

***Irvine Valley College***  
***Institutional Effectiveness Annual Report***  
***2006-07***

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## INTRODUCTION

Irvine Valley College is dedicated to excellence in providing higher education for the South Orange County region. A key factor in ensuring educational quality is conducting an ongoing assessment of the college's effectiveness. The assessment of overall measures of institutional effectiveness gauges past performance and identifies areas for future improvement and growth.

Irvine Valley College believes in and supports a culture of evidence in which institutional reflection and action are prompted and supported by data about student learning and institutional performance. This document contains the college's comprehensive assessment of overall institutional effectiveness. The ongoing evaluation reflects the commitment of many individuals within the college and the district to examine our institutional strengths and identify areas for improvement. Such an assessment of the college's effectiveness is reported annually to the Board of Trustees and the college community.

The report is divided into five major areas related to the college's mission, functions and resources. These topic areas include: Student Learning and Achievement; Student Outreach and Responsiveness to the Community; Faculty and Staff; Applications of Technology; and Facility and Fiscal Support.

The report results from the college's evaluation, planning and resource allocation processes. The college's Vision and Mission Statements and College wide Goals guide the college planning process. The mission and goals are used as the basis for developing measures of institutional effectiveness.

The primary purposes of the Institutional Effectiveness Report are to guide the improvement of 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 us in achieving those fundamental purposes.

# CHAPTER I

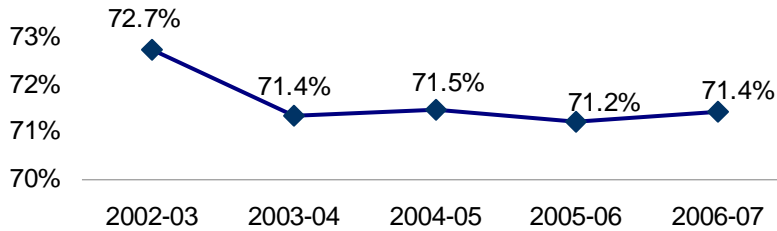
## STUDENT LEARNING AND ACHIEVEMENT

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

### Successful Course Completion Rates

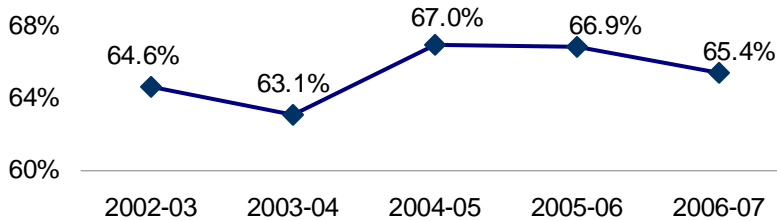
Successful course completion is important for students' progression through the sequence of courses they need to meet their educational goals. The percentage of successful grades (A, B, C or CR) remained fairly stable at about 71.4% over the period (see Figure I. 1).

**Figure I. 1 Overall Annual Successful Course Completion Rates**

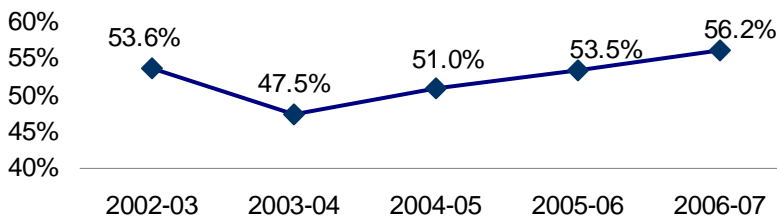


The course success rates in basic skills English fluctuated over the last five years (see Figure I. 2). In basic skills Math courses, the rates of success continue to be significantly lower than in English or college wide. However, the rates have increased steadily, reaching the highest level over the past five years in 2006-07 (see Figure I. 3). The increase is reflective of efforts made to improve student success in this critically important area.

**Figure I. 2 Annual Successful Course Completion Rates in Basic Skills English Courses**

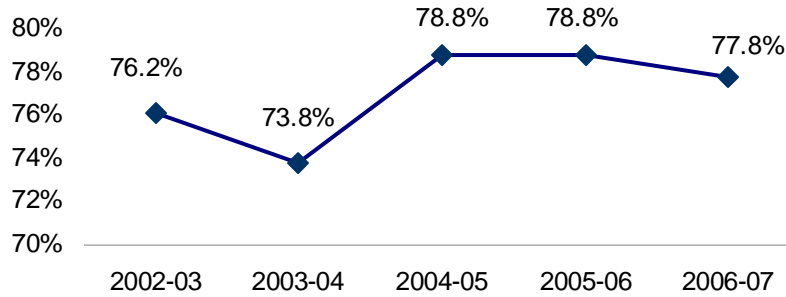


**Figure I. 3 Annual Successful Course Completion Rates in Basic Skills Math Courses**

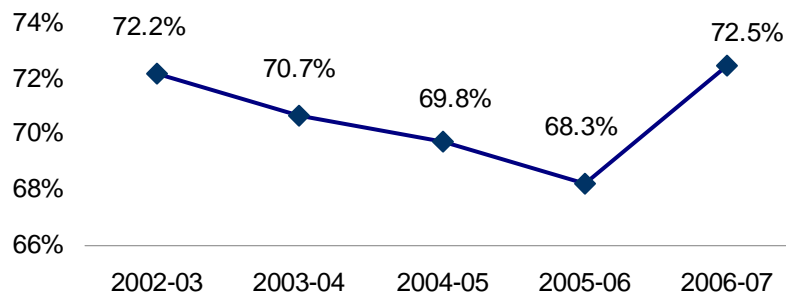


The college has made a commitment to providing instruction in alternative delivery modes to meet the educational needs of students. Weekend courses have the highest rates of successful completion, exceeding the rates of any other type of courses (see Figure I. 4). Short courses experienced a decline in success but rebounded in 2006-07 (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).

