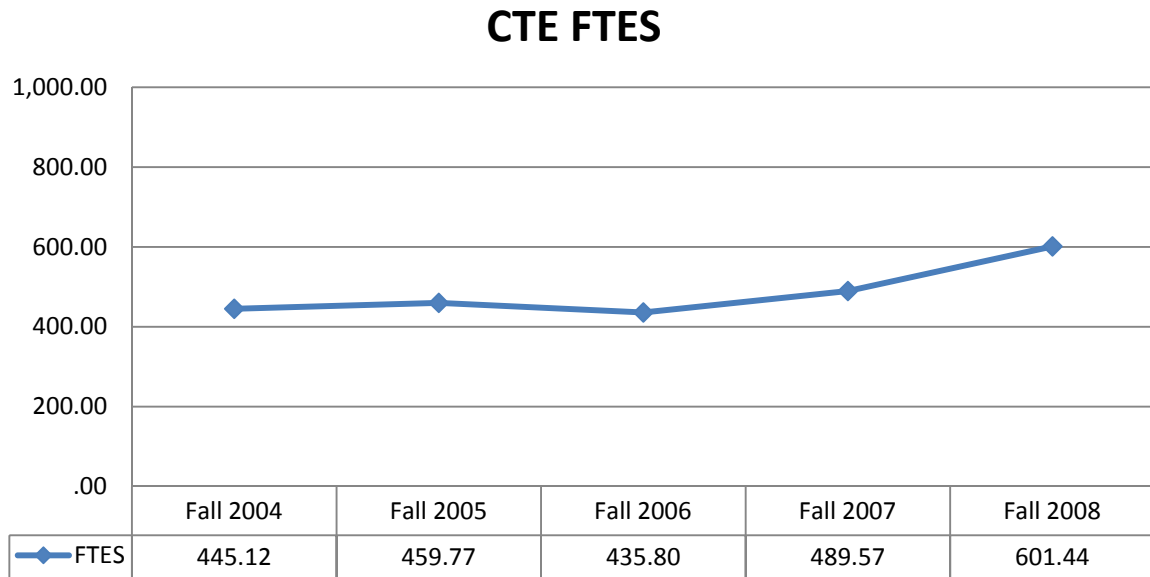
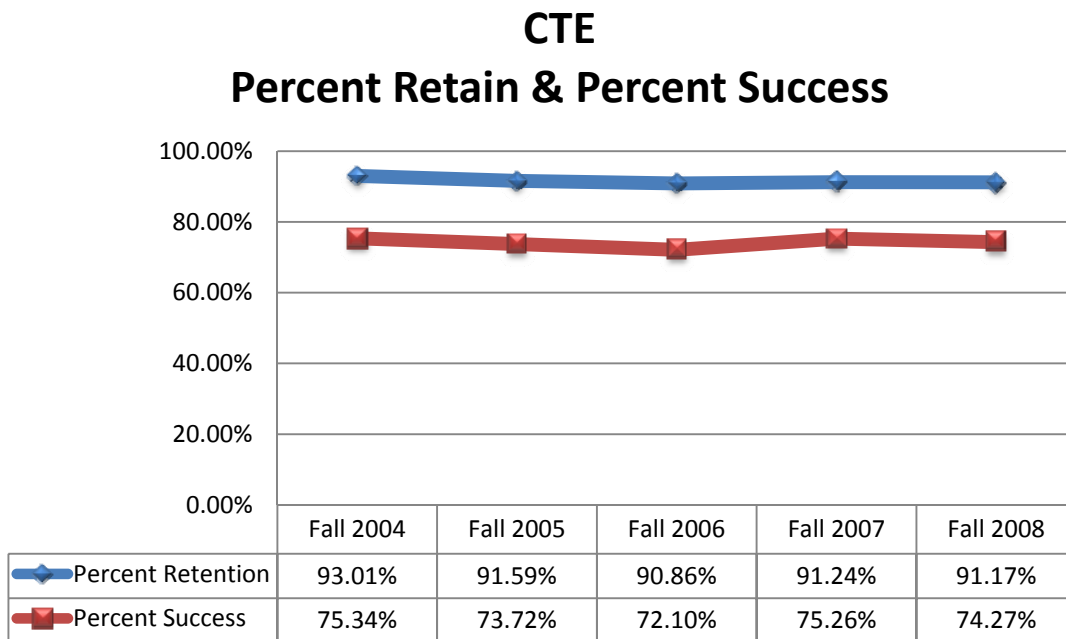
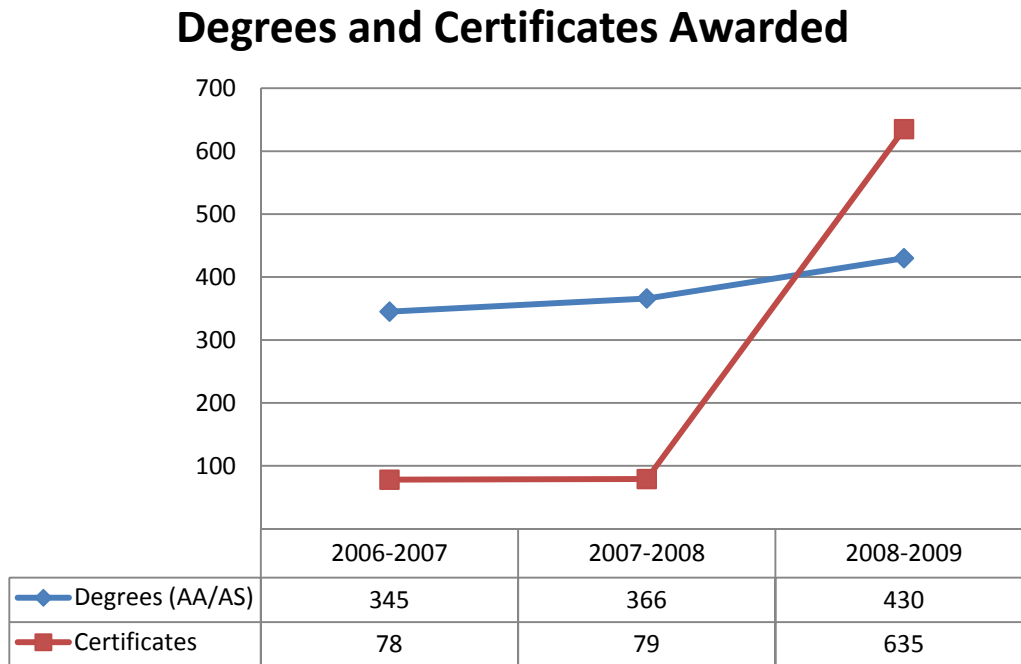


