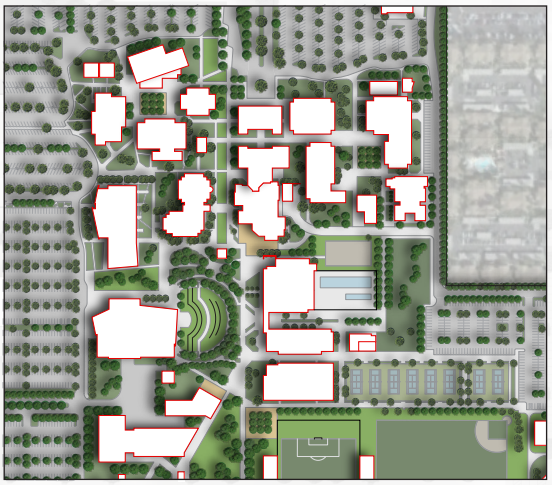

South Orange County Community College District

# 2011-2031 EDUCATION & FACILITIES MASTER PLAN

## VOLUME 3

# Irvine Valley College

### *2011 EDUCATION MASTER PLAN*

DECEMBER 2011

gkkworks

# IRVINE VALLEY COLLEGE

## 2011 Education Master Plan

South Orange County Community College District

DECEMBER 2011

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IVC
IRVINE VALLEY COLLEGE

# 2011 EDUCATION MASTER PLAN

## IRVINE VALLEY COLLEGE

*South Orange County Community College District*

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# LETTER FROM THE PRESIDENT

In just over three decades, Irvine Valley has grown from a small satellite campus to a standout among California's 112 community colleges. Enrollment has jumped from 6,000 in the fall of 1985, when the college first received independent status, to more than 15,000 students today.

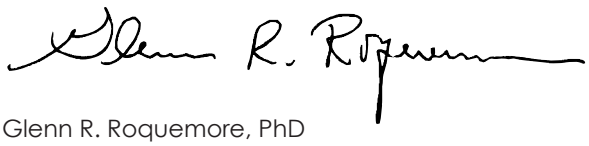
Irvine Valley remains committed to providing high-quality instruction and services to meet the needs of our diverse student population. Each semester, IVC welcomes students from surrounding communities and over 40 foreign countries. Whether students are looking to pursue a degree or certificate, transfer preparation, or career enhancement, or are still exploring their many options, they find that IVC offers distinguished faculty and staff concerned with promoting their academic development and success.

Long-range planning is essential to achieving our goals and fulfilling the college mission. For more than a year, we have evaluated our existing facilities and worked together to determine how new and renovated facilities could improve our instruction, support services, and campus operations while enhancing student success. The Facilities Master Plan is based on the college's 2011 Educational Plan and addresses current and projected needs through the year 2031. By linking these two plans, we can better ensure that our facilities meet the educational goals of the college.

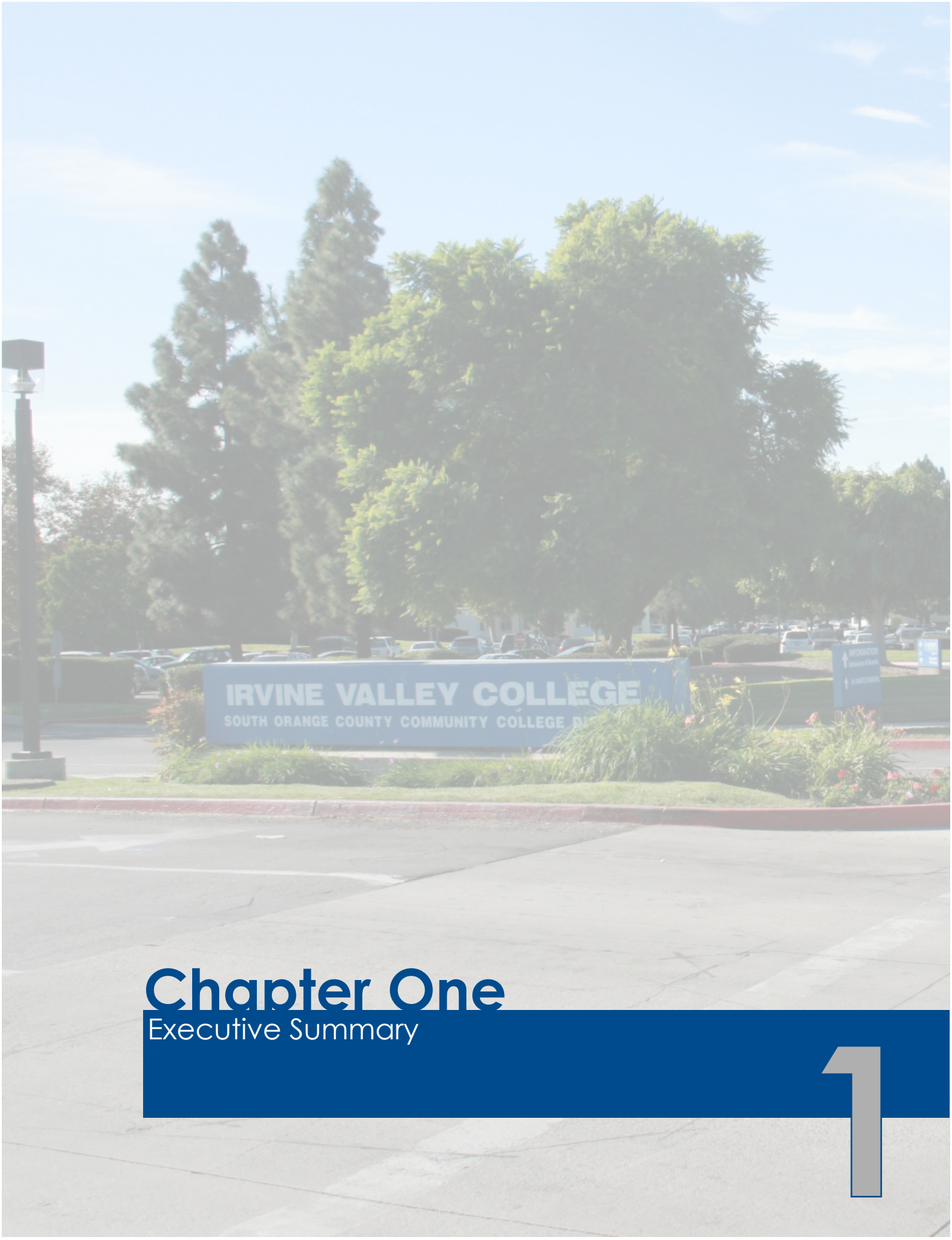
The Irvine Valley College 2011 Education and Facilities Master Plan (EFMP) is the culmination of research and input from constituent groups across the campus and the community. The collegial process that produced the EFMP was facilitated by gkkworks, a nationally recognized planning, architecture, and construction services firm, retained by the South Orange County Community College District. The process began with the collection of existing data from all areas of the college including instruction, support services, and campus operations. Extensive interviews, focus groups, and surveys were conducted to gather further input from students, faculty, staff, and management. Finally, presentations and campus forums were held to share the data that was collected.

This plan is a living document that will be used as the foundation for planning our future over the next five years and serve as the springboard for our next round of planning in 2016. Ultimately, it will be used as a roadmap to guide the development of instructional programs, student services, and facilities.

I would like to take this opportunity to thank all who participated for their hard work and the invaluable contributions they have made to this planning process. I know we are all committed to serving the needs of our students and the community. The Irvine Valley College Education and Facilities Master Plan will enable us to achieve this goal and shape the future of the college thoughtfully, diligently, and collectively.



Glenn R. Roquemore, PhD
President




# Chapter One

## Executive Summary

1

## Executive Summary

Irvine Valley College has completed its 25th year. Its identity as an educational institution is well established in the community. Interviews, surveys, and documentation of its achievements support IVC's desirability as a high quality academic institution known for its transfer program. From its early beginning as the northern satellite for Saddleback College, IVC has grown to become a comprehensive community college with an enrollment of 15,447 in fall 2010. It serves a population residing in the northern, more populous, area of the South Orange County Community College District. The area surrounding IVC is sometimes referred to as the business hub of south Orange County.

Irvine Valley College serves a population that is more affluent, more highly educated, and more culturally diverse than other parts of the South County. Because of the particular character of IVC 's service area, quantitative data used for the 2011 Education Master Plan incorporated local data from the service area and from inside the college, as well as data from county, state, and national sources to capture the most relevant planning information.

# Executive Summary

***Forecast for Enrollment Growth***

As the college enters its second-generation, it will be challenged to maximize its valuable resources in an economic climate that is currently unstable and unfavorable. Rapid changes in technology and strong demand for enrollment create pressure on already stressed resources. The challenges are being felt in academic programs, student services, administrative and business operations, and in the administration of physical resources. Meeting its commitment to quality and innovation has become more difficult in the current economic climate.

IVC met and exceeded the forecast for enrollment growth for 2010 presented in the 2006 Education Resource Plan. The projected 2.52 percent annual growth in WSCH underestimated demand. Actual WSCH was approximately fifteen percent greater than projected, possibly reflecting greater numbers of potential UC and CSU students who chose to enroll at IVC, as well as the current high numbers of high school graduates at feeder high schools. The 2011 Education Master Plan projects continued enrollment strength for the near term. During the next five years, it is anticipated that the college will grow by approximately 3.13 percent annually in fall-to-fall term WSCH, reaching 164,791 WSCH by the fall 2015 term. However, as population growth in the County slows, and numbers of high school students diminish, enrollment growth at the college is expected to slow.

***Community and Regional Context***

The following list of findings from the Community and Regional Context, or, external scan, provides a thumbnail view of factors likely to shape the college in the future. The findings were derived from extensive consultation and research, including both quantitative and qualitative data collected and analyzed between the summer of 2010 and spring 2011. The scan included population changes; trends in age, ethnicity, income, and educational attainment of residents; changing student profiles; financial resources; state and federal regulations and policies; and the economic indicators.

# Executive Summary

## KEY FINDINGS FROM THE EXTERNAL SCAN

### *Population Growth Leveling and Population Aging*

The pattern of population growth in the cities of the IVC service area mirrors the picture for Orange County as a whole. Starting around 2020, population growth will slow as the population ages and in-migration slows substantially. After that, population growth will depend on natural increase. After 2020, the service area population growth for IVC is expected to slow to one percent.

The trend toward an increase in the median age of the population in the County was observed during the 2006 master planning process. That trend will continue through the current planning horizon. According to the latest data from the 2005-2009 American Community Survey 5-Year Estimates, the median age of the population in Orange County is now 35.3. The fastest growing segment in Orange County in the next twenty-year planning horizon is 59 years old and older. In the next ten years, this segment is expected to increase 38 percent.

### *Need for Economically Viable Jobs*

As the young population diminishes, in-migration slows, and the population ages, demand for career and technical education may increase. IVC is located in the business hub of Orange County. Its physical proximity to employment centers provides opportunity for career and technical training, including job training, re-training, and skills upgrades. With the development of ATEP, IVC should be well positioned to fulfill the career and technical education needs of the community of the future.

### *Slow Economic Recovery and Need for Partnerships*

As of this writing, the 2008 recession shows some signs of recovery, although economic uncertainty is rampant. Unemployment continues to be high. Housing starts are slow. Budget stalemates at both the state and federal levels erode confidence and suppress business investment. More specifically, additional budget cuts to higher education in California in this and next year create foreboding. Current conditions argue for innovation and efficiency in conducting the business of education. As has happened in the past, it is likely that Orange County will rally economically, re-shaping its profile with regard to its economic base.

The benefit of partnerships during tough economic times is obvious, but partnerships offer many benefits beyond shared resources. It is largely agreed that higher-level technologies are not available without partnerships. Partnerships are also a way of pooling talent and offering "real life" learning experiences. Education partnerships improve student achievement and progress. Many believe that in the future business and education will be integrated. ATEP is based on a model of partnership with business and industry as well as education and community partnership. Paired with its community partners, IVC is positioned to be a full partner in the re-shaping of the education and in the development of the Orange County economy of the future.

## KEY FINDINGS OF THE INTERNAL SCAN

### *Inside the College*

The following list of findings from "Inside the College", or, the Internal scan, provides a thumbnail view of the college as it exists today, historical data, employee data and results from surveys administered during the academic year. The findings were derived from extensive consultation and research, including both quantitative and qualitative data collected and analyzed between the summer of 2010 and spring 2011.

# Executive Summary

### *Importance of Transfer*

IVC is known for its transfer success. The college ranks first in the County and third in the state in its transfer rate. The large proportion of young students enrolled at IVC is no doubt due in part to the quality of transfer preparation. Approximately 43 percent of students entering the college state their goal to be a four-year university degree. Many have come directly from high school seeking courses to fulfill lower division requirements. Many enrollees are likely to need remedial work in English and math. The need for remediation in English and mathematics at the college level is pervasive and ongoing.

### *Technology and New Modes of Teaching and Learning*

Educational delivery methods over the past few academic years have changed. Traditional classrooms have decreased by approximately eight percentage points from fall 2005 to fall 2010. At the same time, hybrid and online courses (also referred to as Distance Education courses) have been increasing, from 10.6 percent in fall 2005 to 19.5 percent in fall 2010. Teaching pedagogies continue to shift to more interactive and applied methods of instruction. Alternative methods of instruction present challenges for classroom design. Faculty and students express preferences for classrooms equipped with state of the art technology and maximum flexibility in classroom design.

One alternative method, online instruction, offers a number of benefits to some students. It accommodates self-pacing, flexible scheduling and reduces transportation and parking expenses. Online and hybrid instruction has grown from 10.6 percent to 19.6 percent since 2005.

Faculty point out a number of limitations to online instruction. Online courses require students to be self-motivated and independent. Additionally, online students may lose the social interactions that are available in traditional courses and on campus. Further, as online courses continue to increase in volume, resources such as faculty, staff, and technology to support online learning must be in place. Properly trained faculty and staff to respond to the needs of online learners as well as the infrastructure; servers and computers, must be coordinated.

### *Importance of IVC as a Cultural Hub*

Irvine Valley College plays an important role in its community. In addition to the strong link that the arts, including visual arts, music and theatre, have with the citizens of the region, athletics and curriculum serving lifelong learners at the college enriches the culture of Orange County.

### *Upcoming Retirements*

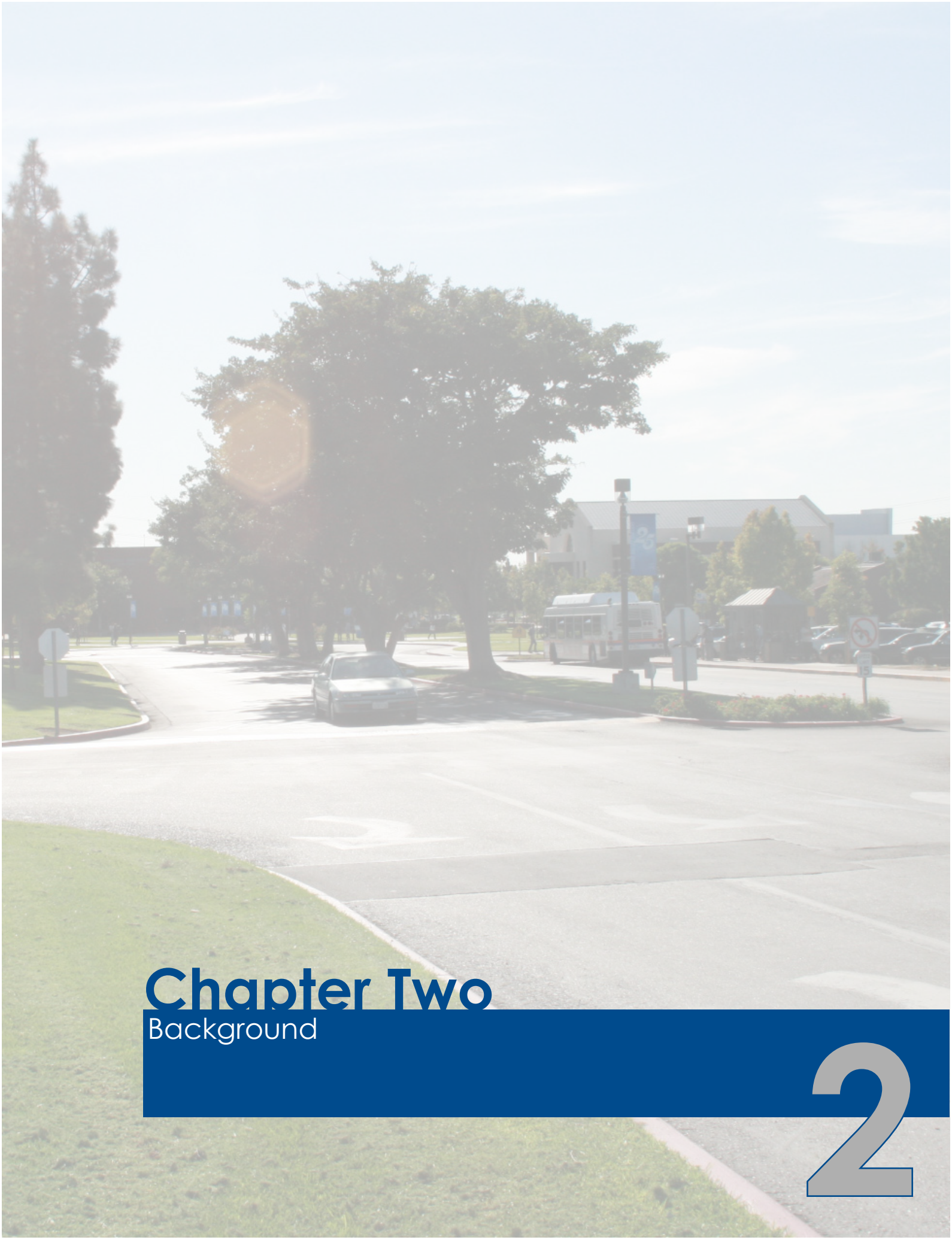
Employee retirements will have a significant impact on the college during the coming decade and beyond. As an example of how striking the numbers of retirees may be, currently 24.4 percent of faculty, the largest employment group, are between 61 and 70 years of age. Many administrators, faculty and classified staff who have shaped the culture of the campus and have provided the human capital that has made the college respected and admired for its achievements will be leaving. Replacing those employees will be critical to the future of IVC in many ways. Hiring for the future may also be challenging since competition for highly qualified employees is likely to be keen. Cost of living is high in the area and many other colleges face the same need to replace retirees.

# Executive Summary

### *College-wide Themes from Focus Group Interviews and Surveys*

During the fall 2010 semester a series of interviews were held to gather qualitative data to inform the master planning process. More than ninety participants contributed in face-to-face interviews and many of those participants, as well as others, submitted written commentary in addition. District interviews and student interviews were also important parts of the process. Notes from the interviews were posted on the Internet site for comment and correction in some cases.

As can be seen from the themes emerging from the focus group interviews, college personnel are well informed about trends and conditions in the community and the college. The themes included: desire for program growth and renewal, resource needs including personnel, equipment, and facilities, wide-ranging needs for technology, desire to share resources for efficiency and to enrich learning, enhancement of student culture, and partnership development within and outside the college. Students, employees and members of the IVC community were surveyed to gather information about their views of the college and their recommendations for the future. Students affirmed many of the themes identified by the focus groups. The importance of maintaining currency and adequacy in all technology, improved and adequate facilities, and improving opportunity for campus gathering spaces and study locations. An important issue identified by both students and faculty was course availability, particularly in transfer preparation courses. Along with course availability, student preparedness for four-year colleges and universities was a major concern of faculty. Lack of preparation of current and future students will continue to a concern. Classified staff responses emphasized the maintenance and facility needs, a major area of concern throughout the college. Other concerns were consistent with key findings of the internal and external scan and with the themes identified in campus focus group interviews.



# Chapter Two

## Background

2

## Overview

***Purpose and Process***

The 2011 Education and Facilities Master Plan (EFMP) provides a blueprint for the future of Irvine Valley College through the 2031 planning horizon. It serves as the foundation of subsequent plans for the allocation of campus resources and college goal setting. It also provides documentation of how constituent groups see the college currently and how they envision the future.

The education and facilities components of long-range planning, comprising the Education and Facilities Master Plan, have been developed in tandem. Throughout the process, personnel with responsibility for education programs and those with facilities responsibility participated together in nearly every discussion and meeting. The result was an integrated approach with facilities outcomes driven by education planning. The EFMP is represented in this document as Volumes 1 and 2 for accessibility and convenience, but they are intended to be understood as one, integrated effort.

The Education Master Plan serves the following specific purposes:

- To establish clear direction for the college by envisioning the future under the changing conditions of internal and external trends and influences.
- To provide a foundation and serve as a primary resource for the development of college planning activities.
- To support accreditation reviews and demonstrate compliance with accreditation standards.
- To inform the community of the college's present situation needs, and future plans; thereby forging a closer relationship with the community.
- To determine the status of the college, the dynamics that may impact the college, and to provide appropriate responses to the situation.
- To serve as the basis for facility decisions regarding expansion and modification of facilities and the implementation of the state bond measure that was provided to improve college facilities.
- To identify the limitations, strengths, and capabilities of the college and offer options for the future.
- To stimulate continuing discussion about college programs and their effectiveness.

The Education Master Plan takes into account the history of the college; the core values of the college as represented by its mission, vision, and strategic directions and goals; data from within the college and from authoritative external sources; and the best thinking of constituency groups about what the future of the college should be. At each organizational level, the process has followed the principals of participatory governance.

The Irvine Valley College's 2006 Educational Resource Plan was a touchstone for current planning. A review of the 2006 plan was a starting point for the current plan. Data from the 2006 plan was compared to current information to compare and update findings. Goals and objectives established in the 2006 plan were identified and taken into consideration as the new plan took shape. In addition, the process included a comprehensive review of external environmental data, internal college and district data, department and school planning documents, and a series of interviews with students, faculty, staff, and management. Surveys of students, employees, and others outside the college complimented information gathered internally. Changes in enrollment, the economy, finances, community needs, legislative initiatives, and technology were all taken into account

Similarly, the EFMP will be reviewed and updated in subsequent years as well. Adjustments to the plan may occur as frequently as each year, as the college adjusts program projections or FTES (Full-time Equivalent Student) targets, and adds or subtracts programs from its roster.

## Overview (Continued)

The following flow chart shows the 2010-2011 master planning process.

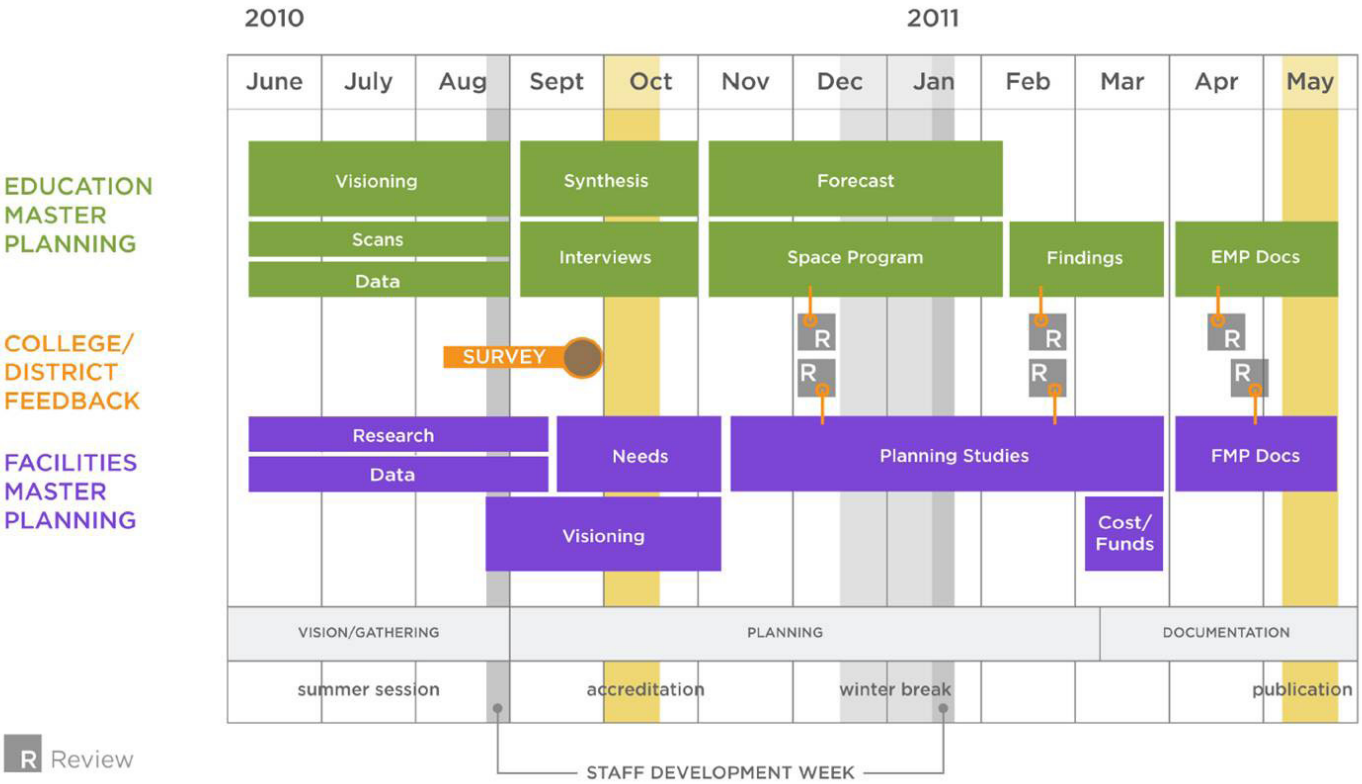


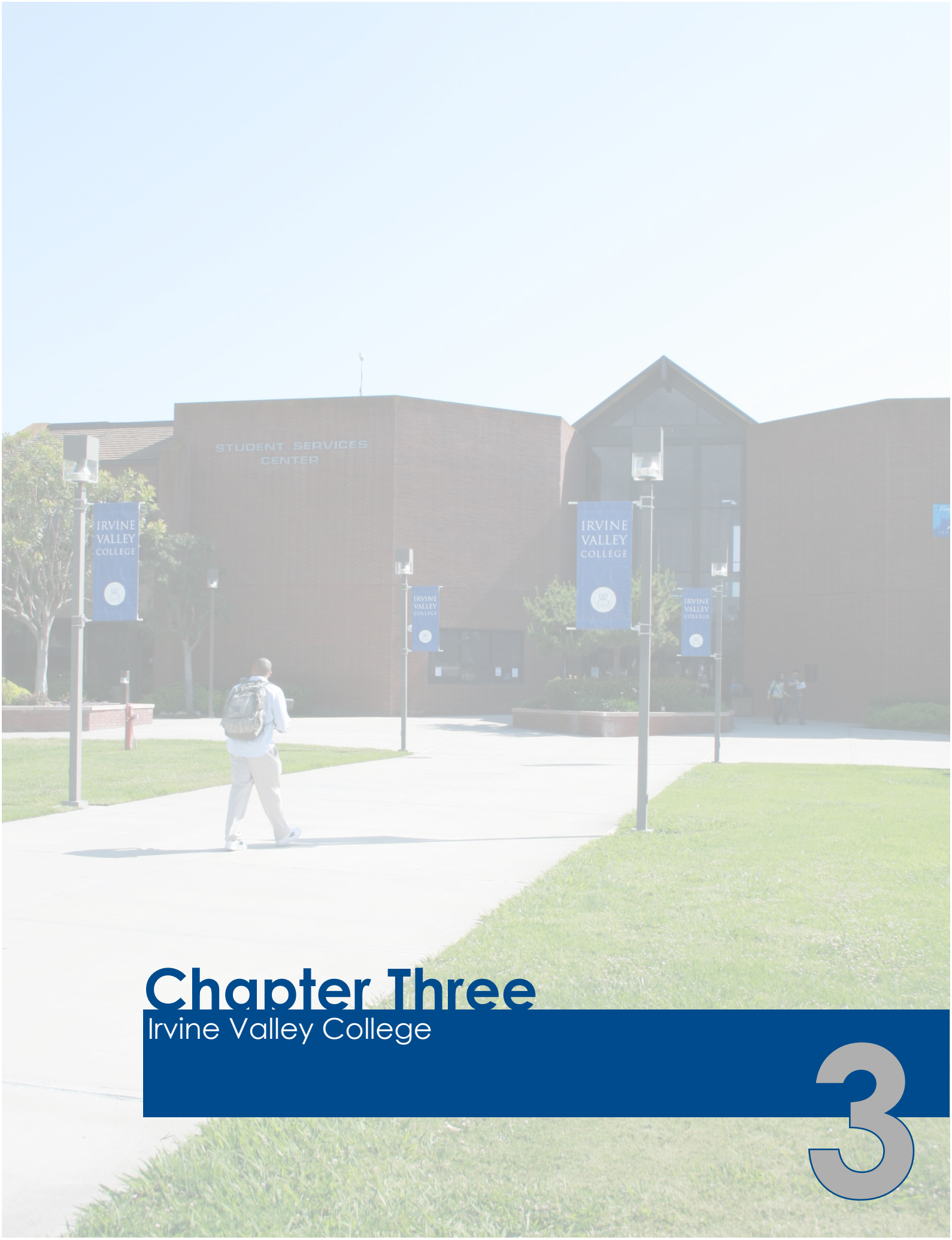

*Exhibit 2.1: 2010-2011 Education and Facilities Master Plan Process*

## Guiding Principles for Education and Facilities Master Plan

The South Orange County Community College District and the colleges that comprise it operate within the California community college system. The vast system of 72 districts and 112 colleges educates approximately 2.5 million students in the state. Under the authority of the state legislature and the California Master Plan for Higher Education, the colleges offer lower division education and community education including lower division transfer, career and technical education, basic skills, and lifelong education. A state level Board of Governors oversees policy for the colleges as a whole.

Locally, elected members of boards of trustees are responsible for college districts. The South Orange County Community College District is the administrative arm of the district and its colleges, Saddleback College and Irvine Valley College.

Within the context of its legal authority and the state and local boards, Irvine Valley College shapes its vision, mission, values, and establishes college-wide goals. The aforesaid guiding principles, along with college strategic plans and other specific plans and working documents, have formed a written platform for the work of the EFMP 2011.




# Chapter Three

## Irvine Valley College

3

## Vision, Mission, College-wide Goals

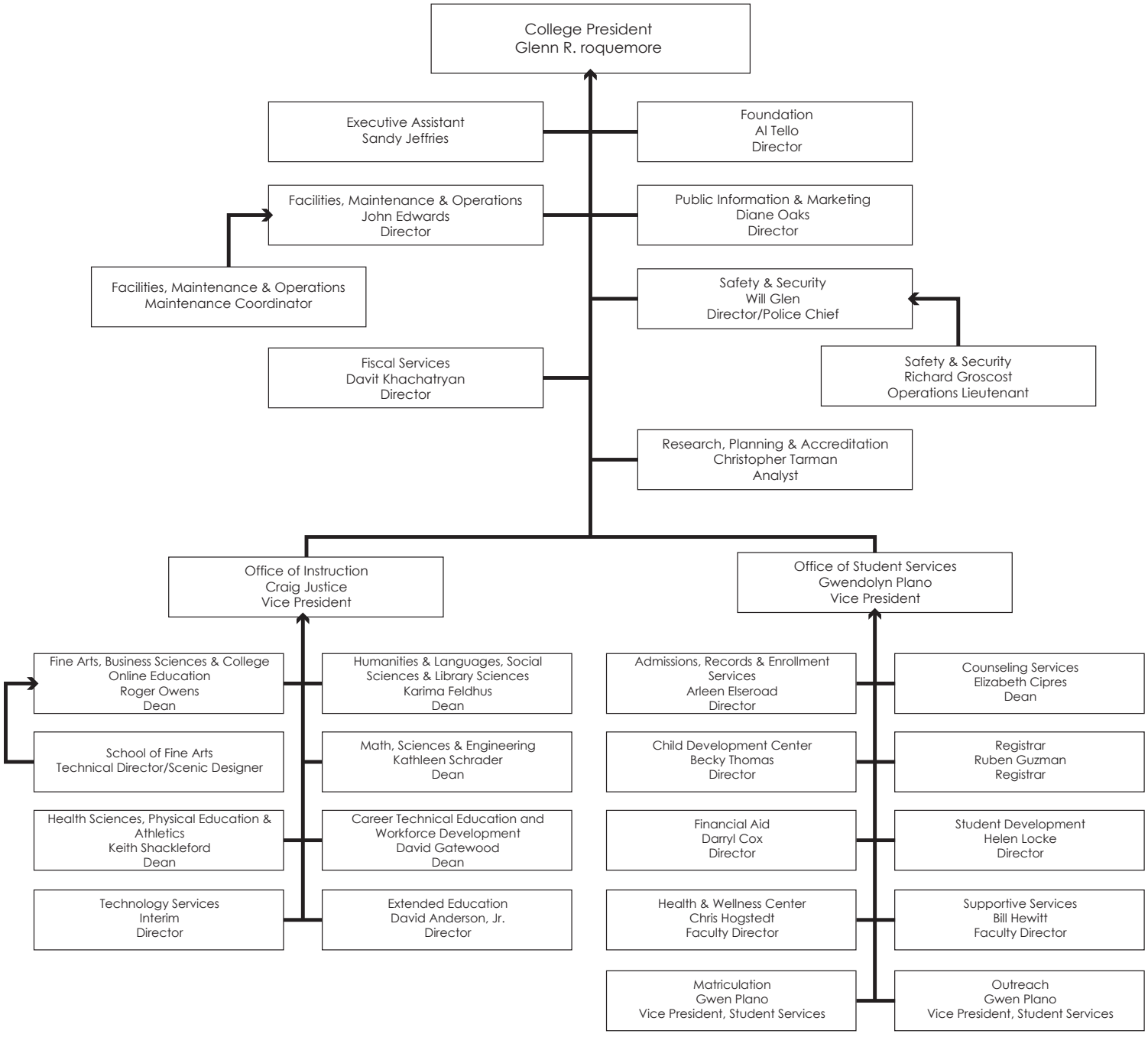
| | |
|---|---|
| ***Vision Statement*** | Irvine Valley College is an institution of higher learning that seeks to deliver innovative instruction and student services programs, provide opportunities for student success and enter into dynamic community partnerships. The college maintains high educational standards as measured by student learning outcomes including skills and knowledge gained. |
| ***Mission Statement*** | Irvine Valley College is committed to serving members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning. The college also provides student support services, opportunities for cultural experiences, and activities promoting partnerships with the community.<br><br>The college is dedicated to successful and measurable student learning through the commitment of exemplary faculty and staff who offer a variety of traditional and innovative teaching methods, and provide access to state of the art technologies and facilities.<br><br>The college is guided by a strategic plan based on data regarding changing student needs, evolving community diversity, and a rapidly changing economy. |

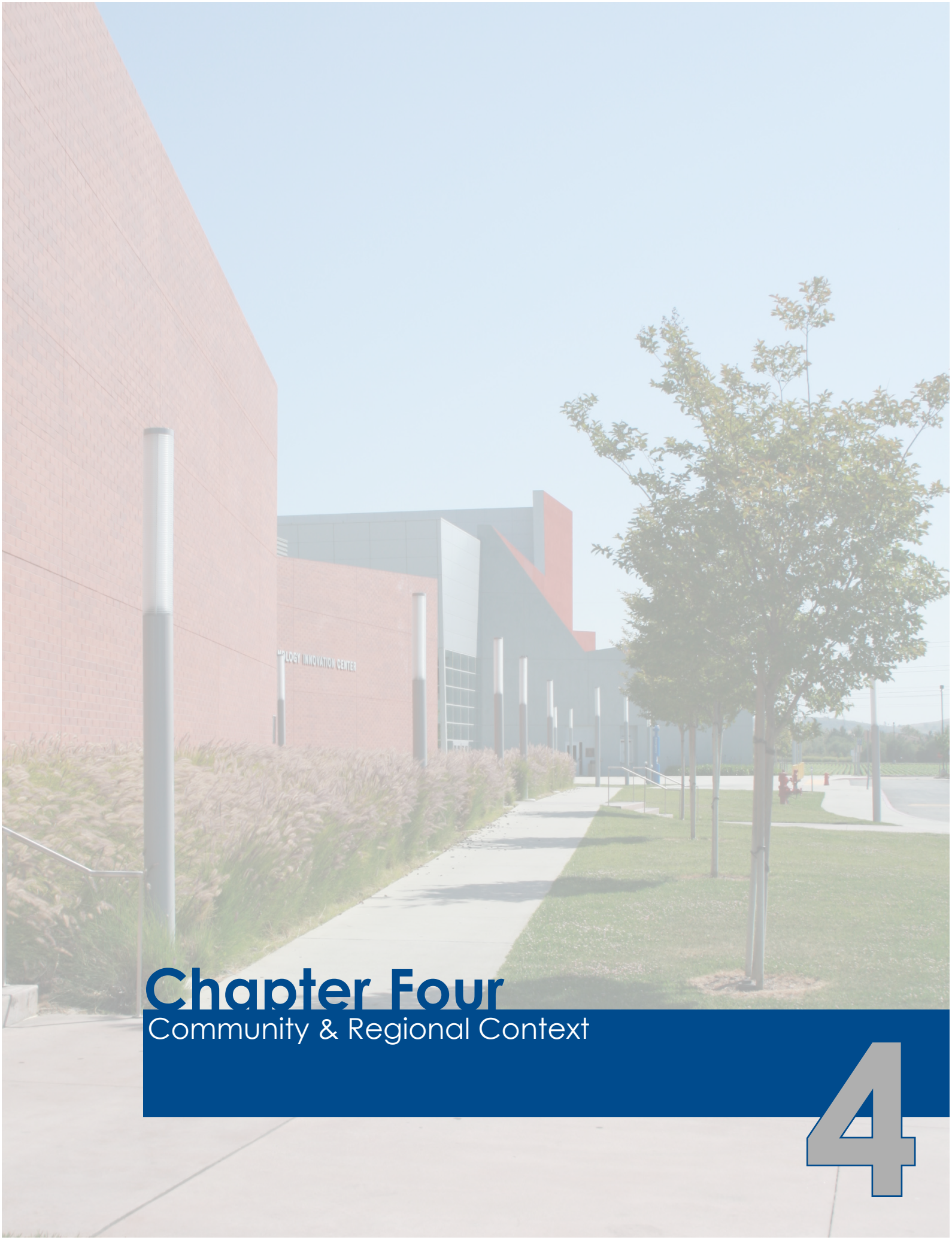
## Vision, Mission, College-wide Goals

### *College-wide Goals*

- To meet the current and future learning needs of our diverse community.
- To foster a college environment that is dedicated to attracting and supporting excellent faculty, staff, and students.
- To develop and implement curricula that prepare students to transfer, obtain degrees and certificates, improve basic skills, and pursue life-long learning and community education.
- To provide exemplary support services focused on student success and retention.
- To provide programs and activities that promote economic development and partnerships with the community.
- To focus college processes on providing programs and services that educate students to think critically and prepare them for making career and academic choices.
- To provide leading edge instructional and administrative technologies to facilitate student success.
- To promote IVC as an institution of higher education dedicated to student access and success.
- To ensure institutional effectiveness through systematic assessment, intentional dialogue, and continuous improvement.
- To continue integrating the strategic planning process with budget development in a systematic cycle of evaluation for effective resource allocation.
- To promote environmental stewardship in college planning and decision making.

# Irvine Valley College Organizational Structure





# Chapter Four

## Community & Regional Context

4

## Introduction

In order to respond to their communities and to serve them well, community colleges must take into account the wider world. The following external scan provides an opportunity to assess conditions in the community, region, and nation that will have an impact on the long-term future of Irvine Valley College. It goes beyond curriculum and services to consider the character of the college as shaped by a variety of external factors. The scan includes population changes; composition of the community with regard to age, ethnicity, income, and educational attainment of residents; changing student profiles; financial resources; state and federal regulations and policies; and the economy.