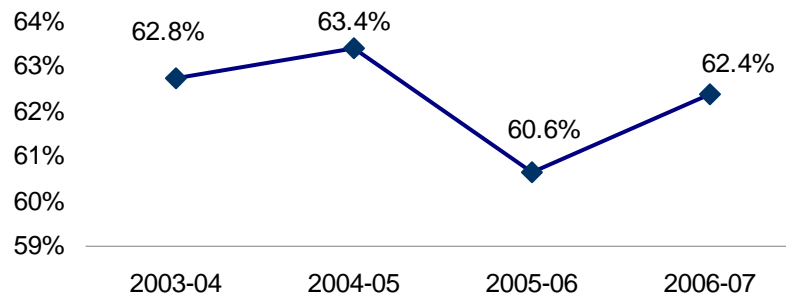
**Figure I. 4 Annual Successful Course Completion Rates in Weekend Courses**



**Figure I. 5 Annual Successful Course Completion Rates in Eight-week Courses**



**Figure I. 6 Annual Successful Course Completion Rates in Distance Education Courses**



**Progression from Basic Skills to College Level Courses**

Students enrolled in any below college level 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. Consistent with the trend in course success rates, students beginning below college level in English have a good chance of completing a college level English course within three years. Of the students enrolled in a basic skills English course in Fall 2000, 70%

completed a college level English course within three years (see Table I. 1). However, only 46% of the students enrolled in a basic skills Math course were able to complete a college level Math within three years. It is expected that the statewide Basic Skills Initiative in which the college is engaging starting in Fall 2007 will focus on improving student success in basic skills Math.

**Table I. 1 Progression from Basic Skills to College Level English or Math Courses**

<b>ENGLISH</b>	<b>Number in Cohort</b>	<b>Number Completing College Level English within 3 Years</b>	<b>Rate</b>
<b>Fall 98 Cohort</b>	444	295	66.4%
<b>Fall 99 Cohort</b>	500	328	65.6%
<b>Fall 00 Cohort</b>	482	338	70.1%

<b>MATH</b>	<b>Number in Cohort</b>	<b>Number Completing College Level Math within 3 Years</b>	<b>Rate</b>
<b>Fall 98 Cohort</b>	637	284	44.6%
<b>Fall 99 Cohort</b>	651	329	50.5%
<b>Fall 00 Cohort</b>	567	258	45.5%

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

First-time college students, 17-20 years old, who have completed a matriculation orientation, assessment and advisement sessions were tracked to determine whether they persist into the next academic year. Of the students in this group who started at IVC in Fall 2005 and completed the matriculation process, 61.5% persisted into the following fall semester (see Table I. 2). Numerous studies have shown that 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.

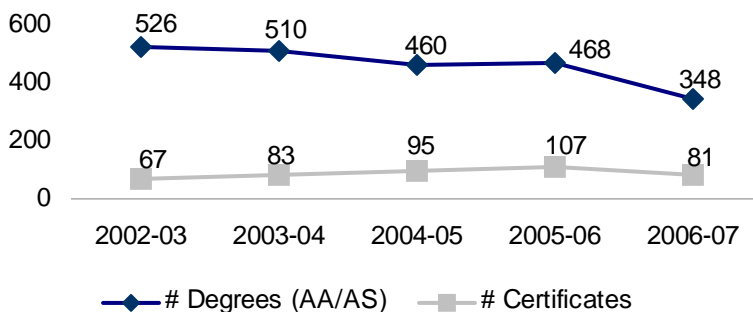
**Table I. 2 Matriculation and Persistence Rate for First-time College Students 17-20 Years Old**

<b>Cohort Start Term</b>	<b>First Time College 17-20 Year Old</b>	<b>Did Not Matriculate</b>	<b>Completed Matriculation</b>	<b>Persisted to Following Fall Term</b>	<b>% Persisted</b>
<b>Fall 01</b>	530	54	476	276	58.0%
<b>Fall 02</b>	540	39	501	288	57.5%
<b>Fall 03</b>	542	41	501	313	62.5%
<b>Fall 04</b>	606	58	548	315	57.5%
<b>Fall 05</b>	798	87	711	437	61.5%

## Degrees and Certificates Awarded

The number of degrees awarded annually has declined over the last five years from a high of 526 in 2002-03 to 348 in 2006-07 (see Figure I. 7). While the decline in overall enrollments is, generally, directly correlated with a decline in number of degrees awarded, the college will need to further investigate the potential reasons for the decline. The number of certificates has also declined in 2006-07 compared to the previous three years.

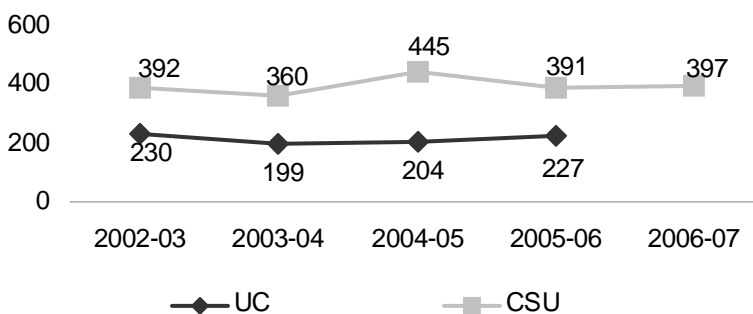
**Figure I. 7 Degrees and Certificates Awarded**



## Annual Transfers, Transfer Preparation and Transfer Rates

The number of annual transfers to both UC and CSU has been relatively stable over the past five years (see Figure I. 8 - at the time the report was prepared the number for the 2006-07 UC transfers was not yet available). The number of annual transfers to UC and CSU campuses represents only part of the transfer picture of the college. Many students transfer to private or out-of-state four-year universities.

**Figure I. 8 Annual Transfers to UC and CSU Campuses**



During the development of the Partnership for Excellence performance indicators, the State Chancellor's Office as well as experts in the field recognized the importance of defining who is a student whose behavior is prone to lead to transfer (versus self declared educational goal). Two dimensions are being tracked: transfer readiness and transfer preparedness. The following groups of students have been defined:

**Transfer directed students** are those who enrolled in and earned a grade of "A", "B", "C" or "CR" in a transferable Math course **and** a transferable English course sometime during the past six years.

**Transfer ready students** are those who were transfer directed **and** had earned 56+ transferable units with a minimum 2.00 G.P.A. as of the Spring term of the respective academic year.

**The total transfer prepared students** are all students who had earned 56+ transferable units with a minimum G.P.A of 2.00 as of the Spring term of the respective academic year.

The reason for defining and tracking the number of students who in any given academic year reach one of these statuses is the recognition that one of the roles of community colleges is to **prepare** students for transfer. The actual subsequent transfer to a four-year institution can be affected by any number of factors which are not under the control of the community college. It has also been shown through various studies that transfer ready students have the highest transfer rates compared to other community college students.