Figure 50: CTE Retention & Success



## Student Achievement

Figure 51: Degrees & Certificates Awarded



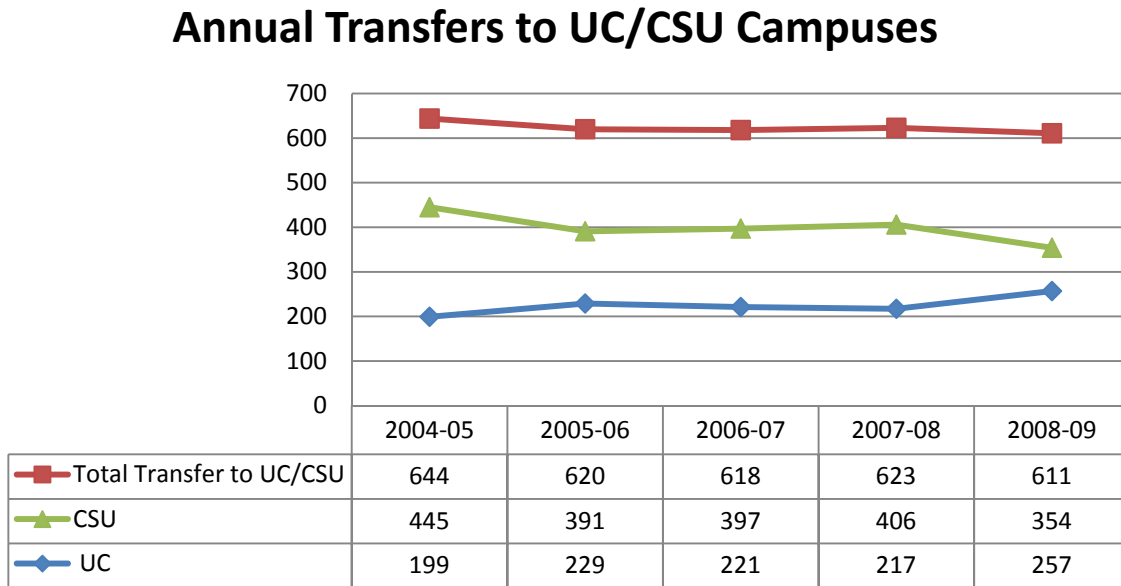
\*In 2008-2009 the California Community College Chancellor's Office allowed colleges to report IGETC, CSUGE, and General Studies certificates; this attributes to the spike in the number of certificates awarded as shown in this academic year.

Table 12: Degrees & Certificates by Type

Irvine Valley College	2006-2007	2007-2008	2008-2009
Associate in Arts	300	321	387
Associate in Science	45	45	43
Certificate of Achievement	73	71	634
Certificate of Proficiency	5	8	1
Total	423	445	1,065

## Transfers

Figure 52: Annual Transfers to UC/CSU Campuses



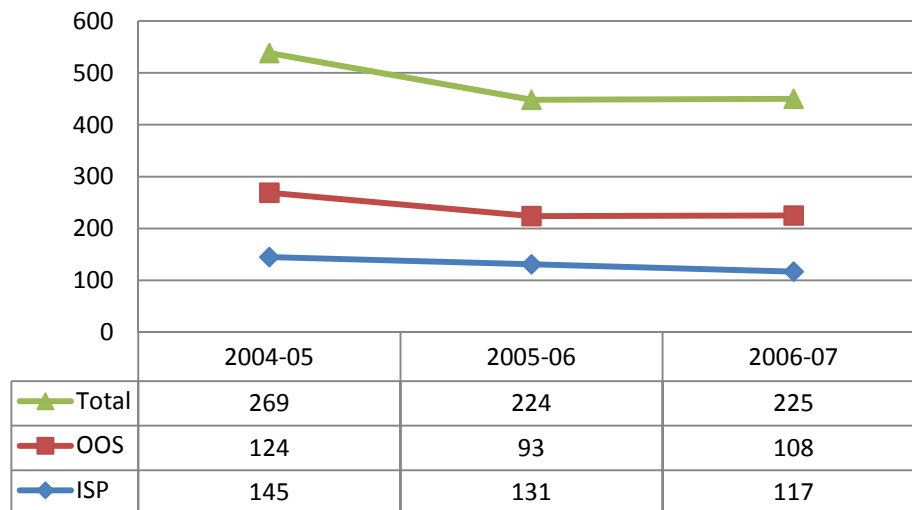
Source: California Postsecondary Education Commission - [www.cpec.ca.gov](http://www.cpec.ca.gov)