The following data and discussion of the community and regional context updates the 2006 Educational Resource Plan. It includes a broad perspective where appropriate, such as in the discussion of the economy, and a more refined, close to home, analysis in the discussion of local population changes. The definition of college service area used for the plan was taken from the IVC 2010 Comprehensive Institutional Self Study Report in Support of Reaffirmation of Accreditation. Current planning is based on the best data available.

## Orange County and the State of California

Orange County is located south of Los Angeles County and north of San Diego County. Riverside County and San Bernardino County are situated to the east. There are currently 34 cities in the county and several unincorporated areas. Orange County is the smallest county in Southern California based on total area, 948 sq mi (2,455.3 km2).

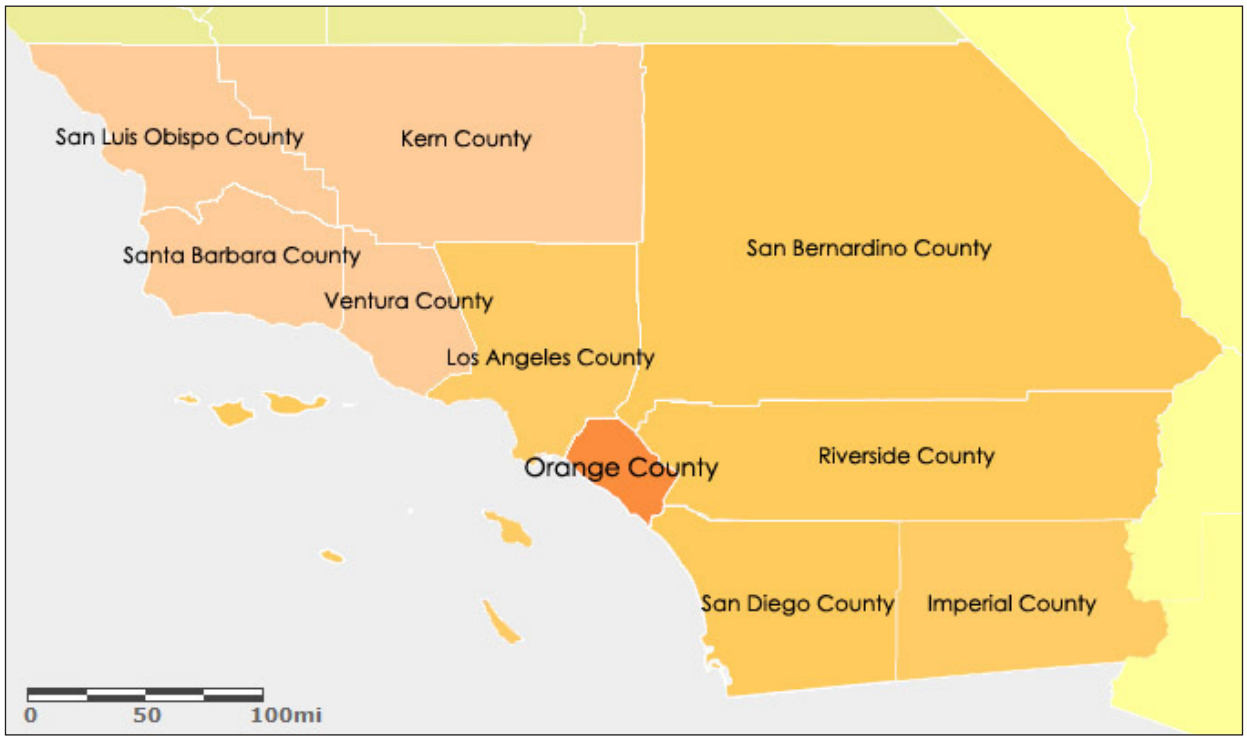
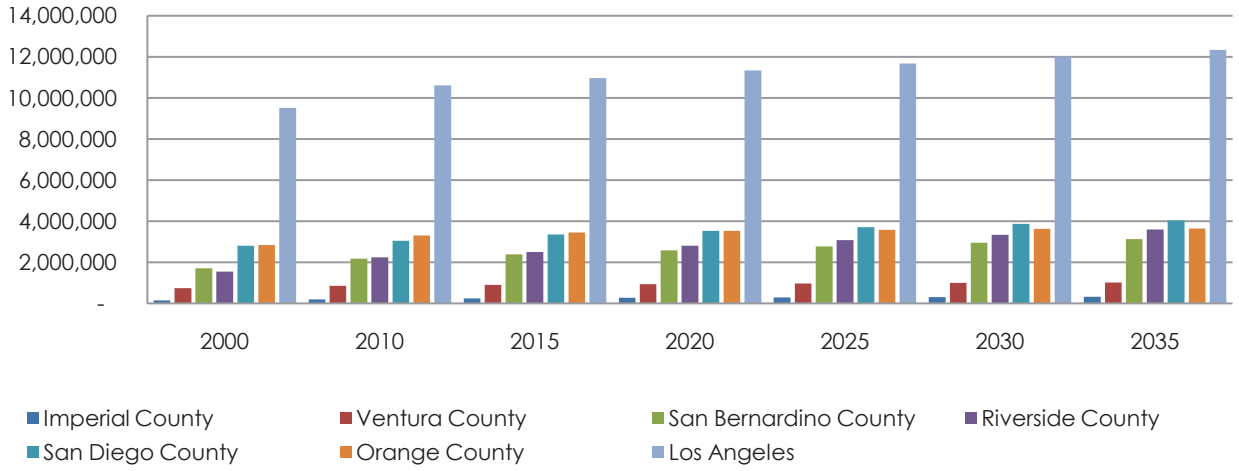



*Exhibit 4.1: Map of Southern California Counties*

## Orange County and the State of California




| County | 2000 | 2010 | 2015 | 2020 | 2025 | 2030 | 2035 |
|---|---|---|---|---|---|---|---|
| Imperial County | 142,361 | 202,270 | 247,028 | 276,030 | 297,648 | 312,316 | 320,448 |
| Ventura County | 753,197 | 860,607 | 900,356 | 937,372 | 968,697 | 996,104 | 1,013,753 |
| San Bernardino County | 1,709,434 | 2,182,049 | 2,385,748 | 2,582,765 | 2,773,945 | 2,957,753 | 3,133,801 |
| Riverside County | 1,545,387 | 2,242,745 | 2,509,330 | 2,809,003 | 3,089,999 | 3,343,777 | 3,596,680 |
| San Diego County | 2,813,833 | 3,053,793 | 3,364,191 | 3,535,000 | 3,703,824 | 3,870,000 | 4,026,131 |
| **Orange County** | **2,846,289** | **3,314,948** | **3,451,755** | **3,533,935** | **3,586,283** | **3,629,539** | **3,653,990** |
| Los Angeles County | 9,519,338 | 10,615,730 | 10,971,602 | 11,329,829 | 11,678,552 | 12,015,889 | 12,338,620 |

*Exhibit 4.2: Population by County (Source: SCAG, SANDAG, and U.S. Census Bureau)*

Orange County is the second most populous county in Southern California, behind Los Angeles County. It is somewhat larger than San Diego County. Orange County experienced a high growth in population from 2005-2010, 7.4 percent. It is estimated that the county will continue to experience high growth in population through 2015. Growth will start to level off in 2020 and beyond. During the current planning horizon, San Diego County is expected to outpace Orange County in growth. By 2025, San Diego County's population is expected to exceed than of Orange County by approximately 200,000.

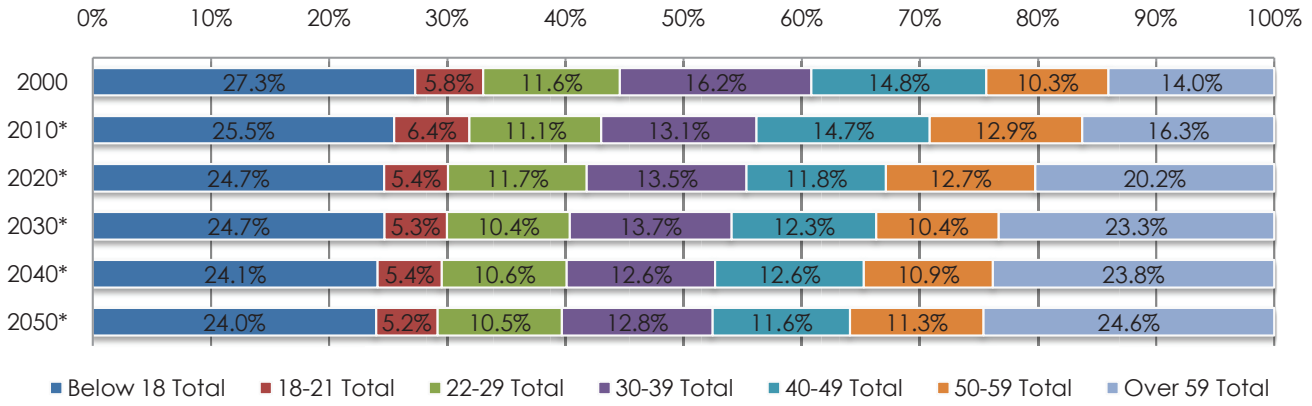
According to the CSU Fullerton Center for Demographic Research, the primary source of growth will come from natural increase (births minus death). Migration, which has historically been a contributing factor to growth in Orange County, has decreased. The CSUF Center, mentioned above, indicates that natural increases will become the primary contributor to growth over time.

| Year | Population | Growth | Year | Population | Growth |
|---|---|---|---|---|---|
| 2000 | 2,846,289 | | 2020 | 3,533,935 | 2.38% |
| 2005 | 3,056,865 | 7.40% | 2025 | 3,586,283 | 1.48% |
| 2010 | 3,314,948 | 8.44% | 2030 | 3,629,539 | 1.21% |
| 2015 | 3,451,755 | 4.13% | 2035 | 3,653,990 | 0.67% |

*Exhibit 4.3: Population Projection, Orange County (Source: SCAG, SANDAG, and U.S. Census Bureau)*

## Orange County and the State of California

The average age of the population in California is increasing (Exhibit 4.4). By 2020, approximately 33 percent of the Orange County will be 50 years old or older.

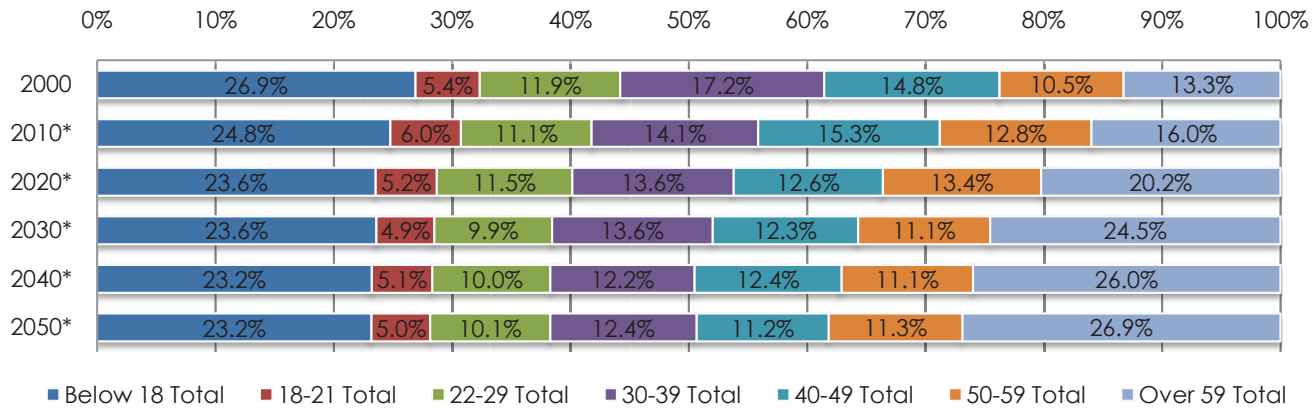



| Category | 2000 | 2010 | 2020 | 2030 | 2040 | 2050 |
|---|---|---|---|---|---|---|
| Below 18 Total | 9,308,624 | 9,989,397 | 10,891,884 | 12,163,947 | 13,091,682 | 14,272,854 |
| 18-21 Total | 1,962,010 | 2,491,499 | 2,385,095 | 2,598,792 | 2,946,521 | 3,104,340 |
| 22-29 Total | 3,944,035 | 4,358,266 | 5,181,915 | 5,125,479 | 5,738,167 | 6,245,042 |
| 30-39 Total | 5,525,474 | 5,145,890 | 5,962,382 | 6,738,161 | 6,816,246 | 7,610,871 |
| 40-49 Total | 5,059,125 | 5,735,146 | 5,202,713 | 6,032,581 | 6,821,377 | 6,910,173 |
| 50-59 Total | 3,523,598 | 5,054,200 | 5,588,441 | 5,099,882 | 5,936,942 | 6,727,699 |
| Over 59 Total | 4,782,571 | 6,361,278 | 8,923,493 | 11,482,049 | 12,915,180 | 14,636,897 |
| **California Total** | **34,105,437** | **39,135,676** | **44,135,923** | **49,240,891** | **54,266,115** | **59,507,876** |

*Exhibit 4.4: Age Composition, California (Source: CA Department of Finance)*

## Orange County and the State of California

The trend toward an older population is also observed countywide. This trend was observed during the 2006 master planning process as the median age of the population shifted from 30.2 years old to 33.7 years old from the year 2000 to 2005. That trend will continue through the current planning horizon. According to the latest data from the 2005-2009 American Community Survey 5-Year Estimates, the median age of the population in Orange County is now 35.3. The fastest growing segment in Orange County in the next twenty year planning horizon is 59 years old and older. In the next ten years, this segment is expected to increase 38 percent.

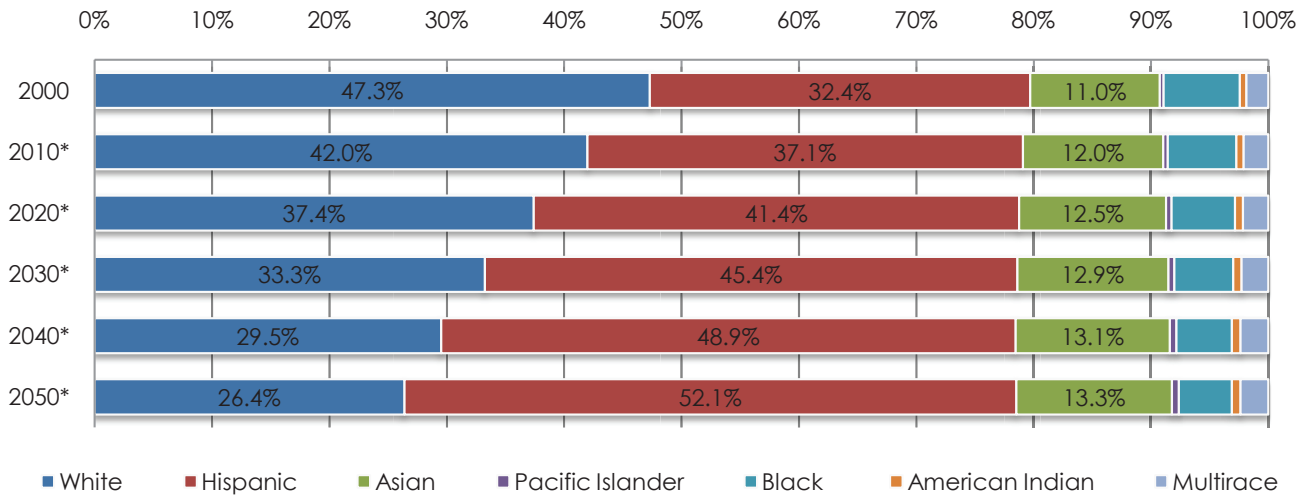



| Category | 2000 | 2010 | 2020 | 2030 | 2040 | 2050 |
|---|---|---|---|---|---|---|
| Below 18 Total | 770,705 | 799,592 | 829,056 | 874,814 | 893,355 | 924,738 |
| 18-21 Total | 155,617 | 192,579 | 181,378 | 181,735 | 197,156 | 197,879 |
| 22-29 Total | 340,055 | 356,857 | 403,305 | 367,928 | 384,562 | 404,248 |
| 30-39 Total | 493,581 | 454,343 | 480,251 | 502,993 | 468,707 | 493,324 |
| 40-49 Total | 424,299 | 495,165 | 443,149 | 455,774 | 478,625 | 445,432 |
| 50-59 Total | 299,857 | 413,294 | 471,595 | 413,049 | 426,767 | 450,338 |
| Over 59 Total | 379,720 | 516,006 | 711,531 | 909,029 | 1,000,478 | 1,071,666 |
| **Orange County Total** | **2,863,834** | **3,227,836** | **3,520,265** | **3,705,322** | **3,849,650** | **3,987,625** |

*Exhibit 4.5: Age Composition, California (Source: CA Department of Finance)*

## Orange County and the State of California

Hispanic[1] populations are the fastest growing populations in California and Orange County. This cohort is projected to continue to grow significantly through the long-term horizon. It is projected that by 2020, the Hispanic population will be the primary ethnicity in California as well as Orange County.




| Category | 2000 | 2010 | 2020 | 2030 | 2040 | 2050 |
|---|---|---|---|---|---|---|
| White | 16,134,334 | 16,438,784 | 16,508,783 | 16,377,652 | 16,033,854 | 15,712,119 |
| Hispanic | 11,057,467 | 14,512,817 | 18,261,267 | 22,335,895 | 26,551,422 | 31,028,375 |
| Asian | 3,761,994 | 4,684,005 | 5,527,783 | 6,334,719 | 7,132,504 | 7,889,183 |
| Pacific Islander | 110,355 | 149,878 | 196,576 | 246,363 | 294,678 | 343,169 |
| Black | 2,218,281 | 2,287,190 | 2,390,459 | 2,475,477 | 2,573,246 | 2,682,828 |
| American Indian | 185,996 | 240,721 | 299,599 | 350,649 | 395,591 | 437,454 |
| Multirace | 637,010 | 822,281 | 951,456 | 1,120,136 | 1,284,820 | 1,414,748 |
| **California Total** | **34,105,437** | **39,135,676** | **44,135,923** | **49,240,891** | **54,266,115** | **59,507,876** |

*Exhibit 4.6: Ethnicity, California (Source: CA Department of Finance)*

[1] Persons of Hispanic origin may be of any race, as defined by the U.S. Census Bureau and the CA Department of Finance

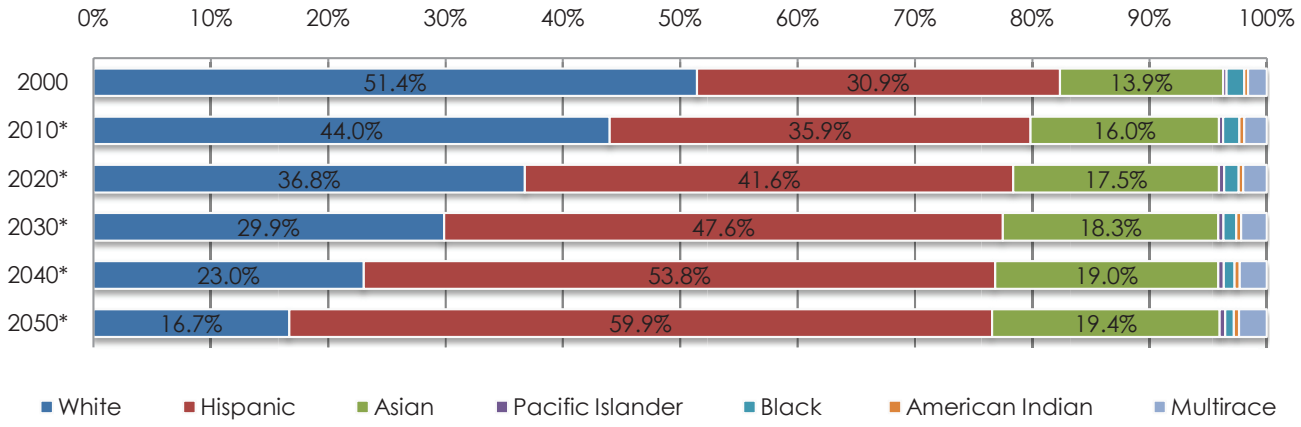
## Orange County and the State of California

| Relative Growth | 2000-10 | 2010-20 | 2020-30 | 2030-40 | 2040-50 |
|---|---|---|---|---|---|
| Hispanic | 31.2% | 25.8% | 22.3% | 18.9% | 16.9% |
| Asian | 24.5% | 18.0% | 14.6% | 12.6% | 10.6% |

*Exhibit 4.7: California Hispanic and Asian Population Growth, 2000-50 (Source: CA Department of Finance)*

Trends observed across the state are similar to those of Orange County, with Orange County leading the growth in ethnic populations slightly.

In the past ten years, the White population has observed a loss of 7.4 percent in Orange County (Exhibit 4.7). The percentage of both Hispanics and Asians is rising as a percent of the population. From 2010-20, taken together, the Hispanic and Asian populations are anticipated to grow by 31 percent and 30 percent respectively. By 2030, the White population will be under 30 percent.




| Category | 2000 | 2010 | 2020 | 2030 | 2040 | 2050 |
|---|---|---|---|---|---|---|
| White | 1,472,752 | 1,419,887 | 1,294,712 | 1,107,029 | 886,933 | 665,410 |
| Hispanic | 886,127 | 1,158,270 | 1,465,316 | 1,765,105 | 2,072,192 | 2,388,961 |
| Asian | 398,109 | 517,787 | 616,929 | 679,650 | 731,595 | 773,427 |
| Pacific Islander | 8,618 | 11,883 | 15,009 | 17,048 | 17,776 | 18,217 |
| Black | 43,532 | 44,873 | 43,893 | 40,410 | 35,518 | 30,251 |
| American Indian | 8,992 | 12,880 | 13,873 | 15,423 | 16,587 | 17,579 |
| Multirace | 45,704 | 62,256 | 70,533 | 80,657 | 89,049 | 93,780 |
| **California Total** | **2,863,834** | **3,227,836** | **3,520,265** | **3,705,322** | **3,849,650** | **3,987,625** |

*Exhibit 4.8: Ethnicity, Orange County (Source: CA Department of Finance)*

## Orange County and the State of California


*Exhibit 4.9: Map of Higher Education Institutions*

| Public Higher Education Institutions | Distance From Irvine Valley College |
|---|---|
| Saddleback College | 12.8 Miles |
| CSU Fullerton | 18.2 Miles |
| UC Irvine | 5.2 Miles |
| Orange Coast College (A) | 10.1 Miles |
| Coastline Community College (B) | 12.4 Miles |
| Santa Ana College (C) | 10.8 Miles |
| Santiago Canyon College (D) | 10.8 Miles |
| Golden West College (E) | 16.5 Miles |
| Fullerton College (F) | 19.5 Miles |
| Cypress College (G) | 23.4 Miles |

*Exhibit 4.10: Orange County Higher Education Institutions (Source: CCCGIS)*

Research has shown that geographic proximity is an important factor in successful transfer and completion of educational goals. Orange County is rich in educational resources including a number of public and private universities. There are six California Community Colleges within twenty miles of Irvine Valley College, excluding Saddleback College, a "sister" college, within the South Orange County Community College District and an additional three within 30 miles of the campus; two campuses are outside of Orange County: Long Beach City College and Cerritos College. The four-year institutions closest to Irvine Valley College are UC Irvine and CSU Fullerton.

## Orange County and the State of California

| Year | University of California [a] | California State University | California Community Colleges [b] |
|---|---|---|---|
| 1995-96 | $3,799 | $1,584 | $156 |
| 1996-97 | $3,799 | $1,584 | $156 |
| 1997-98 | $3,799 | $1,584 | $156 |
| 1998-99 | $3,609 | $1,506 | $144 |
| 1999-00 | $3,429 | $1,428 | $132 |
| 2000-01 | $3,429 | $1,428 | $132 |
| 2001-02 | $3,429 | $1,428 | $132 |
| 2002-03 | $3,834 [c] | $1,507 | $132 |
| 2003-04 | $4,984 | $2,046 | $216 |
| 2004-05 | $5,684 | $2,334 | $312 |
| 2005-06 | $6,141 | $2,520 | $312 |
| 2006-07 | $6,141 | $2,520 | $240 |
| 2007-08 | $6,576 | $2,772 | $240 |
| 2008-09 | $7,066 | $3,048 | $240 |
| 2009-10 | $8,898 [d] | $4,026 | $312 |
| 2010-11 | $10,242 | $4,335 | $312 |
| 2011-12 | $11,064 [e] | $4,769 | $432 [f] |

*Exhibit 4.11: Higher Education Fees (Source: University of California - Office of the President, California Community College Chancellor's Office, The California State University)*

***[a] Student Services Fee + Resident Undergraduate Tuition (formerly known as Education Fee)***

***[b] Estimated by Fee per Unit x 12 Units***

***[c] Mid-year fee increases were applied to spring academic term. Figures shown are annualized fee levels.***

***[d] Mid-year fee increases were applied in January 2010. Figures shown are annualized fee levels.***

***[e] As approved by the Regents in November 2010.***

***[f] Proposed amount in Governor Brown's January 2011 Budget.***

In March 2011, the California Postsecondary Education Commission's Report 11-02, College Costs and Family Income: The Affordability Issues at UC and CSU, indicated that many students are finding the California State University and University of California out of reach due to rising costs. As state funding for higher education continues to diminish, more costs will be passed on to students and their families in forms of increased fees and tuition. The report also indicates that incomes have not kept pace with these rising costs.

California Community College fees are the lowest public higher education fees in the State. They have long been a bargain for students seeking lower division baccalaureate curriculum and career and technical education.

## Orange County and the State of California

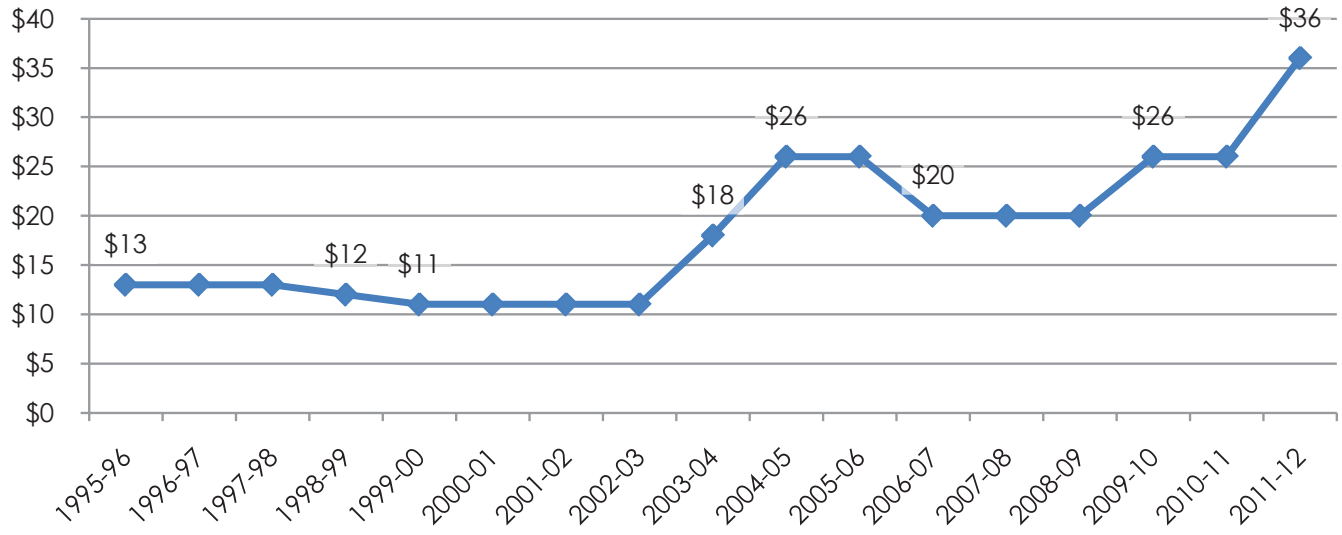



*Exhibit 4.12: California Community College Fees (Source: California Community College Chancellor's Office)*

California Community College fees remained relatively stable prior to 2002-03 as shown in the exhibit above. In 2004-05, there was a significant increase in fees from $18 to $26 per unit of credit. Fees wavered during the next few years between $26 and $20 per unit. For the coming academic year, Governor Brown's 2011 State Budget proposes an increase in California Community College fee from $26 per unit to $36 per unit, a 38.4 percent increase. With their comparatively low fee structure, they will continue to provide affordable education to citizens of the state.

According to the California Community College Chancellor's Office, California Community Colleges enrollment peaked in 2008-09 with nearly three million students system-wide. Since then, there has been an observed decline in enrollment state-wide despite an unprecedented demand. This demand has been created by the state's high unemployment, displaced students from the University of California and California State University, persons seeking retraining, and veteran returning home and seeking training. This strain has been felt system-wide in the state of California and is coupled with a large number of institution cutting course sections and offerings to remain fiscally stable.

## Orange County and the State of California

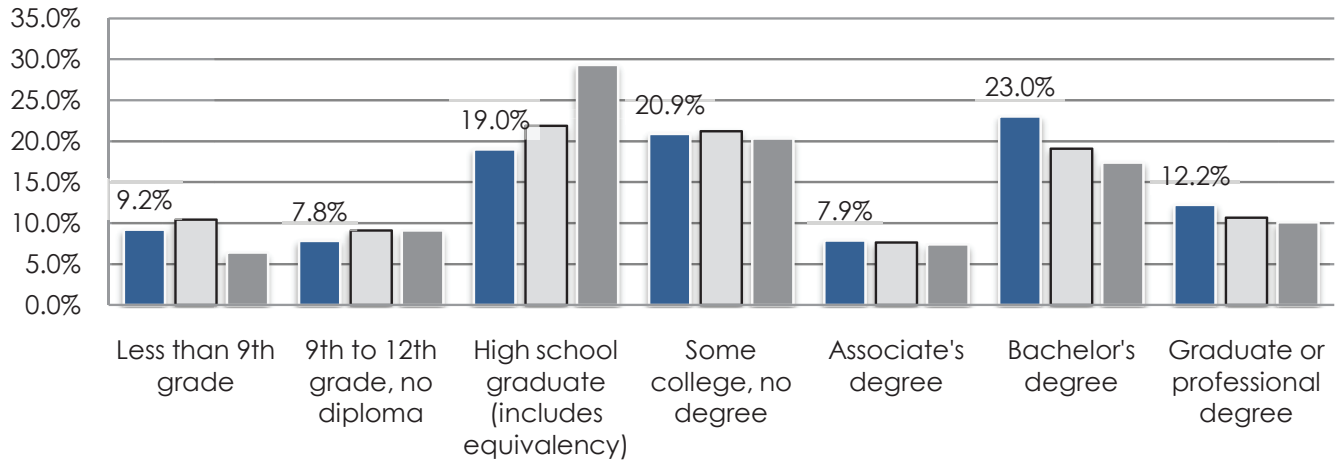



*Exhibit 4.13: Education Attainment, Orange County and California (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

Orange County's educational attainment in the population 25 years and over either meets or is above attainment levels for California and the Nation in the categories of "Associate's degree" and above.

The following exhibit provides another way of looking at educational attainment of Orange County compared to the state and nation-wide trends. The percentage of the overall County population holding high school diplomas or higher is 83 percent, higher than that of California (80.5 percent) but lower than that relative to the Nation (84.6 percent). Relative to California and the Nation, Orange County has a higher percentage of the population holding a bachelor's degree or higher. Fewer of its residents compared to California and the nation are in the high school graduate or less categories.

| Population 25 years and over | Orange County | California | Nation |
|---|---|---|---|
| Percent high school graduate or higher | 83.0% | 80.5% | 84.6% |
| Percent bachelor's degree or higher | 35.2% | 29.7% | 27.5% |

*Exhibit 4.14: High School and Bachelor's Degree Education Attainment, Orange County, California, and Nation (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

## Orange County and the State of California

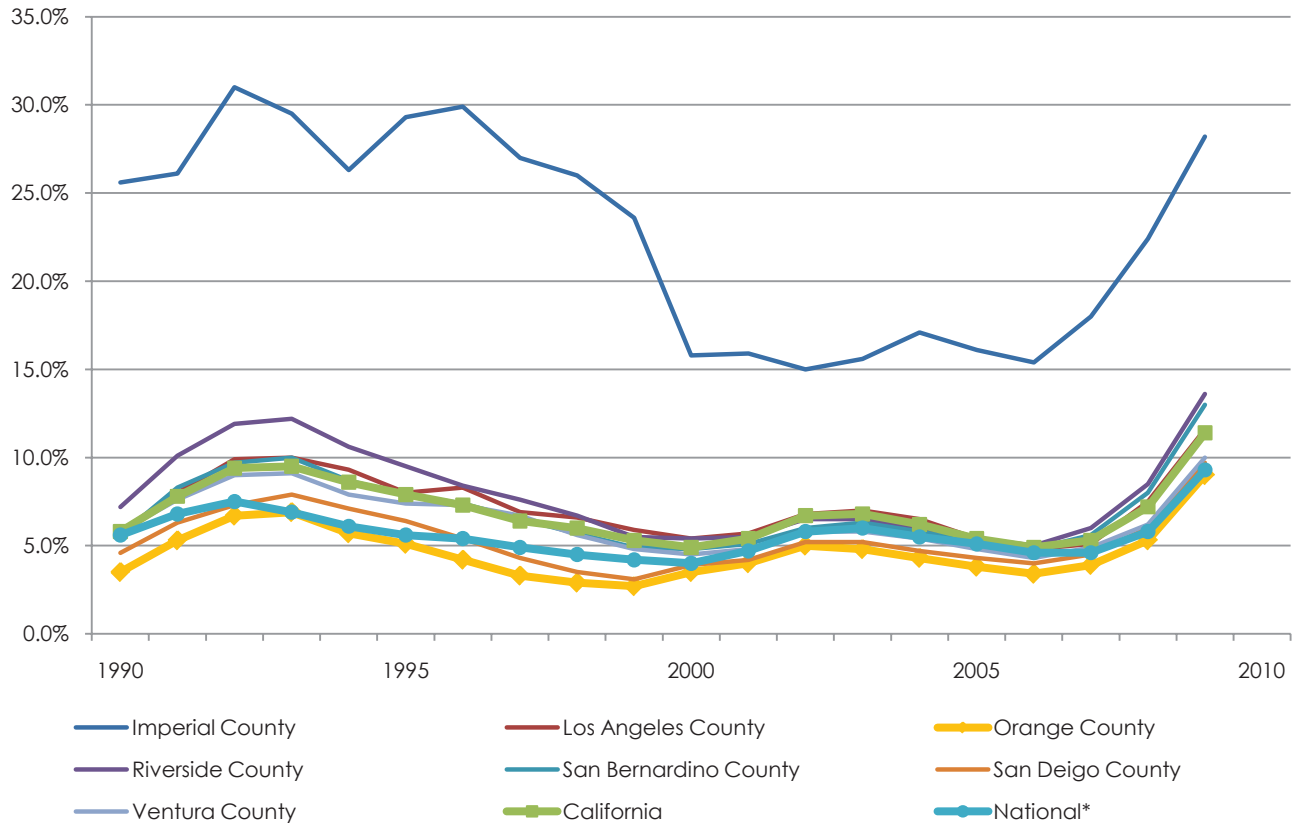



*Exhibit 4.15: Unemployment, Orange County & Neighbors (Source: California Employment Development Department & Bureau of Labor Statistics*, Unemployment Rate Not Seasonally Adjusted)*

At the time of the 2006 Education Resource Plan, California's Employment Development Department reported state unemployment at 5.4 percent. The events of 2008 precipitating the current economic recession were unforeseen. A state unemployment rate of twelve percent was unthinkable at the time.

While Orange County's current unemployment rate of nine percent is higher than it has been for the past twenty years, its unemployment rate is lower than that of neighboring counties, the state, and the Nation. Unemployment trends, however, are consistent with those of California and the Nation. The county has felt the effects of the economic recession; the decline of the housing market was particularly hard on Orange County, especially in the sub-prime market. (Source: Orange County 2010 Community Indicators. Orange County Business Council)

As an illustration of the severity of unemployment in the state, the state Employment Development Department (EDD) paid out a record-breaking $22.9 billion in unemployment benefits to an unprecedented 1.7 million jobless Californians in 2010. That averages to about $90 million each business day in unemployment benefits paid last year at the height of this historic economic recession.

## Orange County and the State of California

| Year | Labor Force | Employment | Unemployment | Unemployment Rate |
|---|---|---|---|---|
| 2009 | 1,594,200 | 1,451,000 | 143,200 | 9.0% |
| 2008 | 1,625,300 | 1,539,800 | 85,500 | 5.3% |
| 2007 | 1,615,900 | 1,553,400 | 62,600 | 3.9% |
| 2006 | 1,607,000 | 1,552,400 | 54,600 | 3.4% |
| 2005 | 1,588,800 | 1,529,000 | 59,900 | 3.8% |

*Exhibit 4.16: Labor Force, Employed, Unemployed, Rate, Orange County (Source: California Employment Development Department & Bureau of Labor Statistics*, Unemployment Rate Not Seasonally Adjusted)*

The number of people in the Labor Force in Orange County in 2009 was estimated to be 1,594,200 with an unemployment rate of nine percent. The 2009 Labor Force is more than 31,000 lower than the preceding year. Economic recovery and a return to a normal employment rates are predicted to be slow.

The employment center of Orange County is currently along the 5 and 55 freeway corridor between Anaheim, Orange, Santa Ana, Irvine and Costa Mesa. Projections for job growth show the employment center moving south as Irvine job growth expands out to other south Orange County cities such as Lake Forest, Aliso Viejo, San Juan Capistrano and currently unincorporated areas of south Orange County will experience much greater job growth. By 2025, the South County is projected to grow by 172,798 jobs, compared to growth of 133,889 jobs in North County. ("Evaluation of the Economic Potential of Career Education and Training Programs," a study conducted Wallace Walrod for the South Orange County Community College District, September 2010. Data source: Southern California Association of Government.)

Exhibit 4.17 shows the median income for the population 25 years and older by educational attainment for 2009 and the unemployment rate by educational attainment for July of the same year. The long range trends of median income versus unemployment also indicates that generally speaking, those with some college education have lower unemployment rates and benefit from median annual incomes that are higher than statewide averages.

| Education Level | Unemployment Rate | Median Annual Income |
|---|---|---|
| Graduate/Professional Degree | 3.8% | $ 73,078 |
| Baccalaureate Degree | 6.1% | $ 51,938 |
| Some College/Associate Degree | 8.8% | $ 35,643 |
| **Statewide Average** | **9.8%** | **$ 35,366** |
| High School Graduate | 12.2% | $ 26,950 |
| Less than High School Graduate | 17.3% | $ 18,451 |

*Exhibit 4.17: Postsecondary Education Value - Median Income vs. Unemployment (Source: California Postsecondary Education Commission)*

## Orange County and the State of California

| Industry Title | Annual Average Employment 2008 | 2018 | Employment Change Numerical | Percent |
|---|---|---|---|---|
| Private Household Workers | 8,900 | 13,000 | 4,100 | 46.1% |
| Health Care and Social Assistance | 127,100 | 156,500 | 29,400 | 23.1% |
| Utilities | 4,000 | 4,800 | 800 | 20.0% |
| Professional, Scientific, and Technical Services | 116,100 | 136,700 | 20,600 | 17.7% |
| Educational Services (Private) | 23,600 | 27,400 | 3,800 | 16.1% |
| State Government | 28,000 | 31,500 | 3,500 | 12.5% |
| Accommodation and Food Services | 139,700 | 155,400 | 15,700 | 11.2% |
| Arts, Entertainment, and Recreation | 36,800 | 40,500 | 3,700 | 10.1% |
| Administrative and Support and Waste Management and Remediation Services | 124,500 | 136,400 | 11,900 | 9.6% |
| Construction | 91,200 | 99,500 | 8,300 | 9.1% |
| Retail Trade | 155,600 | 168,700 | 13,100 | 8.4% |
| Unpaid Family Workers | 1,200 | 1,300 | 100 | 8.3% |
| Transportation and Warehousing | 25,400 | 27,300 | 1,900 | 7.5% |
| Other Services (excludes 814-Private Household Workers) | 46,500 | 49,600 | 3,100 | 6.7% |
| Wholesale Trade | 86,700 | 92,000 | 5,300 | 6.1% |
| Local Government | 121,000 | 128,000 | 7,000 | 5.8% |
| Finance and Insurance | 76,100 | 80,500 | 4,400 | 5.8% |
| Management of Companies and Enterprises | 26,100 | 27,000 | 900 | 3.4% |
| Self Employment | 124,300 | 127,800 | 3,500 | 2.8% |
| Real Estate and Rental and Leasing | 37,000 | 37,600 | 600 | 1.6% |
| Total Farm | 4,600 | 4,600 | 0 | 0.0% |
| Mining and Logging | 600 | 600 | 0 | 0.0% |
| Federal Government | 11,700 | 11,600 | -100 | -0.9% |
| Information | 30,100 | 29,800 | -300 | -1.0% |
| Manufacturing | 174,100 | 168,000 | -6,100 | -3.5% |
| **Total Employment** | **1,620,600** | **1,756,100** | **135,500** | **8.4%** |

*Exhibit 4.18: 2008-2018 Industry Employment Projections, Orange County (Source: California Employment Development Department)*

Projections for employment growth by Industry show Private Household Workers, Health Care and Social Assistance, Utilities, Professional, Scientific, and Technical Services, and Educational Services (Private) to be the highest growing industries in Orange County. Industries in decline are Federal Government, Information, and Manufacturing.