As noted in Table I. 3, the number of transfer directed students has increased significantly between 2002-03 and 2004-05, followed by a decline in 2005-06. Transfer ready students followed the same pattern. The number of transfer prepared has been relatively more stable over the four-year period compared to the other two groups. It is also important to note that transfer directed students represent a small percentage of the overall student population. In 2005-06, transfer directed students represented only 8% of all students, an increase from 4.7% in 2002-03.

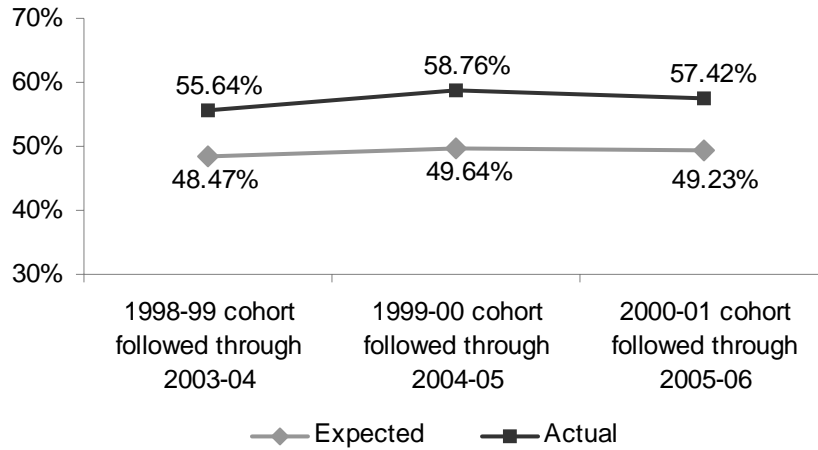
**Table I. 3 Number of Transfer Directed, Ready and Prepared**

<b>Academic year</b>	<b>Transfer directed</b>	<b>Transfer ready</b>	<b>Transfer prepared</b>
2002-03	978	407	1,409
2003-04	1,639	825	1,426
2004-05	1,798	905	1,546
2005-06	1,516	798	1,511

**Transfer rates** are also an important measure of institutional effectiveness. As opposed to annual numbers, transfer rates are a much better measure as they measure actual transfer of a particular group/cohort of students. The State Chancellor’s 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, California private and out-of-state four-year colleges and universities.

**Over 57% of transfer oriented first-time college freshmen who started at IVC in 2000-01 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 at the college (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 State Chancellor’s Office staff obtained from Census 2000. The higher this index, the higher is the expected transfer rate. **IVC has the third highest actual transfer rate in the state and the highest rate in Orange County.**

**Figure I. 9 Expected and Actual Transfer Rates**



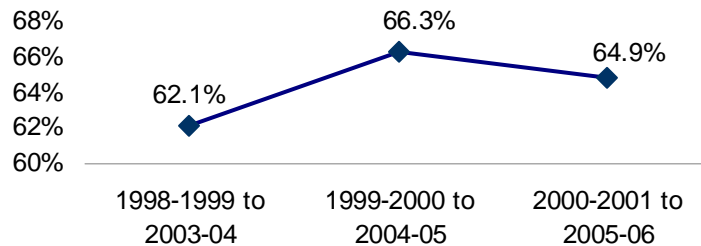
**Accountability Reporting for California Community Colleges (ARCC) Indicators**

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 California Community Colleges Chancellor’s 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 ARCC performance indicators for IVC.

**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: transferred to a four-year institution; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. About 65% of such IVC first-time students achieve at least one of the stated outcomes (see Figure I. 10). This performance measures recognizes that student success can take multiple forms and, as noted above, achieving transfer directed or prepared status is an important success threshold.

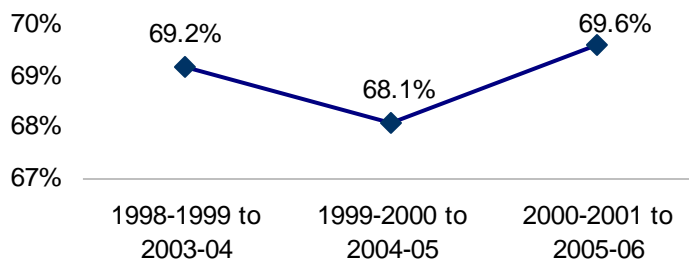
**Figure I. 10 Student Progress and Achievement Rates**



## 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 who earned at least 30 units within six years while in the California Community College System. This measure recognizes that for many students taking courses to improve specific skills or attaining knowledge in certain areas without achieving a degree or transferring is also one of the missions of community colleges. It is also a measure of persistence within the system. About 70% of first-time students who start at IVC earn at least 30 units within six years (see Figure I. 11).

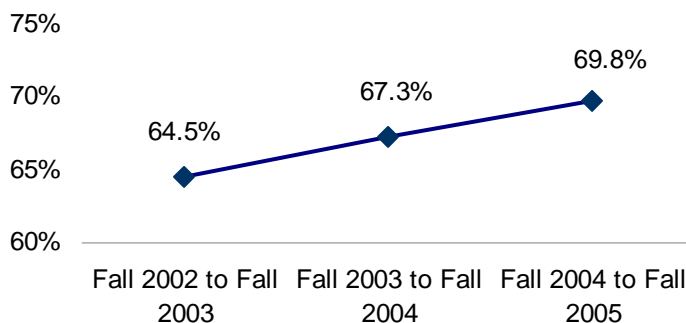
**Figure I. 11 Percentage of Students who Earned at Least 30 Units**



## 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 improved over the three periods from 64.5% to 69.8% (see Figure 1. 12).

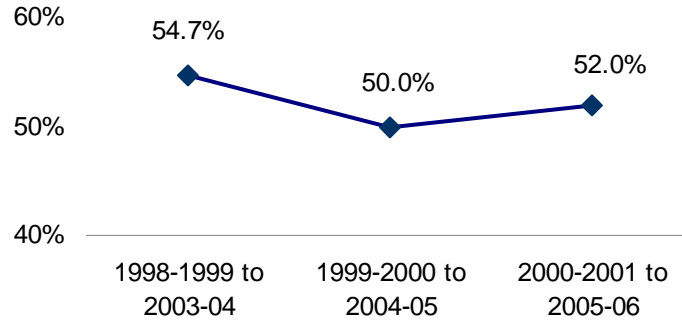
**Figure I. 12 Persistence Rate**



## Credit Basic Skills Improvement Rate

To be counted as "improved" a student must have enrolled in a credit basic skills course, then in a subsequent term within six years, the student must enroll in a credit course with a course program code in the same discipline (English or Math), but which is at a higher level. This rate has fluctuated between a high of 54.7% and a low of 50% for the three cohorts tracked (see Figure I. 13).