Table 13: 5 Years of Transfers from Irvine Valley College to UC/CSU Campuses

<b>Majority of the Transfers from Irvine Valley College To Campuses of the University of California and California State University</b>						
<b>Top Transfer Institutions</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
California State University, Fullerton	232	304	240	245	245	232
University of California, Irvine	105	115	130	128	116	125
University of California, Los Angeles	43	29	48	41	50	58
California State University, Long Beach	79	71	63	67	57	44
University of California, San Diego	20	18	20	13	21	26
California State Polytechnic University, Pomona	12	22	26	23	20	23
University of California, Berkeley	14	15	12	20	9	20
San Diego State University	6	8	16	20	21	12
University of California, Santa Barbara	7	9	5	2	5	10
University of California, Riverside	6	8	9	10	10	9
San Francisco State University	4	5	4	10	22	8
California State University, Los Angeles	2	3	2	0	6	7
California State University, Northridge	3	7	8	4	3	7
University of California, Davis	2	1	1	2	4	5
California State University, Dominguez Hills	1	2	3	4	1	4
California State University, Sacramento	1	1	3	3	3	4
California State University, San Bernardino	1	3	4	2	4	3
University of California, Santa Cruz	3	4	3	5	2	2

Figure 53: Transfers to ISP and OOS

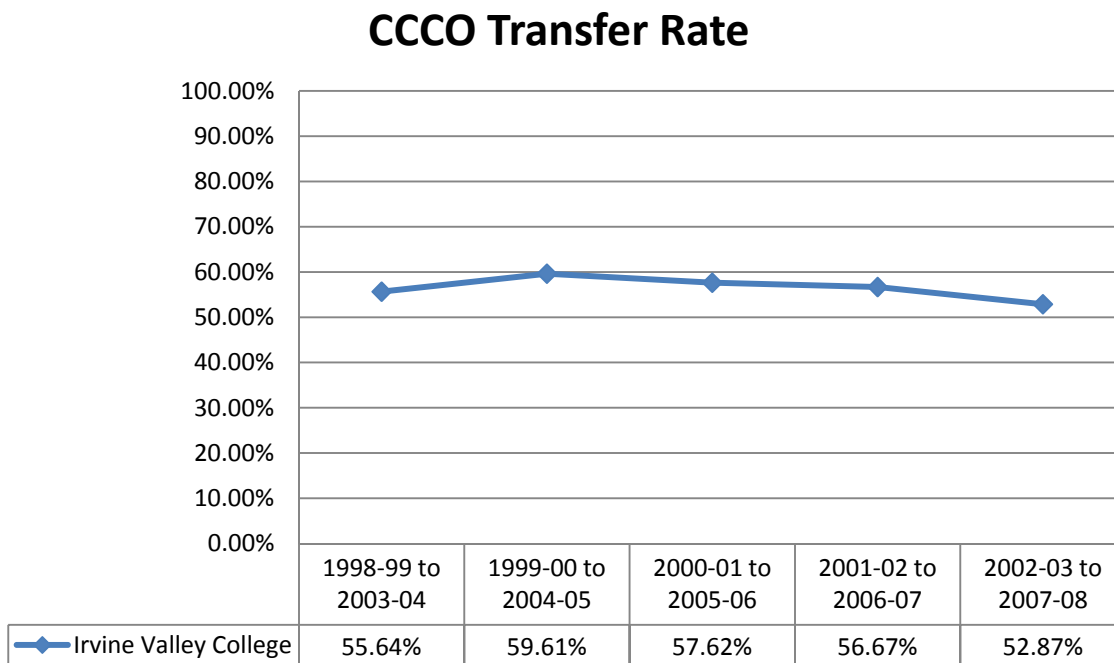
### Transfer to In-State Private (ISP) and Out-of-State Private Institutions (OOS)



Source: CCCCO Research and Planning Office, *California Community College (CCC) Transfers to In-State Private (ISP) and Out-of-State (OOS) Four-Year Institutions Report*

The California Community Colleges Chancellor’s Research Office has developed a methodology for calculating transfer rates that has been recognized statewide. 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. The actual Transfer Rate is based on how many students in the cohort actually transfer to a 4-year college or university.

Figure 54: CCCCO Transfer Rate



Source: CCCCO Research and Planning Office, October 2009

## Employee Headcount

The following figures and charts use a permanent employee headcount as of the fall term. The fall headcount period is an unduplicated count of employees by employee classification who were employed at the college from August to December of the calendar year.