## Orange County and the State of California

| Occupational Title | Annual Average Employment 2008 | Annual Average Employment 2018 | Percent Change | 2010-1st Quarter Wages Median Hourly | 2010-1st Quarter Wages Median Annual | Education & Training Levels |
|---|---|---|---|---|---|---|
| Biomedical Engineers | 460 | 700 | 52.2 | $42.43 | $88,254 | BS or Higher |
| Fitness Trainers and Aerobics Instructors | 2,490 | 3,210 | 28.9 | $18.27 | $37,988 | Post Sec. or Voc |
| Home Health Aides | 5,180 | 7,640 | 47.5 | $11.35 | $23,605 | ST OTJ |
| Medical Scientists, Except Epidemiologists | 1,730 | 2,520 | 45.7 | $38.64 | $80,384 | BS or Higher |
| Mixing and Blending Machine Setters, Operators, and Tenders | 1,740 | 2,190 | 25.9 | $13.25 | $27,574 | MD OTJ |
| Network Systems and Data Communications Analysts | 3,160 | 4,460 | 41.1 | $36.65 | $76,245 | BS or Higher |
| Nursing Aides, Orderlies, and Attendants | 8,360 | 10,680 | 27.8 | $12.68 | $26,371 | ST OTJ |
| Paralegals and Legal Assistants | 3,430 | 4,360 | 27.1 | $27.87 | $57,966 | AA/AS |
| Personal and Home Care Aides | 12,410 | 17,720 | 42.8 | $10.37 | $21,570 | ST OTJ |
| Pharmacy Technicians | 2,560 | 3,310 | 29.3 | $17.03 | $35,432 | MD OTJ |
| Physical Therapist Aides | 620 | 830 | 33.9 | $12.84 | $26,712 | ST OTJ |
| Physical Therapist Assistants | 630 | 840 | 33.3 | $28.41 | $59,104 | AA/AS |
| Physical Therapists | 1,690 | 2,150 | 27.2 | $40.08 | $83,359 | BS or Higher |
| Physician Assistants | 610 | 810 | 32.8 | $46.12 | $95,928 | BS or Higher |
| Respiratory Therapists | 1,240 | 1,570 | 26.6 | $30.52 | $63,476 | AA/AS |
| Skin Care Specialists | 540 | 690 | 27.8 | $14.79 | $30,776 | Post Sec. or Voc |
| Substance Abuse and Behavioral Disorder Counselors | 430 | 540 | 25.6 | $15.31 | $31,838 | BS or Higher |
| Surgical Technologists | 770 | 1,000 | 29.9 | $21.87 | $45,505 | Post Sec. or Voc |
| Veterinarians | 630 | 850 | 34.9 | $48.39 | $100,649 | BS or Higher |
| Veterinary Technologists and Technicians | 1,470 | 2,010 | 36.7 | $14.95 | $31,102 | AA/AS |

*Exhibit 4.19: Fastest Growing Jobs, Orange County (Source: California Employment Development Department)*

Looking at specific job titles, of the top twenty fastest growing jobs in Orange County from 2008-18, seventeen are health/medical related. The majority of the fastest growing jobs require an Associate's degree or higher.

## Orange County and the State of California

| Occupational Title | Annual Average Employment 2008 | 2018 | Percent Change | 2010-1st Quarter Wages Median Hourly | Median Annual | Education & Training Levels |
|---|---|---|---|---|---|---|
| Dental Hygienists | 1,600 | 1,960 | 22.5 | $43.73 | $90,945 | AA/AS |
| Registered Nurses | 20,880 | 25,880 | 23.9 | $37.12 | $77,209 | AA/AS |
| Diagnostic Medical Sonographers | 470 | 570 | 21.3 | $35.96 | $74,798 | AA/AS |
| Construction and Building Inspectors | 1,230 | 1,480 | 20.3 | $31.85 | $66,241 | Work Exp. |
| Respiratory Therapists | 1,240 | 1,570 | 26.6 | $30.52 | $63,476 | AA/AS |
| Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation | 2,610 | 3,250 | 24.5 | $28.44 | $59,168 | LT OTJ |
| Physical Therapist Assistants | 630 | 840 | 33.3 | $28.41 | $59,104 | AA/AS |
| Radiologic Technologists and Technicians | 1,450 | 1,760 | 21.4 | $28.40 | $59,071 | AA/AS |
| Paralegals and Legal Assistants | 3,430 | 4,360 | 27.1 | $27.87 | $57,966 | AA/AS |
| Control and Valve Installers and Repairers, Except Mechanical Door | 490 | 590 | 20.4 | $26.76 | $55,658 | MD OTJ |
| Medical Equipment Repairers | 550 | 660 | 20.0 | $26.04 | $54,168 | MD OTJ |
| Licensed Practical and Licensed Vocational Nurses | 5,430 | 6,670 | 22.8 | $24.55 | $51,053 | Post Sec. or Voc |
| Security and Fire Alarm Systems Installers | 1,280 | 1,550 | 21.1 | $22.28 | $46,346 | Post Sec. or Voc |
| Surgical Technologists | 770 | 1,000 | 29.9 | $21.87 | $45,505 | Post Sec. or Voc |
| Legal Secretaries | 3,190 | 3,870 | 21.3 | $20.04 | $41,681 | Post Sec. or Voc |
| Fitness Trainers and Aerobics Instructors | 2,490 | 3,210 | 28.9 | $18.27 | $37,988 | Post Sec. or Voc |
| Pharmacy Technicians | 2,560 | 3,310 | 29.3 | $17.03 | $35,432 | MD OTJ |
| Medical Records and Health Information Technicians | 1,310 | 1,580 | 20.6 | $16.38 | $34,057 | AA/AS |
| Dental Assistants | 4,910 | 6,030 | 22.8 | $15.65 | $32,566 | MD OTJ |
| Medical Assistants | 7,530 | 9,370 | 24.4 | $15.18 | $31,572 | MD OTJ |
| Veterinary Technologists and Technicians | 1,470 | 2,010 | 36.7 | $14.95 | $31,102 | AA/AS |
| Skin Care Specialists | 540 | 690 | 27.8 | $14.79 | $30,776 | Post Sec. or Voc |
| Medical Secretaries | 9,990 | 12,020 | 20.3 | $14.74 | $30,661 | Post Sec. or Voc |

*Exhibit 4.20: Fastest Growing Jobs that Require AA/AS or Less, Earning more than $30,000 Annually, Orange County (Source: California Employment Development Department)*

Many of the occupational areas listed among the fastest growing jobs requiring an A.A. or A.S. degree in Orange County are represented among the educational offerings of the South Orange County Community College District. A number of additional programs are being considered for program development. Many of those are in the health occupations.

## Orange County and the State of California

| Employer Name | Location | Industry |
|---|---|---|
| Allergan Inc. | Irvine | Drug Millers (Mfrs) |
| Anaheim City Hall | Anaheim | City Government |
| Blogtagon Social Media | Fountain Valley | Multimedia (Mfrs) |
| Boeing Co. | Seal Beach | Aerospace Industries (Mfrs) |
| Broadcom Corp. | Irvine | Semiconductors & Related Devices (Mfrs) |
| CSU Fullerton | Fullerton | School-Universities & Colleges |
| Edwards Lifesciences Corp. | Irvine | Physicians & Surgeons Equip. & Supls (Mfrs) |
| Fairview Developmental Ctr. | Costa Mesa | Residential Care Home |
| First American Title Ins. Co. | Santa Ana | Title Companies |
| Fountain Valley Regional Hospital | Fountain Valley | Hospitals |
| Hoag Hospital | Newport Beach | Hospitals |
| Jones Lang La Salle | Brea | Real Estate Management |
| Mission Hospital | Mission Viejo | Hospitals |
| Pacific Care Health Systems | Cypress | Health Plans |
| Quest Diagnostics | San Juan Capistrano | Laboratories-Medical |
| Quiksilver Eyewear USA | Huntington Beach | Optical Goods-Retail |
| Saddleback Health Information | Laguna Hills | Physicians & Surgeons Information Bureau |
| Saddleback Memorial Medical Center | Laguna Hills | Hospitals |
| St John Knits Intl. Inc. | Irvine | Women's Apparel-Retail |
| St Jude Medical Center | Brea | Physicians & Surgeons Equip. & Supls (Mfrs) |
| St Jude Medical Center | Fullerton | Hospitals |
| Staffpay Inc | Irvine | Employment Contractors-Temporary Help |
| Tri Zetto Group | Newport Beach | Information Technology Services |
| UC Irvine Healthcare | Orange | Hospitals |
| UC Irvine | Irvine | School-Universities & Colleges |

*Exhibit 4.21: Major Employers, Orange County (Source: California Employment Development Department)*

Above is a list of major employers in Orange County as reported on the State of California Employment Development Department and was extracted from the America's Labor Market Information System (ALMIS) Employer Database, 2011 1st Edition.

A listing of major employers does not take into account employment growth. Still, many of the largest employers are in the health care industry, projected to be a high growth field. Thirteen out of 29 on the employers on the above list are in the healthcare field.

## Orange County and the State of California

| Counties/Region | Average Household Size | Median Household Income | Per Capita Income | Families Below Poverty Level |
|---|---|---|---|---|
| Los Angeles County | 3.02 | $54,828 | $26,983 | 12.5% |
| Orange County | 3.01 | $73,738 | $33,901 | 6.7% |
| Riverside County | 3.11 | $58,155 | $24,642 | 9.2% |
| San Bernardino County | 3.30 | $55,461 | $21,792 | 11.4% |
| San Diego County | 2.76 | $62,901 | $30,705 | 7.9% |
| California | 2.91 | $60,392 | $29,020 | 9.8% |
| National | 2.60 | $51,425 | $27,041 | 9.9% |

*Exhibit 4.22: Household Size, Income and Percentage of Families Below Poverty Level (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

Compared to its neighboring counties, the state, and the national average for median household income and per capita income, Orange County residents are somewhat more affluent. The county also has slightly fewer families living below the poverty level. However, its high cost of living mitigates the income advantage to some extent.

## College Service Area

Analysis of the college service area for this plan was based on the effective service area defined by the college in the 2010 Accreditation Self Study Report. The cities in the named areas and the unincorporated areas adjacent to them were used as the basis for analysis. This method expanded the area of analysis beyond that studied in the 2006 Education Resource Plan which used a five-mile radius from the college as the effective service area.

Irvine Valley College serves the central region of Orange County. The service area is bounded on the west by the Pacific Ocean, on the north by the cities of Costa Mesa, Santa Ana, Orange, and Anaheim. Its eastern boundary is the Riverside County line. The Saddleback College service area runs along its southern edge. Cities making up the IVC service area include Irvine, Laguna Beach, Lake Forest, Newport Beach, and Tustin. A portion of the unincorporated area to the east of Irvine is also included.

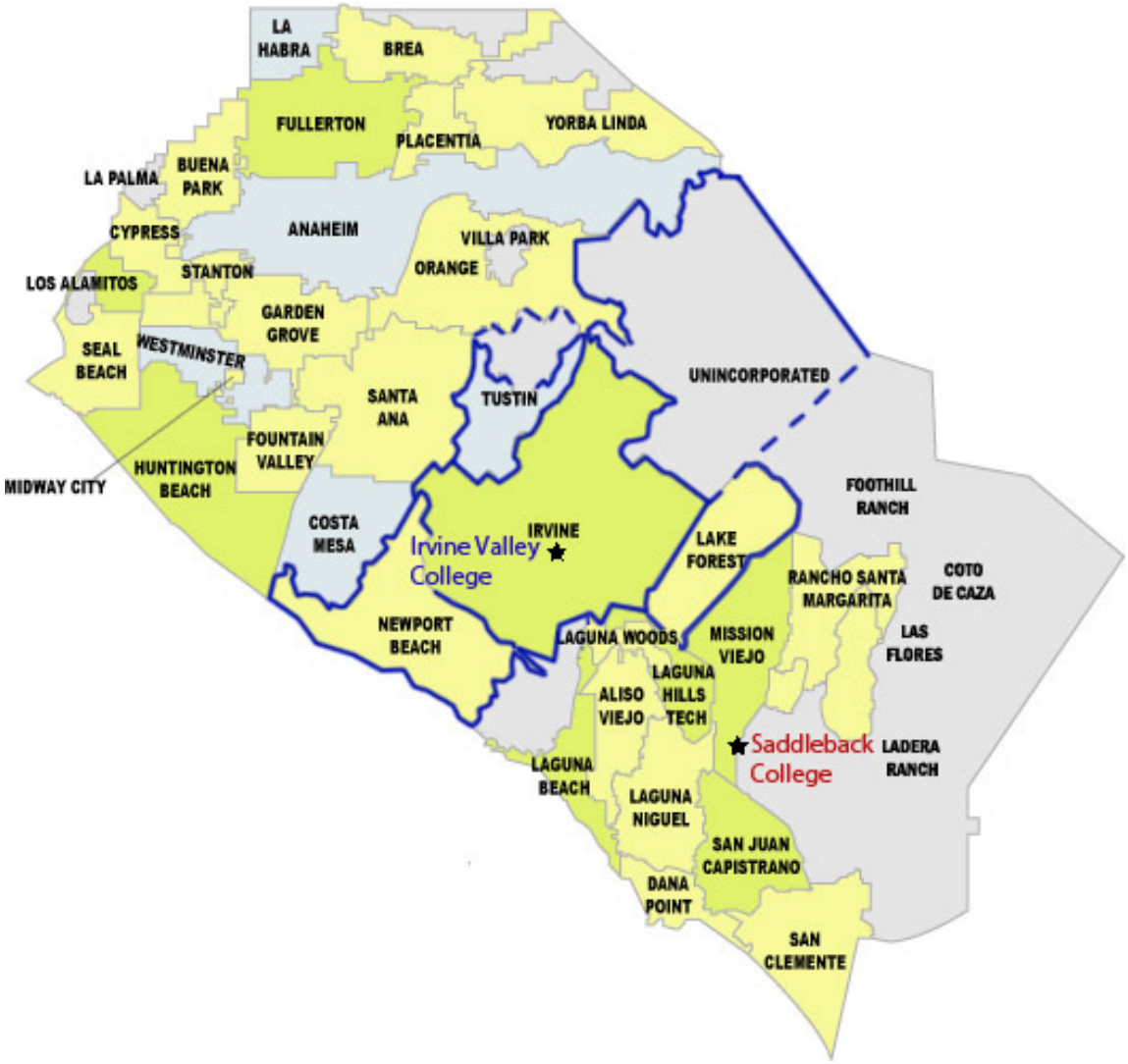



*Exhibit 4.23: Irvine Valley College Service Area*

## College Service Area

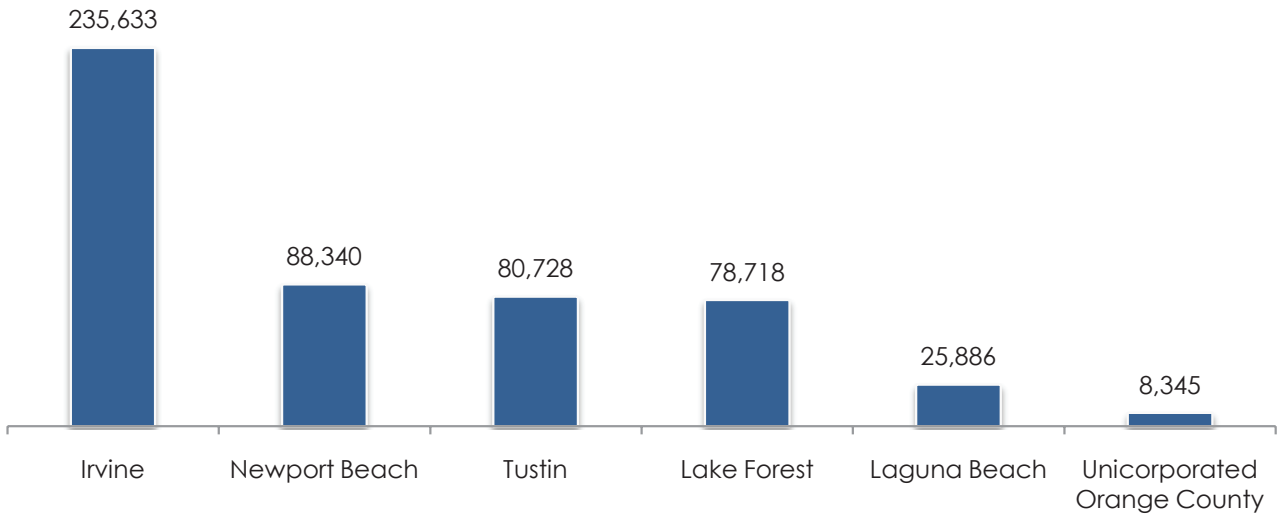



*Exhibit 4.24: Population Chart by Cities in Service Area, 2010 (Source: Southern California Association of Governments)*

The city of Irvine is the most highly populated city in 2010 in the Irvine Valley College Service Area with a population estimate of 235,633. It is followed by Newport Beach, Tustin, and Lake Forest.

| City | Population 2010 | Population 2015 | Population 2020 | Population 2025 | Population 2030 |
|---|---|---|---|---|---|
| Irvine | 235,633 | 256,721 | 264,222 | 265,965 | 268,246 |
| Laguna Beach | 25,886 | 26,371 | 26,670 | 26,787 | 26,950 |
| Lake Forest | 78,718 | 78,952 | 79,853 | 80,018 | 80,482 |
| Newport Beach | 88,340 | 91,320 | 93,195 | 95,428 | 96,892 |
| Tustin | 80,728 | 86,621 | 88,245 | 88,694 | 89,110 |
| Unincorporated Orange County | 8,345 | 9,947 | 10,719 | 11,485 | 11,823 |
| **Irvine Valley College Service Area** | **517,650** | **549,932** | **562,904** | **568,377** | **573,503** |

*Exhibit 4.25: Population Projection, Service Area, 2010-30 (Source: Southern California Association of Governments)*

## College Service Area

The pattern of population growth in the cities of the IVC service area mirrors the picture for Orange County as a whole. Starting around 2020, population growth will slow as the population ages and in-migration declines, as projected by the CSU Fullerton, Institute for Economic and Environmental Studies (IEES). From 2005 to 2010, the service area population, including a portion of Unincorporated Orange County, was estimated to have increased 13.3 percent. In the next five years, the rate of growth is expected to slow, at a rate of 6.2 percent. After 2020, the service area population is expected to slow substantially, to one percent.

From 2010 to 2015, the area with the highest growth in the Irvine Valley College service area is within the Unicorporated region of the county. This population is projected to grow 19.2 percent over five years followed by Irvine and Tustin which are projected to grow 8.95 percent and 7.30 percent respectively in the same time period. However, the growth is expected to slow and by 2015, population growth in the service area will remain relatively steady.

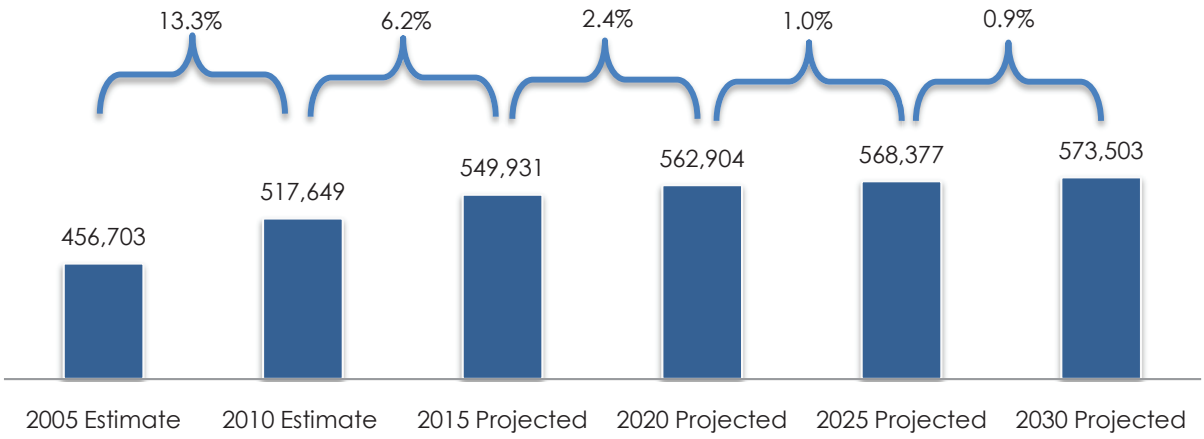



*Exhibit 4.26: Population and Population Growth Chart, Service Area, 2010-30 (Source: Southern California Association of Governments)*

## College Service Area

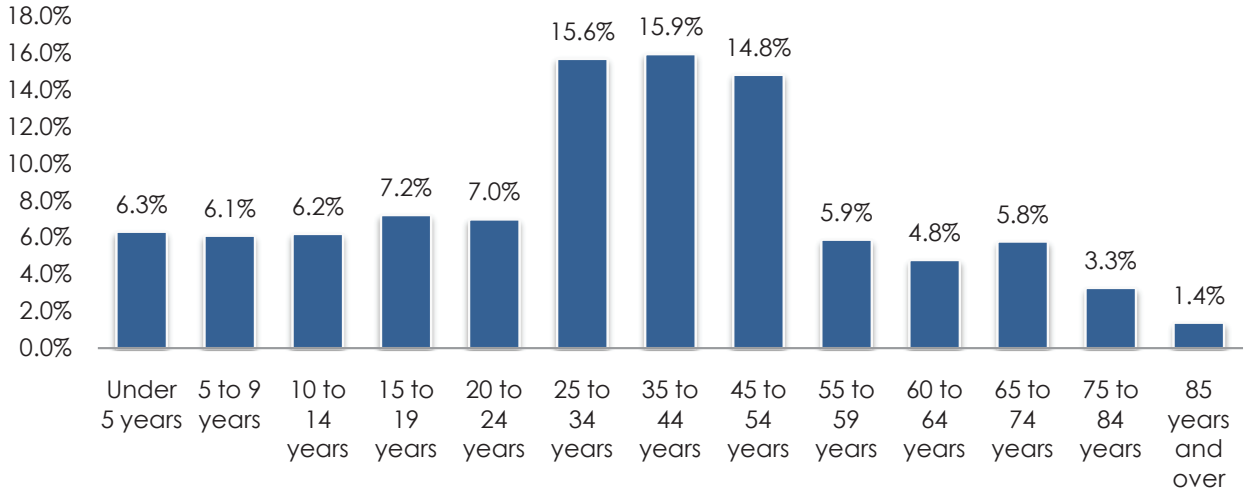



*Exhibit 4.27a: Age Composition, Service Area, 2005-2009 (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

The Orange County 2010 Community Indicators Report states that the trend toward an increase in the older adult population has already begun. The report indicates that, for the county as a whole, projections anticipate a 94 percent increase in the older adult population, compared to a 27 percent increase among all ages by 2050.

Data in Exhibit 4.27b reveals that the median age of residents in the cities in the service area is 33 years old. The cities of Tustin and Lake Forest have a larger percentage of residents below eighteen years old than the other cities in the service area. Newport Beach and Laguna Beach have a median age of 42.3 and 47.4 years respectively.

| Cities | Median age (years) | 18 years and over | 21 years and over | 62 years and over | 65 years and over |
|---|---|---|---|---|---|
| Irvine | 33.1 | 78.4% | 70.5% | 10.0% | 7.8% |
| Tustin | 33.3 | 72.6% | 69.4% | 10.4% | 8.6% |
| Newport Beach | 42.3 | 81.6% | 79.3% | 21.9% | 18.0% |
| Laguna Beach | 47.4 | 84.7% | 83.2% | 21.8% | 17.9% |
| Lake Forest | 37.0 | 74.6% | 71.8% | 10.9% | 8.4% |

*Exhibit 4.27b: Age Composition, Service Area, 2005-2009 (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

## College Service Area

The ethnic/race characteristics of the cities in the Irvine Valley College vary from city to city. Irvine, the most populous city within the service area, has a population comprised primarily of Whites (49.7 percent) followed by Asians (36.2 percent). Tustin, the second most populous city within the service area, is also comprised primarily of Whites (39.5 percent) followed closely by Hispanics or Latinos (35.9 percent). The Asian segment makes up 19.3 percent of the population in Tustin.

| Ethnicity/Race | Irvine | Tustin | Newport Beach | Laguna Beach | Lake Forest | El Toro |
|---|---|---|---|---|---|---|
| American Indian and Alaska Native | 0.2% | 0.3% | 0.2% | 0.0% | 0.5% | N/A |
| Asian | 36.2% | 19.3% | 6.9% | 4.7% | 11.8% | N/A |
| Black or African American | 1.7% | 2.4% | 0.6% | 0.3% | 1.8% | N/A |
| Hispanic or Latino (of any race) | 9.0% | 35.9% | 7.2% | 7.2% | 22.7% | N/A |
| Native Hawaiian and Other Pacific Islander | 0.3% | 0.2% | 0.0% | 0.3% | 0.2% | N/A |
| White | 49.7% | 39.5% | 83.5% | 86.3% | 60.2% | N/A |
| Other | 0.6% | 0.6% | 0.1% | 0.2% | 0.4% | N/A |
| Two or more races | 2.3% | 1.8% | 1.5% | 1.0% | 2.4% | N/A |

*Exhibit 4.28a: Ethnicity, Cities in Service Area, 2005-2009 (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

## College Service Area

Collectively, the majority of the population of the IVC service area is White followed by Asians at 22.5 percent and Hispanics, which comprise the third largest segment at 15.1 percent. If the cities follow the statewide trend, the White population will become less than half of the service area within ten years.

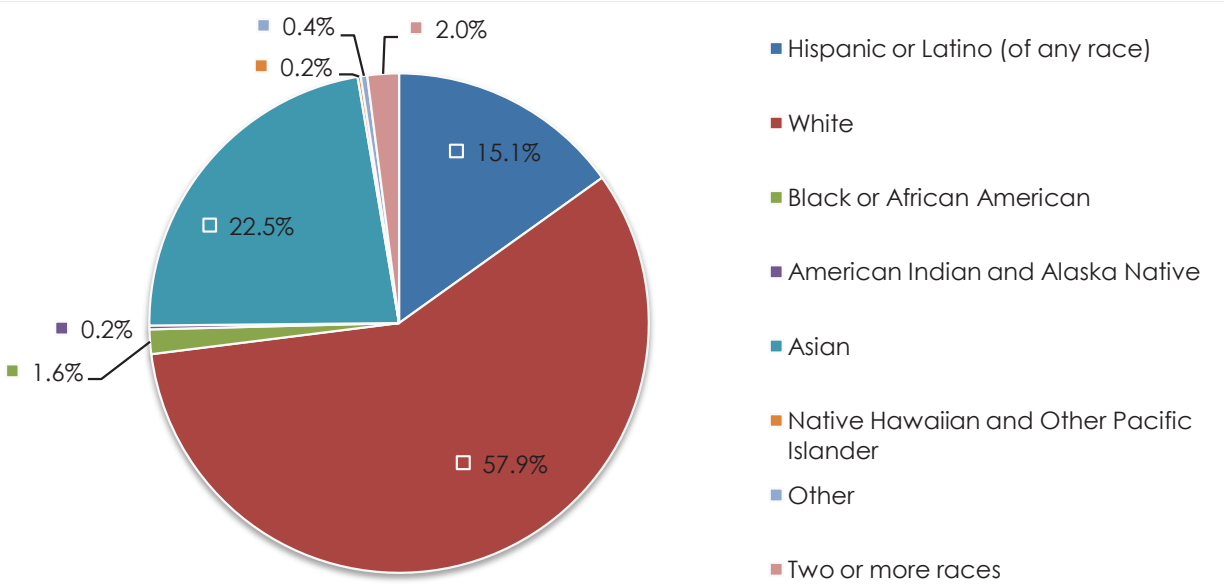



*Exhibit 4.28b: Ethnicity, Service Area, 2005-2009 (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

Education levels of the population in the service area are high (Exhibit 4.29). Over half of the residents of the service area have bachelor's degrees or higher. The small percentages of the first three columns (Less than 9th grade; 9th to 12th grade, no diploma; and High school graduates) reflect the small numbers of young people relative to the entire population; 18.6 percent are aged fourteen years and younger and 7.2 percent are aged fifteen to nineteen years old.

## College Service Area

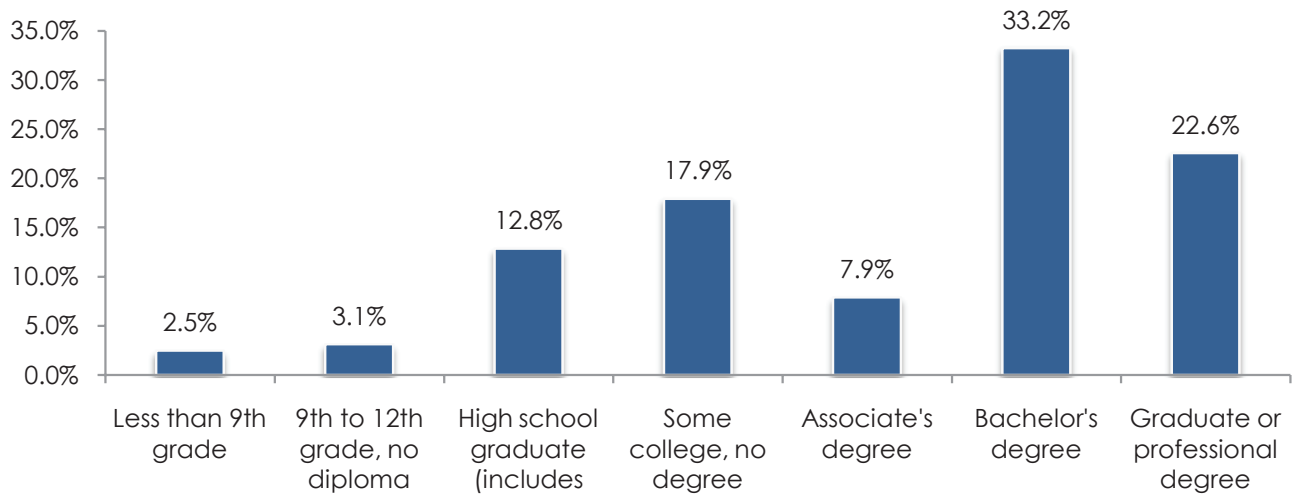



*Exhibit 4.29: Adult Population Education Attainment, Service Area, 2005-2009 (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

| Population 25 years and over | Irvine | Tustin | Newport Beach | Laguna Beach | Lake Forest |
|---|---|---|---|---|---|
| Percent high school graduate or higher | 96.3% | 86.5% | 97.6% | 97.6% | 91.8% |
| Percent bachelor's degree or higher | 64.1% | 39.5% | 61.1% | 61.9% | 41.2% |

*Exhibit 4.30: High School and Bachelor's Degree Education Attainment, Service Area, 2005-2009 (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

Exhibit 4.31 lists cities in Orange County, Labor Force, Employment, Unemployment, as well as Unemployment Rate and is sorted unemployment rate. Cities in the Irvine Valley College Service Area are highlighted in blue text. This exhibit demonstrates that cities in the Irvine Valley College service area have an average unemployment rate of 7.0 percent and is lower compared to the Orange County average of 9.3 percent. It may be that as the business hub of the county it has been less affected by the economic downturn of 2008. Many of the large numbers of older residents may be retired and therefore not on the unemployment rolls. Another factor may be that older workers typically are not as subject to lay-offs and job termination.

## College Service Area

| Area Name | Labor Force | Employment | Unemployment | Unemployment Rate |
|---|---|---|---|---|
| Stanton | 18,800 | 16,100 | 2,800 | 14.8% |
| Santa Ana | 163,000 | 139,300 | 23,700 | 14.6% |
| Laguna Woods | 2,700 | 2,300 | 300 | 12.7% |
| Anaheim | 176,900 | 156,000 | 20,900 | 11.8% |
| Buena Park | 42,600 | 37,700 | 4,900 | 11.5% |
| Garden Grove | 85,700 | 75,800 | 9,900 | 11.5% |
| La Habra | 31,900 | 28,500 | 3,300 | 10.5% |
| Fullerton | 71,600 | 64,200 | 7,400 | 10.4% |
| La Palma | 9,100 | 8,100 | 900 | 10.3% |
| Westminster | 46,400 | 41,600 | 4,800 | 10.3% |
| Cypress | 27,300 | 24,700 | 2,700 | 9.8% |
| **Orange County** | **1,607,800** | **1,458,900** | **148,900** | **9.3%** |
| **Tustin** | **42,000** | **38,100** | **3,800** | **9.1%** |
| Orange | 73,100 | 66,900 | 6,300 | 8.6% |
| Costa Mesa | 66,600 | 61,100 | 5,500 | 8.3% |
| Placentia | 28,000 | 25,700 | 2,300 | 8.2% |
| San Juan Capistrano | 17,700 | 16,200 | 1,500 | 8.2% |
| Laguna Hills | 17,900 | 16,500 | 1,400 | 7.9% |
| Fountain Valley | 32,800 | 30,300 | 2,500 | 7.7% |
| Huntington Beach | 122,000 | 112,700 | 9,200 | 7.6% |
| San Clemente | 29,200 | 27,000 | 2,200 | 7.5% |
| Laguna Niguel | 37,500 | 34,800 | 2,700 | 7.2% |
| **Irvine** | **83,400** | **77,500** | **5,800** | **7.0%** |
| **Laguna Beach** | **16,300** | **15,100** | **1,100** | **6.8%** |
| Seal Beach | 11,300 | 10,500 | 800 | 6.8% |
| Dana Point | 22,200 | 20,700 | 1,500 | 6.7% |
| Mission Viejo | 54,800 | 51,100 | 3,700 | 6.7% |
| Brea | 21,300 | 19,900 | 1,400 | 6.4% |
| **Lake Forest** | **36,600** | **34,200** | **2,400** | **6.4%** |
| Yorba Linda | 35,200 | 33,000 | 2,200 | 6.2% |
| Rancho Santa Margarita | 28,900 | 27,200 | 1,700 | 6.0% |
| Tustin Foothills CDP | 13,300 | 12,500 | 800 | 6.0% |
| **Newport Beach** | **44,400** | **41,800** | **2,600** | **5.8%** |
| Rossmoor CDP | 5,500 | 5,200 | 300 | 5.7% |
| Villa Park | 3,400 | 3,200 | 200 | 5.3% |
| Los Alamitos | 6,600 | 6,300 | 300 | 5.1% |
| Portola Hills CDP | 4,000 | 3,800 | 200 | 5.1% |
| Aliso Viejo CDP | 27,600 | 26,300 | 1,400 | 4.9% |
| Las Flores CDP | 3,500 | 3,300 | 200 | 4.6% |
| Coto de Caza CDP | 6,800 | 6,500 | 300 | 4.0% |
| Foothill Ranch CDP | 6,700 | 6,500 | 200 | 3.0% |

*Exhibit 4.31: 2010 Labor Force, Employment, Unemployment, and Unemployment Rate, Orange County (Cities in Service Area in Blue) (Source: California Employment Development Department, November 2010)*

## College Service Area

Exhibit 4.32 confirms the affluence of the Irvine Valley College service area. The average median household income of the cities of the service area is $84,770. Both median household income and per capita income exceed the state and county income levels.

| Cities | Average Household Size | Median Household Income | Per Capita Income | Families Below Poverty Level |
|---|---|---|---|---|
| Irvine | 2.61 | $92,195 | $42,255 | 4.7% |
| Tustin | 2.90 | $70,247 | $33,690 | 5.9% |
| Newport Beach | 2.25 | $107,500 | $82,211 | 2.7% |
| Laguna Beach | 2.12 | $97,927 | $80,376 | 3.7% |
| Lake Forest | 2.92 | $91,389 | $38,757 | 3.1% |
| El Toro | N/A | N/A | N/A | N/A |
| Orange County | 3.01 | $73,738 | $33,901 | 6.7% |
| California | 2.91 | $60,392 | $29,020 | 9.8% |

*Exhibit 4.32: Household Size, Income and Percentage of Families Below Poverty Level (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

## Key Indicators

The following summary presents the findings of the External Scan in the context of the IVC's college-wide goals. Irvine Valley College is guided by eleven college-wide goals, identified in its Strategic Plan, including: meeting current and future learning needs of diverse communities; fostering a college environment dedicated to attracting and supporting excellent faculty, staff and students; developing and implementing curricula for transfer and degree/certificate seeking students as well as life-long learners; promoting economic development; and dedication to institutional effectiveness and students access and success. Upcoming changes and conditions that will have an impact on how the college shapes its future have been the focus of the summary.

### *Orange County Population Growth Leveling in 2020*

Orange County's population growth will slow after 2015 according to projections. In-migration to the County has already begun to decrease. The CSUF Center for Demographic Research indicates that natural increases (births minus deaths) will become the primary contributor to growth over time, countering the growth from domestic and international migration of the past thirty years. This projection is consistent with the outlook for a decline in the birthrate and in the student population. Decline in the pool of young students may present a challenge to enrollment.

### *Aging Population*

On the other hand, the older population will become a larger share of the County population. The high cost of living in the area and the trend away from in-migration are factors contributing to this projection. Education for older students and the role of the college as a cultural hub may increase in importance as time goes by.

### *Slow Economic Recovery and High Unemployment*

The current economic recession and high unemployment rate are conditions that are not expected to last. At the time of the 2006 Educational Resource Plan, the southern California region was recovering from an economic downturn from the bursting of the Internet bubble in 2000. Net jobs gains were forecast for 2005 and beyond. Unemployment for the County was 6.9 percent, which was seen as high. The current recession is both deeper and appears to be longer lasting. Unemployment for the County hovers at nine percent, lower than the State and National figure, but higher than it has been for twenty years. The collapse of the housing market in Orange County had a major impact on the area. All indications are that the economic recovery will be slow. The South Orange County Community College District and the colleges in the district will be challenged to find efficiencies and to enhance resources in new ways as the State recovers.

### *Need for Economically Viable Jobs*

As the college shapes its curriculum and its course delivery systems for the future, issues of student preparation and potential employment will take on urgency beyond the usual. The Orange County Business Council makes the case for public education as a full partner in the future economic development of the region. Education and skills levels of the population will be key to attracting new businesses

to the County and to employment in jobs that pay well. Partnerships among educational institutions and between the business community and education will be essential. ATEP is in its early stages, but its long-range plan is a model for collaboration and applied learning.