**Figure I. 13 Credit Basic Skills Improvement Rate**



**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.

IVC’s rates for each of the six ARCC performance indicators exceed the average of corresponding peer groups (see Table I. 4). IVC has the highest rate within its peer group for the annual successful course completion rate for credit basic skills and is close to the highest rate for student progress and achievement.

**Table I. 4 ARCC Peer Grouping**

ARCC Indicator	IVC's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
Student Progress and Achievement Rate	64.9%	60.7%	57.0%	66.1%	Berkeley City College; Foothill; Marin; Saddleback; and San Francisco City
Percentage of Students who Earned at Least 30 units	69.6%	65.4%	56.5%	72.8%	Alameda; Allan Hancock; Barstow; Berkeley City; College; Cerro Coso; Columbia; Cuyamaca; Evergreen Valley; Hartnell; L.A. Trade-Tech; Lake Tahoe; Laney; Lassen; Los Medanos; Mendocino; Merritt; Mission; Monterey; Napa Valley; Ohlone; Palo Verde; Rio Hondo; San Diego City; San Diego Miramar; San Jose City; Santiago Canyon; Skyline; and West LA
Persistence Rate	69.8%	69.3%	57.6%	78.8%	Cabrillo; Canada; Chabot; Evergreen Valley; Foothill; Gavilan; Las Positas; Los Medanos; Marin; MiraCosta; Mission; Ohlone; Saddleback; San Diego Miramar; San Jose City; San Mateo; Santiago Canyon; Skyline; and West Valley

ARCC Indicator	IVC's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
Annual Successful Course Completion Rate for Credit Vocational Courses	74.9%	73.8%	66.2%	85.6%	Allan Hancock; Barstow; Berkeley City College; Canada; Coastline; Columbia; Compton; Contra Costa; Cuyamaca; Folsom Lake; Gavilan; Glendale; L.A. City; L.A. Mission; Laney; Marin; Merced; Merritt; MiraCosta; Mission; Monterey; Mt. San Jacinto; Napa Valley; Saddleback; San Bernardino; San Francisco City; San Jose City; Santa Rosa; Southwest L.A.; Victor Valley; West L.A.; West Valley; and Yuba
Annual Successful Course Completion Rate for Credit Basic Skills Courses	73.0%	62.2%	51.3%	73.0%	Alameda; Berkeley City College; Cabrillo; Canyons; Columbia; Contra Costa; Diablo Valley; Evergreen Valley; Gavilan; L.A. Pierce; Laney; Las Positas; Los Medanos; Merritt; MiraCosta; Mission; Monterey; Moorpark; Napa Valley; Ohlone; Orange Coast; San Francisco City; San Jose City; Santa Barbara City; Santa Monica City; Santa Rosa; Sierra; Skyline; and Solano
Improvement Rate for Credit Basic Skills Courses	52.0%	50.9%	39.6%	57.1%	Allan Hancock; Cabrillo; Contra Costa; Cuesta; Diablo Valley; Los Medanos; Orange Coast; Saddleback; Santa Barbara City; Santa Monica City; and Solano

### **Institutional Effectiveness in the Area of Student Learning and Achievement**

Over the past five years, IVC has maintained high overall course success rates and exceptionally high success rates in weekend courses. The course success rates in distance education continue to lag behind the overall course success rates. While students' progression from basic skills English courses into college level English is high, the fairly low progression level for Math is of concern as are the course success rates in basic skills Math. The number of degrees and certificates awarded annually has declined over the last five years. Part of the decrease can be explained by the decline in enrollments that the college experienced between 2002-03 and 2004-05. This finding deserves further investigation. Whereas the annual transfers to UC and CSU have remained relatively stable over the last five years, the transfer rates have improved. IVC has the third highest transfer rate in the state and the highest rate in Orange County. IVC has fared well in the ARCC performance measures, exceeding its peer group average for each of the six measures and reaching the highest within its peer group for annual successful course completion rate for credit basic skills.

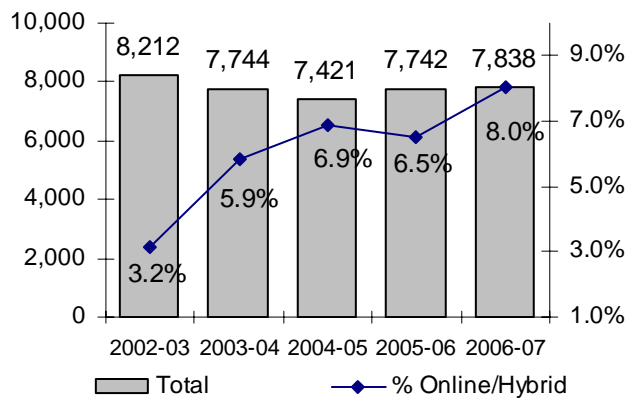
## CHAPTER II STUDENT OUTREACH AND RESPONSIVENESS TO THE COMMUNITY

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.

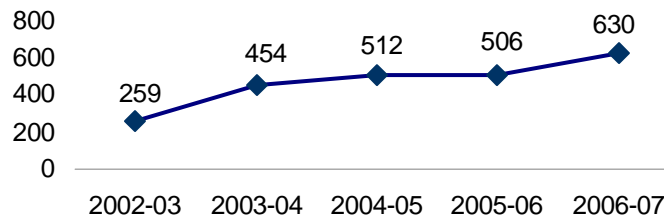
### Annual Full-time Equivalent Students (FTES)

The college experienced a 9.6% decline in FTES between 2002-03 and 2004-05 (see Figure II. 1). Enrollment has started to increase again over the last two years. In 2006-07, the total FTES represented a 5.6% increase compared to the low point reached in 2004-05. Overall, the college is still 4.6% below the 2002-03 high level. Many community colleges across the state have experienced similar trends over the last five years. The most notable development over the last five years has been the significant increase in online and hybrid (50% or more online) FTES – 143% growth between 2002-03 and 2006-07 (see Figure II. 2). In 2006-07, the online and hybrid FTES represented 8% of all FTES compared to only 3.2% in 2002-03.