Figure 55: Permanent Employees by Classification

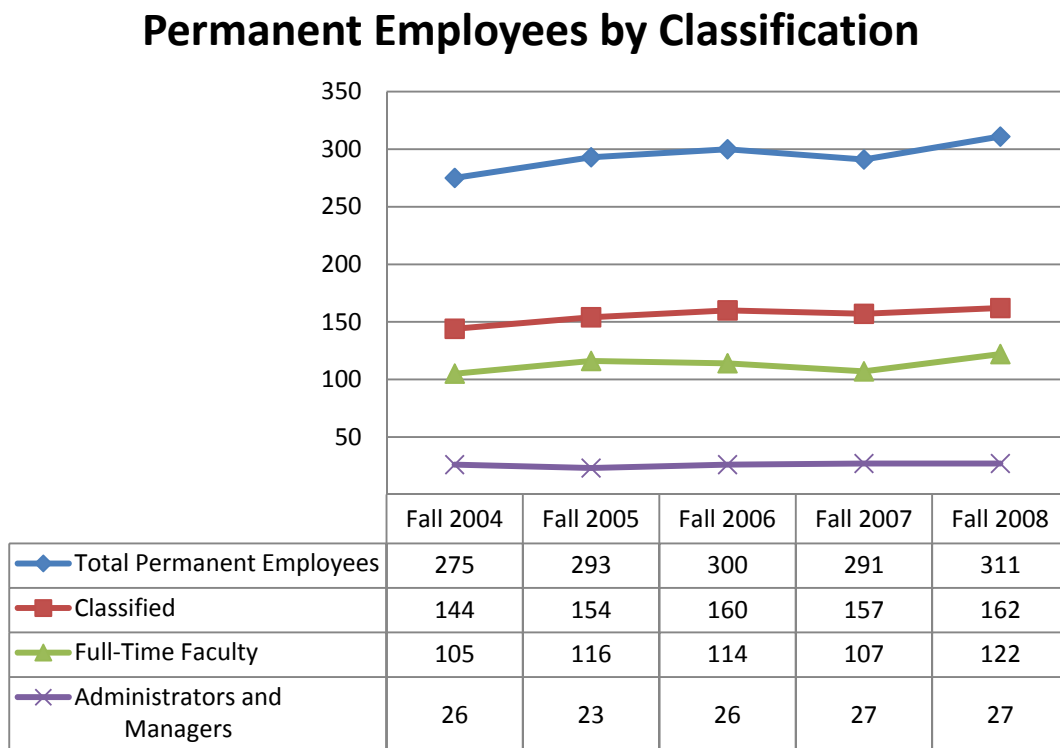


Figure 56: Full-Time Faculty

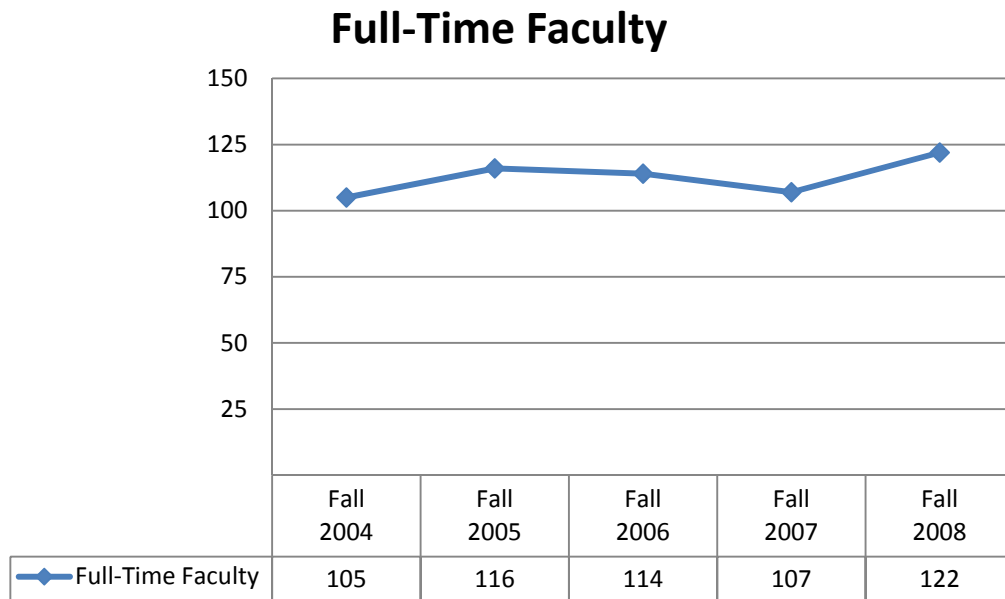


Figure 57: Classified Staff

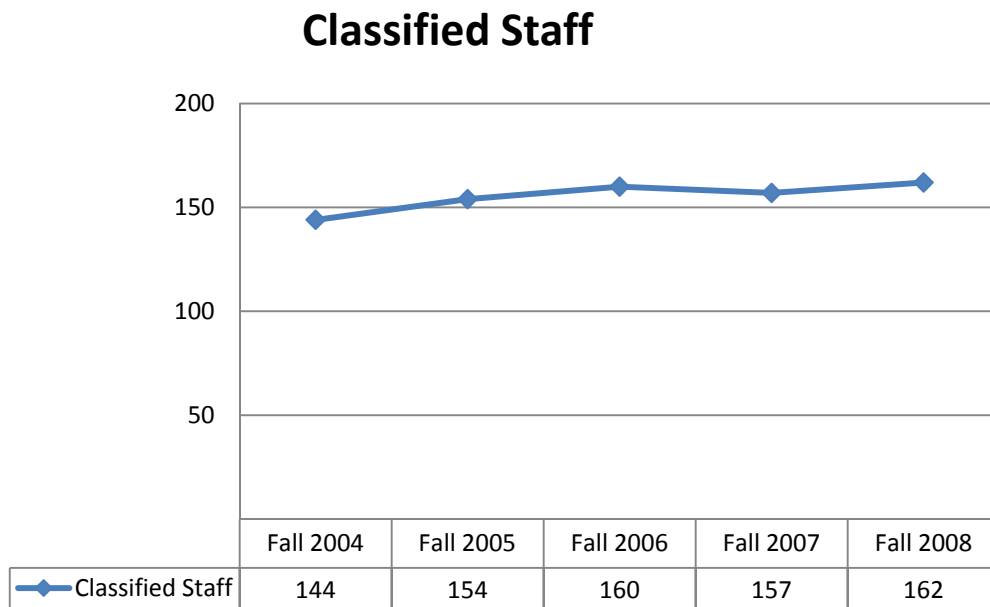


Figure 58: Administrators &amp; Managers

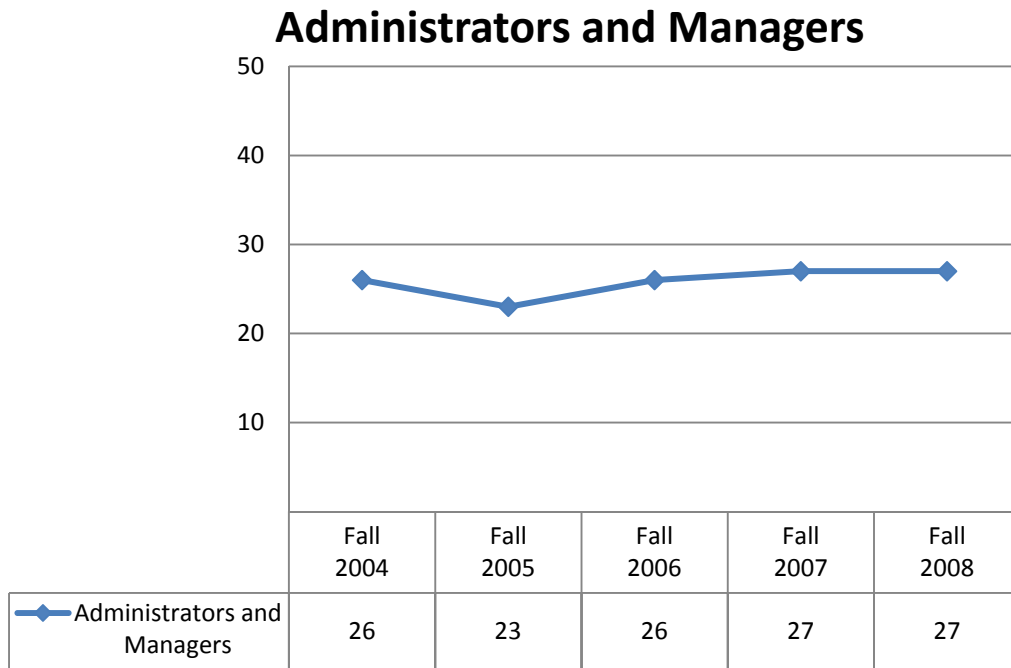