*Importance of Transfer*

Irvine Valley College has a reputation for its high quality transfer program. The college is currently ranked first in the County and ranked third in the State for transfer rates. Yet, recent trends show reduced numbers of students transferring, especially to the CSU system. This may be a result of direct competition from neighboring community colleges

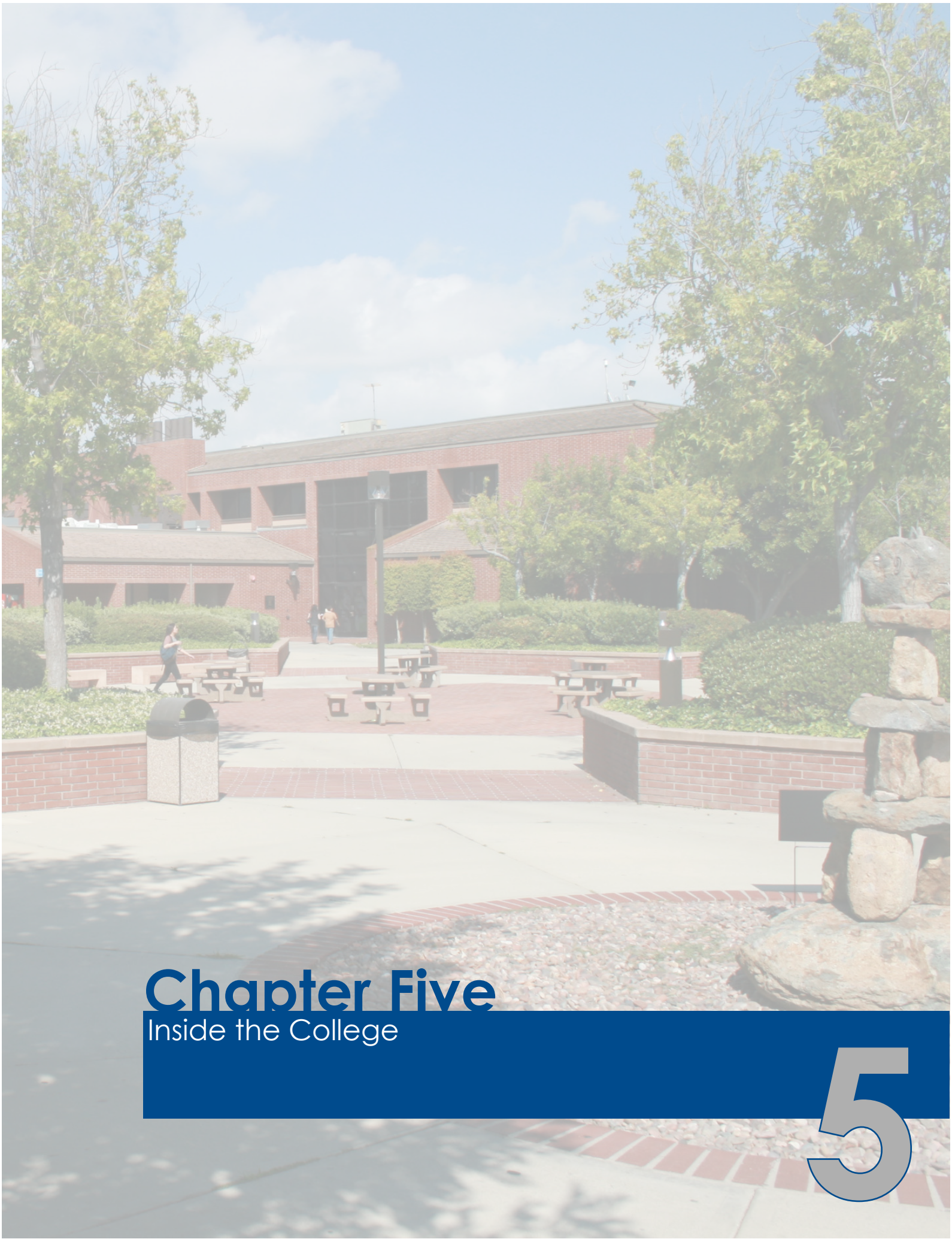
Several factors are in play that will likely affect transfer rates in the future. First, the overarching effect of the 2008 recession presents a mixed picture with regard to transfer rates. On the one hand, the low cost of attendance at community colleges increases demand for lower division courses at community colleges. Even with the proposed increase in cost per unit to $36, community colleges are a bargain compared to the public four-year institutions. Additionally, because of budget problems, both CSU and UC continue to limit enrollments of incoming freshmen, causing more students to look to community colleges. The above factors increase demand for course offerings in the community colleges and might be expected to increase enrollments.

On the other hand, the depressed economy and the State's continuing inability to solve its budget problems has left community colleges underfunded and limited in addressing funding needs, particularly with regard to facilities, maintenance and equipment needs. Currently, classes are crowded and faculty are having to turn away students.

Irvine Valley College faces a serious challenge to its reputation for high quality and up-to-date instruction. It is likely that new patterns of resource-sharing and partnership will be necessary to address this challenge.

*Importance of Partnerships*

During the course of the Education and Facilities Master Plan process, the need for partnerships was a recurrent theme. Interdisciplinary partnerships within the college, partnerships within the community with business and other community entities, and partnerships with other educational entities, including K-12 and higher educational institutions are generally seen as important for the future. The State's economic condition brings urgency to this need. It is difficult to see how the crisis in state funding can be resolved within the next few years. In its college-wide goals, Irvine Valley College has wisely recognized the need "to provide programs and activities that promote economic development and partnerships with the community".



# Chapter Five

## Inside the College

5

## Inside the College

This internal scan of Irvine Valley College was an opportunity to assess the current condition of the college, and the condition of the college over the years. Data assessed included the demographics and characteristics of the students and their educational goals. This data was used to discern patterns and trends and to review institutional plans to best serve students. A short section which follows provides a snapshot of college employees, and finally a discussion of survey responses from students and employees concludes this section.

## Fall 2010 Snapshot

Weekly student contact hours (WSCH) measure the amount of time that students are enrolled in a course multiplied by the number of hours each course meets per week. This number represents an enrollment number and is utilized for a variety of planning purposes and is reported to the state for apportionment as well as in the determination of facilities needs for the campus.

Full time equivalent students (FTES) represent another way to measure enrollment. It is based on weekly student contact hours evaluated on one census day per term and is equivalent to one student taking 15 hours of instruction per week. The full time equivalent student (FTES) has also been increasing steadily over the past four academic years.

Full time equivalent faculty (FTEF) is a measure of faculty employees. One full time faculty member teaching the equivalent of a full load of classes equals 1.0 FTEF. Most often FTEF is aggregated to provide the college with a measure of the number of faculty teaching. The loads of adjunct faculty and full time faculty are summed to provide an aggregate number for the program or college.

During the fall 2010 term, Irvine Valley College, including the students enrolled in the ATEP site (Irvine Valley College courses) and students enrolled in online classes, totaled 15,477 student headcounts. The weekly student contact hours (WSCH) totaled 141,250 with the full time equivalent students (FTES) at 4,189. The number of sections offered in fall 2010 was 1,225 and the full time equivalent faculty (FTEF) was 255.

| Fall Census 2010 | |
|---|---|
| Student Headcount | 15,477 |
| Weekly Student Contact Hours (WSCH) | 141,250 |
| Full Time Equivalent Student (FTES) | 4,496 |
| Full Time Equivalent Faculty (FTEF) | 255 |
| Sections Offered | 1,225 |

*Exhibit 5.1: Irvine Valely College Snapshot (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

## Fall 2010 Snapshot

Forty-four percent of students enrolled at IVC during fall 2010 were under 22 years of age. The high proportion of young students, many of whom have come directly from high school, suggests the importance of the general education curriculum at the college. Many of the young enrollees are likely to need remedial work in English and math.

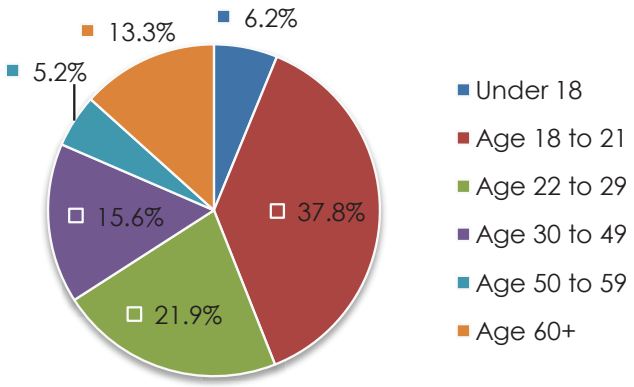



*Exhibit 5.2: Student Age Distribution, Fall 2010 (Source: SOCCCD inFORM Data Warehouse, Student Demographics Inteeractive)*

White students make up 41 percent of the enrollment at IVC. The second largest segment of the population is Asian, representing 25.1 percent. Hispanic students represent the third largest segment of the student population (10.0 percent), followed by students of mixed ethnicities (7.1 percent). This particular pattern of ethnic composition is not represented in the county; however, it does resemble the service area composition, particularly the city of Irvine. The distribution of ethnic populations varies widely in the IVC service area. For example, Asians make up 36.2 percent of the population in Irvine and only 6.9 percent in Newport Beach. Other ethnic groups have similar wide disparities in their distribution.

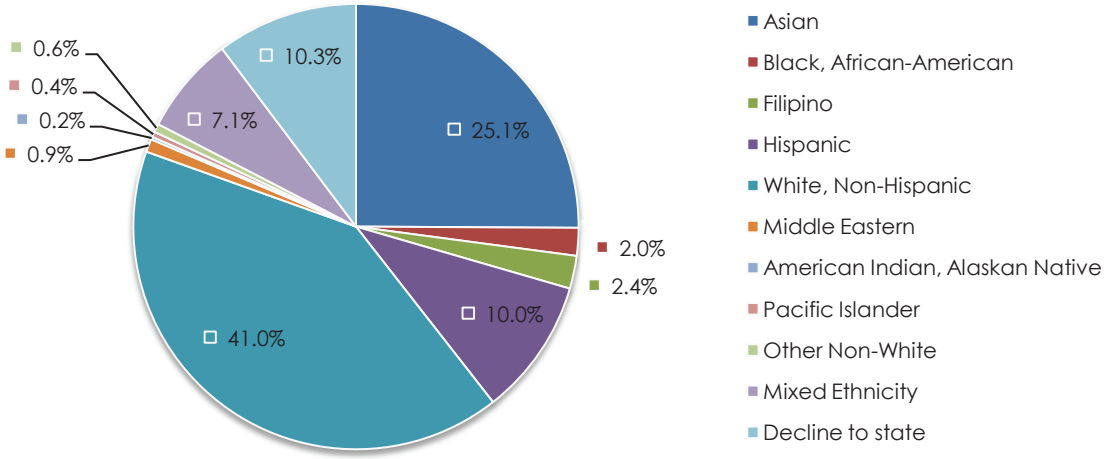



*Exhibit 5.3: Student Ethnicity, Fall 2010 (Source: SOCCCD inFORM Data Warehouse, Student Demographics Inteeractive)*

## Fall 2010 Snapshot

Over 55 percent of students are female (Exhibit 5.4). The large share of female students at IVC reflects a statewide trend in higher education.

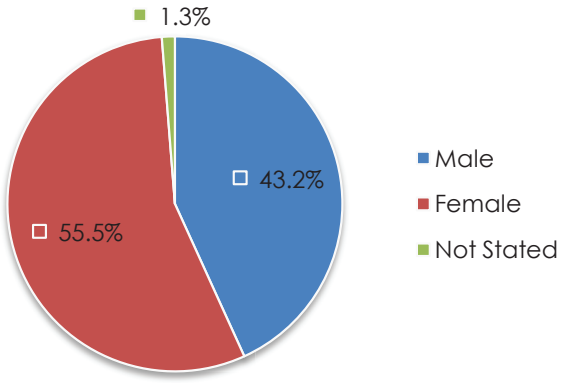



*Exhibit 5.4: Student Gender, Fall 2010 (Source: SOCCCD inFORM Data Warehouse, Student Demographics Inteeractive)*

In the fall 2010 term, nearly 36 percent of students enrolled in courses full time (twelve or more units). Fifty-four percent of students were enrolled in 0.25 to 11.99 units, while approximately ten percent of students were classified as "Active", while not enrolled in any units. "Active" students are students who are actively enrolled in the term in a course but the course(s) may be zero units. The high proportion of students enrolled full-time at IVC is consistent with the 37.8 percent of enrollees in the 18-22 year- old Age group. The second largest segment of enrollments by unit is in the .25 -5.99 units. These part-time students are likely to be working students with various education goals. Many in this group are also likely to have family responsibilities.

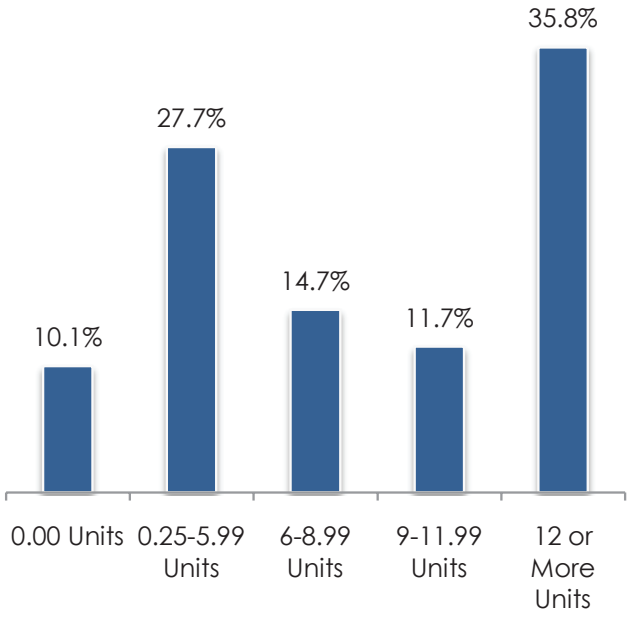



*Exhibit 5.5: Term Units Enrolled, Fall 2010 (Source: SOCCCD inFORM Data Warehouse, Student Demographics Inteeractive)*

## Fall 2010 Snapshot

Education goal is stated by students at the time of enrollment. With time and experience goals can vary, but the data from Exhibit 5.6 confirms the transfer emphasis of a major part of the college curriculum. The second largest segment of enrollees shows personal development to be an important goal of students as well. Since the population of the service area is highly educated and older than in surrounding counties, the goal of personal development supports the role of IVC as a cultural hub of its community.

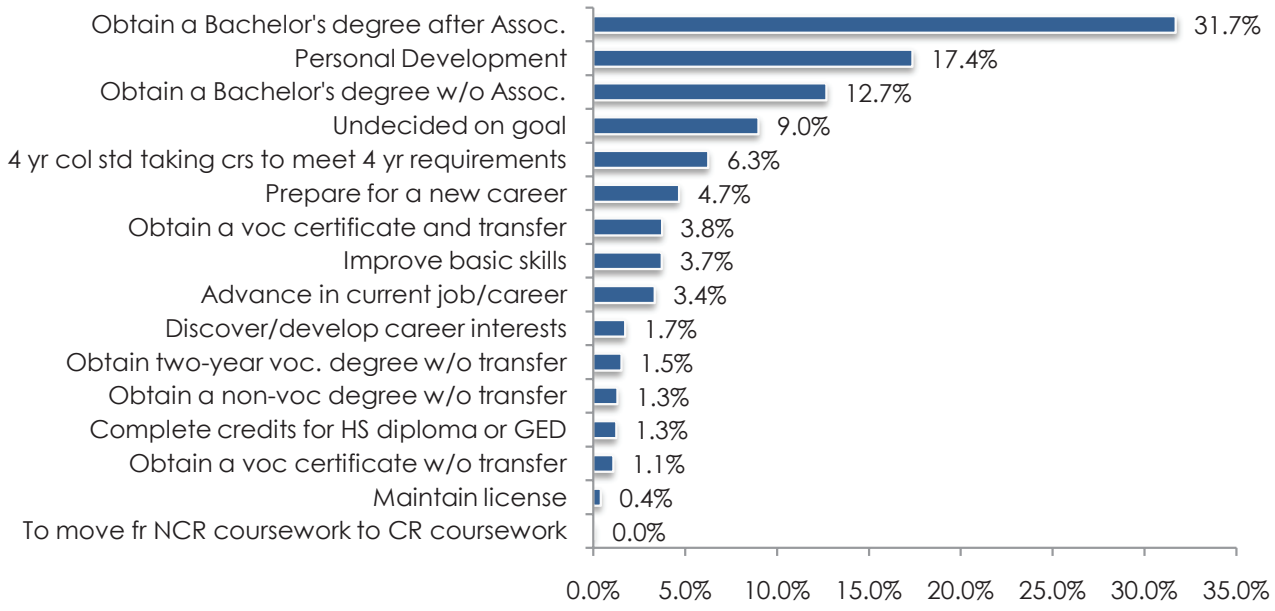



*Exhibit 5.6: Education Goal, Fall 2010 (Source: SOCCCD inFORM Data Warehouse, Student Demographics Interactive)*

## Fall 2010 Snapshot

More than half of the students enrolled at IVC (57.3 percent) have earned a high school diploma. A large number of full-time students are likely to come from this cohort. An additional 21.9 percent have earned a bachelor's degree or higher. Some of the students from this cohort are probably attending for skills upgrades or personal development reasons. This trend is likely to be a continuing trend as the economic recovery ensues.

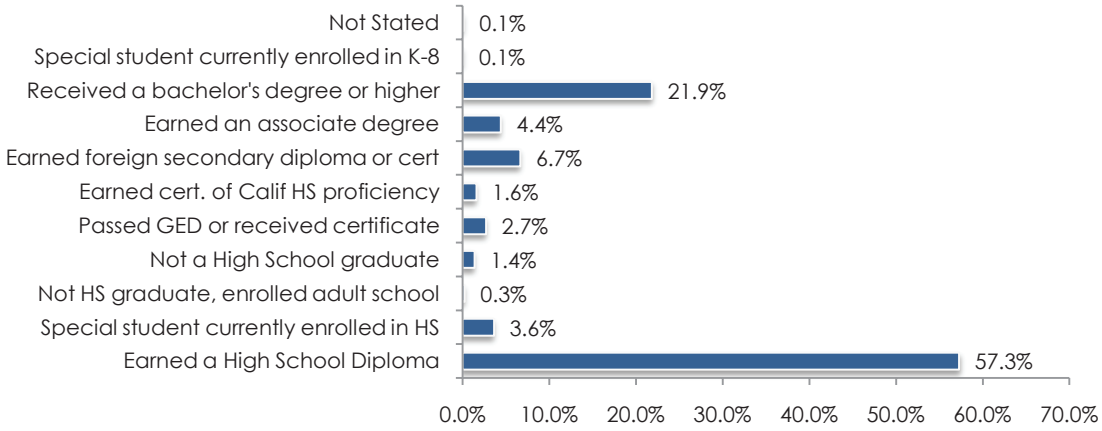



*Exhibit 5.7: Educational Status, Fall 2010 (Source: SOCCCD inFORM Date Warehouse, Student Demographics Interactive)*

More than half of the students enrolled at IVC (57.9 percent) work (Exhibit 5.8). Nearly 24 percent of students work 30 hours or more.

Based on the information gathered, in fall 2010, the majority of students are U.S. Citizens (83.7 percent) (Exhibit 5.9).

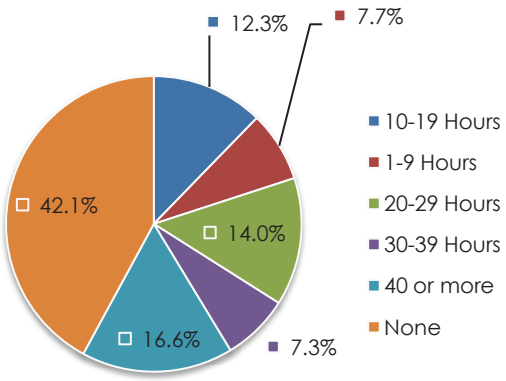



*Exhibit 5.8: Employment Hours, Fall 2010 (Source: SOCCCD inFORM Date Warehouse, Student Demographics Interactive)*

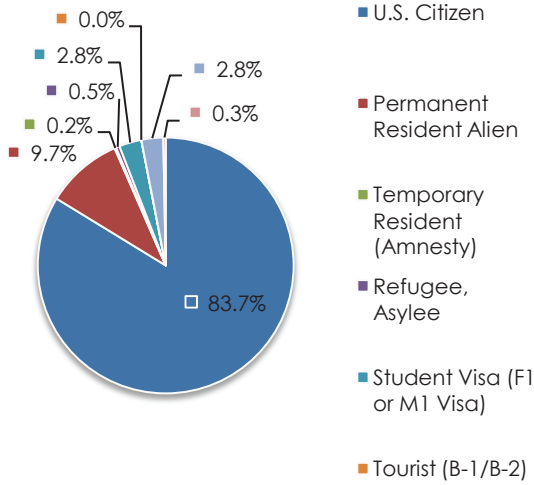



*Exhibit 5.9: Citizen Status, Fall 2010 (Source: SOCCCD inFORM Date Warehouse, Student Demographics Interactive)*

# Historical Student Data

The following section provides a glimpse of historical student data including annual and fall term enrollment as well as fall term student characteristics as reported in the inFORM College Profile Report. This data is provided to observe possible patterns or trends over the years and anticipate future trends.

The annual WSCH has been steadily increasing over the past four academic years (excludes the 2010-11) (Exhibit 5.10-5.11). Between the 2007-08 and 2008-09 academic years, there was an 11.5 percent annual increase in WSCH.

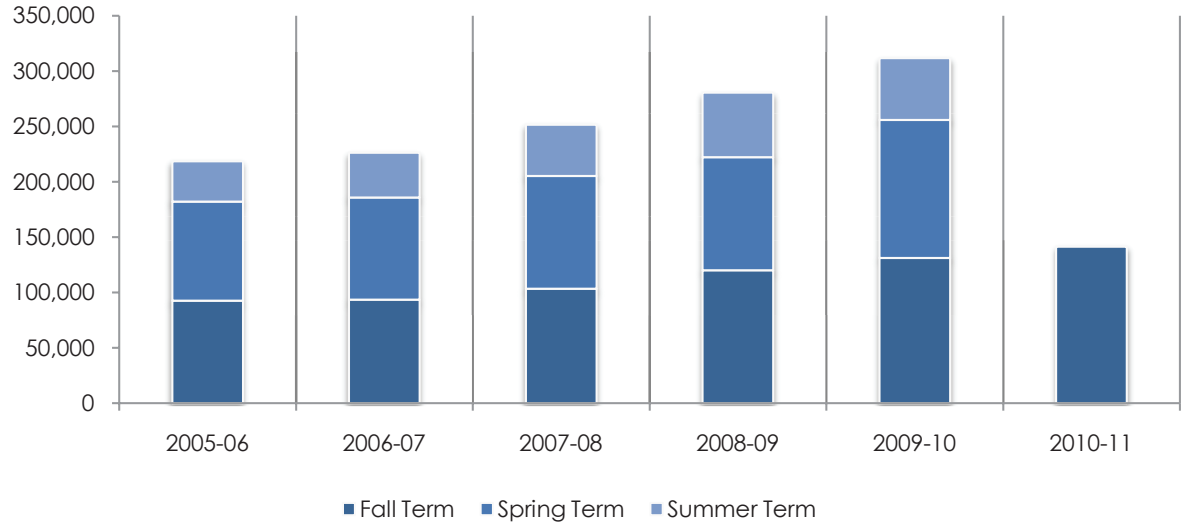



*Exhibit 5.10: Annual Weekly Student Contact Hours (WSCH) (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

| WSCH | Fall | Spring | Summer | Annual |
|---|---|---|---|---|
| 2005-06 | 99,730 | 89,465 | 36,501 | 225,696 |
| 2006-07 | 100,598 | 92,363 | 40,301 | 233,262 |
| 2007-08 | 109,833 | 101,819 | 46,306 | 257,958 |
| 2008-09 | 127,271 | 102,097 | 58,410 | 287,778 |
| 2009-10 | 138,660 | 124,574 | 55,935 | 319,169 |
| 2010-11 | 141,250 | | | |

*Exhibit 5.11: Annual Weekly Student Contact Hours (WSCH) by Term (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

## Historical Student Data

Since the 2005-06 academic year, the annual WSCH for Irvine Valley College has been steadily increasing. Past trends also reveal that generally, more WSCH is generated during fall term than has been generated during spring term. During the previous planning horizon, IVC experienced what was reported to be a relatively flat trend from 1999 to 2004. Exhibits 5.12 and 5.13 below reveal the annual FTES as another measure of enrollment. Consistent with the trends observed in WSCH generation, fall terms have yielded the highest enrollment based on FTES. In the 2008-09 academic year, the fall and spring term FTES generated are equal.

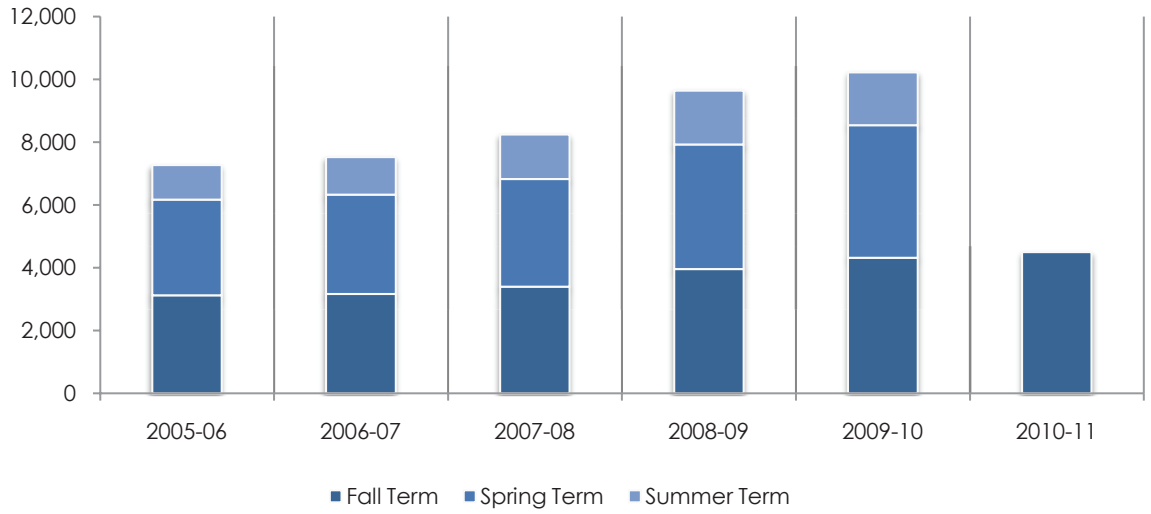



*Exhibit 5.12: Annual Full Time Equivalent Students (FTES) (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

| FTES | Fall | Spring | Summer | Annual |
|---|---|---|---|---|
| 2005-06 | 3,121 | 3,048 | 1,098 | 7,267 |
| 2006-07 | 3,169 | 3,161 | 1,192 | 7,522 |
| 2007-08 | 3,402 | 3,427 | 1,409 | 8,238 |
| 2008-09 | 3,960 | 3,960 | 1,723 | 9,643 |
| 2009-10 | 4,322 | 4,218 | 1,681 | 10,221 |
| 2010-11 | 4,496 | | | |

*Exhibit 5.13: Annual Full Time Equivalent Students (FTES) by Term (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

## Historical Student Data

The student headcount from fall 2005 to fall 2010 has shown a steady upward trend with a slight dip from fall 2009 to fall 2010. This drop in student headcount along with the increase in enrollment (WSCH and FTES) may be an indicator that the units enrolled per student count are increasing. This is also observed in the shift from 18.4 percent students enrolled in twelve or more units in 2004 (as reported in the 2006 Education Master Plan) to 35.8 percent in fall 2010. This continues to suggest a stronger trend toward transfer and general education classes at the college.

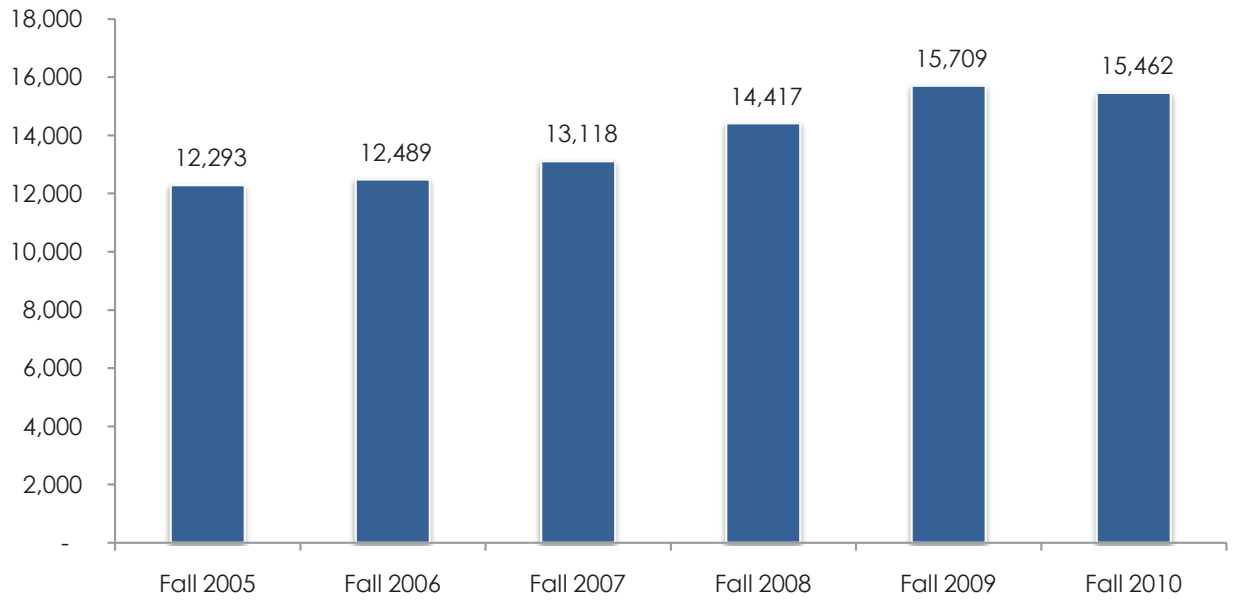



*Exhibit 5.14: Student Headcount, Fall 2005-10 (Source: SOCCCD inFORM Data Warehouse, College Profile Report)*

## Historical Student Data

The number of sections offered from fall to fall has also been increasing since 2007. This is good news for Irvine Valley College. Statewide, many community colleges have had to reduce course offerings in order to mitigate deep funding cuts.

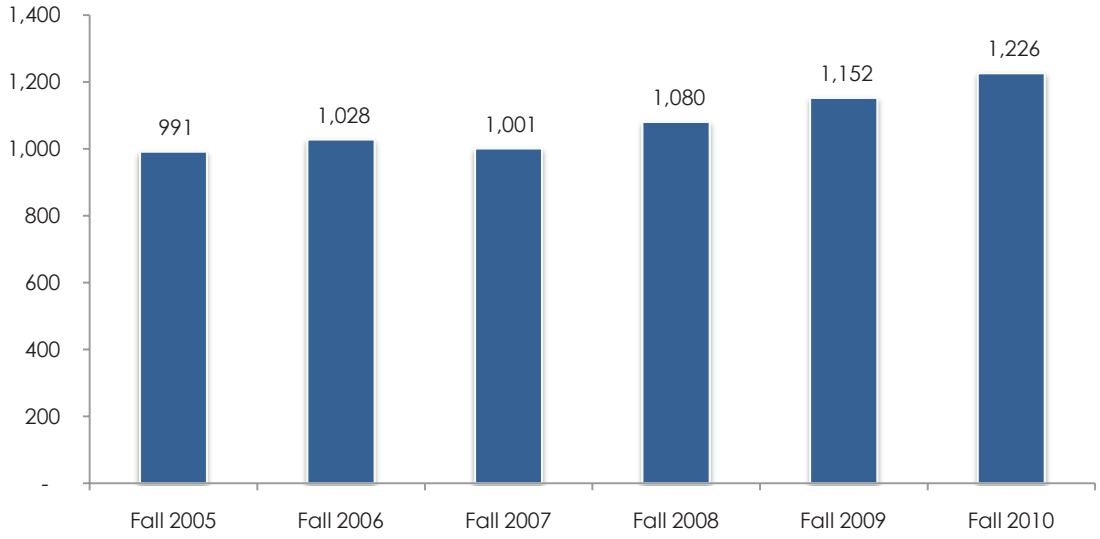



*Exhibit 5.15: Section Count, Fall 2005-10 (Source: SOCCCD inFORM Data Warehouse, College Profile Report)*

The higher proportion of female students in the IVC student population has been ongoing over the fall 2005 through fall 2010 period. This pattern is consistent with a statewide phenomenon that has been observed but not fully explained. The California Postsecondary Education Commission noted that "males in every major ethnic group are underrepresented [in college enrollment] in relation to their representation in the state's population" (CPEC Report 07-04 March 2007). This trend is observed in the data as early as graduation from high school.

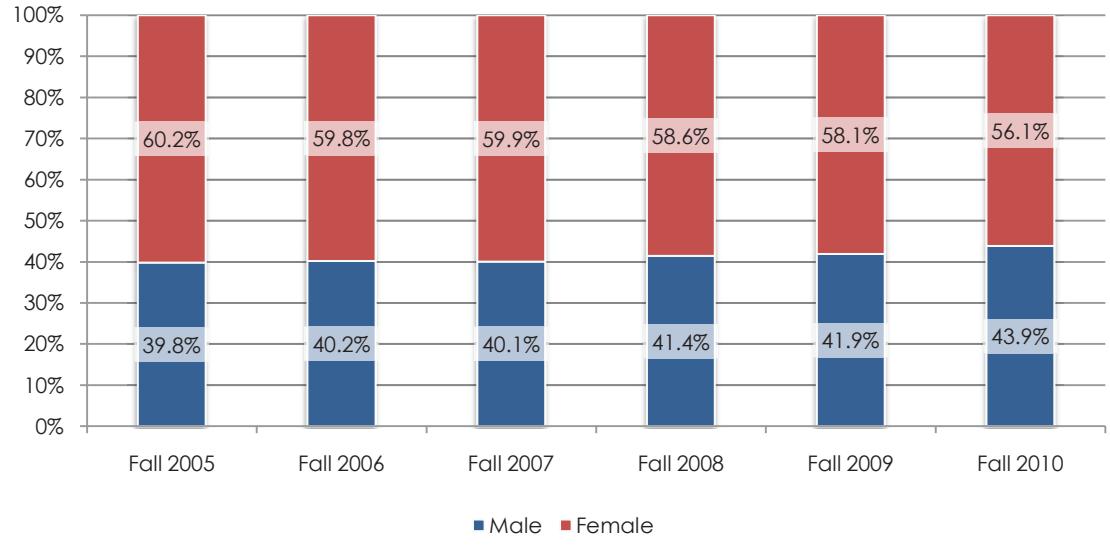



*Exhibit 5.16: Student Gender, Fall 2005-10 (Source: SOCCCD inFORM Data Warehouse, College Profile Report)*

## Historical Student Data

Returning students are those who have been enrolled previously, had a break in their course-taking pattern, and re-enrolled. That percentage has increased slightly over the past five years. First-time students account for approximately ten percent of the student body; that proportion has been relatively steady over the past five years at fall enrollment. Continuing students account for approximately 63 percent, a steady figure also.

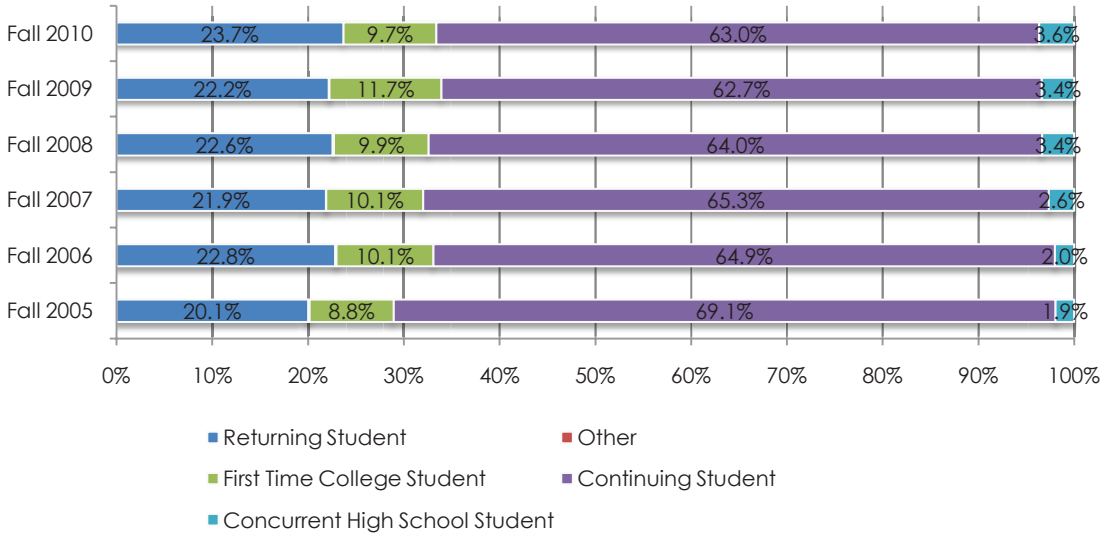



*Exhibit 5.17: Enrollment Status, Fall 2005-10 (Source: SOCCCD inFORM Data Warehouse, College Profile Report)*

The age breakdown at IVC has changed significantly over the past five years. Students under 22 years of age have increased as a share of the student body. From 27.1 percent, they have grown to 37 percent. Ages 40 and older declined during the period. Based on population projections, it is possible that these patterns will reverse as the population grows older. The 2006 Educational Resource Plan noted that over the long-term young populations would decline relative to older populations.

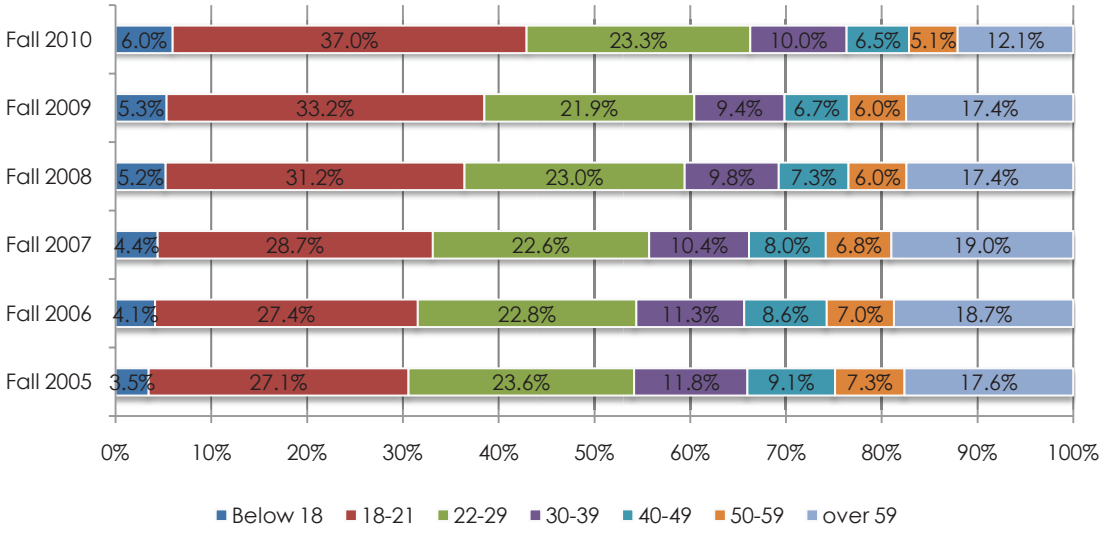



*Exhibit 5.18: Student Age, Fall 2005-10 (Source: SOCCCD inFORM Data Warehouse, College Profile Report)*

## Historical Student Data

Educational delivery methods over the past few academic years have changed. Traditional classrooms are on the decline, decreasing by approximately eight percentage points from fall 2005 to fall 2010. At the same time, hybrid and online courses (also referred to as Distance Education courses) have been increasing, from 10.6 percent in fall 2005 to 19.5 percent in fall 2010. As teaching pedagogies continue to shift, the college will need to be cognizant of students demand and needs. There are benefits to alternate delivery methods, such as online courses including flexibility scheduling. Students can work at their own pace, and students do not need to commute to schools, mitigating issues of proximity.