**Figure II. 1 Annual FTES and Percentage Online/Hybrid FTES**



**Figure II. 2 Annual Online/Hybrid FTES**

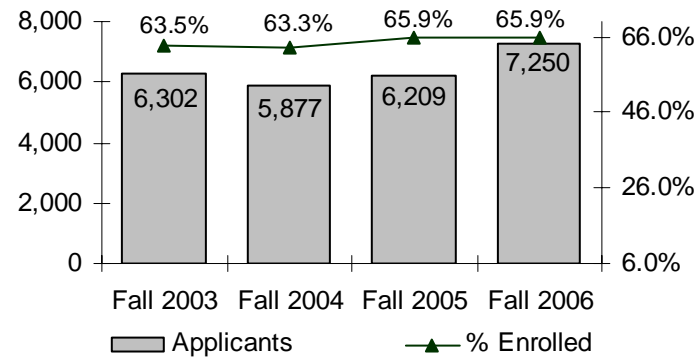


### Applicants and Enrollment Rates

Applicants are either new freshmen who have never attended college before or have attended concurrently while in high school but have not attended another college after leaving high school or individuals who have attended other colleges before but not IVC (new transfers) or are returning to IVC after stopping out for at least one semester. Students are applicants who enroll in at least one class. The “enrollment rate” is the percentage of students who enrolled in at least one class over the total number of applicants.

The number of applicants for the fall semester has increased by 15% over the past four years. The enrollment rate has increased slightly in Fall 2005 and 2006 to 65.9% from 63.3% in Fall 2004 (see Figure II. 3). Growth in number of applicants and enrollment rates yields higher overall enrollments and FTES.

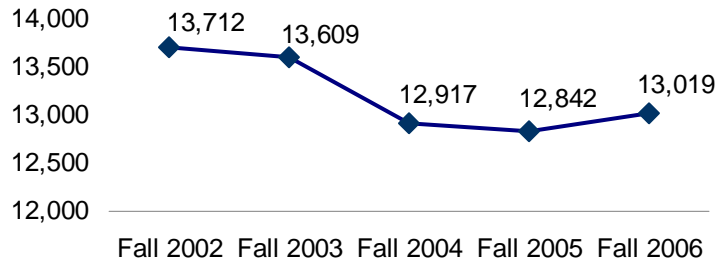
**Figure II. 3 Fall Applicants and Enrollment Rates**



**Student Headcount**

The student headcount followed the same trend of the total FTES. After a decline between Fall 2002 and Fall 2005, the headcount started to increase again in Fall 2006 (see Figure II. 4).

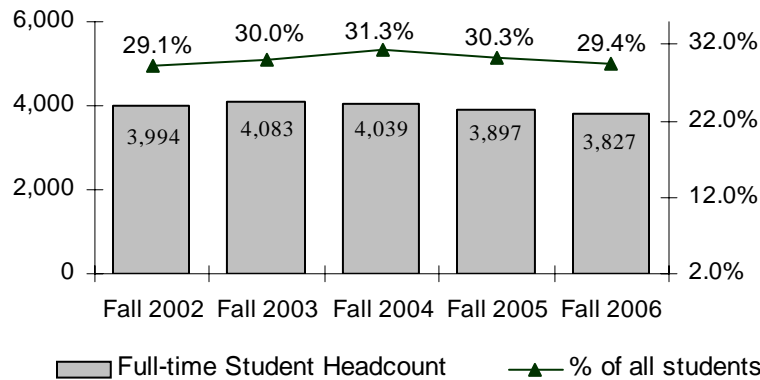
**Figure II. 4 Student Headcount**



**Full-time Student Headcount**

The number of full-time students (enrolled in at 12 units or more) peaked in Fall 2003. Overall, full-time students represent about 30% of the total student headcount (see Figure II. 5).

**Figure II. 5 Full-time Student Headcount**

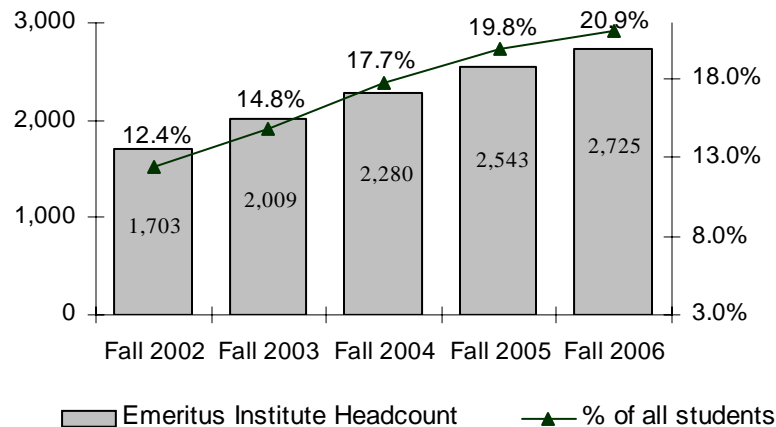


**Emeritus Institute Headcount**

The number of students enrolled in one or more of the Emeritus Institute courses has increased steadily over the last five years both in terms of absolute numbers and as a percentage of the total student headcount (see Figure II. 6). In Fall 2006, Emeritus Institute students represented 21% of all students and an increase of 60%

over the Fall 2002 headcount. This growth is a reflection of the diversification of the Emeritus Institute courses and the effort made to improve the quality of offerings.

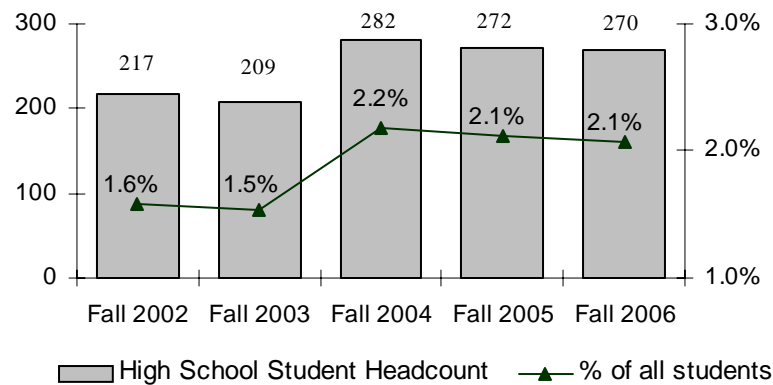
**Figure II. 6 Emeritus Institute Headcount**



**High Schools Students Attending IVC**

The number of high school students taking IVC courses while in high school has increased in Fall 2004 and has remained relatively stable since. High school students represented 2.1% of all students in Fall 2006 (see Figure II. 7). The college has enhanced its outreach to local high schools providing more opportunities for students to enroll in college-level courses while in high school. The Early College Program (concurrent enrollment of high school students taking IVC classes offered on high school campuses) started in Fall 2007 will help increase the number of high school students enrolled in IVC courses.