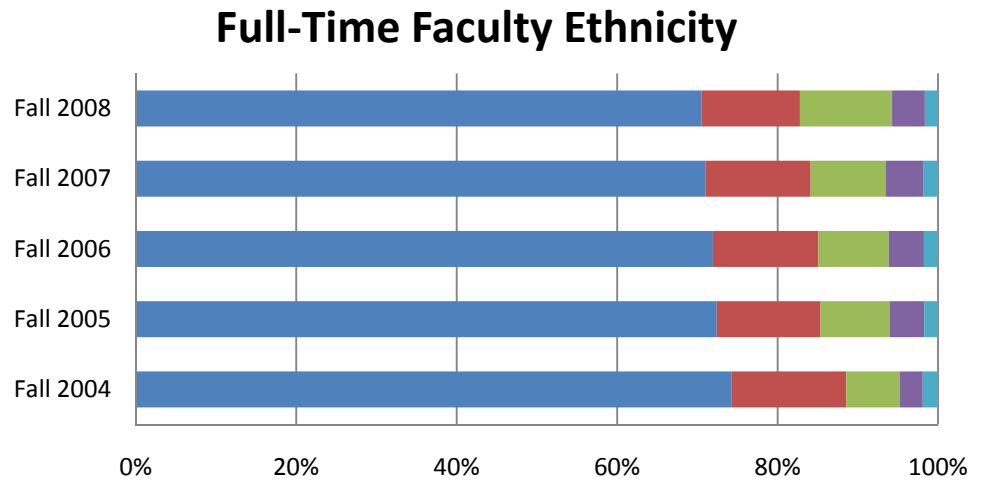


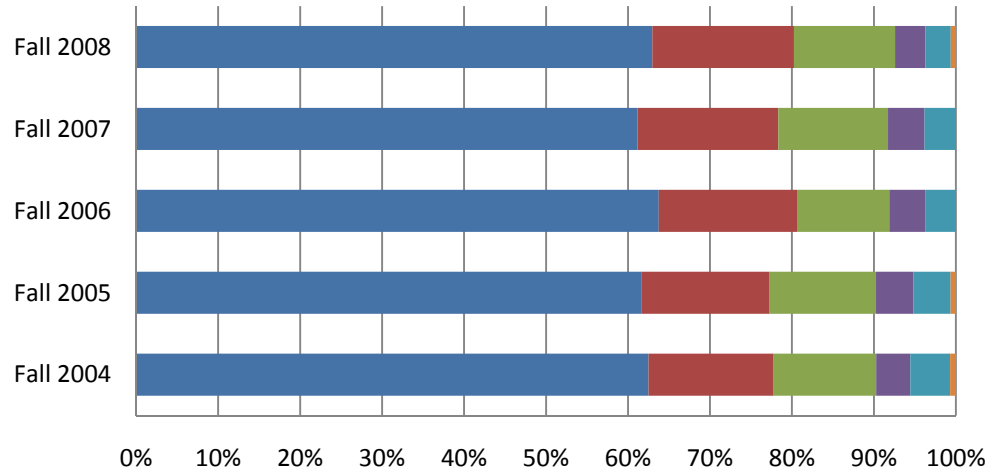
Figure 59: Full-Time Faculty Ethnicity



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
■ White	78	84	82	76	86
■ Hispanic	15	15	15	14	15
■ Asian or Pacific Islander	7	10	10	10	14
■ African American	3	5	5	5	5
■ American Indian or Alaskan Native	2	2	2	2	2