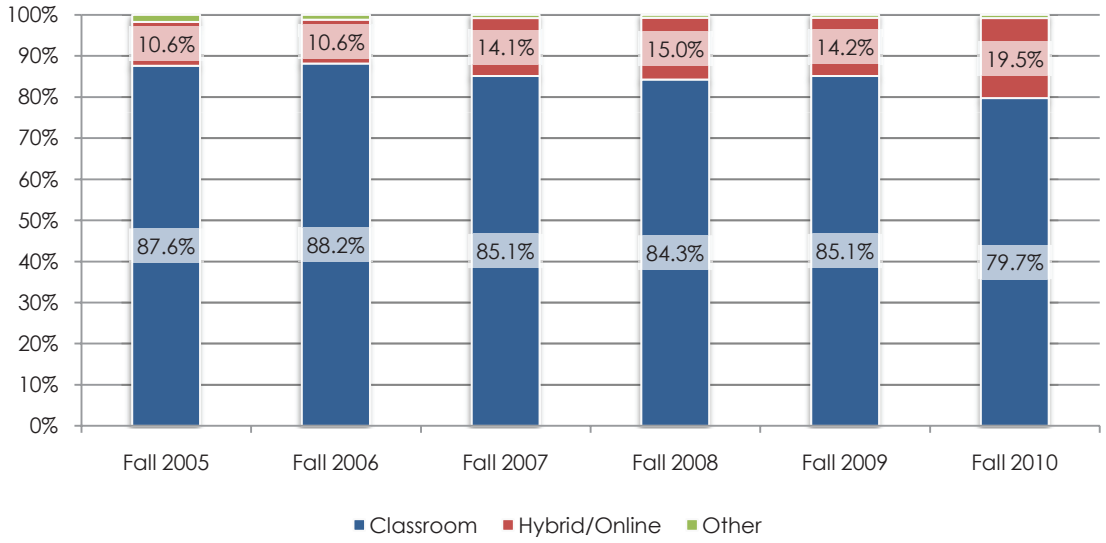



*Exhibit 5.19: Instruction Method, Fall 2005-10 (Source: SOCCCD inFORM Data Warehouse, College Profile Report)*

Conversely, there are a number of drawbacks to consider. Often, online courses require students to be self-motivated and have distinct characteristics in order to be successful in the courses. Additionally, online students may lose the social interactions that are often a part of traditional courses. Further, as online courses continue to increase in volume, resources such as faculty, staff, and technology to support the online learning must be in place. Properly trained faculty and staff to respond to the needs of online learners as well as the infrastructure; servers and computers, must be coordinated.

The shift in educational delivery methods may also indicate a shift in competition. As more and more higher education institutions offer increasing online or distance education courses, IVC may be faced with additional sources of competition for course offerings.

| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|---|
| Transfers to UC | 199 | 229 | 221 | 217 | 257 | 262 |
| Transfers to CSU | 445 | 391 | 397 | 406 | 354 | 259 |
| **Total Transfers** | **644** | **620** | **618** | **623** | **611** | **521** |

*Exhibit 5.20a: Transfer Pathway from Irvine Valley College to Public Four-year Institutions (Source: California Postsecondary Education Commission)*

## Historical Student Data

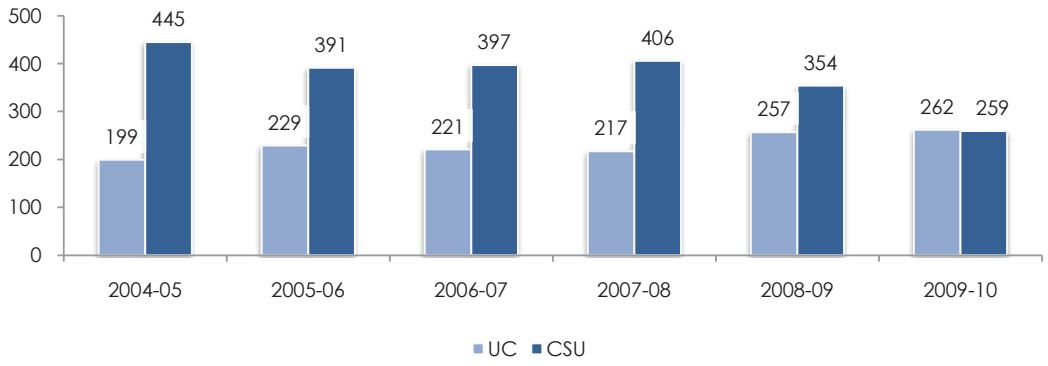



*Exhibit 5.20b: Transfer Pathway from Irvine Valley College to Public Four-year Institutions (Source: California Postsecondary Education Commission)*

The number of transfers from Irvine Valley College to UC has increased from 2004 to 2009. The growth from 199 to 262 represents an increase of over 30 percent. In contrast, transfers to CSU show a steady decline over the same period. From 445, transfers have decreased to 259, a 41 percent decline. The decline in CSU transfers predates the economic recession and may not be due to economic factors.

| Four-Year Institution | Approx. Distance | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|---|---|
| UC Irvine | 6 mi | 115 | 130 | 128 | 116 | 125 | 135 |
| UC Los Angeles | 48 mi | 29 | 48 | 41 | 50 | 58 | 44 |
| UC San Diego | 64 mi | 18 | 20 | 13 | 21 | 26 | 25 |
| UC Berkeley | 384 mi | 15 | 12 | 20 | 9 | 20 | 22 |
| UC Santa Barbara | 130 mi | 9 | 5 | 2 | 5 | 10 | 16 |

*Exhibit 5.21: Top UC Transfer (Source: California Postsecondary Education Commission)*

| Four-Year Institution | Approx. Distance | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|---|---|
| CSU Fullerton | 16 mi | 304 | 240 | 245 | 245 | 232 | 163 |
| CSU Long Beach | 22 mi | 71 | 63 | 67 | 57 | 44 | 28 |
| Cal State, Pomona | 27 mi | 22 | 26 | 23 | 20 | 23 | 23 |
| San Diego State | 75 mi | 8 | 16 | 20 | 21 | 12 | 3 |
| San Francisco State | 385 mi | 5 | 4 | 10 | 22 | 8 | 10 |

*Exhibit 5.22: Top CSU Transfer (Source: California Postsecondary Education Commission)*

## Historical Student Data

Overall retention[1] at the college has remained high over the period, consistently reaching 90 percent or above for the past five academic years. Success[2], though not as high as retention, has been increasing over the past five years, from 70.8 percent in 2005-06 to 74.6 percent in 2009-10.

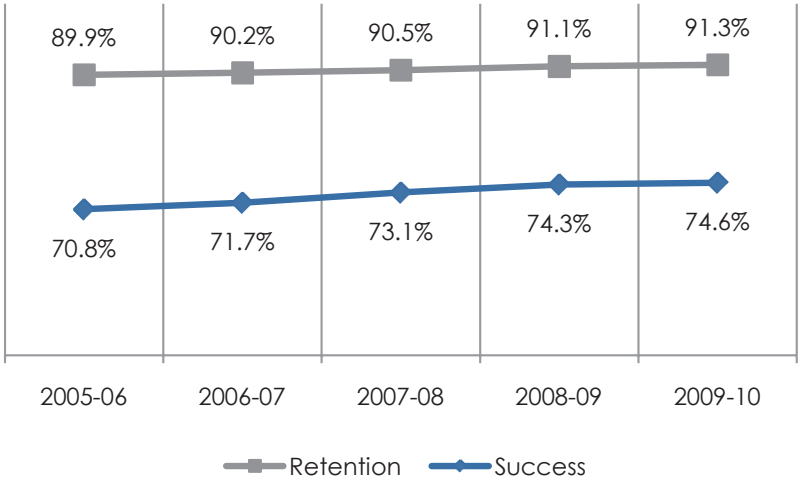



*Exhibit 5.23: Irvine Valley College, Success and Retention Rates (Source: SOCCCD Research and Planning)*

As more courses are being offered online and both students and faculty have gained experience with online instruction, fall term retention rates for online courses have increased markedly, from 84.1 percent in 2005 to 90.5 percent in 2010. Fall term success rates have also increased, from 58.4 percent to 68.8 percent. It is anticipated that both retention rates, as well as success rates, will continue to increase.

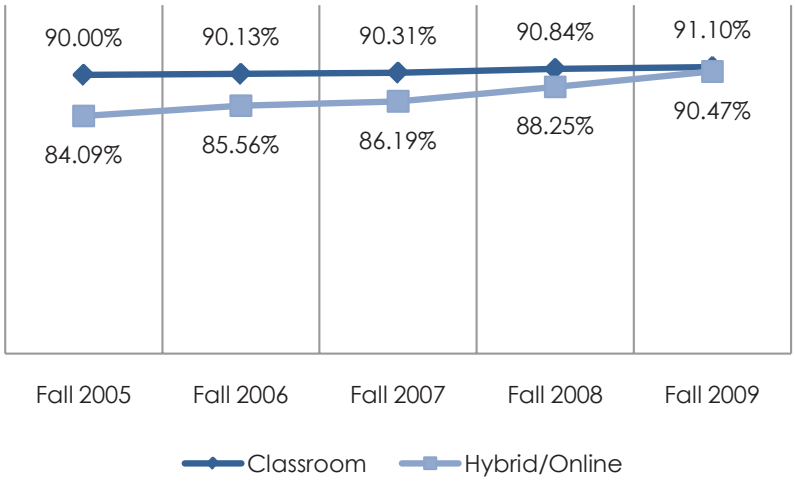



*Exhibit 5.24: Retention by Instructional Method (Source: SOCCCD Irvine Valley College Institutional Effectiveness Report, December 2010)*

[1] Retention is defined as the number of students with A, B, C, D, F, CR(P), NC(NP), Incomplete Grade divided by number of students with A, B, C, D, F, CR(P), NC(NP), Withdrawal, Incomplete.

[2] Success is defined as the number of students with A, B, C, CR(P) Grade divided by number of students with A, B, C, D, F, CR(P), NC(NP), Withdrawal, Incomplete.

## Historical Student Data

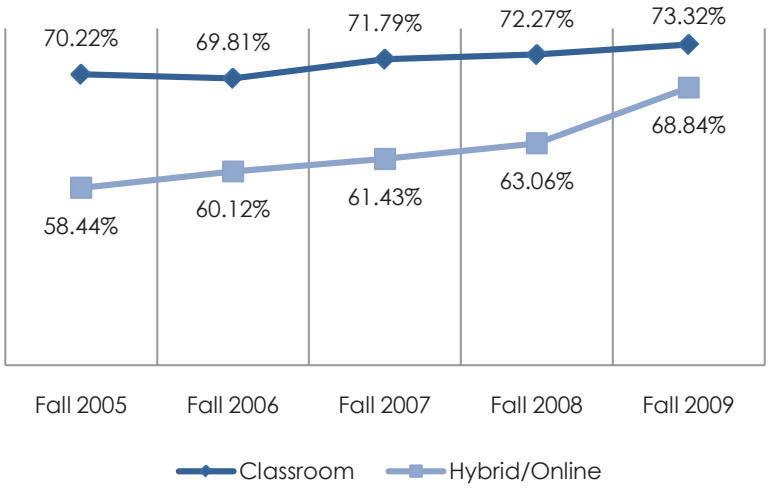



*Exhibit 5.25: Success by Instructional Method (Source: SOCCCD Irvine Valley College Institutional Effectiveness Report, December 2010)*

The numbers of associate degrees and certificates conferred by Irvine Valley College to students is rising. From 2007-08 academic year to the 2008-09 academic year, the number of certificates increased from 81 to 433, over 400 percent increase.

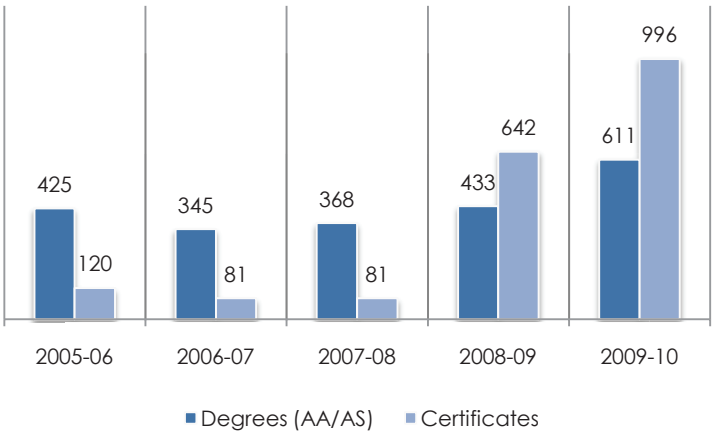



*Exhibit 5.26a: Degrees and Certificates Conferred (Source: SOCCCD Research and Planning)*

| Degrees and Certificates by Type | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|
| Associate in Arts | 379 | 300 | 322 | 390 | 545 |
| Associate in Science | 46 | 45 | 46 | 43 | 66 |
| Certificate of Achievement | 109 | 76 | 73 | 639 | 848 |
| Certificate of Proficiency | 11 | 5 | 8 | 3 | 148 |

*Exhibit 5.26b: Degrees and Certificates Conferred (Source: SOCCCD Research and Planning)*

## Irvine Valley College Employees

Employee ranks have increased by fourteen employees in the Classified Staff category during the past five years. Full-Time Faculty and Administrators and Managers categories have added seven and six employees respectively.

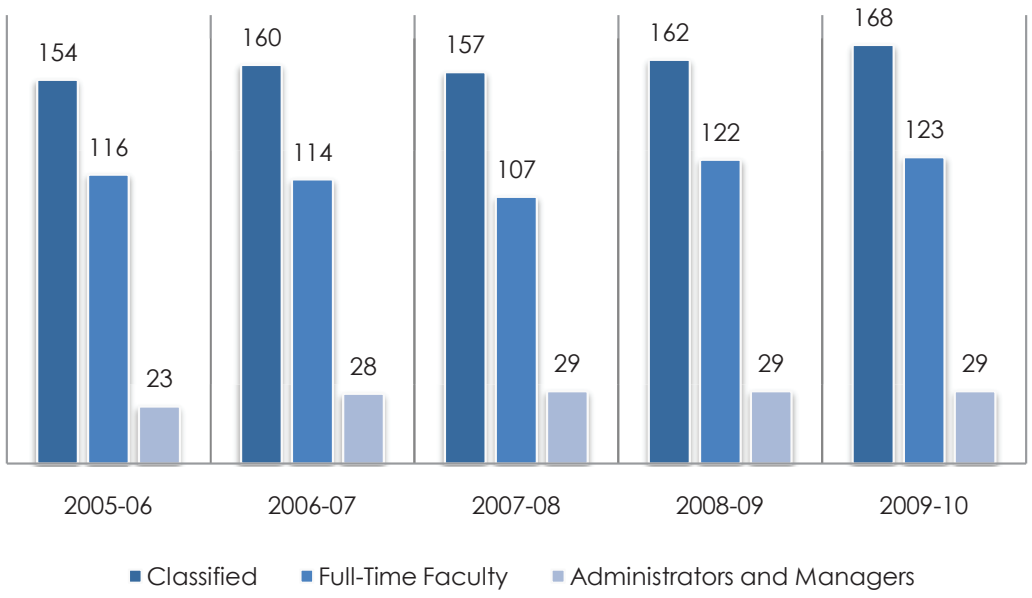



*Exhibit 5.27a: Permanent Employees by Classification (Source: SOCCCD Irvine Valley College Institutional Effectiveness Annual Report, December 2010)*

| Permanent Employees by Classification | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|
| Classified Staff | 154 | 160 | 157 | 162 | 168 |
| Full-Time Faculty | 116 | 114 | 107 | 122 | 123 |
| Administrators and Managers | 23 | 28 | 29 | 29 | 29 |
| **Total Permanent Employees** | **293** | **302** | **293** | **313** | **320** |

*Exhibit 5.27b: Permanent Employees by Classification (Source: SOCCCD Irvine College Institutional Effectiveness Annual Report, December 2010)*

# Irvine Valley College Employees

***Full Time Faculty***

The ethnic make-up of the full-time faculty at IVC has remained relatively constant during the past five years. White faculty members have increased approximately two percent and Asian or Pacific Islanders have decreased slightly, but as the previous chart shows, the overall numbers of new hires is small.

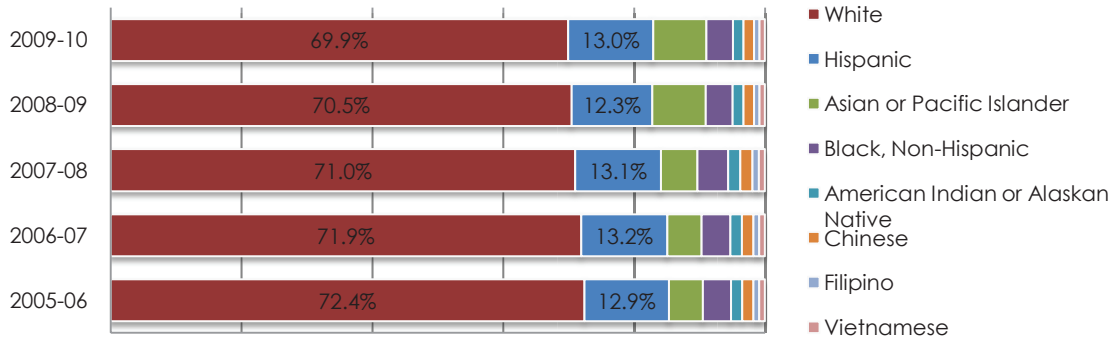



*Exhibit 5.28: Full-Time Faculty by Ethnicity (Source: SOCCCD Irvine Valley College Institutional Effectiveness Annual Report, December 2010)*

As is true of the previous chart, the overall balance of female to male faculty members has been relatively constant. Currently, females make up 47.2 percent of the faculty, and males make up 52.8 percent.

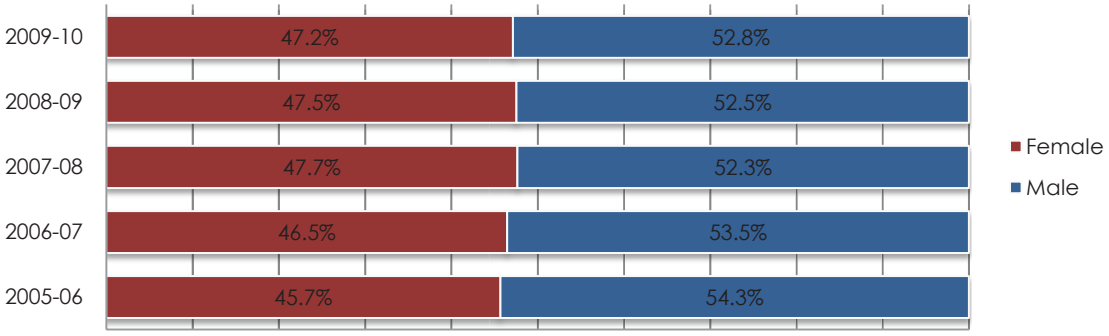



*Exhibit 5.29: Full-Time Faculty by Gender (Source: SOCCCD Irvine Valley College Institutional Effectiveness Annual Report, December 2010)*

## Irvine Valley College Employees

Over the past five years, the age of faculty by age group has shifted. The 61 to 70 group has doubled from 12.1 to 24.4 percent, reflecting the large number of faculty nearing retirement. Assuming replacement of retiring faculty with new hires, the instructional environment will change with new and presumably younger faculty.

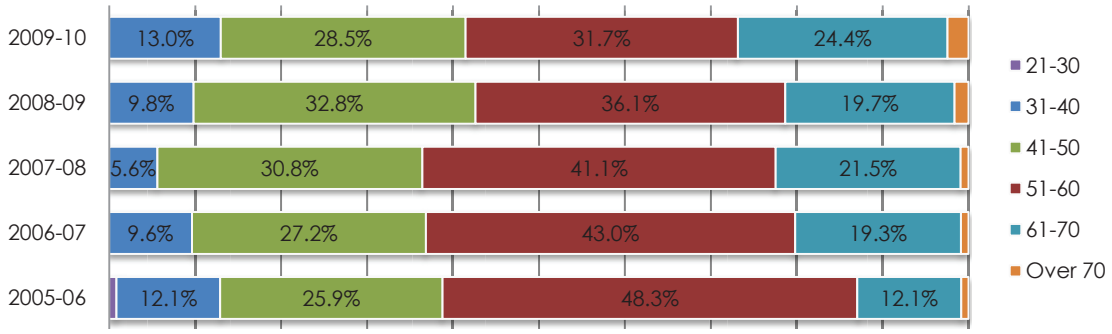



*Exhibit 5.30: Full-Time Faculty by Age Group (Source: SOCCCD Irvine Valley College Institutional Effectiveness Annual Report, December 2010)*

### *Classified Staff*

The number of classified staff has increased more than either faculty or administrators over the past five years, allowing for more change in the composition of this group of employees. Classified staff has increased by fourteen positions. Hispanic employees have increased by 4.6 percent. White employees have decreased by the same percent. Over the same time period, males have increased slightly (4.6 percent) and the 51 and over age groups have increased slightly (4.6 percent).

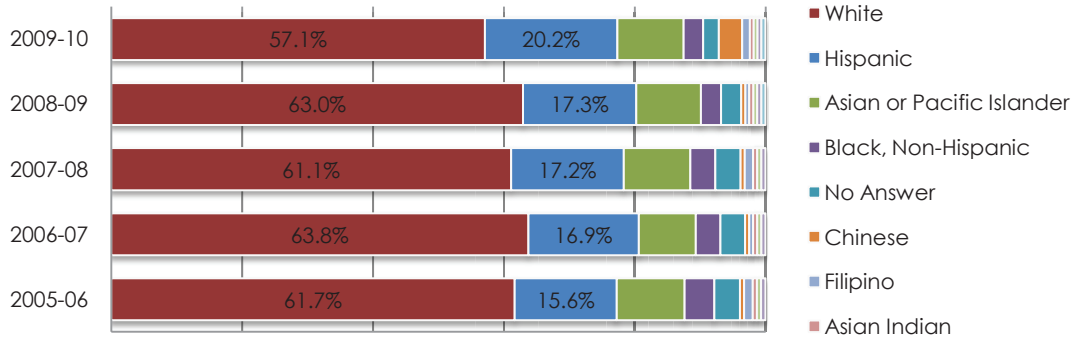



*Exhibit 5.31: Classified Staff by Ethnicity (Source: SOCCCD Irvine Valley College Institutional Effectiveness Annual Report, December 2010)*

## Irvine Valley College Employees

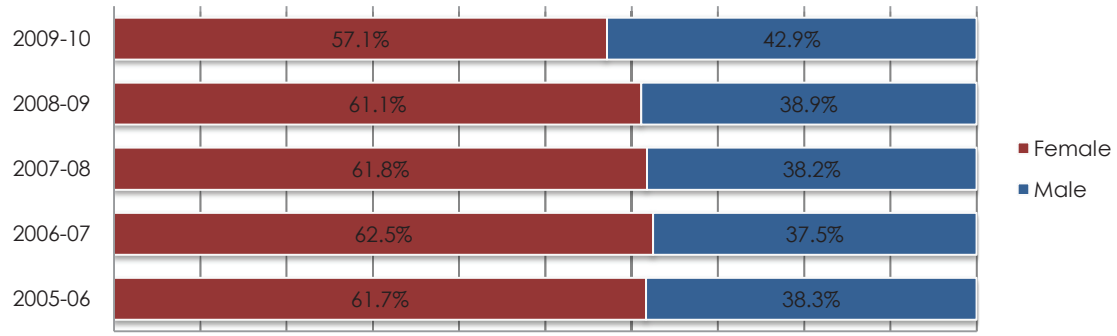



*Exhibit 5.32: Classified Staff by Gender (Source: SOCCCD Irvine Valley College Institutional Effectiveness Annual Report, December 2010)*

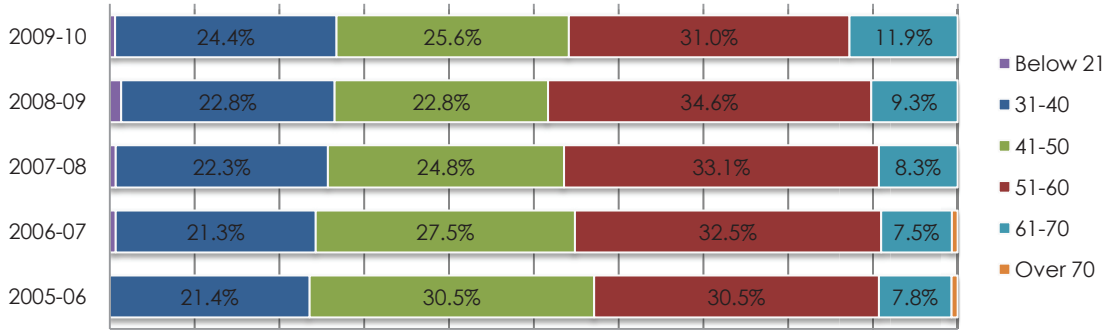



*Exhibit 5.33: Classified Staff by Age Group (Source: SOCCCD Irvine Valley College Institutional Effectiveness Annual Report, December 2010)*

### *Administrators and Managers*

Due to the small number of additions to the ranks of administrators and managers, changes in ethnicity and gender are slight. As might be expected, the percentage of the 61 to 70 age group has increased, from 13.0 percent to 17.2 percent. Likewise, the percentage of the 41 to 50 age group has grown by 11.8 percent. Administrators in the 51 to 60 age group have decreased by 13.3 percent. Changes among ethnicity and gender proportions have been slight.

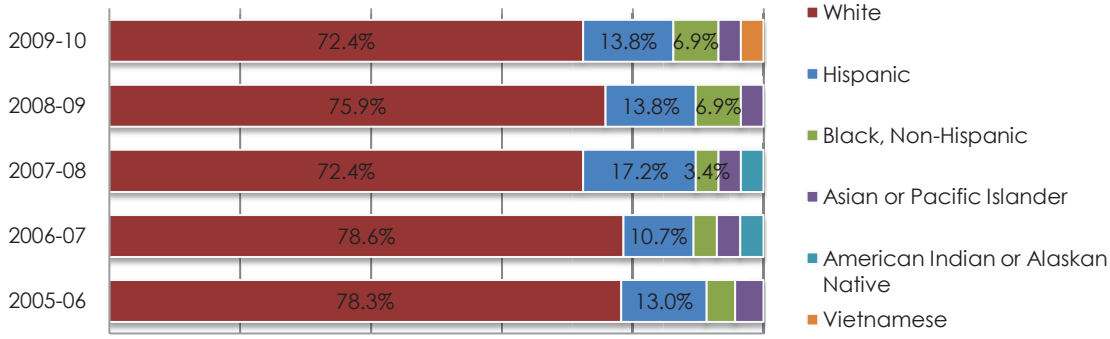



*Exhibit 5.34: Administrators and Managers by Ethnicity (Source: SOCCCD Irvine College Institutional Effectiveness Annual Report, December 2010)*

## Irvine Valley College Employees

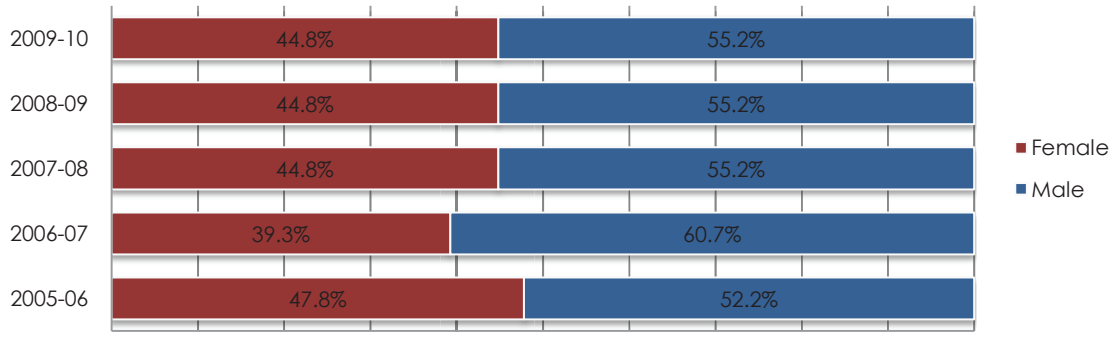



*Exhibit 5.35: Administrators and Managers by Gender (Source: SOCCCD Irvine Valley College Institutional Effectiveness Annual Report, December 2010)*

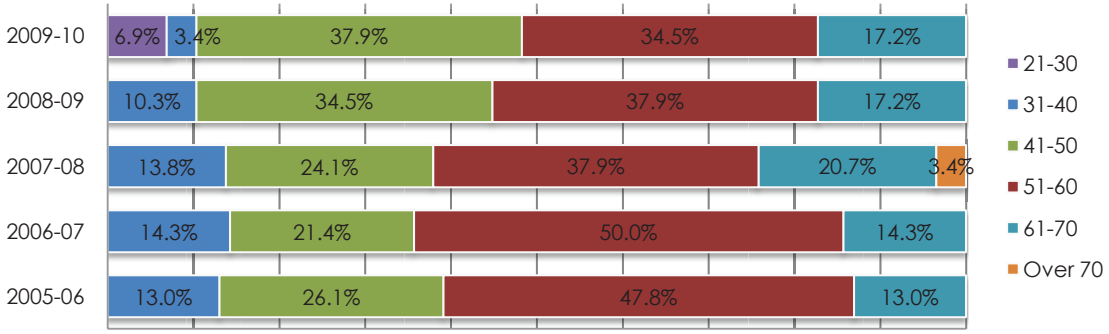



*Exhibit 5.36: Administrators and Managers by Age Group (Source: SOCCCD Irvine Valley College Institutional Effectiveness Annual Report, December 2010)*

# Surveys

Communication and participation were two elements sought throughout the Education and Facilities Master Planning process. Three surveys were implemented throughout the process to seek information from students, employees, and community members.

The Student Survey and Employee Survey were developed and administered via an online survey tool. Each survey sought to collect a better understanding of the student and employee population at large and was meant to be supplemented by the college's existing surveys, the Student Satisfaction Survey and Employee Satisfaction Survey, implemented spring 2009. The community survey was distributed at a Campus-wide and Community Meeting Presentation. This short survey sought additional input from the community members regarding the visibility and connection between the college and the community at large.

| Survey | Total Number of Respondents |
|---|---|
| Student Survey | 1,282 |
| Employee Survey | 247 |
| Community Survey | 12 |

*Exhibit 5.37: Survey Respondents*

The following points represent key highlights of issues identified through the survey process. The comments reflect and emphasize many of the ongoing themes for Irvine Valley College.

### *Student Perspectives*

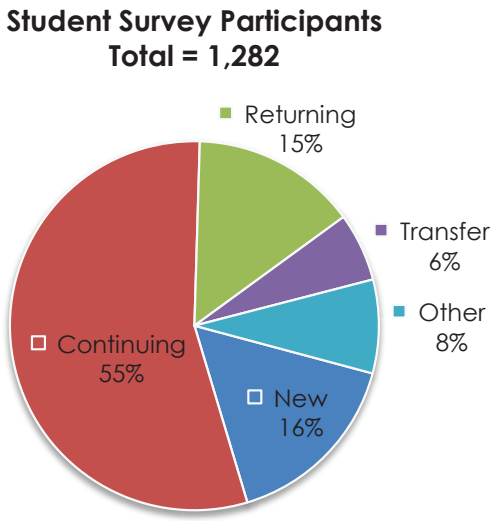



*Exhibit 5.38: Student Survey Respondents*

## Surveys

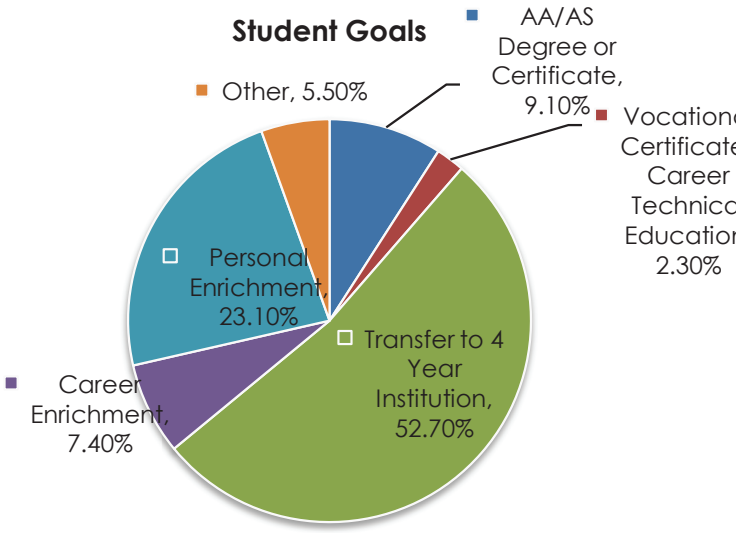



*Exhibit 5.39: Student Survey - Student Goals*

- *Transfer* - A large majority of the students who responded to the survey were returning students (55.1 percent). At the time surveyed, 52.7 percent of students who responded indicated that their educational goal was to transfer to a four year institution (with or without a degree or certificate). This reaffirms the data presented in the internal scan, which was collected at the start of student's educational studies. Students also indicated that would like to see Irvine Valley College increase the availability and number of transfer courses as well as build additional relationships with four-year colleges and universities

- *Course and Program Availability* - Students identified program and course availability as one of their biggest challenges as they look to seek a higher education at Irvine Valley College, despite the fact that the course offerings at IVC has continued to increase. This perspective may be due to the increasing student population as many return to school to seek retraining or for additional skills.

- *Student Preparedness* - Student preparedness for four-year colleges was indicated as a challenge. The current budget crisis immobilizing the state of California has impacted the admissions rate for University of California and California State Universities throughout the state. Many students are seeking enrollment at California Community Colleges to take advantage of transfer agreements and may consequently feel the pressure to succeed.

- *Schedule* - Scheduling between school and work was identified by students as a challenge. Based on the information gathered, approximately 58 percent of Irvine Valley College work part time or full time.

- *Student Support Services* - In general, many students find student services easy to find and use. However, there are some areas which the college can improve in student services including the size, addressing privacy concerns, and increasing access to computers/scanners/printers for students within student services. Additionally, students indicated that Irvine Valley College can help students achieve their academic and career goals are by improving access to counselors and tutors. Many students need and desire face to face interaction to receive support services outside the classroom in order to attain their goals.

- *Technology* - Technology was a reoccurring theme heard throughout the Education and Facilities Master

Planning process. In the survey, students indicated that computer hardware, computer software, and Blackboard (or other e-Education platforms) are the three most important elements of technology as a student. Students also indicated that in order to enhance technology at Irvine Valley College, the college should seek to improve campus Wi-Fi, increase the number of computer labs as well as increasing their operational hours.

- *Student Centric Culture* - Students identified their desire for outdoor study spaces as one way to improve student's experiences at Irvine Valley College. This is an area that IVC has already been addressing throughout the years and will continue to improve with the recent development/groundbreaking of the Great Lawn project. Approximately 60 percent of students who responded to the survey indicated that they spend some time (1 or more hours) on campus beyond attending classes. Sixty-six percent of students also indicated that they would spent more time on campus beyond attending classes with enhanced amenities.

- *Career and Vocational Training/Support* - The improvement/enhancement of career placement was identified by students as another way for the college to improve student's experiences.

- *Facilities* - Facilities play an important role in creating a student centric culture. Facilities include instructional building as well as the buildings which support student services and other amenities. Classrooms and labs are key elements which need to be improved as was the quality and quantity of parking. In addition, outdoor gathering spaces, food services as well as landscaping/ shading are elements students felt would help increase the on campus experience. Other features students would like to see addressed are improvement in campus lighting and environmental/sustainable planning incorporated into development.

***Employee Perspectives***

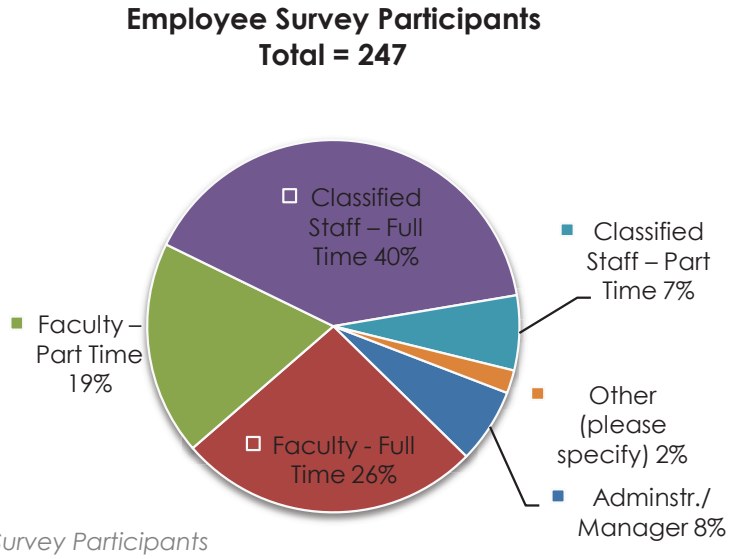



*Exhibit 5.40: Employee Survey Participants*

- *Course and Program Availability* - Employees, like students, identified program and course availability as one of their biggest challenges. Student enrollment has been increasing steadily and there is anticipation that the demand will likely continue to grow. California Community Colleges remain one of the least expensive higher education options for students.

## Surveys

- *Student Preparedness* - Employees indicated that student preparedness for four-year colleges is among the most important challenge to address. Lack of preparation of current and future students will continue to be a concern for employees at the campus. The student population at IVC has indicated that its primary goal is to transfer to a four-year institution. Continuing to improve assessment of current programs and identifying gaps will help IVC prepare students to meet their education and career goals.

- *Career and Vocational Training/Support* - The changing economy and the need for a highly trained workforce will continue to impact education providers. As local industry grow and expand, IVC programs and courses will be an important resource to train students and workers.

- *Student Support Services* - Employees at Irvine Valley College indicated that, in general, student services were easy to find and use and that proximity does help facilitate employee coordination. They indicated, however, that there are a number of things that need to be improved. This includes the size of student services, access to computers/scanners/printers, as well as access to shared electronic files.

- *Technology* - Keeping up with the pace of technological advancement creates many challenges for employees and students alike. Employees indicated that in order to ensure high quality in classroom instruction for students, there should be increased technology training for faculty and staff and that IVC should offer faculty and staff training to develop and support new teaching methodology. Employees also felt there is a need to increase operational hours of computer labs on campus as well as increase in the number of tutors and lab technicians to support student needs.

- *Student Centric Culture* - Employees indicated that the following amenities would help enhance on campus experiences and create a more student centric culture for students, faculty and staff; increased group study/meeting spaces, enhance or increase food services on campus and create outdoor gathering spaces.

- *Facilities* - Employees identified the current conditions of facilities as well as its future as an area of concern. The specific elements includes instructional buildings/spaces such as classrooms, laboratories, athletic fields; student support spaces including computer labs and library space; food service facilities; social areas including lounges/study rooms; and restroom facilities. Other features to improve are signage and graphics; campus lighting; and the incorporation of environmental/sustainable planning on campus.

# Surveys

***Community Perspectives***

- Program/course availability and class availability (schedule) were all identified as major challenges in higher education today. Further, approximately 67 percent of the respondents to the community survey feel that student preparedness is also a major challenge. Other sources identified include: funding and internal competition and concerns at the State level regarding legislation and funding.

- Approximately 50 percent of the respondents felt that Irvine Valley College was Prominent or Very Visible. Twenty-five percent indicated that IVC's visibility was average.

- A large number of respondents to the Community Survey indicated that development of career and technical education courses and programs should be a strong focus for Irvine Valley College. This includes vocational training, increased partnerships with local businesses and industries, increased internship opportunities, and a future analysis of the community's needs.