**Figure II. 7 High School Student Headcount**



**Local High School Graduates “Take” Rate**

Irvine Valley College has enrolled the year immediately following high school graduation between 13.5% and 17.2% of the Irvine Unified graduating class and between 6.7% and 8.8% of the Tustin Unified graduating class. The enhanced outreach to local high schools has helped increase the percentage of high school graduates enrolling at IVC immediately after graduation (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
2002-03	1,823	247	13.5%
2003-04	1,887	223	11.8%
2004-05	1,959	336	17.2%
Tustin Unified	Graduating Class	Enrolled at IVC the Following Academic Year	"Take" Rate
2002-03	927	62	6.7%
2003-04	849	66	7.8%
2004-05	936	82	8.8%

**First-Time College Students from Local Feeder High Schools**

First-time college students 17-20 years old who have enrolled in the academic year following the 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, the Fall 2006 number representing a 75.4% growth compared to Fall 2002 (see Table II. 2). The percentage of first-time college students 17-20 years old from local feeder high schools has increased from 44% in Fall 2002 to 59% in Fall 2006. This trend is an indication that IVC has increasingly become the college of choice for local high school graduates.

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

Term	First-time 17-20 Years Old
Fall 2002	499
Fall 2003	505
Fall 2004	527
Fall 2005	673
Fall 2006	875

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

First-time College Students 17-20 Years Old	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
Irvine Unified	22.0%	29.5%	24.3%	27.3%	26.7%
Tustin Unified	8.4%	6.5%	8.0%	8.6%	8.8%
Saddleback & Capistrano Unified	13.6%	20.8%	18.4%	20.8%	23.6%
Not from Feeder Districts	55.9%	43.2%	49.3%	43.2%	40.9%

## 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 the IVC immediate service area was 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. Overall, IVC serves close to 7% more minority adult students than the college's service area. Given the open access mission of community colleges, it is expected that the adult student population will reflect a slightly larger participation of minority students as compared to the ethnic makeup of the immediate service area of the college.

**Table II. 4 Distribution by Ethnicity of IVC's Service Area Adult Population and Fall 2006 IVC Adult Students**

<b>Ethnicity</b>	<b>Percentage in Adult Population</b>	<b>Percentage at IVC Fall 2006</b>
Alaskan Native/Native American	0.1	0.4
Asian	36.3	29.8
African American	0.9	1.9
Pacific Islander	0.1	0.6
White	54.1	47.3
Hispanic	7.5	10.3
Other/Multiple	1	9.7

## 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.

## CHAPTER III FACULTY AND STAFF

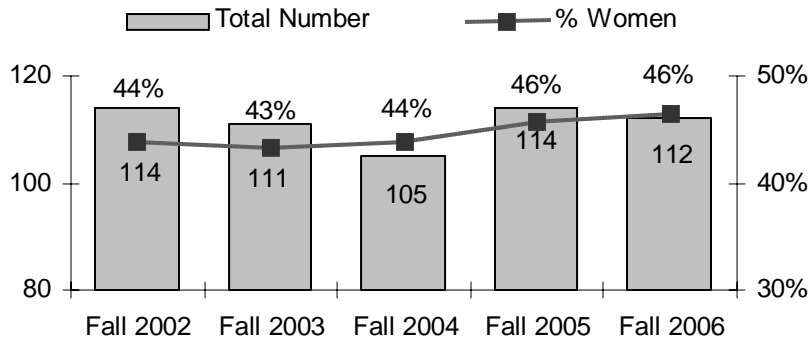
Faculty and staff carry out the mission of the college and represent the most important resource of the college.

### Gender and Ethnic Composition of Faculty and Staff

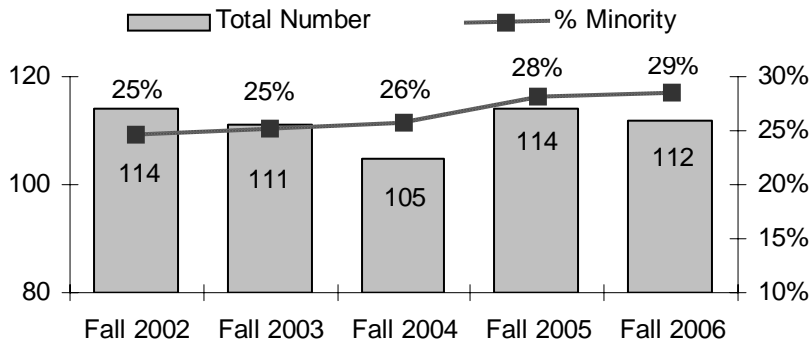
The number of permanent faculty has been stable except for Fall 2004. In 2003-04, the district provided an early retirement incentive, which led to a decrease in the permanent faculty headcount in Fall 2004 followed by an increase to the previous level in Fall 2005 (see Figure III. 1). The number of permanent classified staff has declined between Fall 2002 and Fall 2004 as a result of the decline in enrollments but increased in Fall 2005 and Fall 2006 (see Figure III. 3). The number of permanent classified staff in Fall 2006 – 163 – is the highest over the last five years. The number of administrators/managers has remained stable over the period (see Figure III. 5).

The percentage of women increased within classified staff and faculty and fluctuated within administrators/managers (see Figures III. 1, III. 3 and III. 5). The percentage of minorities has increased slightly within faculty (see Figure III. 2) and significantly within administrators/managers (see Figure III. 6 – however, due to the relatively small numbers of administrators/managers, several individuals represents a high percentage within the group). The percentage of minorities fluctuated slightly within permanent classified staff (see Figure III. 4).