Figure 60: Classified Staff Ethnicity

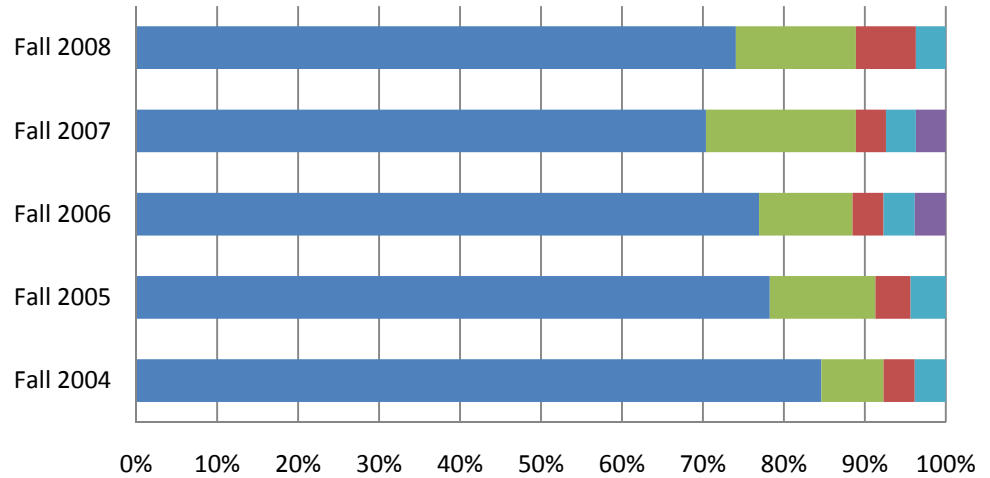
### Classified Staff Ethnicity



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
■ White	90	95	102	96	102
■ Hispanic	22	24	27	27	28
■ Asian or Pacific Islander	18	20	18	21	20
■ No Answer/Other	6	7	7	7	6
■ African American	7	7	6	6	5
■ American Indian or Alaskan Native	1	1			1

Figure 61: Administrators and Managers Ethnicity

## Administrators and Managers



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
■ White	22	18	20	19	20
■ Hispanic	2	3	3	5	4
■ African American	1	1	1	1	2
■ Asian or Pacific Islander	1	1	1	1	1
■ American Indian or Alaskan Native			1	1	