- Basic skills training as well as general development of communication, technology, critical thinking, and writing skills were identified as areas for development for the college to help prepare students entering the workforce. There were also suggestions for mentorship programs and professional development programs.

- The top events that respondents to the Community Survey attended are foundation activities as well as performances in the Performing Arts Center (Music and Performance) activities.

## Key Indicators

*High Demand for General Education*

According to the CCCCO (California Community Colleges Chancellor's Office), more than half of entering community college students require some Basic Skills education due in part to the fact that K-12 curriculum and assessments do not always adequately prepare for college level work. Proper assessment and placement will allow the college to help students enroll in the appropriate courses and additional outreach such as tutoring may increase success for these students.

Demand for general education to fulfill transfer requirements and remedial courses to prepare students for transfer will remain high at least through 2015 to 2020. Over forty percent of students entering IVC state transfer as a goal. Additionally, as the California State University and University of California continues to increase tuition and fees and decrease the number of students accepted, more and more students will be seeking out more feasible alternatives such as Irvine Valley College. As the number one transfer institution in Orange County, Irvine Valley is well positioned to meet these rising demands.

*Technology and New Modes of Instruction*

Irvine Valley College serves an area in Orange County that is saturated with many higher education options. Further, more than half of the students enrolled at IVC (57.9 percent) work. It is anticipated that many occupants of the community travel extensively to pursue work in various counties including Los Angeles, San Bernardino, and San Diego County. Students facing time and geographical barriers to education must have their needs met through the access provided by on-line courses and video conference courses. Traditional face-to-face learning may no longer be sufficient in serving the needs of today's mobile student.

Throughout the course of the interviews, it was noted that many students are interested in increased offerings online. In addition to online delivery systems, faculty commented on the opportunity for development and training in new modes of instruction as a way to increase access to learning and for expanding services. Technologies such as Clickers, social media platforms, and e-Learning platforms (such as Blackboard) are changing the landscape of traditional "chalk and talk" classrooms. Overall, it is the desire of the employees and students that is driving further implementation of the multiple delivery systems approach. This approach should be supported with proper technological training for employees and students.

# Key Indicators

***Irvine Valley College's Role of College as a Cultural Hub***

IVC's importance as a cultural hub of the community is demonstrated by the unique demographic and characteristics of the student body.

- Over seventeen percent of students have indicated they are taking courses for personal satisfaction. Further, there is a high participation of the community in cultural events held at the college, namely, performances offered at the Performing Arts Center, Foundation activities as well as cultural events and celebrations.

- A large percentage (21.9 percent) of students have earned a bachelor's degree or higher. Additionally, part-time students represent close to 65 percent of the student population at the college. This group may have particular needs for curriculum and services such as career skills or vocation and technical education needs.

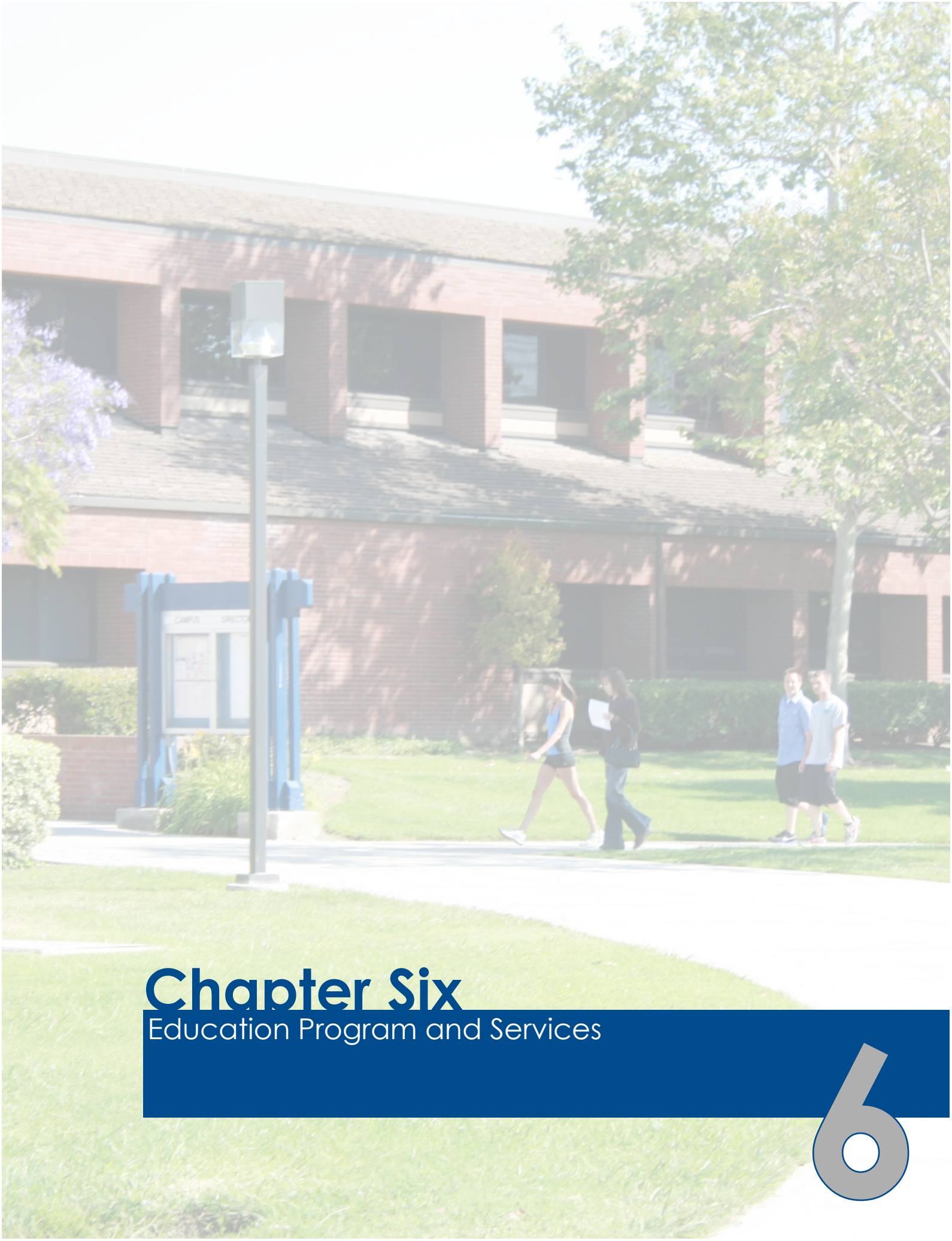
- The age segmentation of students at IVC is wide. Although there is a large segment of students who are aged 21 years and below (42 percent), over seventeen percent of students are aged 50 and over. The trend is shifting towards a younger student population, with the segment 21 years and below increasing by ten percentage points from fall 2005 to fall 2010.

The ethnic population, high educational level, and relative affluence of a large segment of the student population at Irvine Valley College constitutes a unique cultural profile of students at the college.

The college constituency including students, employees and community members expressed the need to further develop strategies to meet the needs of students with varying characteristics in order to enhance the college as a cultural hub in the community. Ideas that were suggested and embraced includes: the creation of additional student gathering spaces, both indoors and out; improvement of the cafeteria and student service space; integration of outdoor learning spaces such as the BEES garden; enhanced tutoring and learning centers; as well as increasing number of activities at the campus.

***Retirement of Long-Time Employees will have an Impact on the Culture of the College***

Retirements will have a significant impact on the institutional culture of Irvine Valley College within the next decade. The percentage of faculty in the 61 to 70 age group has doubled from in the last five academic years. As this cohort of faculty enters retirement and are replaced, there will likely be an impact on the culture at the college.



# Chapter Six

## Education Program and Services

6

## Overall College Description

Educational program offerings at Irvine Valley College reflect the strong transfer and general education orientation of enrolled students. While a number of students enroll in basic skills courses, career/ technical education programs, and community education courses, 44.4 percent of students attending IVC state their goal upon entrance to be transfer to a four-year college or university.

Student Services and other support services continue to be vital to the success of students at the college. Effective assessment of skill levels at the time of enrollment, course placement, counseling, tutoring, and education planning are important components of student success. The substantial numbers of students who enter college with English and mathematics skills below collegiate level continues to be high at all levels of higher education.

The social and physical environment of the College is also important to student success. Support services, student activities, athletics, food services, and a congenial and welcoming physical environment are important components of student life. Interviews with students and responses to student questionnaires underscore the desire for a comprehensive campus that meets personal and social as well as academic needs.

Current enrollment projections indicate a student population of approximately 26,000 by the fall term of the 2030-31 academic year. With the implementation of the facilities portion of this plan, the College is anticipated to be at its optimal capacity.

The following discussion of programs is based on interviews with campus personnel and students, data collected by the college and district, surveys of student, employees, and community members, program reviews, and research pertinent to college planning. It includes Academic Schools, Student Services, and other services and activities.

Historical census data for Irvine Valley College reveals a pattern of enrollment growth. The average annual fall to fall WSCH growth for the past ten year is 3.3 percent.

| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|---|---|---|---|
| **WSCH** | 105,707 | 111,938 | 109,955 | 102,156 | 99,730 | 100,598 | 109,833 | 127,271 | 138,660 | 141,250 |
| **FTES** | 3,414 | 3,630 | 3,578 | 3,234 | 3,121 | 3,169 | 3,402 | 3,960 | 4,322 | 4,496 |
| **STUDENT COUNT** | 11,829 | 12,946 | 12,945 | 12,242 | 129,293 | 12,489 | 13,118 | 14,417 | 15,709 | 15,477 |
| **FTEF** | 203 | 209 | 201 | 209 | 204 | 210 | 216 | 241 | 246 | 255 |

*Exhibit 6.1: College Historical Census Data, Fall 2001-2010 (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

## Overall College Description

| Irvine Valley College | 2000-10 Average (Annual) | 2005-10 Average (Annual) |
|---|---|---|
| WSCH Growth | 3.30% | 7.32% |
| Room Fill Rate | 69.66% | 79.46% |
| Course Fill Rate | 72.60% | 75.60% |

*Exhibit 6.2: Census Data - Calculated Growth & Fill Rates, Fall 2001-2010 (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

## Long-Range WSCH Forecast

To assess capacity for future weekly student contact hours (WSCH) and enrollment growth, a forecasting model was developed utilizing fall term census data. The model developed relied on historical fall term WSCH data from the District's inFORM Data Warehouse as well as other data sets such as course fill rates. It should be noted that the State Chancellor's Office issues an annual projection for WSCH and enrollment growth. This forecast was referenced for comparison, however, was not utilized as a basis for determining the WSCH and enrollment projections in this Plan. The actual long range fall term WSCH forecast was built around the consultant team's model and projections were developed and reviewed through the college's participatory governance process. These projections were developed at the "department" level and were made consistent with the scope of the plan, projection out to fall term 2030 with benchmarks at five-year intervals.

Key internal and external factors and various planning elements were taken into consideration in the development of projections including college historical growth, department/program historical growth, course fill rates as well as community population indicators. With all the various factors, it is projected that Irvine Valley College will continue its growth during the next few planning periods, though at a slower rate than in the past five years. This is due to a number of factors including limited resources, such as facilities, faculty, staff, and support personnel.

During the next five years, it is anticipated that the college will grow by approximately 3.13 percent annually in fall to fall term WSCH, reaching 164,791 WSCH by the fall 2015 term. The growth rate will slow to 2.51 percent annually for the 2015-2020 planning horizon. For the long-term growth between 2020-30, projections were adjusted to 2.00 percent annual, reaching 227,430 WSCH by the fall term of 2030-31.

## Long-Range WSCH Forecast

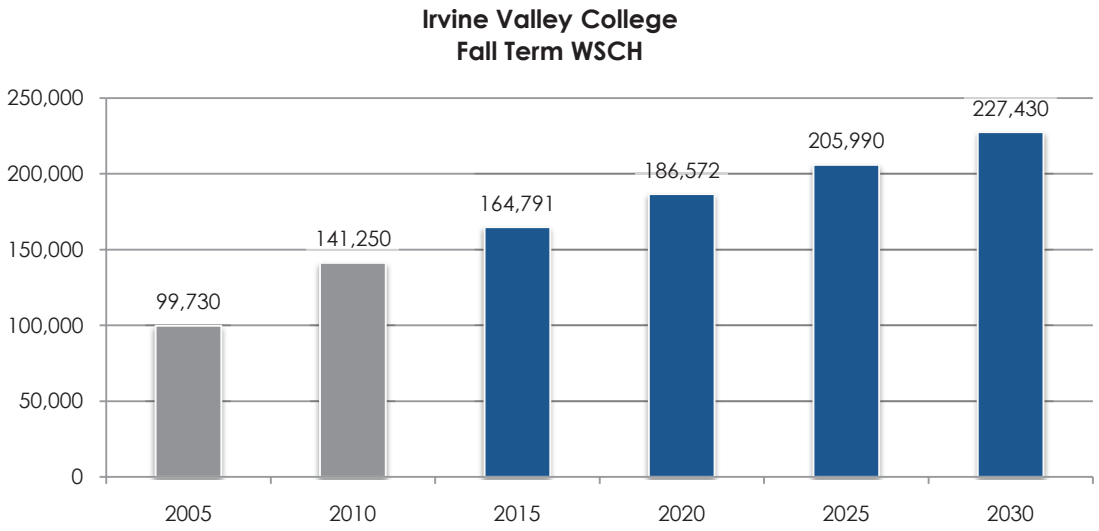



*Exhibit 6.3: Irvine Valley College, Long-Range Fall Term WSCH Forecast (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

## Academic Schools - Description, Trends and Future Development

The summary that follows incorporates highlights from interviews with the major schools and departments of the college and quantitative data related to long-range education and facilities planning for the college. Recent enrollment patterns and student success and retention data have been provided where appropriate. The data included for Schools and Department (Programs) are based on the information gathered from the SOCCCD inFORM Data Warehouse or obtained from the District and College Institutional Research. In some instances, relevant information from the external and internal scans, as well as pertinent research, has been included to clarify and provide context.

The summary is not intended to represent all the information received. Similar to the summary of the questionnaires, it is limited to high points relevant to program planning and to priorities of the college. Matters related to deferred maintenance and current operational needs rose to the surface in a number of interviews, but were outside the scope of current master planning for the long term.

A fuller account of information from the interviews is available on the college website to be drawn on for other planning purposes. All of the information received, spoken or written, was taken into consideration in the analysis of facilities needs.

# Academic Schools - Description, Trends and Future Development

***Business Science***

The School of Business Science at Irvine Valley College includes Accounting and Finance, Business Management, Computer Center, Computer Information Management, Media Resource Center, Paralegal Studies, Real Estate, and Work Experience. The school had 20.78 full-time equivalent faculty and 337 FTES (11,511 WSCH) in fall 2010. The School of Business Science occupies the Business and Technology Innovation Center (BSTC), a facility built and completed following the 2006 Master Plan; the BSTC facility was occupied in 2008.

| School/Department | CRS FILL RATE | SECTIONS | CEN WSCH | CEN FTES | TOT FTEF |
|---|---|---|---|---|---|
| **Business Science** | **82.8%** | **92** | **11,511** | **337** | **20.78** |
| Accounting and Finance | 118.6% | 21 | 4,042 | 141 | 5.90 |
| Business | 82.1% | 21 | 1,945 | 68 | 3.40 |
| Computer Info Mgt | 66.2% | 39 | 4,453 | 93 | 9.90 |
| Paralegal | 55.6% | 3 | 214 | 6 | 0.61 |
| Real Estate | 83.6% | 8 | 857 | 29 | 0.97 |

*Exhibit 6.4: Business Science, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

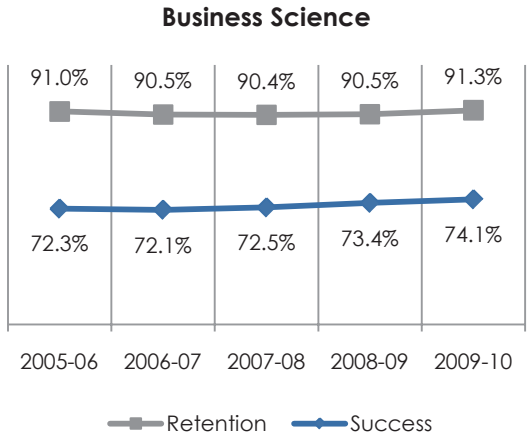



*Exhibit 6.5: Business Science, Success and Retention Rates (Source: SOCCCD Research and Planning)*

## Academic Schools - Description, Trends and Future Development

| School/Department | 2000-10 AVG WSCH GROWTH | 2005-10 AVG WSCH GROWTH | 2000-10 AVG RM FILL RATE | 2005-10 AVG RM FILL RATE | 2000-10 AVG CRS FILL RATE | 2005-10 AVG CRS FILL RATE |
|---|---|---|---|---|---|---|
| **Business Science** | **4.87%** | **3.15%** | **55.60%** | **69.73%** | **78.05%** | **73.65%** |
| Accounting and Finance | 6.92% | 10.13% | 66.09% | 83.29% | 101.03% | 111.85% |
| Business | 1.75% | 3.96% | 47.97% | 48.79% | 71.83% | 73.06% |
| Computer Info Mgt | 4.63% | 2.27% | 79.01% | 114.33% | 79.05% | 59.41% |
| Paralegal | 0.00% | 0.00% | 75.00% | 75.00% | 55.56% | 55.56% |
| Real Estate | 17.88% | -11.90% | 91.52% | 113.33% | 84.32% | 75.09% |

*Exhibit 6.6: Business Science, Historical WSCH Growth (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

Several departments in the School are moving away from traditional "bricks and mortar" buildings to online education. Online education is predicted to make up 30-40% of course offerings in the School of Business Science in five years. Faculty stated that this trend was important and that their School was at the forefront on the IVC campus.

Rapidly changing technology and the need for state-of-the-art teaching are two important changes in planning for the School.

Another trend noted by School personnel is increasing student demand for job retraining. The high rate of growth in the Accounting and Finance Program may be due, in part, to job losses and stiff competition for jobs since the 2008 economic downturn. The accounting profession has also modified its CPA standards recently, resulting in re-training demand.

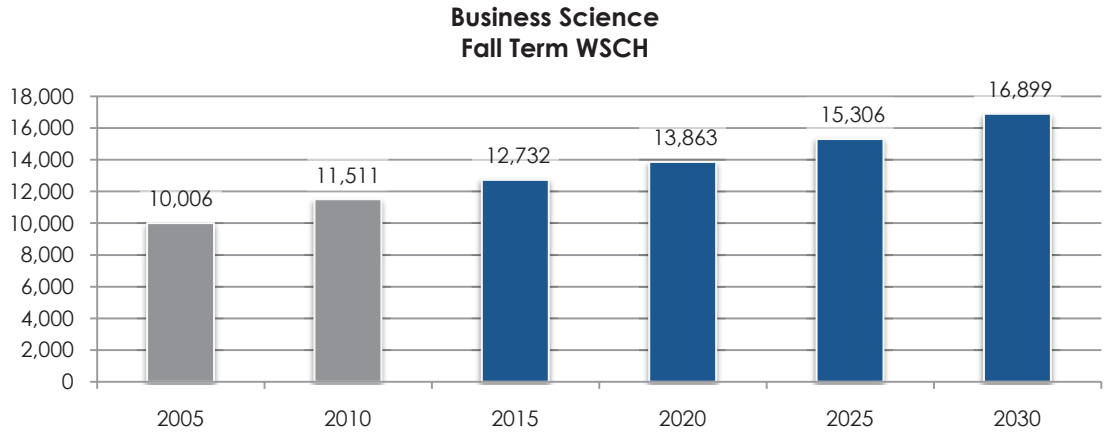



*Exhibit 6.7: Business Science, Long-Range Fall Term WSCH Forecast*

***School Growth and Future Development***

The School ranked sixth in FTES among the thirteen academic schools at IVC at the time of the fall census 2010. Based on past performance, growth of one to two percent is projected for the school as a whole over the planning period to 2030-31, with the exception of Accounting and Finance and Paralegal. Accounting and Finance is forecast

# Academic Schools - Description, Trends and Future Development

to grow faster than the college average through 2020, and Paralegal, a new program at the college, is projected to grow at the college average. Computer Information and Information Management (CIM) continues to lag in enrollment growth, as noted in the 2006 Master Plan. The Computer Center and the Media Resource Center do not generate FTES.

While recent enrollment data does not support a forecast of average growth for the School of Business Science, interviews with the dean and faculty brought to light recommendations for program expansion that could change the enrollment growth picture. In ten years, it is expected that 50% of courses will be offered online. School personnel see the potential for even more growth in that modality, if desired. In addition, faculty from various programs believe there is student demand for new certificates in health information technology, hospitality management, supply chain management, human resource management, culinary management, and project management. An additional large classroom that could seat 120 students would relieve pressure on impacted courses.

To reach its goals related to distance education, the Business Sciences School would like to see more college resources devoted to teacher training, online teaching materials, and a center for student and faculty training in technology. Storage for materials was another need. Eventually, students will have the option of taking their courses either online or in person. It was noted in campus interviews that support for the various labs on campus is limited by tight budgets. Restricted funds negatively affect infrastructure for the labs and the hiring of lab technicians.

Facilities needs identified were: a large classroom space that could hold two hundred students, an innovation center (mentioned above), classrooms configured properly to accommodate new technology and sufficient docking stations and electrical power for devices.

### *Emeritus Institute*

The Emeritus Institute program offers college courses for older adults; the courses are not degree applicable. The Institute serves around 5,000 students per year (5,252 WSCH in fall 2010) in locations throughout the college service area. Course offerings for Spring 2011 are schedules in approximately 26 locations off-campus.

| School/Department | CRS FILL RATE | SECTIONS | CEN WSCH | CEN FTES | TOT FTEF |
|---|---|---|---|---|---|
| **Emeritus Institute** | **48.9%** | **116** | **5,252** | **34** | **7.97** |
| Emeritus Institute | 48.9% | 116 | 5,252 | 34 | 7.97 |

*Exhibit 6.8: Emeritus Institute, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

## Academic Schools - Description, Trends and Future Development

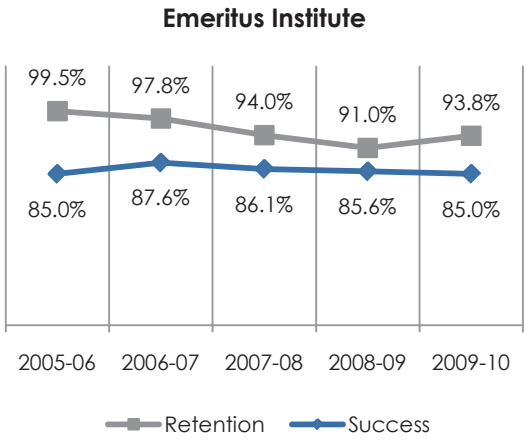



*Exhibit 6.9: Emeritus Institute, Success and Retention Rates (Source: SOCCCD Research and Planning)*

| School/Department | 2000-10 AVG WSCH GROWTH | 2005-10 AVG WSCH GROWTH | 2000-10 AVG RM FILL RATE | 2005-10 AVG RM FILL RATE | 2000-10 AVG CRS FILL RATE | 2005-10 AVG CRS FILL RATE |
|---|---|---|---|---|---|---|
| **Emeritus Institute** | **8.75%** | **-5.64%** | **76.14%** | **79.07%** | **76.15%** | **80.45%** |
| Emeritus Institute | 8.75% | -5.64% | 76.14% | 79.07% | 76.15% | 80.45% |

*Exhibit 6.10: Emeritus Institute, Historical WSCH Growth and Select Fill Rates (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

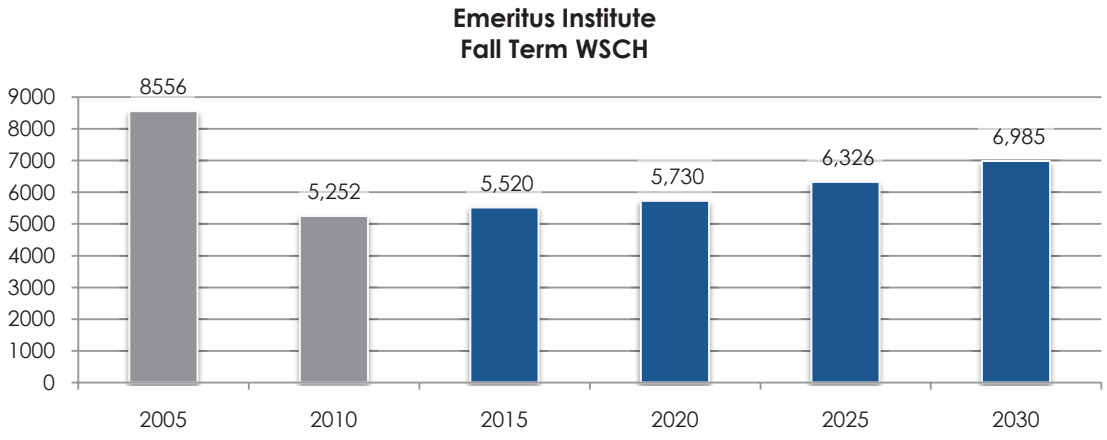



*Exhibit 6.11: Emeritus Institute, Long-Range Fall Term WSCH Forecast*

# Academic Schools - Description, Trends and Future Development

***Fine Arts***

The School of Fine Arts includes Art, Art History, Dance, Digital Media Art, Fine Arts, Music, Photography, Speech/ Forensics, and Theatre Arts. The School had 36.01 full-time equivalent faculty and 478 full time equivalent students in fall 2010. Programs in the School occupy a number of buildings on campus. Theatre Arts is located in the Performing Arts Center, completed and occupied in 2007.

| School/Department | CRS FILL RATE | SECTIONS | CEN WSCH | CEN FTES | TOT FTEF |
|---|---|---|---|---|---|
| **Fine Arts** | **83.1%** | **165** | **16,655** | **478** | **36.01** |
| Art | 81.7% | 11 | 1,530 | 51 | 3.96 |
| Art History | 99.4% | 16 | 2,070 | 75 | 3.20 |
| Dance | 73.6% | 27 | 2,007 | 61 | 4.98 |
| DMA | 97.0% | 8 | 1,020 | 38 | 2.88 |
| Fine Arts | 100.0% | 1 | 135 | 5 | 0.20 |
| Music | 79.0% | 54 | 3,900 | 117 | 8.76 |
| Photography | 72.3% | 8 | 1,035 | 29 | 2.56 |
| Speech | 100.5% | 26 | 2,292 | 82 | 5.54 |
| Theatre Arts | 70.3% | 14 | 2,666 | 20 | 3.93 |

*Exhibit 6.12: Fine Arts, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

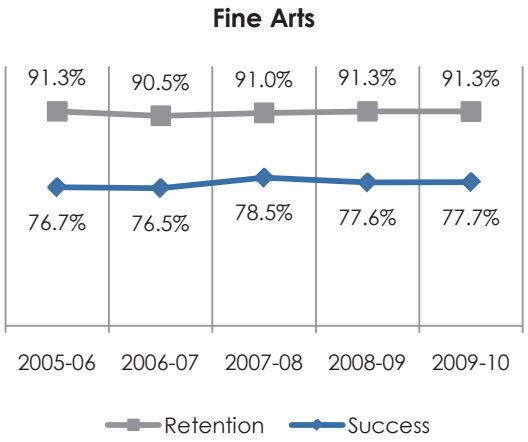



*Exhibit 6.13: Fine Arts, Success and Retention Rates (Source: SOCCCD Research and Planning)*

## Academic Schools - Description, Trends and Future Development

| School/Department | 2000-10 AVG WSCH GROWTH | 2005-10 AVG WSCH GROWTH | 2000-10 AVG RM FILL RATE | 2005-10 AVG RM FILL RATE | 2000-10 AVG CRS FILL RATE | 2005-10 AVG CRS FILL RATE |
|---|---|---|---|---|---|---|
| **Fine Arts** | **4.08%** | **7.91%** | **39.98%** | **38.59%** | **76.00%** | **75.87%** |
| Art | -1.75% | 0.67% | 43.77% | 49.55% | 81.37% | 84.50% |
| Art History | 10.20% | 9.23% | 79.00% | 75.03% | 86.02% | 87.83% |
| Dance | 7.01% | 15.11% | 32.61% | 32.28% | 82.43% | 77.82% |
| DMA | 29.40% | 24.90% | 40.12% | 44.33% | 74.23% | 77.44% |
| Fine Arts | -6.43% | -3.33% | 103.44% | 75.71% | 79.39% | 73.92% |
| Music | 4.08% | 5.77% | 33.62% | 35.53% | 74.75% | 72.59% |
| Photography | 6.76% | 15.41% | 52.04% | 46.67% | 88.53% | 86.40% |
| Speech | 4.40% | 8.01% | 60.93% | 56.80% | 83.69% | 86.80% |
| Theatre Arts | 7.32% | 12.63% | 31.95% | 26.34% | 48.31% | 52.75% |

*Exhibit 6.14: Fine Arts, Historical WSCH Growth and Select Fill Rates (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

The School of Fine Arts is characterized by a creative and enthusiastic faculty. The following statement from the Music Program is an example of a vision of the future. "We hope to have a music building by the time we reach the 20-year mark. We plan to be a fully comprehensive, traditional, and technologically relevant Department of Music with a large student population including a minimum of 125-150 music majors, and a large, full-time faculty and support staff."

The desire on the part of the School to maintain high quality and to innovate has led to frustration in this era of budget cuts. Each of the programs has unique needs; many of them requiring large, customized spaces, unique equipment, and support personnel. Meeting these needs is difficult under normal budget conditions, but particularly now when budgets cuts across the state are in effect. Another complication for this school in particular is the need for attending to safety and maintenance needs beyond the scope of traditional classrooms. The safety of students in lab settings, and, of students, faculty and audiences in theatre, music and dance venues is a concern to faculty.

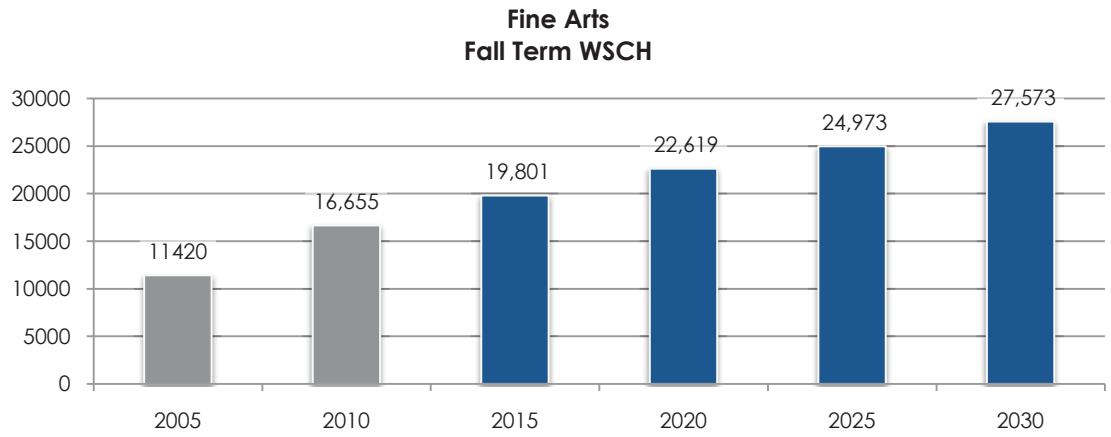



*Exhibit 6.15: Fine Arts, Long-Range Fall Term WSCH Forecast*

# Academic Schools - Description, Trends and Future Development

### *School Growth and Future Development*

The School of Fine Arts ranked fourth in FTES among IVC's thirteen academic schools at the time of the fall 2010 census. Fine Arts is projected to grow at approximately 3.5 percent over the planning period to 2015. Among the individual programs in the school, Music and Speech are expected to match that growth. Art History is expected to exceed the average through 2015, when its growth will then slow eventually to average growth. Dance, Digital Media Art, Photography, and Theatre Arts are projected to grow at the dramatic rate of 4.5 percent between now and 2015, then at 3.13 percent through fall 2020, and following that at the college average of three percent. The Art program, based on enrollment trends, is not predicted to grow substantially.

Foremost on the minds of the personnel in the School of Fine Arts is the Fine Arts Complex. "Future goals of the Art Program must certainly be the design, construction and staffing of a formal Visual Arts Complex with no fewer than seven distinct studio spaces for instruction." (Academic Program Review 2007) In the 2006 Education and Facilities Master Plan, the need for the facility was documented and placed on the district list requesting state funding. Since that time the School has continued to show strong enrollment growth. Between 2000 and 2010, the school grew 4.08% in WSCH. Between 2005 and 2010, Fine Arts experienced growth in WSCH of 7.91%.

Enrollment growth among the various programs in the school has intensified space needs. Most of the programs in the school have unique requirements for space, equipment, and storage. Faculty in each program area are concerned about maintaining quality instruction, and safety, due to crowding. Faculty point out the strong reputation and "luster" that accrue to the college from the high profile programs and community support.

Maintenance and equipment are related issues since many of the programs in the school are dependent on high-level care and renewal to maintain program quality. Examples such as the need for spring floors for dance and theatre, acoustical integrity and lighting for music and theatre, HVAC and up-to-date technology for all the programs, to name a few examples. Personnel interviewed were appreciative of campus support for improvements that have been implemented, but wanted it known that many needs are unmet.

In addition to the need for staffing to keep pace with growth and to replace retiring faculty, program support for the operations of the Fine Arts programs dictates calls for technicians for art and theatre and gallery director for art, accompanists for music and theatre, and a number of personnel for program support.

### *Guidance and Counseling*

Guidance and Counseling is comprised of a number of programs, including Articulation, CalWORKS, Career and Transfer Center, Counseling, Disabled Student Services EOPS/CARE, Learning Center (Tutoring), Learning Disabilities Program, and Women's Studies. Most of the programs do not generate FTES. Among those programs generating FTES, Counseling had 88 FTES in fall 2010 and Women's Studies had 9 FTES. In many student services programs, measures of workload are approximated by student contacts. In the cases of general counselors and EOPS counselors, ratios of student enrollments to numbers of professional personnel are often used as standards. Currently, the ratio of counselors to students is 1:2250. Program personnel state that the professional standard for community colleges is 1:1000.

Because academic guidance and counseling are housed with other student services functions and are closely tied, a separate discussion of Student Services follows the discussion of Academic Schools.

# Academic Schools - Description, Trends and Future Development

| School/Department | CRS FILL RATE | SECTIONS | CEN WSCH | CEN FTES | TOT FTEF |
|---|---|---|---|---|---|
| **Guidance & Counseling** | **87.2%** | **30** | **2,783** | **97** | **4.65** |
| Counseling | 87.1% | 28 | 2,528 | 88 | 4.25 |
| Women's Studies | 94.4% | 2 | 255 | 9 | 0.40 |

*Exhibit 6.16: Guidance & Counseling, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

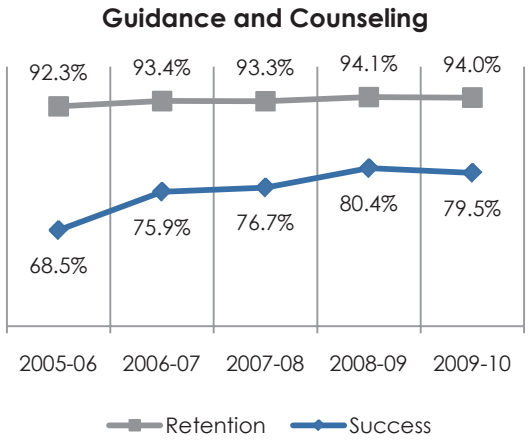



*Exhibit 6.17: Guidance & Counseling, Success and Retention Rates (Source: SOCCCD Research and Planning)*

| School/Department | 2000-10 AVG WSCH GROWTH | 2005-10 AVG WSCH GROWTH | 2000-10 AVG RM FILL RATE | 2005-10 AVG RM FILL RATE | 2000-10 AVG CRS FILL RATE | 2005-10 AVG CRS FILL RATE |
|---|---|---|---|---|---|---|
| **Guidance & Counseling** | **10.41%** | **17.54%** | **95.15%** | **89.20%** | **87.03%** | **86.30%** |
| Counseling | 10.27% | 16.46% | 94.92% | 89.47% | 87.38% | 86.99% |
| Women's Studies | 1.61% | 3.62% | 120.78% | 107.66% | 80.11% | 71.33% |

*Exhibit 6.18: Guidance & Counseling, Historical WSCH Growth and Select Fill Rates (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

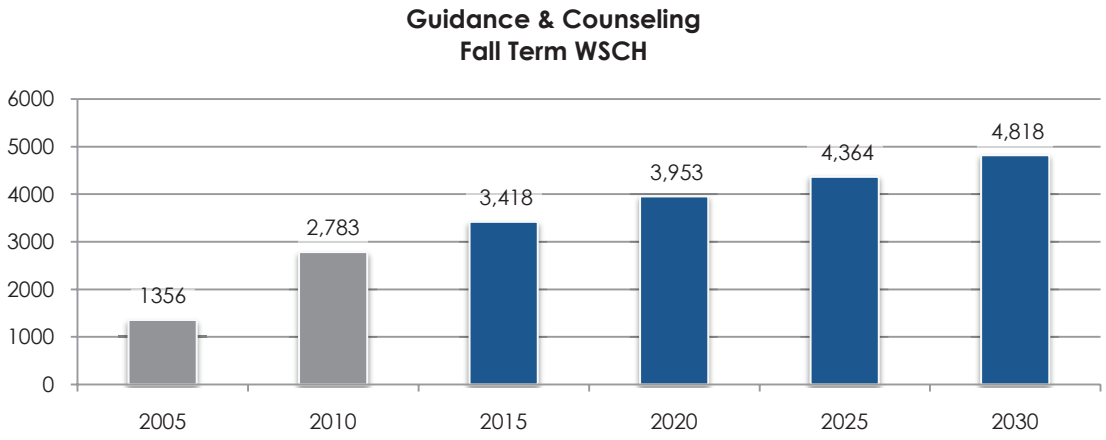



*Exhibit 6.19: Guidance & Counseling, Long-Range Fall Term WSCH Forecast*

# Academic Schools - Description, Trends and Future Development

### *Health Sciences, Physical Education and Athletics*

The School of Health Sciences includes Health Sciences, Physical Education, Adapted Physical Education and Athletics. The Full-time faculty equivalent is 14.73. Students enrolled in Health Sciences courses are overwhelmingly transfer bound. They are in the 18 to 25 –year old group. In Physical Education and Adapted Physical Education no majority exists in any age group and students are typically enrolled part-time. Athletics is a robust program at the College, with the following sports: badminton, baseball, men's basketball, men's golf, men's soccer, men's tennis, men's volleyball, women's basketball, women's golf, women's soccer, women's tennis, and women's volleyball. The Athletics program does not directly produce FTES, but contributes to student life, college visibility and as a complement to classroom courses. The acclaim brought to the college by the success of its athletic programs is difficult to quantify, but is generally acknowledged.

| School/Department | CRS FILL RATE | SECTIONS | CEN WSCH | CEN FTES | TOT FTEF |
|---|---|---|---|---|---|
| **Health Sciences, PE & Athletics** | **76.3%** | **76** | **7,925** | **194** | **14.73** |
| Physical Education | 76.3% | 76 | 7,925 | 194 | 14.73 |

*Exhibit 6.20: Health Sciences, PE & Athletics, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

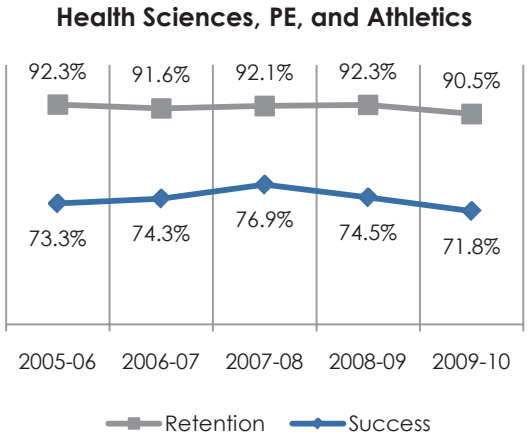



*Exhibit 6.21: Health Sciences, PE & Athleteics, Success and Retention Rates (Source: SOCCCD Research and Planning)*

| School/Department | 2000-10 AVG WSCH GROWTH | 2005-10 AVG WSCH GROWTH | 2000-10 AVG RM FILL RATE | 2005-10 AVG RM FILL RATE | 2000-10 AVG CRS FILL RATE | 2005-10 AVG CRS FILL RATE |
|---|---|---|---|---|---|---|
| **Health Sciences, PE & Athletics** | **3.79%** | **8.22%** | **10.10%** | **10.27%** | **42.39%** | **45.80%** |
| Physical Education | 3.79% | 8.22% | 10.10% | 10.27% | 42.39% | 45.80% |

*Exhibit 6.22: Health Sciences, PE & Athletics, Historical WSCH Growth and Select Fill Rates (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

## Academic Schools - Description, Trends and Future Development

The current crisis in the state budget threatens the future of the School with regard to some of its offerings and maintenance of facilities and equipment. A recent program review conducted by the Orange Empire Conference found IVC facilities to be below standard as compared with other Orange County community colleges.