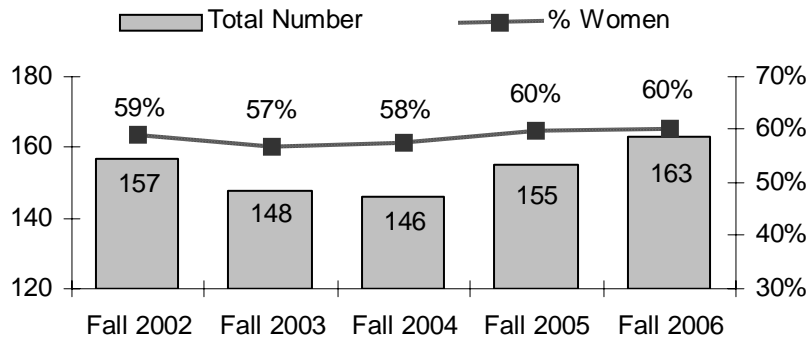
**Figure III. 1 Permanent Faculty and Percent Women**



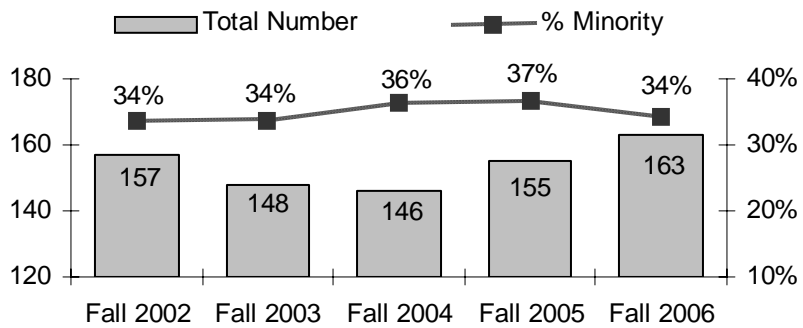
**Figure III. 2 Permanent Faculty and Percent Minority**



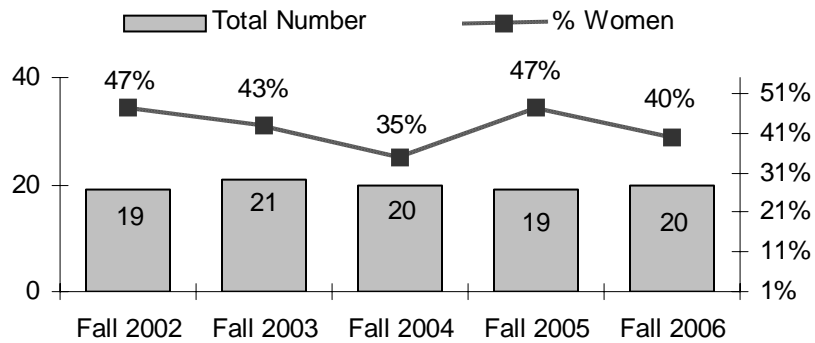
**Figure III. 3 Permanent Classified Staff and Percent Women**



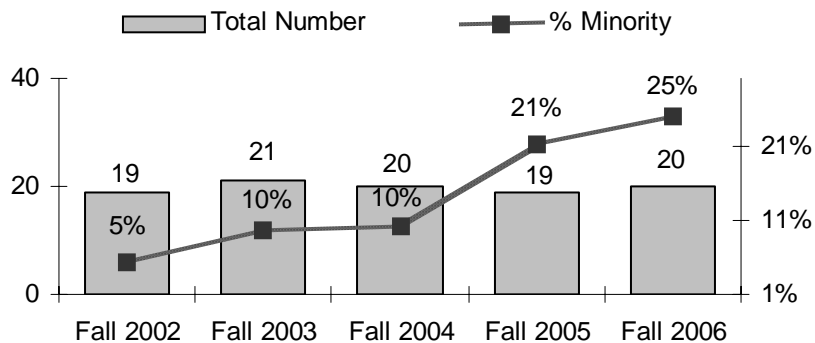
**Figure III. 4 Permanent Classified Staff and Percent Minority**



**Figure III. 5 Administrators/Managers and Percent Women**



**Figure III. 6 Administrators/Managers and Percent Minority**



### **Percent Growth in FTES Compared to Percent Growth in Permanent Employees**

The percent of growth in classified staff exceeded the percentage growth in FTES for the last two years of the comparison (see Table III. 1). The changes in administrators and managers seem high because of the relatively small number of individuals in this group. For example, the 11% increase from 2002-03 to 2003-04 is representing the growth from 19 to 21 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 above. Overall, the total number of permanent employees was 290 in Fall 2002 compared to 295 in Fall 2006.

**Table III. 1 Percent Growth in FTES Compared to Percent Growth in Permanent Employees**

	% Growth Faculty	% Growth Staff	% Growth Adm/Managers	% Growth FTES
2002-03 to 03-04	-3%	-6%	11%	-6%
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%

### **Institutional Effectiveness in the Area of Faculty and Staff**

Overall, the total number of permanent employees has remained relatively stable over the past five years. The number of permanent classified employees has experienced the greatest fluctuation as a result of the fluctuation in enrollments. The fluctuation in permanent faculty was a result of the 2003-04 retirement incentive, otherwise the overall number has remained relatively stable as has the number of administrators/managers.

## CHAPTER IV APPLICATIONS OF TECHNOLOGY

IVC and the district strive to provide state-of-the art technology to students and employees. In 2006-07, South Orange County Community College District (SOCCCD) invested over \$7 million in technology projects and infrastructure district wide. Some projects that benefited IVC from this funding included campus wide wireless, 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, video conferencing solutions including Tandberg and Cisco, and new stations for disabled students in every lab. The district has launched new online registration capabilities to better serve students. In addition, students have now the ability to go through college orientation online, develop their education plans online, and obtain parking permits online as well.

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

Beginning in 2004-05, the district has allocated funding annually 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 by about 240 over the last five years (see Table IV. 2).

**Table IV. 1 Basic Aid Allocation for Technology**

	2002-03	2003-04	2004-05	2005-06	2006-07
Basic Aid Allocation for Technology	\$0	\$0	\$1,400,000	\$1,100,000	\$1,030,000

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

	2002-03	2003-04	2004-05	2005-06	2006-07
# of Computers	900	950	1,014	1,064	1,139
Total FTES	8,212	7,744	7,421	7,742	7,838
Ratio FTES/# of Computers	9.1	8.2	7.3	7.3	6.9

### 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, the 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**

	2002-03	2003-04	2004-05	2005-06	2006-07
Average Age of Computers (Years)	6	5	4	3	2
Average Age of Servers (Years)	6	5	4	3	2

**Table IV. 4 Annual Expenditures for Technology Replacement as a % of Technology Inventory**

	2002-03	2003-04	2004-05	2005-06	2006-07
Replacement Expenditures	\$50,000	\$50,000	\$1,000,000	\$900,000	\$800,000
% of Inventory	5%	5%	33%	33%	33%

As a result of the basic aid allocation, over the last three years, IVC has completed various 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 every lab.