Figure 62: Full-Time Faculty Gender

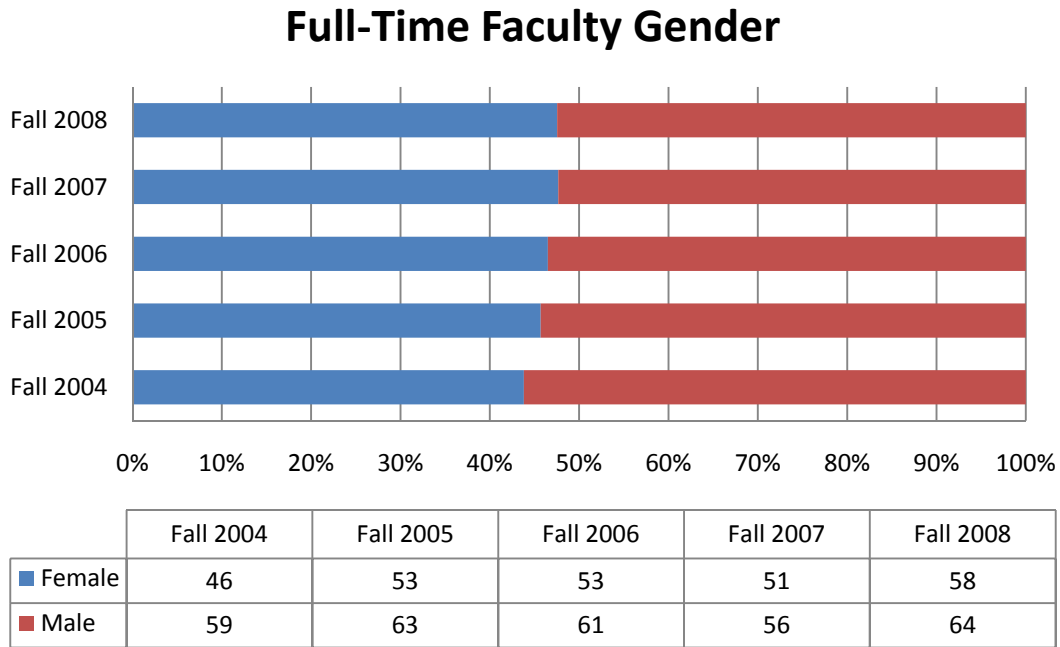


Figure 63: Classified Staff Gender

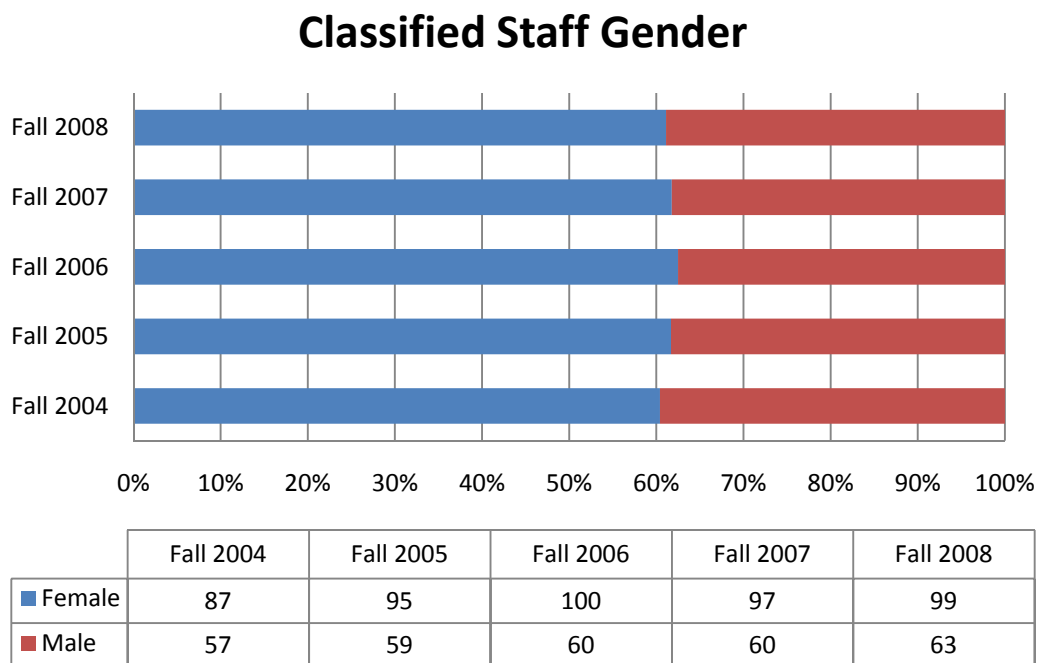


Figure 64: Administrators &amp; Managers Gender

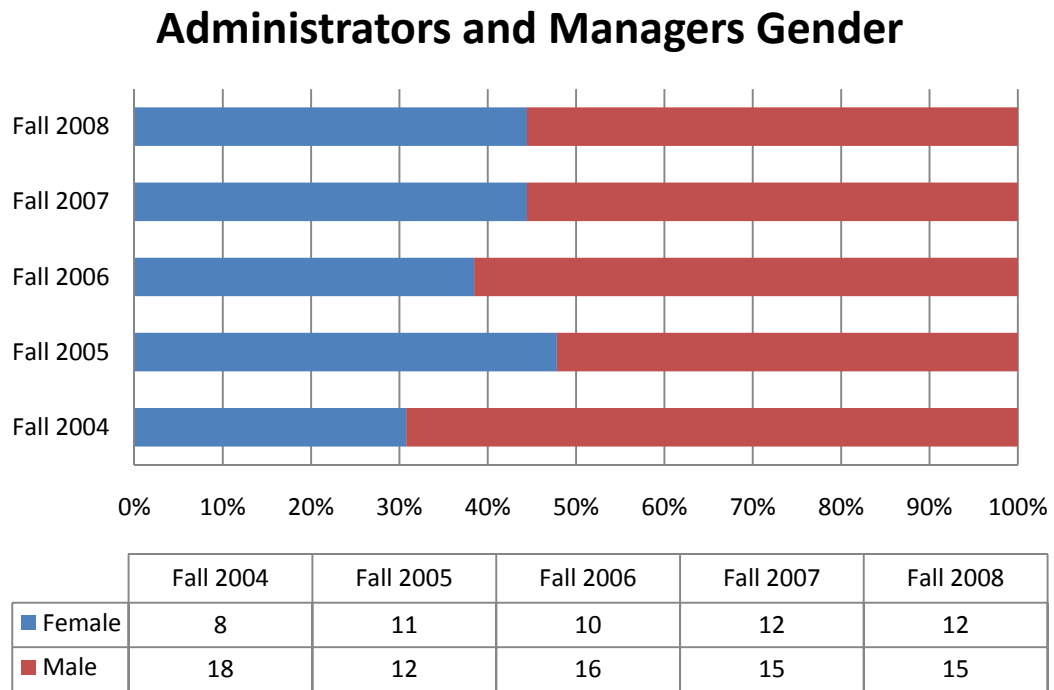
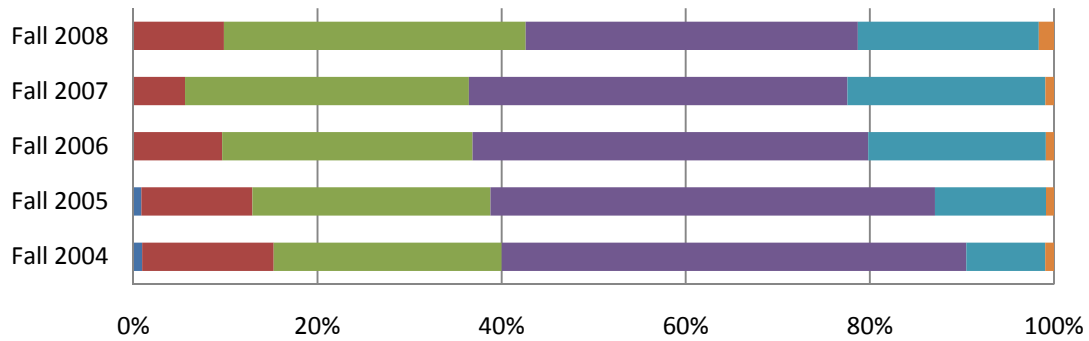