Meanwhile, the School excels in the success of its team sports and in student satisfaction as determined by student surveys. For the current year, IVC's sports teams rank number 1 in the state in Women's Golf, number 4 in Men's Basketball, number 14 in Women's Volleyball, and number 23 in Men's Soccer.

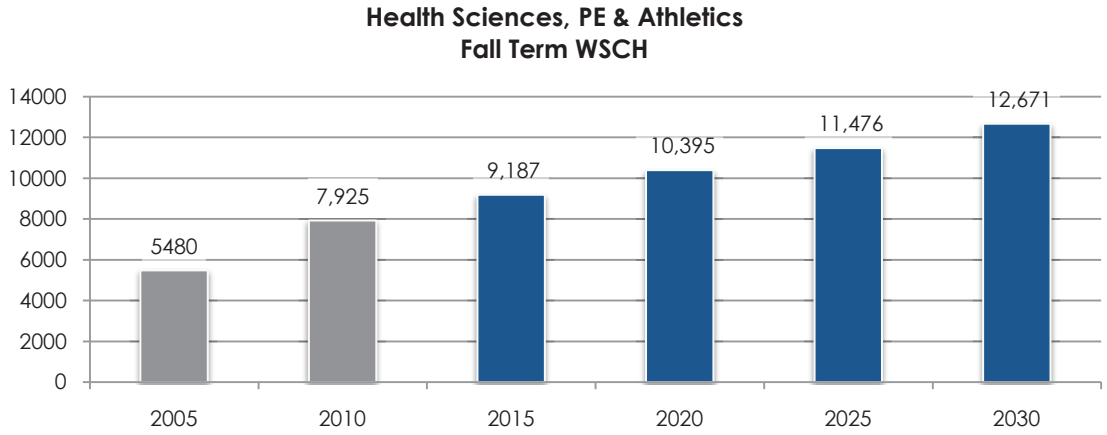



*Exhibit 6.23: Health Sciences, PE & Athletics, Long-Range Fall Term WSCH Forecast*

***School Growth and Future Development***

FTES growth is not an effective measure of the School of Health Sciences, Physical Education and Athletics. Unique features of the disciplines within the school put it in a category by itself. While Health Sciences holds its classes in a traditional classroom setting, most of the programs in the school do not generate lecture hours in the traditional manner. Student head count for fall 2010 was 1,825, but FTES was only 194. Likewise, the diversity of its aims and of its student population makes success difficult to quantify. In addition, the School must comply with guidelines outside the control of the College and District, such as Federal Title IX regulations, the Americans with Disabilities Act, and governing bodies for intercollegiate activities.

Maintenance and repair are the top priorities of personnel within the School. The College has done what it could with limited resources to maintain the extensive facilities needs, but maintenance and repair have fallen behind. Restrooms, resurfacing of fields, security, inadequate storage and antiquated locker rooms are some of the issues related to maintenance. Issues related to maintenance have curtailed new program development.

Beyond the matter of deferred maintenance and repairs, facilities needs include a convocation center, pool and stadium. Personnel within the School believe that partnerships from private sources will be essential to answer some of the fiscal needs.

A proposal for a new A. S. degree for Physical Therapy Assistant has been put on hold due to uncertainty about fiscal support for physical education programs from the state.

# Academic Schools - Description, Trends and Future Development

***Humanities***

The School of Humanities and Languages includes English, English as a Second Language, Film Studies, Foreign Languages, History, Humanities, Journalism, Language Center, Philosophy, Reading/ESS Center, Religious Studies, Sign Language and the Writing Center. It has the greatest number of programs of any school and has 58.05 full-time equivalent faculty. English is the largest program in the School.

| School/Department | CRS FILL RATE | SECTIONS | CEN WSCH | CEN FTES | TOT FTEF |
|---|---|---|---|---|---|
| **Humanities** | **82.2%** | **304** | **29,118** | **943** | **58.05** |
| English | 83.7% | 130 | 10,472 | 343 | 26.78 |
| English as a Second Language | 104.2% | 32 | 4,551 | 146 | 8.74 |
| Foreign Languages | 92.6% | 43 | 6,121 | 201 | 10.68 |
| History | 101.5% | 34 | 4,626 | 160 | 6.60 |
| Humanities | 101.1% | 11 | 1,419 | 49 | 2.20 |
| Humanities Center | 45.9% | 51 | 1,557 | 36 | 2.45 |
| Journalism | 93.3% | 2 | 252 | 4 | 0.40 |
| Religious Studies | 88.9% | 1 | 120 | 4 | 0.20 |

*Exhibit 6.24: Humanities, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

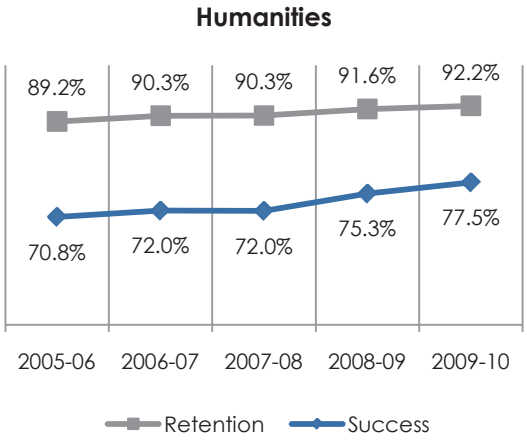



*Exhibit 6.25: Humanities, Success and Retention Rates (Source: SOCCCD Research and Planning)*

## Academic Schools - Description, Trends and Future Development

| School/Department | 2000-10 AVG WSCH GROWTH | 2005-10 AVG WSCH GROWTH | 2000-10 AVG RM FILL RATE | 2005-10 AVG RM FILL RATE | 2000-10 AVG CRS FILL RATE | 2005-10 AVG CRS FILL RATE |
|---|---|---|---|---|---|---|
| **Humanities** | **3.67%** | **7.84%** | **73.10%** | **62.51%** | **70.65%** | **72.21%** |
| English | 3.64% | 9.73% | 76.72% | 73.79% | 77.18% | 76.77% |
| English as a Second Language | 0.09% | 3.49% | 50.91% | 27.57% | 89.55% | 93.79% |
| Foreign Languages | 5.96% | 7.07% | 77.32% | 76.33% | 80.50% | 82.91% |
| History | 3.55% | 7.14% | 113.83% | 111.48% | 91.82% | 93.99% |
| Humanities | 9.26% | 8.91% | 91.06% | 94.43% | 100.26% | 110.18% |
| Humanities Center | 10.72% | 12.22% | 82.99% | 68.06% | 34.31% | 34.88% |
| Journalism | 0.01% | 17.33% | 69.95% | 75.00% | 71.94% | 96.67% |
| Religious Studies | 0.26% | 0.53% | 84.35% | 84.35% | 68.00% | 68.00% |

*Exhibit 6.26: Humanities, Historical WSCH Growth and Select Fill Rates (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

The decentralization of programs in the school is a long-standing concern of faculty in the School. Collegiality and collaboration among the faculty are difficult. Efficiencies may be achieved if programs with common needs can be located within easy proximity. Because of the strong relationship between Humanities and the Social Science, personnel from the two schools desire to be housed together. The Dean and faculty envision this physical reorganization as an important goal for the college. The A Quad has been discussed as a possible site for a new complex. From a fiscal point of view, renovation and additions to existing buildings may be an option to achieve the above goals.

Another important goal is to keep up with the infrastructure needs of a rapidly changing technological environment. The use of technology to supplement to classroom instruction has caused faculty to seek modification of room configurations, and furniture and equipment as well. During campus interviews faculty asked for rooms designed for viewing media and modular rooms that can be made large or small. Maintenance and technological support were also concerns.

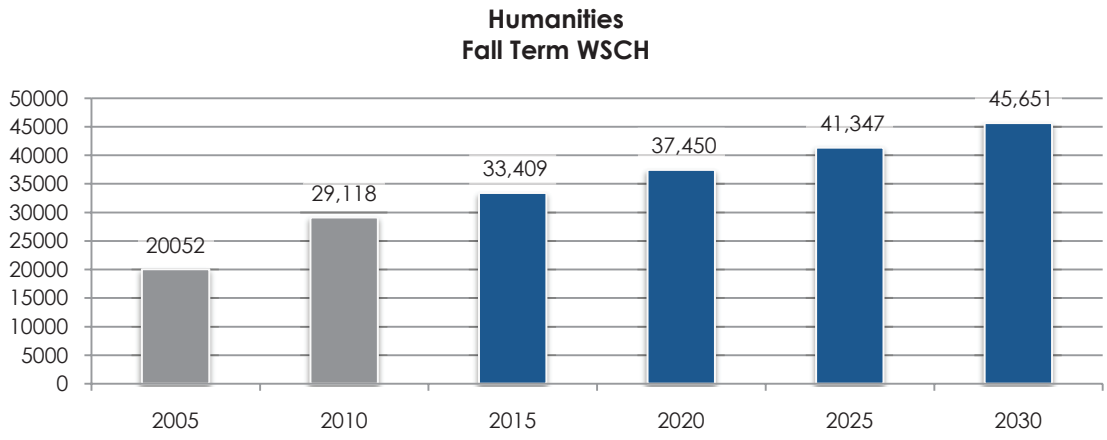



*Exhibit 6.27: Humanities, Long-Range Fall Term WSCH Forecast*

# Academic Schools - Description, Trends and Future Development

### *School Growth and Future Development*

The School generated 943 FTES among its eight programs in fall 2010, with English comprising a third of the total. The School as a whole is projected to grow 25% slower than the college average over the next five years, although English will exceed the college average. The student demand for basic skills and college English is great. English as a Second Language and Religious Studies are projected to have slow or no growth in the future based on past performance. Continuing student demand for lower division requirements at the 4-year universities is likely to keep English courses at college and pre-college levels in great demand. The Writing Center will continue to be an important adjunct to the writing program at the college. In fall 2010, approximately 1000 students were served in the Center. The importance of student success in this foundational discipline is hard to over-estimate. According to California State University, 49 percent of the nearly 25,000 first-time freshman admitted to CSU require remediation in English. In community colleges, the percentage is higher.

There is a recognized need for the centralization of this school. As a response to this need, the College and District has approved funding to renovate the A-400 building as a Humanities, Social and Behavioral Sciences, and Co-Curricular Center. Further, as the School continues to grow, there is a desire plan to renovate the A-200 Building to a comprehensive Success Center, which would include writing labs, world languages, English as a Second Language, Reading and Tutoring space.

### *Library Services*

The School of Library Services provides access to library services, collections in a variety of formats, and information resources designed to meet the curricular, research, professional, intellectual and creative needs of the IVC community. It includes the Library and Learning Center. The School does not generate FTES in its support capacity, but is integral to the instructional program. Its total full-time faculty equivalent is 3.18. It is noteworthy that Library Services has a technology plan that is well-considered and forward-looking.

The Learning Center is located in the library and provides tutoring services to students in designated classes.

| School/Department | CRS FILL RATE | SECTIONS | CEN WSCH | CEN FTES | TOT FTEF |
|---|---|---|---|---|---|
| **Library Services** | **81.4%** | **18** | **3,672** | **2** | **3.18** |
| Learning Assistance (Tutoring) | 81.9% | 17 | 3,615 | 0 | 2.98 |
| Library | 67.9% | 1 | 57 | 2 | 0.20 |

*Exhibit 6.28: Library Services, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

## Academic Schools - Description, Trends and Future Development

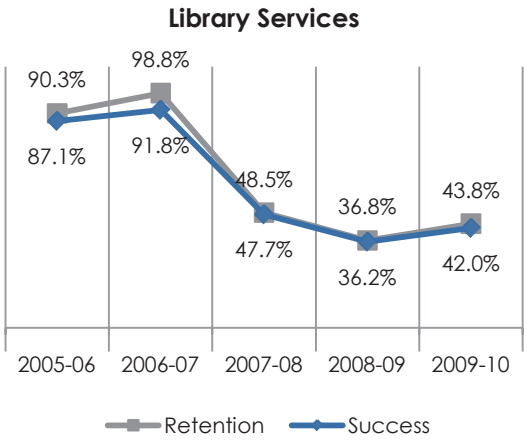



*Exhibit 6.29: Library Services, Success and Retention Rates (Source: SOCCCD Research and Planning)*

| School/Department | 2000-10 AVG WSCH GROWTH | 2005-10 AVG WSCH GROWTH | 2000-10 AVG RM FILL RATE | 2005-10 AVG RM FILL RATE | 2000-10 AVG CRS FILL RATE | 2005-10 AVG CRS FILL RATE |
|---|---|---|---|---|---|---|
| **Library Services** | **39.93%** | **51.19%** | **156.45%** | **237.69%** | **80.28%** | **68.92%** |
| Learning Assistance (Tutoring) | 40.96% | 54.19% | 171.64% | 265.38% | 84.70% | 68.74% |
| Library | 10.00% | -6.69% | 93.18% | 106.36% | 68.11% | 83.57% |

*Exhibit 6.30: Library Services, Historical WSCH Growth and Select Fill Rates (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

Nowhere on campus is the impact of technology more dramatic than in the library. Online access to resource databases, the transition from hardbound books to e-books, banks of computers for student research and study applications, and group study are indicators of a new era for libraries. Along with technology has come increased student use for the library. Currently, there are approximately 100 computers in the library and students clamor for more. The gate count for library logs show 39,000 entries for the past academic year. Some of those entries are accounted for by computer lab use.

The library staff acknowledges and appreciates the in-house modifications that have been made to accommodate the need for the changes to match students' changing learning styles and technology changes. But, they see further need for reconfiguring the second floor of the library and the consolidation of Learning Centers on campus, possibly in the library.

# Academic Schools - Description, Trends and Future Development

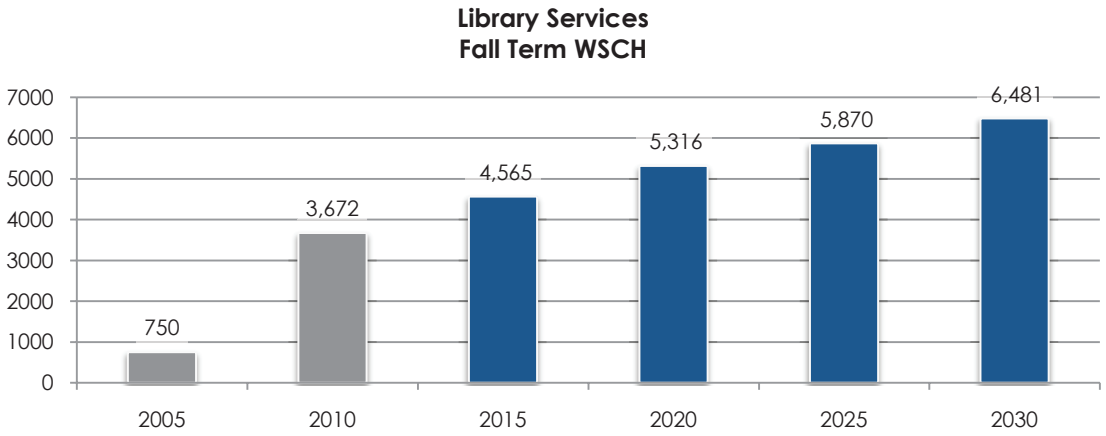



*Exhibit 6.31: Library Services, Long-Range Fall Term WSCH Forecast*

***School Growth and Future Development***

Presently, there are no plans to make any additions to the existing Library. However, it was discussed by the users that there should be some improvement of the existing building. The facility of the future would include the library, learning centers, storage, instructional laboratory, as well as a TV studio. It would include additional space, data ports, computers, workstations, classrooms and study rooms. The library would be the center of the campus and a gathering place for students. Its computers will be re-imaged (along with every other computer on campus) to accept any textbook software package. It will work collaboratively with Saddleback College and other centers of learning in the region.

# Academic Schools - Description, Trends and Future Development

### *Life Sciences and Technologies*

The School of Life Sciences and Technologies includes Biology, Environmental Studies, and Health Sciences. The inFORM Data Warehouse reported one department within this school, Biology, and indicated that the department generated 356 FTES and had 18.53 full-time equivalent faculty. Biology faculty attributes the strong demand for classes to its reputation as a high quality feeder program for UC Irvine. Approximately, 43 percent of students at UCI are biology majors. In April 2011, the College had a groundbreaking for the new Life Science Building.

| School/Department | CRS FILL RATE | SECTIONS | CEN WSCH | CEN FTES | TOT FTEF |
|---|---|---|---|---|---|
| **Life Sciences & Technology** | **106.2%** | **69** | **10,714** | **356** | **18.53** |
| Biology | 106.2% | 69 | 10,714 | 356 | 18.53 |

*Exhibit 6.32: LIfe Sciences & Technologies, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

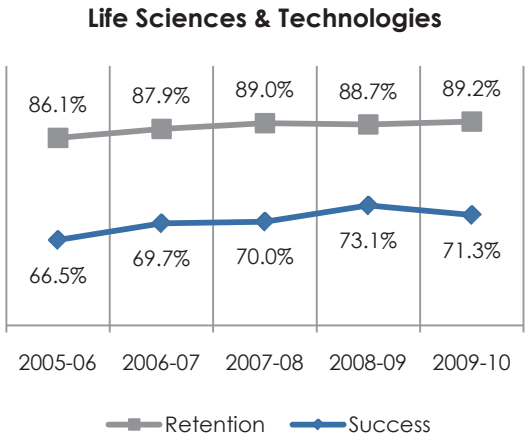



*Exhibit 6.33: Life Sciences & Technologies, Success and Retention Rates (Source: SOCCCD Research and Planning)*

| School/Department | 2000-10 AVG WSCH GROWTH | 2005-10 AVG WSCH GROWTH | 2000-10 AVG RM FILL RATE | 2005-10 AVG RM FILL RATE | 2000-10 AVG CRS FILL RATE | 2005-10 AVG CRS FILL RATE |
|---|---|---|---|---|---|---|
| **Life Sciences & Technology** | **6.90%** | **11.01%** | **86.70%** | **90.36%** | **97.28%** | **99.96%** |
| Biology | 6.90% | 11.01% | 86.70% | 90.36% | 97.28% | 99.96% |

*Exhibit 6.34: Life Sciences & Technologies, Historical WSCH Growth and Select Fill Rates (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

More space is needed for courses such as anatomy, a course in great demand. Labor market forecasts for strong demand in the future for health occupations support expanding instructional facilities for the health sciences.

The School would like to see strong support for Environmental Studies, consistent with the goals of sustainability and ecological planning.

# Academic Schools - Description, Trends and Future Development

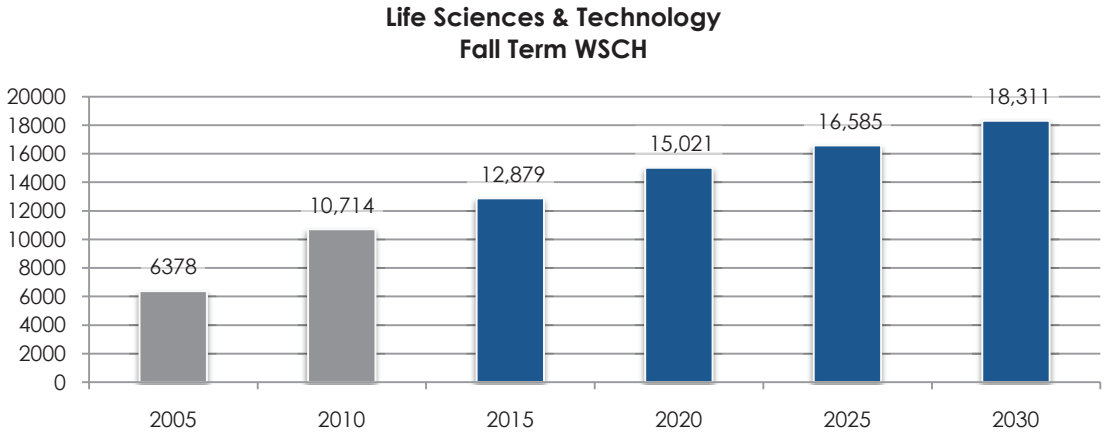



*Exhibit 6.35: Life Sciences & Technologies, Long-Range Fall Term WSCH Forecast*

***School Growth and Future Development***

Biology is predicted to grow faster than the college average over the next ten years, based on past performance. The conditions causing its growth are likely to continue or to intensify as the four-year institutions limit enrollments and increase tuition.

Maintaining quality will be important to maintain the prestige that the program now has. In addition to skilled and dedicated faculty, the latest equipment and first-rate facilities will continue to attract transfer students.

The College has planned a Life Science Building that will allow the program development that faculty foresee. Bioinformatics and biotechnology/ robotics are programs that biology faculty would like to develop in tandem with the School of Math, Computer Science and Engineering.

# Academic Schools - Description, Trends and Future Development

### *Math, Computer Science and Engineering*

The School of Mathematics, Computer Science and Engineering includes Computer Science, Drafting, Engineering and Mathematics, with Math as the centerpiece of the School. The strong enrollments in math reflect the keen interest of students in meeting the admission requirements of the 4-year universities and the need of under-prepared students for remedial course work

| School/Department | CRS FILL RATE | SECTIONS | CEN WSCH | CEN FTES | TOT FTEF |
|---|---|---|---|---|---|
| **Math, Computer Science & Engineering** | **95.5%** | **140** | **24,117** | **753** | **38.13** |
| Computer Science | 109.3% | 16 | 4,311 | 84 | 5.91 |
| Drafting | 63.5% | 4 | 570 | 12 | 1.44 |
| Engineering | 55.7% | 9 | 503 | 24 | 2.31 |
| Mathematics | 96.4% | 111 | 18,733 | 633 | 28.47 |

*Exhibit 6.36: Math, Computer Science & Engineeering, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

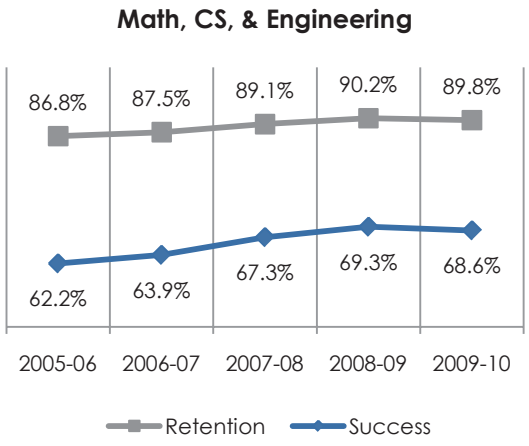



*Exhibit 6.37: Math, Computer Science & Engineering, Success and Retention Rates (Source: SOCCCD Research and Planning)*

| School/Department | 2000-10 AVG WSCH GROWTH | 2005-10 AVG WSCH GROWTH | 2000-10 AVG RM FILL RATE | 2005-10 AVG RM FILL RATE | 2000-10 AVG CRS FILL RATE | 2005-10 AVG CRS FILL RATE |
|---|---|---|---|---|---|---|
| **Math, Computer Science & Engineering** | **2.52%** | **8.25%** | **84.65%** | **81.07%** | **83.07%** | **92.12%** |
| Computer Science | 1.59% | 6.18% | 95.05% | 95.32% | 93.56% | 91.67% |
| Drafting | 5.55% | 6.63% | 27.68% | 31.90% | 62.82% | 71.82% |
| Engineering | 23.92% | 45.87% | 24.12% | 26.83% | 59.09% | 50.27% |
| Mathematics | 3.49% | 8.51% | 92.05% | 88.27% | 82.59% | 95.35% |

*Exhibit 6.38: Math, Computer Science & Engineering, Historical WSCH Growth and Select Fill Rates (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

# Academic Schools - Description, Trends and Future Development

The continuing need to provide preparation for college-level math fills math classes to capacity at IVC. A recent report from the Early Assessment Program, headed by California State University in cooperation with the State Department of Education and the State Board of Education, found that 40,000 students statewide who completed the high school math sequence were not ready for college math. The same study found that 36 percent of Orange County students completing math needed remediation.

Further pressure to serve transfer students who are ready for college math has been generated by enrollment caps at CSU and UC and increasing costs at the 4-year institutions. Students who otherwise might have enrolled as freshman at universities now plan to fill their lower division requirements at community colleges. IVC is responding to both the need for remediation and the need for lower division math.

The highly competitive job market is also a factor in the demand for math related to retraining for new jobs and to upgrading current skills.

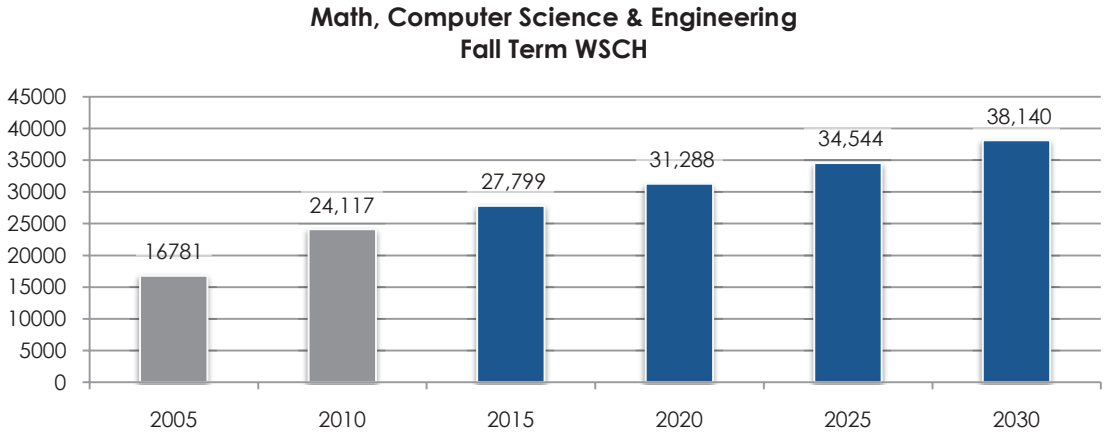



*Exhibit 6.39: Math, Computer Science & Engineering, Long-Range Fall Term WSCH Forecast*

***School Growth and Future Development***

The Mathematics Program is the strongest performer in the College based on FTES. It generated 633 FTES in enrollment at the fall 2010 census. Computer Science, Drafting and Engineering are much smaller components of the School, with just 120 FTES. Over the past ten years, The School of Mathematics, Science and Engineering has had an average increase of 2.5% in fall to fall term WSCH. More recently, growth has been even stronger with an annual average increase of 8.22% in the past five years. Much of that growth is thought to have been due to increases in tuition and limits on enrollment at the 4-year public universities in the state. The economic recession that began in 2008 may be another factor that has caused students to choose community colleges for their lower division work. With the continuing threat of budget cuts to higher education, continued demand for mathematics, and other lower division university requirements, is predicted.

To meet that demand, the math faculty would like to have state-of-the-art technology available to them to supplement classroom instruction. SMART technology should be available to supplement classroom instruction. Clickers are another technology tool that should be supported with secure storage. Along with the tools for technology, the need for more training continues. In addition, program faculty see a need for higher level courses, interdepartmental curriculum, such as differential equations for bio-engineering, and a club room for math students comparable to the honors room.

# Academic Schools - Description, Trends and Future Development

### *Physical Sciences and Technologies*

The School of Physical Sciences and Technologies includes Chemistry, Electronics, Geological Sciences and Physical Sciences programs. The School is fifth in FTES production, with the largest share of FTES coming from Chemistry. Chemistry is an important prerequisite for transfer students hoping to enter 4-year universities to pursue careers in medical fields.

The college recently completed the Science Annex, expanding lab space for Chemistry. While refurbishing needs exist for the older portions of the building, lab space needs are adequate.

| School/Department | CRS FILL RATE | SECTIONS | CEN WSCH | CEN FTES | TOT FTEF |
|---|---|---|---|---|---|
| **Physical Sciences & Technologies** | **96.8%** | **57** | **10,937** | **367** | **22.28** |
| Chemistry | 96.9% | 24 | 5,979 | 203 | 11.90 |
| Electronics | 56.5% | 8 | 696 | 22 | 2.77 |
| Geological Sciences | 92.8% | 11 | 1,625 | 53 | 3.28 |
| Physical Sciences | 117.4% | 14 | 2,637 | 89 | 4.33 |

*Exhibit 6.40: Physical Sciences & Technologies, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

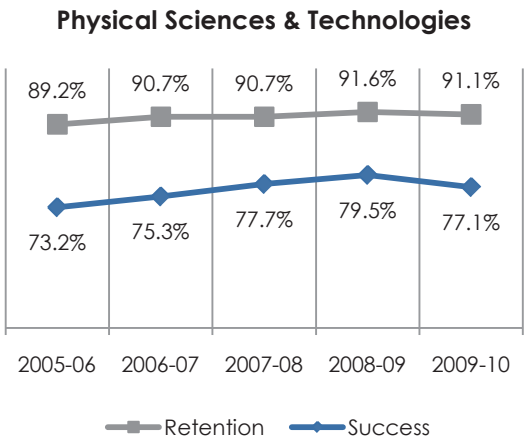



*Exhibit 6.41: Physical Sciences & Technologies, Success and Retention Rates (Source: SOCCCD Research and Planning)*

# Academic Schools - Description, Trends and Future Development

| School/Department | 2000-10 AVG WSCH GROWTH | 2005-10 AVG WSCH GROWTH | 2000-10 AVG RM FILL RATE | 2005-10 AVG RM FILL RATE | 2000-10 AVG CRS FILL RATE | 2005-10 AVG CRS FILL RATE |
|---|---|---|---|---|---|---|
| **Physical Sciences & Technologies** | **7.00%** | **9.34%** | **83.61%** | **85.47%** | **85.35%** | **88.81%** |
| Chemistry | 8.93% | 9.47% | 91.97% | 96.35% | 90.37% | 95.87% |
| Electronics | 10.92% | 21.22% | 48.69% | 55.18% | 53.46% | 57.78% |
| Geological Sciences | 4.38% | 3.93% | 73.64% | 70.99% | 88.25% | 88.76% |
| Physical Sciences | 5.83% | 11.74% | 102.37% | 102.35% | 88.67% | 93.14% |

*Exhibit 6.42: Physical Sciences & Technologies, Historical WSCH Growth and Select Fill Rates (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

Transfer students continue to meet lower division requirements for transfer through programs in the School. While Chemistry is the largest program, Physical Sciences and Geology also meet A through F requirements at the four-year universities.

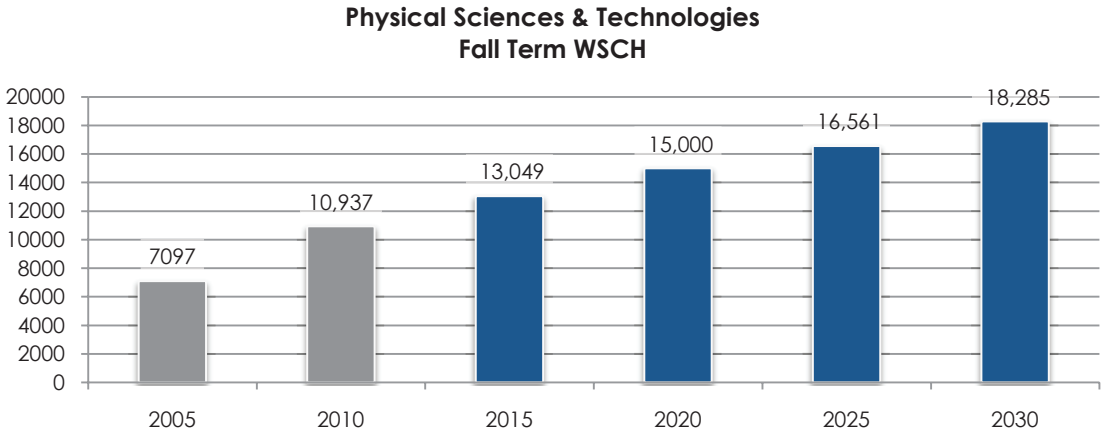



*Exhibit 6.43: Physical Sciences & Technologies, Long-Range Fall Term WSCH Forecast*

***School Growth and Future Development***

Faculty in the School would like to see IVC become a leader in environmental education and sustainability. They see environmental education developing among a variety of schools at the College. They noted that the college should make known its current efforts in sustainability, such as recycled water and the recycling of waste can materials.

The favorable prospects in the job market for health occupations, along with the demand for transfer curriculum, are likely to keep Chemistry at a growth rate above the college average for the next ten years. Physical Sciences, the program, will also continue above average growth. Electronics is currently a small program with its courses offered in the evening to serve a working population. Discussion is underway about the shape that the program should take in the future.

# Academic Schools - Description, Trends and Future Development

### *Social and Behavioral Sciences*

The School of Social and Behavioral Sciences is comprised of Administration of Justice, Anthropology, Economics, Geography, Human Development (Child Development), Political Science, Psychology, and Sociology. Administration of Justice and Human Development stand apart to some extent from the other programs in the School due to their focus on the application, rather than theory. Administration of Justice and Child Development both have needs for lab space and are regulated by entities outside the College to some extent. The other programs in the School use classroom space for instruction.

| School/Department | CRS FILL RATE | SECTIONS | CEN WSCH | CEN FTES | TOT FTEF |
|---|---|---|---|---|---|
| **Social & Behavioral Sciences** | **95.2%** | **157** | **18,442** | **628** | **30.40** |
| Administration of Justice | 104.5% | 13 | 1,379 | 47 | 2.45 |
| Anthropology | 94.6% | 12 | 1,533 | 53 | 2.40 |
| Economics | 77.3% | 31 | 3,188 | 110 | 5.95 |
| Geography | 92.1% | 9 | 1,077 | 38 | 1.77 |
| Human Development (Child Devl.) | 71.1% | 24 | 2,066 | 52 | 3.48 |
| Political Science | 93.5% | 18 | 2,255 | 70 | 3.37 |
| Psychology | 115.9% | 35 | 5,138 | 189 | 7.91 |
| Sociology | 122.6% | 15 | 1,806 | 69 | 3.07 |

*Exhibit 6.44: Social & Behavioral Sciences, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

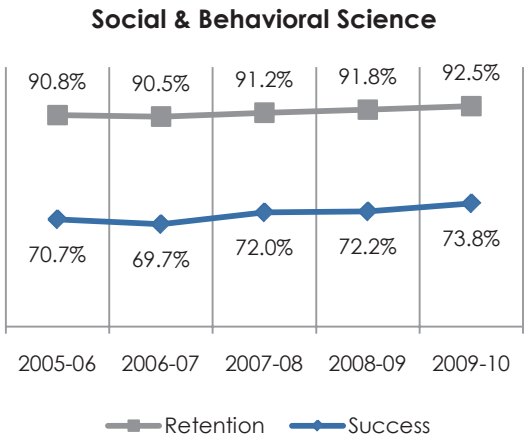



*Exhibit 6.45: Social & Behavioral Sciences, Success and Retention Rates (Source: SOCCCD Research and Planning)*

# Academic Schools - Description, Trends and Future Development

| School/Department | 2000-10 AVG WSCH GROWTH | 2005-10 AVG WSCH GROWTH | 2000-10 AVG RM FILL RATE | 2005-10 AVG RM FILL RATE | 2000-10 AVG CRS FILL RATE | 2005-10 AVG CRS FILL RATE |
|---|---|---|---|---|---|---|
| **Social & Behavioral Sciences** | **5.47%** | **9.38%** | **65.20%** | **63.98%** | **84.39%** | **87.41%** |
| Administration of Justice | 9.12% | 10.02% | 62.25% | 50.26% | 73.35% | 78.33% |
| Anthropology | 2.16% | 5.81% | 84.64% | 89.96% | 85.49% | 88.50% |
| Economics | 4.21% | 11.05% | 65.73% | 58.73% | 91.77% | 90.88% |
| Geography | 5.10% | 11.50% | 75.68% | 83.31% | 76.51% | 82.54% |
| Human Development (Child Development) | 6.99% | 14.49% | 52.76% | 46.47% | 74.50% | 76.42% |
| Political Science | 7.01% | 8.60% | 63.96% | 58.18% | 84.28% | 84.17% |
| Psychology | 7.34% | 9.61% | 74.62% | 80.84% | 85.51% | 88.74% |
| Sociology | 7.66% | 11.44% | 61.82% | 69.08% | 107.49% | 120.22% |

*Exhibit 6.46: Social & Behavioral Sciences, Historical WSCH Growth and Select Fill Rates (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

Nearly all the programs in the School have been growing at an accelerated rate. Average growth for the past five years has been 9.38 percent.

Faculty in Social and Behavioral Sciences see advantages in centralizing their course offerings in an area of the campus where they can work with the School of Humanities to offer interdisciplinary study and can have classrooms dedicated to their teaching formats.

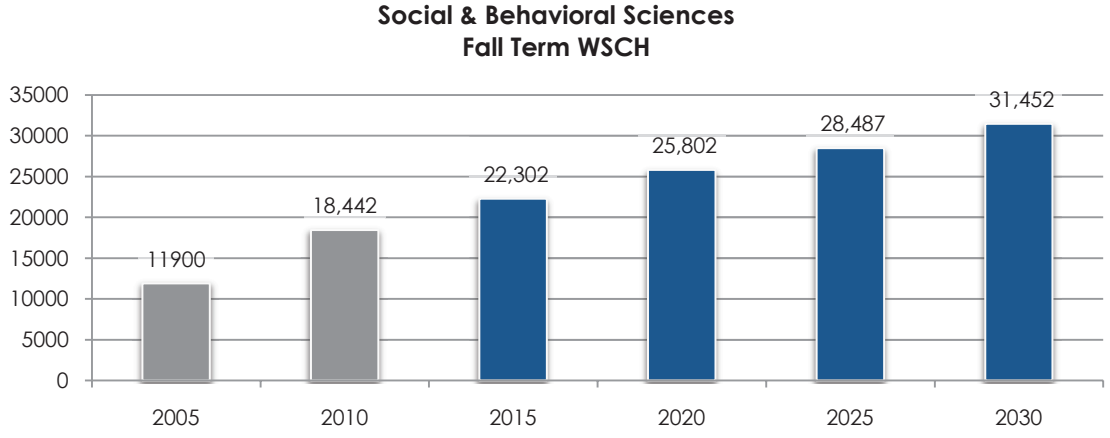



*Exhibit 6.47: Social & Behavioral Sciences, Long-Range Fall Term WSCH Forecast*

***School Growth and Future Development***

Currently the School of Social and Behavioral Sciences offers courses across the campus. There are disadvantages for this large faculty (30.4 FTEF) in their assignments to general classrooms that may not be configured effectively for seating and/or may not have lab space or storage.

Faculty also expressed the need for access to computer labs and for large classrooms. The fill rates for this school are above average and suggest a need for larger classrooms, especially for lectures.

# Academic Schools - Description, Trends and Future Development

### *Career Technical Education and Workforce Development*

The Career Technical Education and Workforce Development Office has the responsibility for Career Program Support, Grants, Tech Prep, and the Vocational and Technical Education Act Program. Curriculum for career-oriented courses has been within the scope of the various schools. IVC offers a substantial number of Associate in Science degrees (22) and certificates (41) to students whose goal is employment following their education at the College.