**Table IV. 5 Annual Expenditures for New Technology Projects**

	2002-03	2003-04	2004-05	2005-06	2006-07
New Technology Projects	\$0	\$0	\$400,000	\$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 has increased significantly in 2003-04 and 2004-05. The addition of a full-time position in 2005-06 has helped reduce the ratio to the 2002-03 level (see Table IV. 6). The increase in the number of computers is the direct result of opening additional computer labs to improve the service to students and faculty.

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

	2002-03	2003-04	2004-05	2005-06	2006-07
# of Computers	450	490	500	550	609
# of IT Staff Support	2.7	2.7	2.7	3.7	3.7
Ratio	167	181	185	149	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.

#### **Institutional Effectiveness in the Area of Applications of Technology**

Over the past five years, the college and the district have made significant progress in the deployment of various technologies in support of instruction, services, and overall operations. District IT has responsibility for all administrative applications and primary responsibility for the network and telecommunications infrastructure. The college has primary responsibility for college specific instructional software/applications, the local hardware and network infrastructure, and the desktop user support and training. The college has a robust infrastructure in terms of desktops and servers. Online education has expanded significantly, becoming an important component of IVC's instructional offerings. The college staff who provides local server maintenance has remained stable as has the staff who provides user support.

## CHAPTER V FACILITY AND FISCAL SUPPORT

### Square Footage

The overall space available for instructional and non-instructional activities remained fairly constant over the last five years. The overall space available in 2006-07 was 268,647 of which 73% was dedicated to instruction (see Table V. 1).

**Table V. 1 Square Footage**

Square Footage	2002-03	2003-04	2004-05	2005-06	2006-07
Total square footage	265,767	268,647	268,647	268,647	268,647
Instructional square footage	195,428	198,141	198,141	198,141	195,066
% Instructional	74%	74%	74%	74%	73%

### Cost of Utilities

Overall, the cost of utilities increased by 8% over the last five years. The highest increases were for gas and water (see Table V. 2).

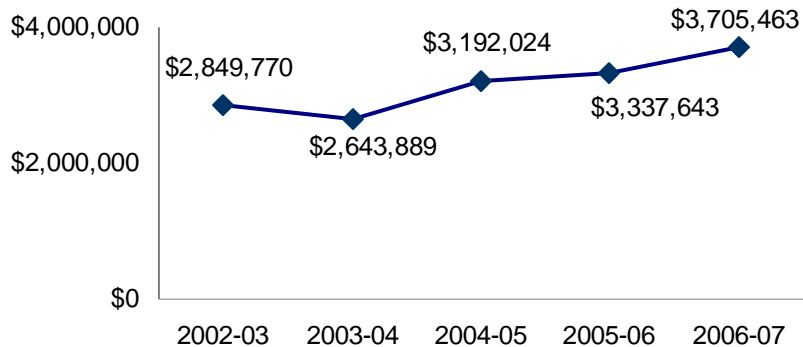
**Table V. 2 Cost of Utilities**

Cost of Utilities	2002-03	2003-04	2004-05	2005-06	2006-07
Cost of electricity	\$766,923	\$574,989	\$555,308	\$582,564	\$714,524
Cost of gas	\$32,557	\$20,242	\$60,322	\$137,025	\$111,498
Cost of water	\$45,699	\$39,246	\$34,551	\$83,810	\$87,182
Total	\$845,179	\$634,476	\$650,181	\$803,399	\$913,204

### Annual Expenditures for Maintenance of Facilities

The annual cost for maintenance of facilities has increased by 30% over the last five years (see Figure V. 1).

**Figure V. 1 Annual Expenditures for Maintenance of Facilities**



## Unrestricted General Fund

The unrestricted general fund revenues increased by 19% over the past five years while expenditures increased by 24%. Salaries and benefits increased by 27% over the period. Also, salaries and benefits represented 83.1% of the revenues in 2002-03 and 88.5% in 2006-07 (see Table V. 3).

**Table V. 3 Unrestricted General Fund**

	<b>Revenues</b>	<b>Expenditures</b>	<b>Salaries and Benefits</b>	<b>Ending Fund Balance</b>
<b>2002-03</b>	\$ 30,277,215	\$ 28,136,904	\$25,159,331	\$2,140,311
<b>2003-04</b>	\$ 31,574,690	\$ 27,722,403	\$25,171,958	\$3,852,287
<b>2004-05</b>	\$ 33,071,411	\$ 30,469,982	\$27,121,667	\$2,601,429
<b>2005-06</b>	\$ 35,792,224	\$ 33,147,571	\$29,692,952	\$2,644,653
<b>2006-07</b>	\$ 36,116,732	\$ 34,986,496	\$31,966,969	\$1,130,236

## Restricted General Fund

The restricted general fund revenues increased by 51% over the past five years while expenditures increased by 41%. Salaries and benefits increased by 9% over the period. Also, salaries and benefits represented 65.3% of the revenues in 2002-03 and 46.8% in 2006-07 (see Table V. 4).

**Table V. 4 Restricted General Fund**

	<b>Revenues</b>	<b>Expenditures</b>	<b>Salaries and Benefits</b>	<b>Ending Fund Balance</b>
<b>2002-03</b>	\$4,151,024	\$4,244,051	\$2,709,882	\$567,079
<b>2003-04</b>	\$4,153,764	\$4,101,874	\$2,717,216	\$618,894
<b>2004-05</b>	\$4,437,954	\$4,402,259	\$2,761,968	\$654,589
<b>2005-06</b>	\$5,438,999	\$4,696,471	\$2,690,852	\$1,397,117
<b>2006-07</b>	\$6,287,902	\$5,992,246	\$2,943,253	\$1,692,773

## 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, within the resources available, for teaching and learning and for conducting the operations of various college services and units. The annual expenditures for maintenance demonstrate this commitment. The rate of spending from the unrestricted general fund increased at a higher rate over the last five years compared to the growth in revenues, primarily due to the increases in salary and benefits.