Figure 65: Full-Time Faculty Age Groups

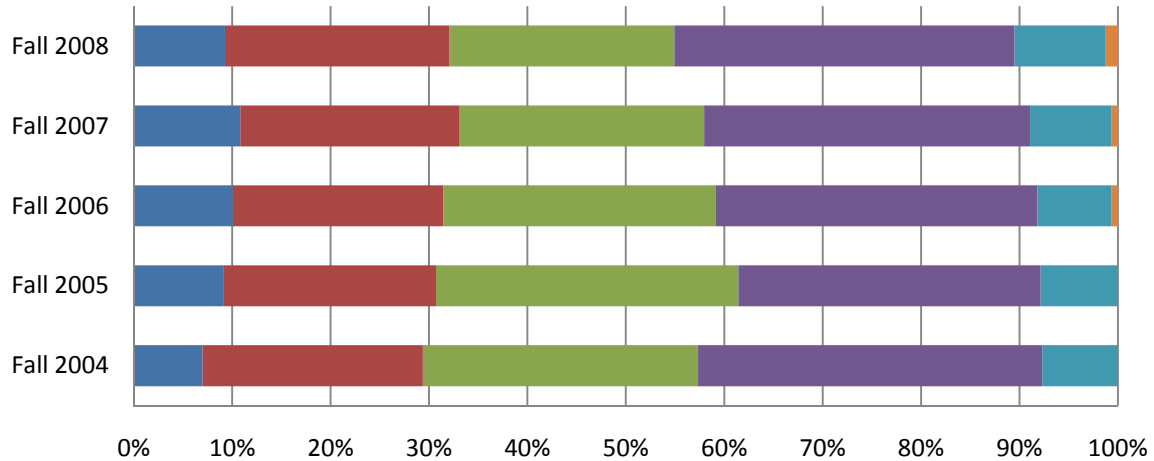
### Full-Time Faculty Age Groups



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
■ 21-30	1	1			
■ 31-40	15	14	11	6	12
■ 41-50	26	30	31	33	40
■ 51-60	53	56	49	44	44
■ 61-70	9	14	22	23	24
■ Over 70	1	1	1	1	2

Figure 66: Classified Staff Age Groups

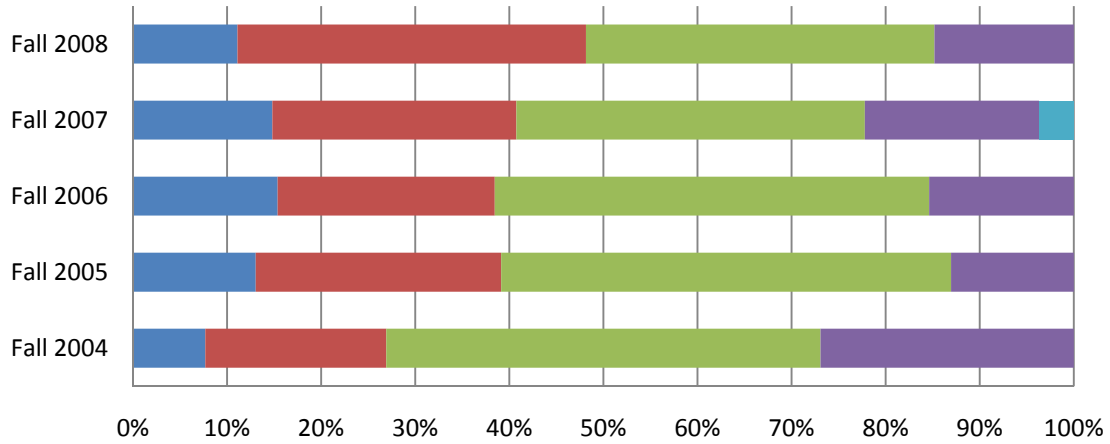
### Classified Staff Age Groups



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Below 21	10	14	16	17	15
21-30	32	33	34	35	37
31-40	40	47	44	39	37
41-50	50	47	52	52	56
51-60	11	12	12	13	15
61-70			1	1	2

Figure 67: Administrators &amp; Managers Age Groups

## Administrators and Managers Age Groups



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
■ 31-40	2	3	4	4	3
■ 41-50	5	6	6	7	10
■ 51-60	12	11	12	10	10
■ 61-70	7	3	4	5	4
■ Over 70				1	

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- California Postsecondary Education Commission, Freshmen Pathways Site. Retrieved March 2010 from <http://www.cpec.ca.gov/OnLineData/FreshmenPathway.asp>
- The California Postsecondary Education Commission's Freshmen Pathways allows the user to study the relationship of First-Time Freshmen between California public colleges and California high schools between 1994 and 2008. A "conduit" or "pathway" exists between high schools and colleges. Feeder high schools and high schools that consistently send a larger number of students to specific colleges are identified as having large conduits or pathways.
- California Postsecondary Education Commission, Transfer Pathways Site. Retrieved January 2010 from <http://www.cpec.ca.gov/OnLineData/TransferPathway.asp>
- Full-year transfer information regarding the flow of community college students to four-year colleges and universities for the academic years between 1989/90 and 2008/09 is displayed here. The sources for these counts are the University of California (UC) and the California State University (CSU). The UC and CSU report the transfer source institution as the community college where the student earned the most transferable units. The number of units earned is not a consideration. Transfer students are undergraduates.
- The Center for Student Success. (2007). *Basic Skills as a Foundation for Student Success in California Community Colleges* (p.13). The Research and Planning Group of California. Retrieved February 2010 from <http://css.rpgroup.org/uploads/RPBasicSkills2007v2f.pdf>

**Report Prepared by the Office of the Vice Chancellor of Technology and Learning Services**

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## Acknowledgements

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