With the onset of the economic recession in 2008, the important role of community colleges in job preparation and retraining has intensified. While Orange County has fared better during the recession than the state as a whole, all acknowledges the importance of education to economic recovery. The development of new jobs and training for them are seen as two parts of the solution for economic development of the region in the future.

### *Advanced Technology and Education Park (ATEP)*

ATEP's history with the South Orange County Community College District began with the conveyance of a 68.37-acre parcel of land from the City of Tustin to the South Orange County Community College District in April 2004. The land was the former site of the Marine Corps Air Station. The site was to be developed as a learning village or for educational use.

The vision for ATEP from the outset was that it would be a unique campus offering courses to educate a workforce in emerging technologies, as well as general education. The goal to provide education enriched by innovation, synergistic collaboration, and strategic alliances for the benefit of the local community is ongoing. Public and private partnerships and alliances with other universities and colleges are fundamental to the vision for ATEP.

South Orange County Community College District has offered courses at the ATEP site since 2007. The campus is adjacent to Rancho Santiago Community College District which operates a Sheriffs Training Center. Both Saddleback College and Irvine Valley College offer courses at the ATEP location.

| Term | Section | Enrolled | FTES | WSCH | WSCH/ Section | WSCH/ FTEF | FTEF |
|---|---|---|---|---|---|---|---|
| Fall 2007 | 23 | 351 | 43 | 1,239 | 54 | 221 | 6 |
| Fall 2008 | 45 | 774 | 90 | 2,644 | 59 | 270 | 10 |
| Fall 2009 | 64 | 1,335 | 161 | 4,528 | 71 | 313 | 14 |
| Fall 2010 | 32 | 656 | 94 | 2,554 | 80 | 309 | 8 |

*Exhibit 6.44: ATEP Census Data Fall 2007 - Fall 2010 (Source: SOCCCD inFORM Data Warehouse, Term Benchmark Report)*

# Academic Schools - Description, Trends and Future Development

At present, proposals for curricula have been submitted by college personnel at Saddleback and Irvine Valley and are under review. The programs to be offered are clustered into the following general categories: Allied Health, Applied Technologies, Media Technologies and Green Technologies. Each of the categories is consistent with the vision for ATEP and responsive to the economic needs of the region. Allied Health is a large sector of employment in the County and in the State, and it is expected to grow even larger. Applied Technologies, which provides high tech goods and services, is expected to be an important growth cluster for Orange County, Media Technology, while a small sector, has shown strong growth even during the current recession. The Green Technologies cluster is expected to rebound from its decline during the economic crisis. In recent years, Orange County has emerged as a hub for some sectors of Green Technologies such as transportation and energy generation.

***ATEP Growth and Future Development***

As development of the ATEP off-site outreach location progresses, Irvine Valley College will coordinate the management and operational aspects of the facility. Both Saddleback College and Irvine Valley College are expected to develop programs at the location. A 30,000 gross square foot facility is in the planning stages.

## Student Services

Student Services encompasses a wide range of student resources and support services at IVC, including Admissions and Records, Career and Transfer Center, Child Development Center, Financial Aid, Guidance and Counseling, Health and Wellness Center, International Students Center, Matriculation, and a number of other supportive services. The Student Services building houses most of the programs.

Personnel in the Student Services Building believe that crowding in the current location will make a number of their services ineffective within ten years. Currently, Financial Aid is most seriously affected by limited square footage, awkward arrangement of space, and lack of privacy. Other programs suffer from similar limitations. Over the years, attempts to alleviate problems of student flow and crowdedness have provided temporary solutions, but have not solved the fundamental problems of building design. Alternatives, such as re-locating services such as the Student Lounge, the Bursar's Office, and the Cafeteria were offered during campus interviews as ways to gain more space, along with re-organizing functions along "One-Stop-Shop" principles.

Trends in technology have transformed Student Services and will continue to do so. Online services for registration, course placement, education planning, and recordkeeping are commonplace now, even though face-to-face services remain in demand for some students. Further technological efficiencies, such as sharing online records among student services programs may streamline operations in the future. Student ID cards and more computers for student use have been suggested as other ways to create more efficiency within Student Services until the more fundamental modifications to the building can be made.

## Other Services and Activities

### *Associated Students Irvine Valley College (ASIVC)*

Students representing ASIVC speak highly of the friendly, safe environment of Irvine Valley College. They appreciate the clubs, the new Performing Arts Center and BSTIC buildings, and the services the college provides. They would like to see more gathering places on campus for students, and they would like a new, improved cafeteria. A number of students would like to have access to cafés in various locations on campus, including the library. The need for more gathering places was noted in the 2006 Education Master Plan as well.

Comments on the classroom environment focused on technology. Online classes received mixed comments. Limitations on "face-time" with instructors make online courses challenging for many students. Students reacted favorably to Blackboard, the online instructional platform. Instructors use it to varying degrees, and some students would like to see Blackboard used for communication, references, and supplemental materials, as well as for recordkeeping. Generally, students strongly favor the use of technology as a supplement in the classroom.

# Other Services and Activities

### *Foundation*

The mission of the College Foundation is to do fundraising and to build relationships in the community for the benefit of students and the community. It supports the scholarship program, holds events, and engages in numerous fundraising activities. The Foundation works closely with the Public Information Office and the Performing Arts Center. Staffing for the Foundation includes the Director, an assistant, and support by an accountant.

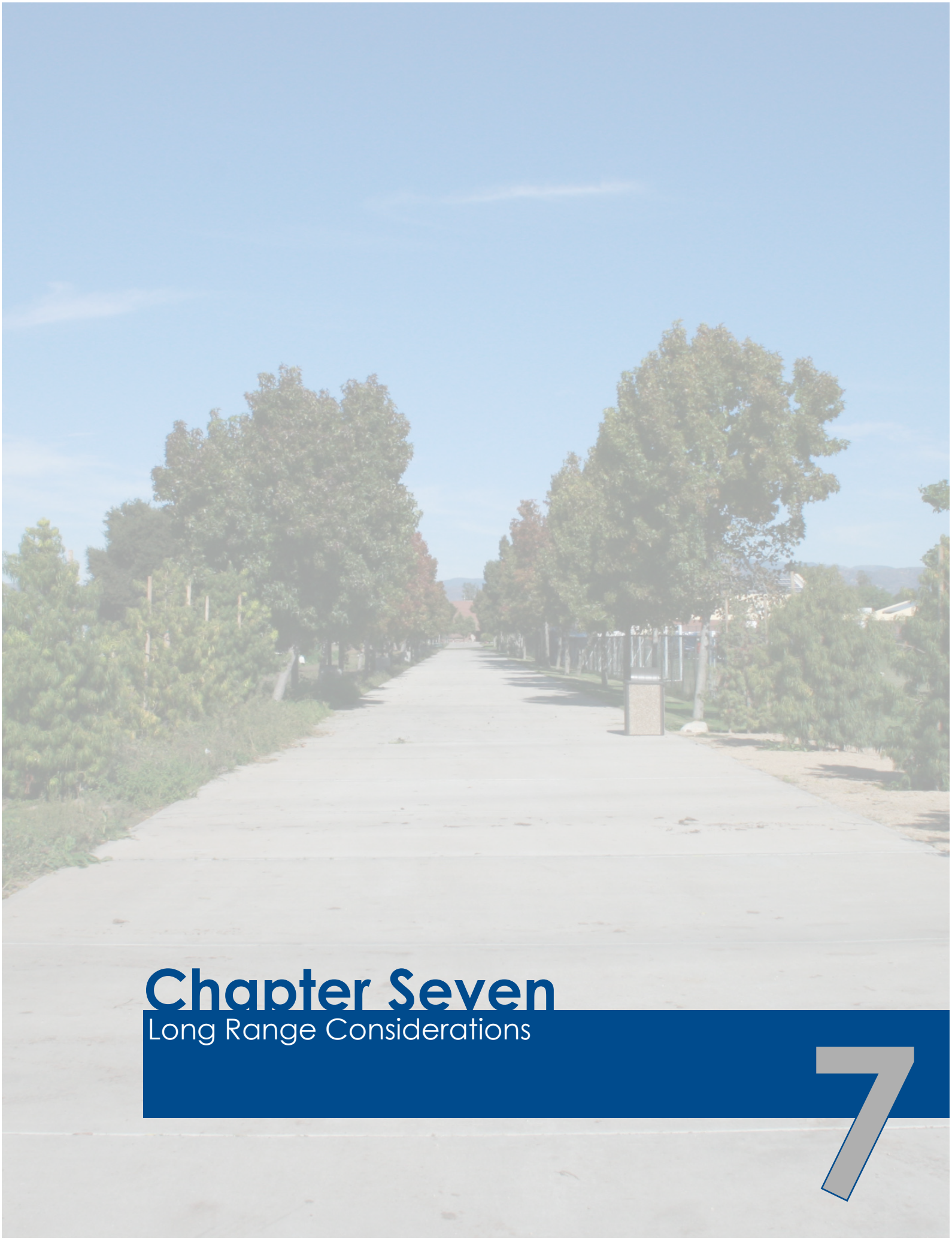
Limited state budgets and the forecast for continued fiscal stress during the economic recovery point to a need for energetic fundraising and economic partnerships in coming years. The Foundation will be an important instrument in developing strategies for developing local financial support for the College.

The Foundation Director sees untapped potential for fundraising for the College. The development of an alumni program, additional events that respond to community interests, and active pursuit of institutional sources of funding for scholarships are examples of initiatives that could enhance fundraising.

Access to facilities on campus in which to hold events and limitations in staff resources to support the events were mentioned during interviews for the EFMP. Athletic fields, the cafeteria, Performing Arts Center, and the BSTIC Building were mentioned as desirable locations for Foundation events; the limitations of staffing and the physical resources has an impact on their use and the impression they make on attendees at events. Additional meeting spaces on campus for events and for students to socialize would benefit the Foundation as well as other users on campus.

### *Public Information and Marketing*

The Public Information and Marketing Office is responsible for college publications, TV production, Advertising and Sponsorship. The Director works closely with the District Public Information Office and with IVC Foundation. The PIO Office works out of several locations. In general, renovation of interior spaces to gain more production and storage space and better security is needed. Equipment and digital work space are priority needs for better operations. Both the PIO and Foundation Directors advocated during campus interviews for a PAC lobby upgrade with more access to electricity and for availability in the case of the Foundation Director.



# Chapter Seven

## Long Range Considerations

7

## Long Range Considerations

Irvine Valley College exists in a different economic environment from that of the previous master plan written in 2006. At that time a scan of the Orange County area revealed a healthy economic condition with an unemployment rate of 3.9 percent and a growing economy, particularly in technology-related fields. The county was described as having rebounded from the economic downturn of 2000 caused by the bursting of the so-called dot.com bubble. Cautious optimism regarding the economic future resulted in a projection of 2.52 percent in WSCH growth for the college through 2020.

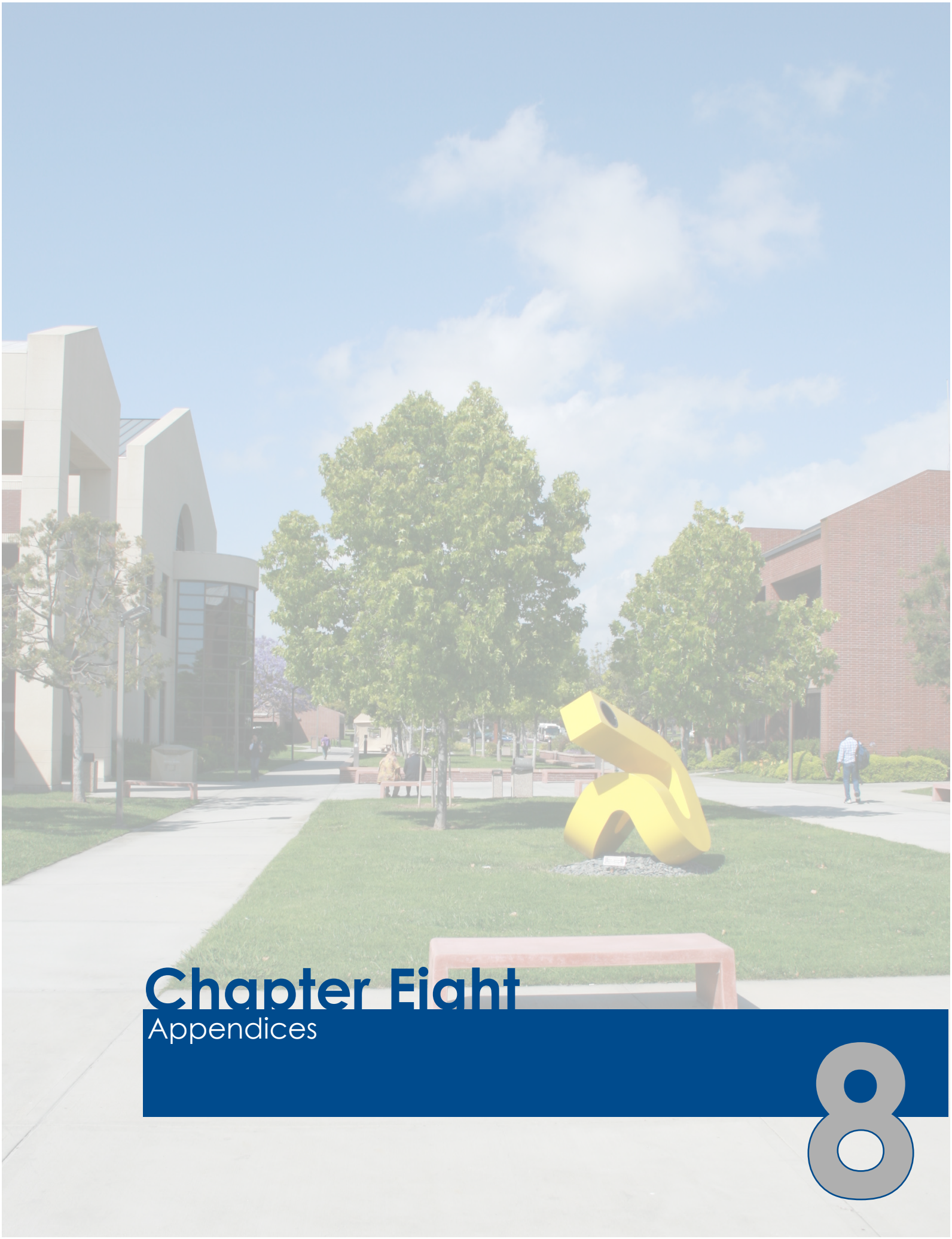
Current forecasts for the economy are more guarded and tentative. The unemployment rate for Orange County stands at 9.0 percent currently and recovery from the economic recession of 2008 is weak. The economy of the region is likely to reshape itself over time as it has done in the past. Meanwhile, budget deficits at both state and national levels compound pessimism about future availability of public funds for education.

In contrast to the uncertain fiscal picture, demand for education is strong. The number of high school graduates seeking higher education is at its peak. But, higher costs at the UC and CSU universities have made enrollment at four-year public universities impossible for many. At the same time, higher education institutions have limited enrollments, making the community college option more attractive, even for those qualified for admission to a four-year university. Training and retraining for employment and skills upgrades are an obvious need related to the economy.

While long-term projections for decreasing numbers of high school graduates suggest a decline in the demand for general education for transfer students in the future, for the near term future, the college will need to protect its current focus while it prepares for an uncertain future.

## Considerations for the Future

- The changing demography of the region suggests that the college should prepare for increased focus on programs and services for an older student population.
- In contrast to the demographic shift to an older population, the increasing costs of student enrollment in University of California and the California State University systems, and limitations on the numbers of students they admit, may keep demand high for lower division education.
- The pressing need for a highly educated workforce to participate in the economic future of the region favors partnerships between education and the business community. Colleges of the South Orange County Community College District are in a position to be major contributors to the economic recovery of the area.
- As ATEP develops, the district and the colleges may wish to develop co-curricula and interdisciplinary programs between the colleges to leverage the strengths of each.
- The need to enhance resources to ensure high quality education is likely to continue throughout the planning period. Currently, the State is in a severe fiscal crisis, but even prior to 2008 when the economy plummeted, funding was inadequate to meet growing needs. Colleges are called on to be enterprising and efficient in new ways to meet their goals.
- As administrators, faculty and classified staff reach retirement age over the next decade, the college will be challenged to recruit new educators and staff to a location with high housing prices and a high cost of living. In addition, the transition from large numbers of veteran employees to new employees will have to be undertaken with caution to protect stability and the wisdom of long-term employees.
- As IVC grows, it will need to take care that the communication structure currently in place remains as effective as it is at present.



# Chapter Eight

## Appendices

8

# Appendices

A. Glossary of Terms

B. Enrollment Forecast Methodology

C. Enrollment Forecast

D. Space Determination Methodology and College ASF Capacity

E. College and School Instructional ASF Capacity Forecasts

F. State Funding

G. Student Survey

H. Employee Survey

I. Community Survey

J. References and Resources

# A. Glossary of Terms

**Assignable Square Foot (ASF)**
The measure of "usable" square footage in a given facility.

**Course Fill Rate**
The Course Fill Rate is defined as Current Enrollment divided by the Course Capacity.

**Duplicated Enrollment**
This is the number of actual enrollments in any given class or program. Under this definition, a student enrolled in multiple courses is counted multiple times at the program, campus, or institutional level.

**Unduplicated Enrollment, (Headcount)**
This is the number of actual students. One student, taking five classes, is counted as one student. If there are 20 students in a program in which all students are enrolled in five classes, there are 100 duplicated enrollments, but a 20 student headcount.

**Environmental Scan**
An environmental scan considers present and future factors that can influence the direction and goals of an organization. Environmental scans include both external elements (e.g., service area demographics, state requirements, industry demands, marketing trends, etc) and internal elements (e.g., infrastructure, personnel, programs, abilities, etc). These are evaluated in terms of their potential impact on the organization and its ability to meet its present and future strategic goals.

**Full Time Equivalent Faculty (FTEF)**
One full time faculty member teaching the equivalent of a full load of classes equals 1.0 FTEF. Most often FTEF is aggregated to provide the college with a measure of the number of faculty teaching. The loads of adjunct faculty and full time faculty are summed to provide an aggregate number for the program or college.

**Full Time Equivalent Student (FTES)**
A full time equivalent student is one student taking 15 hours of instruction per week for two semesters of 17.5 weeks. While most of our students do not necessarily enroll in 15 hours of instruction per week , we calculate aggregated student attendance in this manner for both funding purposes as well as a measure for the college of how many full time equivalent students are participating in any given class or program, or are enrolled at the college.

**Gross Square Foot (GSF)**
The total measure of square footage in a given facility, both "usable" and "non-useable" support spaces.

**Retention**
Retention is defined as the number of students with A, B, C, D, F, CR(P), NC(NP), Incomplete Grade divided by number of students with A, B, C, D, F, CR(P), NC(NP), Withdrawal, Incomplete.

**Room Fill Rates**
Defined as the Current Enrollment divided by the Lowest Room Capacity

**Success**
Success is defined as the number of students with A, B, C, CR(P) Grade divided by number of students with A, B, C, D, F, CR(P), NC(NP), Withdrawal, Incomplete.

**Weekly Student Contact Hours (WSCH)**
This is a measure of the number of students enrolled in a course multiplied by the number of hours the course meets per week. If a class meets for three hours a week and has 30 students enrolled, the WSCH is 90.

**WSCH per FTEF**
This calculation, sometimes called 'productivity,' is the number of weekly student contact hours (WSCH) per Full Time Equivalent Faculty (FTEF). Some colleges establish a target number to reach to ensure fiscal viability.

The college community is made up of departments and programs with a wide variety of needs. Some disciplines have mandates from external sources that keep class size low. A college supports this diversity of discipline needs and strives for general support and cooperation to best serve students in meeting their educational needs while understanding the fiscal pressures of the institution. That is the purpose of understanding this formula.

## B. Enrollment Forecast Methodology

Qualitative and quantitative data were collected throughout the master planning process. Quantitative data included data from the internal environment of the college as well as external environment. Qualitative data was gathered by means of interviews, surveys, program review documents, institutional reports and a variety of other external sources.

Historical enrollment figures for Irvine Valley College was reviewed and analyzed for patterns of growth/decline. External data including high school graduation rates and adult population rates were taken into consideration to determine the college average annual growth rate. Data was benchmarked in the fall 2010 term in order to project forward in the defined planning horizons.

**Forecasted College Average Annual Growth Rate**

- 2010-2015, 3.00%
- 2015-2020, 2.50%
- 2020-2025, 2.00%
- 2025-2030, 2.00%

Five categories of growth were identified based on College Average as baseline for the planning horizon (2010-2030) in five-year increments. The five categories of growth identified were the following:

- 50% Faster Than College
- 25% Faster Than College
- Average Growth, Relative to College
- 25% Slower Than Growth
- Slow Growth/No College Growth

**2010-2015**

- Calculated the 2005-2010 Average Annual Growth Rate for the "Departments"
    - Based on Department Average Annual Growth Rate Over Past 5 Years – Benchmarked next Five Years Growth.
    - Reviewed 2005-2010 Annual Average Course Fill Rates.
    - If Average Course Fill Rate was above 85%, increased projection by one level.
    - If Average Course Fill Rate was below 65%, decreased projection by one level.
- After initial benchmark, forecasts were reviewed by Division Deans and refined. The Dean's were given these set of assumptions for refinement:
    - Space is not an issue on campus.
    - Historical growth information presented on the spreadsheet is correct.
    - College average growth rate of 2.25 is correct.
    - This data are going to be used to project space needs.

**2010-2020**

- All Departments in the 50% Faster Than College Average category (2010-2015) were reduced to 25% Faster Than College Average.
- All other Departments growth remained constant as the 2010-2015 forecast.
- After initial benchmark, forecasts was reviewed by the Strategic Planning Oversight and Budget Development Committee (SPOBDC)

**2010-2030**

- All Departments set to College Average in long-term forecasts

# C. Enrollment Forecast

| DESCRIPTION | 2015 | | | 2020 | | | 2025 | | | 2030 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School/Department | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF |
| **Business Science** | **12,732** | **424** | **24** | **13,863** | **462** | **26** | **15,306** | **510** | **29** | **16,899** | **563** | **32** |
| Accounting and Finance | 4,859 | 162 | 9 | 5,667 | 189 | 11 | 6,257 | 209 | 12 | 6,908 | 230 | 13 |
| Business | 2,044 | 68 | 4 | 2,122 | 71 | 4 | 2,343 | 78 | 4 | 2,587 | 86 | 5 |
| Computer Info Mgt | 4,680 | 156 | 9 | 4,858 | 162 | 9 | 5,364 | 179 | 10 | 5,922 | 197 | 11 |
| Paralegal | 248 | 8 | 0 | 281 | 9 | 1 | 310 | 10 | 1 | 342 | 11 | 1 |
| Real Estate | 901 | 30 | 2 | 935 | 31 | 2 | 1,032 | 34 | 2 | 1,140 | 38 | 2 |

| DESCRIPTION | 2015 | | | 2020 | | | 2025 | | | 2030 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School/Department | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF |
| **Contract Education** | **130** | **4** | **0** | **135** | **5** | **0** | **149** | **5** | **0** | **165** | **5** | **0** |
| Computer Info Science | 130 | 4 | 0 | 135 | 5 | 0 | 149 | 5 | 0 | 165 | 5 | 0 |

| DESCRIPTION | 2015 | | | 2020 | | | 2025 | | | 2030 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School/Department | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF |
| **Emeritus Institute** | **5,520** | **184** | **11** | **5,730** | **191** | **11** | **6,326** | **211** | **12** | **6,985** | **233** | **13** |
| Emeritus Institute | 5,520 | 184 | 11 | 5,730 | 191 | 11 | 6,326 | 211 | 12 | 6,985 | 233 | 13 |

## C. Enrollment Forecast

| DESCRIPTION | 2015 | | | 2020 | | | 2025 | | | 2030 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School/Department | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF |
| **Fine Arts** | **19,801** | **606** | **38** | **22,619** | **698** | **43** | **24,973** | **771** | **48** | **27,573** | **851** | **53** |
| Art | 1,608 | 54 | 3 | 1,669 | 56 | 3 | 1,843 | 61 | 4 | 2,035 | 68 | 4 |
| Art History | 2,488 | 83 | 5 | 2,902 | 97 | 6 | 3,204 | 107 | 6 | 3,538 | 118 | 7 |
| Dance | 2,501 | 83 | 5 | 2,917 | 97 | 6 | 3,221 | 107 | 6 | 3,556 | 119 | 7 |
| DMA | 1,271 | 42 | 2 | 1,483 | 49 | 3 | 1,637 | 55 | 3 | 1,807 | 60 | 3 |
| Fine Arts | 142 | 5 | 0 | 147 | 5 | 0 | 163 | 5 | 0 | 180 | 6 | 0 |
| Music | 4,521 | 151 | 9 | 5,115 | 171 | 10 | 5,648 | 188 | 11 | 6,236 | 208 | 12 |
| Photography | 1,290 | 43 | 2 | 1,504 | 50 | 3 | 1,661 | 55 | 3 | 1,834 | 61 | 3 |
| Speech | 2,657 | 89 | 5 | 3,006 | 100 | 6 | 3,319 | 111 | 6 | 3,665 | 122 | 7 |
| Theatre Arts | 3,322 | 111 | 6 | 3,875 | 129 | 7 | 4,278 | 143 | 8 | 4,723 | 157 | 9 |

| DESCRIPTION | 2015 | | | 2020 | | | 2025 | | | 2030 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School/Department | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF |
| **Guidance & Counseling** | **3,418** | **114** | **7** | **3,953** | **132** | **8** | **4,364** | **145** | **8** | **4,818** | **161** | **9** |
| Counseling | 3,150 | 105 | 6 | 3,674 | 122 | 7 | 4,057 | 135 | 8 | 4,479 | 149 | 9 |
| Women's Studies | 268 | 9 | 1 | 278 | 9 | 1 | 307 | 10 | 1 | 339 | 11 | 1 |

| DESCRIPTION | 2015 | | | 2020 | | | 2025 | | | 2030 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School/Department | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF |
| **Health Sciences, PE & Athletics** | **9,187** | **306** | **17** | **10,395** | **346** | **20** | **11,476** | **383** | **22** | **12,671** | **422** | **24** |
| Physical Education | 9,187 | 306 | 17 | 10,395 | 346 | 20 | 11,476 | 383 | 22 | 12,671 | 422 | 24 |

## C. Enrollment Forecast

| DESCRIPTION | 2015 | | | 2020 | | | 2025 | | | 2030 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School/Department | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF |
| **Humanities** | **33,409** | **1,114** | **64** | **37,450** | **1,248** | **71** | **41,347** | **1,378** | **79** | **45,651** | **1,522** | **87** |
| English | 12,588 | 420 | 24 | 14,682 | 489 | 28 | 16,210 | 540 | 31 | 17,897 | 597 | 34 |
| English as a Second Language | 4,783 | 159 | 9 | 4,965 | 166 | 9 | 5,482 | 183 | 10 | 6,053 | 202 | 12 |
| Foreign Languages | 6,841 | 228 | 13 | 7,507 | 250 | 14 | 8,289 | 276 | 16 | 9,151 | 305 | 17 |
| History | 5,170 | 172 | 10 | 5,674 | 189 | 11 | 6,264 | 209 | 12 | 6,916 | 231 | 13 |
| Humanities | 1,645 | 55 | 3 | 1,861 | 62 | 4 | 2,055 | 68 | 4 | 2,269 | 76 | 4 |
| Humanities Center | 1,940 | 65 | 4 | 2,263 | 75 | 4 | 2,499 | 83 | 5 | 2,759 | 92 | 5 |
| Journalism | 314 | 10 | 1 | 366 | 12 | 1 | 404 | 13 | 1 | 446 | 15 | 1 |
| Religious Studies | 126 | 4 | 0 | 131 | 4 | 0 | 145 | 5 | 0 | 160 | 5 | 0 |

| DESCRIPTION | 2015 | | | 2020 | | | 2025 | | | 2030 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School/Department | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF |
| **Library Services** | **4,565** | **152** | **9** | **5,316** | **177** | **10** | **5,870** | **196** | **11** | **6,481** | **216** | **12** |
| Learning Assistance (Tutoring) | 4,505 | 150 | 9 | 5,254 | 175 | 10 | 5,801 | 193 | 11 | 6,405 | 213 | 12 |
| Library | 60 | 2 | 0 | 62 | 2 | 0 | 69 | 2 | 0 | 76 | 3 | 0 |

| DESCRIPTION | 2015 | | | 2020 | | | 2025 | | | 2030 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School/Department | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF |
| **Life Sciences & Technology** | **12,879** | **429** | **25** | **15,021** | **501** | **29** | **16,585** | **553** | **32** | **18,311** | **610** | **35** |
| Biology | 12,879 | 429 | 25 | 15,021 | 501 | 29 | 16,585 | 553 | 32 | 18,311 | 610 | 35 |

## C. Enrollment Forecast

| DESCRIPTION | 2015 | | | 2020 | | | 2025 | | | 2030 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School/Department | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF |
| **Math, Computer Science & Engineering** | **27,799** | **927** | **53** | **31,288** | **1,043** | **60** | **34,544** | **1,151** | **66** | **38,140** | **1,271** | **73** |
| Computer Science | 4,818 | 161 | 9 | 5,287 | 176 | 10 | 5,838 | 195 | 11 | 6,445 | 215 | 12 |
| Drafting | 637 | 21 | 1 | 699 | 23 | 1 | 772 | 26 | 1 | 852 | 28 | 2 |
| Engineering | 627 | 21 | 1 | 731 | 24 | 1 | 807 | 27 | 2 | 891 | 30 | 2 |
| Mathematics | 21,717 | 724 | 41 | 24,570 | 819 | 47 | 27,128 | 904 | 52 | 29,951 | 998 | 57 |

| DESCRIPTION | 2015 | | | 2020 | | | 2025 | | | 2030 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School/Department | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF |
| **Physical Sciences & Technologies** | **13,049** | **435** | **25** | **15,000** | **500** | **29** | **16,561** | **552** | **32** | **18,285** | **609** | **35** |
| Chemistry | 7,187 | 240 | 14 | 8,383 | 279 | 16 | 9,255 | 309 | 18 | 10,219 | 341 | 19 |
| Electronics | 867 | 29 | 2 | 1,012 | 34 | 2 | 1,117 | 37 | 2 | 1,233 | 41 | 2 |
| Geological Sciences | 1,708 | 57 | 3 | 1,773 | 59 | 3 | 1,957 | 65 | 4 | 2,161 | 72 | 4 |
| Physical Sciences | 3,286 | 110 | 6 | 3,833 | 128 | 7 | 4,232 | 141 | 8 | 4,672 | 156 | 9 |

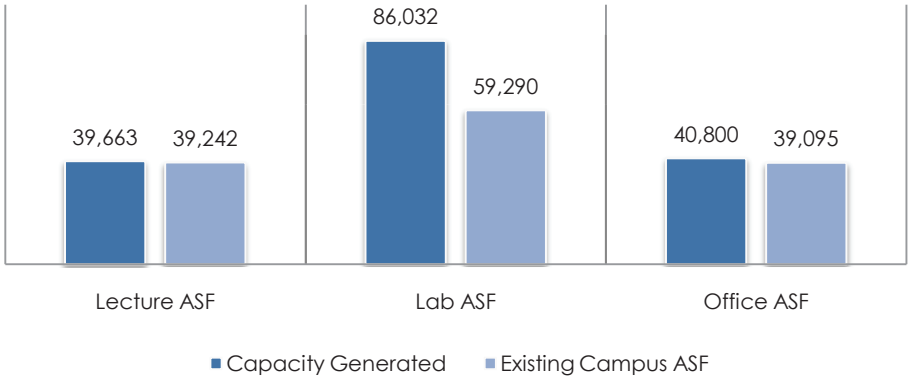
| DESCRIPTION | 2015 | | | 2020 | | | 2025 | | | 2030 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School/Department | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF | PROJECTED WSCH | PROJECTED FTES | PROJECTED FTEF |
| **Social & Behavioral Sciences** | **22,302** | **743** | **42** | **25,802** | **860** | **49** | **28,487** | **950** | **54** | **31,452** | **1,048** | **60** |
| Administration of Justice | 1,658 | 55 | 3 | 1,933 | 64 | 4 | 2,135 | 71 | 4 | 2,357 | 79 | 4 |
| Anthropology | 1,713 | 57 | 3 | 1,880 | 63 | 4 | 2,076 | 69 | 4 | 2,292 | 76 | 4 |
| Economics | 3,973 | 132 | 8 | 4,634 | 154 | 9 | 5,116 | 171 | 10 | 5,648 | 188 | 11 |
| Geography | 1,342 | 45 | 3 | 1,565 | 52 | 3 | 1,728 | 58 | 3 | 1,908 | 64 | 4 |
| Human Dev. (Child Dev.) | 2,575 | 86 | 5 | 3,003 | 100 | 6 | 3,315 | 111 | 6 | 3,660 | 122 | 7 |
| Political Science | 2,614 | 87 | 5 | 2,958 | 99 | 6 | 3,266 | 109 | 6 | 3,605 | 120 | 7 |
| Psychology | 6,176 | 206 | 12 | 7,204 | 240 | 14 | 7,953 | 265 | 15 | 8,781 | 293 | 17 |
| Sociology | 2,251 | 75 | 4 | 2,625 | 87 | 5 | 2,898 | 97 | 6 | 3,200 | 107 | 6 |

## D. Space Determination Methodology and College ASF Capacity

The facilities planning process is defined by Title 5 of the California Code of Regulations, Sections 57000-57003, which identifies standards for the utilization and planning of most education facilities in public community colleges. There are five major categories of space which are monitored by the State relative to facility utilization; Lecture, Office, Library, and AV/TV. Three categories, Lecture, Laboratory, and Office space are highlighted in order to review and identify future funding opportunities from the State.

"Capacity" is a term used in the facilities planning process to express the amount of enrollment that can be accommodated by an amount of space. Another way to view capacity is to look at the existing ASF and determine the WSCH capacity which could be generated in the space.

**Fall 2010 ASF Capacity, Generated vs. Existing**




| | ASF Capacity | 2015 Projected Campus ASF | ASF Need/ Surplus | ASF Capacity | 2020 Projected Campus ASF | ASF Need/ Surplus | ASF Capacity | 2030 Projected Campus ASF | ASF Need/ Surplus |
|---|---|---|---|---|---|---|---|---|---|
| Lecture ASF | 46,274 | 43,371 | (2,903) | 52,390 | 43,371 | (9,019) | 63,863 | 43,371 | (20,492) |
| Lab ASF | 100,370 | 104,092 | 3,722 | 113,636 | 104,092 | (9,544) | 138,521 | 104,092 | (34,429) |
| Office ASF | 43,944 | 41,812 | (2,132) | 49,752 | 41,812 | (7,940) | 60,648 | 41,812 | (18,836) |

| Estimated Capacity Load Ratio | 2010 Cap/Load Ratio | 2015 Cap/Load Ratio | 2020 Cap/Load Ratio | 2030 Cap/Load Ratio |
|---|---|---|---|---|
| Lecture ASF | 98.94% | 93.73% | 82.79% | 67.91% |
| Laboratory ASF | 68.92% | 103.71% | 91.60% | 75.15% |
| Office ASF | 95.82% | 95.15% | 84.04% | 68.94% |

Capacity load ratios is the relationship between enrollment and the space it generates in the various categories and the actual space, measured in ASF, of the campus. It is used to assess need or surplus of space in a given category.

Capacity load ratios in excess of 100% indicate a surplus of space; whereas, capacity load ratios under 100% indicated that there is a need of space in the identified category.

## E. College and Division Instructional ASF Capacity Forecasts

| DESCRIPTION | | FALL 2010 CENSUS | | | |
|---|---|---|---|---|---|
| School | 2005-10 AVG. ANNUAL WSCH GROWTH | 2010 CENSUS WSCH | LECTURE ASF | LAB ASF | SUBTOTAL LEC/LAB ASF |
| Business Science | 3.15% | 11,511 | 3,705 | 3,269 | 6,974 |
| Computer Center | 0.00% | 0 | 0 | 0 | 0 |
| Contract Education | -40.00% | 124 | 0 | 0 | 0 |
| Emeritus Institute | -5.64% | 5,252 | 1,414 | 0 | 1,414 |
| Fine Arts | 7.91% | 16,655 | 4,337 | 16,417 | 20,754 |
| Guidance & Counseling | 17.54% | 2,783 | 1,187 | 0 | 1,187 |
| Health Sciences, PE & Athletics | 8.22% | 7,925 | 1,096 | 11,937 | 13,032 |
| Humanities | 7.84% | 29,118 | 11,505 | 43 | 11,548 |
| Library Services | 51.19% | 3,672 | 29 | 33 | 62 |
| Life Sciences & Technology | 11.01% | 10,714 | 2,445 | 10,366 | 12,811 |
| Math, Computer Science & Engineering | 8.25% | 24,117 | 9,024 | 7,216 | 16,239 |
| Physical Sciences & Technologies | 9.34% | 10,937 | 2,127 | 15,334 | 17,461 |
| Social & Behavioral Sciences | 9.38% | 18,442 | 7,743 | 488 | 8,231 |
| Other | -20.00% | 0 | 0 | 0 | 0 |
| **IVC TOTAL** | **7.32%** | **141,250** | | | |

| DESCRIPTION | | FALL 2015 | | | |
|---|---|---|---|---|---|
| School | PROJECTED ANNUAL GROWTH | PROJECTED WSCH | LECTURE ASF | LAB ASF | LECTURE/LAB ASF TOTAL |
| Business Science | 2.04% | 12,732 | 4,216 | 3,719 | 7,935 |
| Computer Center | N/A | 0 | 0 | 0 | 0 |
| Contract Education | 1.00% | 130 | 39 | 0 | 39 |
| Emeritus Institute | 1.00% | 5,520 | 1,658 | 0 | 1,658 |
| Fine Arts | 3.52% | 19,801 | 5,205 | 19,704 | 24,909 |
| Guidance & Counseling | 4.20% | 3,418 | 1,466 | 0 | 1,466 |
| Health Sciences, PE & Athletics | 3.00% | 9,187 | 1,351 | 14,722 | 16,073 |
| Humanities | 2.79% | 33,409 | 13,329 | 50 | 13,379 |
| Library Services | 4.45% | 4,565 | 48 | 55 | 103 |
| Life Sciences & Technology | 3.75% | 12,879 | 3,115 | 13,205 | 16,320 |
| Math, Computer Science & Engineering | 2.88% | 27,799 | 10,417 | 8,330 | 18,747 |
| Physical Sciences & Technologies | 3.59% | 13,049 | 2,540 | 18,317 | 20,857 |
| Social & Behavioral Sciences | 3.87% | 22,302 | 9,398 | 592 | 9,990 |
| Other | N/A | 0 | 0 | 0 | 0 |
| **IVC TOTAL** | **3.13%** | **164,791** | | | |

# E. College and Division Instructional ASF Capacity Forecasts

| DESCRIPTION | | FALL 2020 | | | |
|---|---|---|---|---|---|
| School | PROJECTED ANNUAL GROWTH | PROJECTED WSCH | LECTURE ASF | LAB ASF | LECTURE/LAB ASF TOTAL |
| Business Science | 1.72% | 13,863 | 4,590 | 4,049 | 8,639 |
| Computer Center | N/A | 0 | 0 | 0 | 0 |
| Contract Education | 0.75% | 135 | 41 | 0 | 41 |
| Emeritus Institute | 0.75% | 5,730 | 1,721 | 0 | 1,721 |
| Fine Arts | 2.70% | 22,619 | 5,946 | 22,508 | 28,455 |
| Guidance & Counseling | 2.95% | 3,953 | 1,696 | 0 | 1,696 |
| Health Sciences, PE & Athletics | 2.50% | 10,395 | 1,529 | 16,657 | 18,186 |
| Humanities | 2.31% | 37,450 | 14,941 | 56 | 14,997 |
| Library Services | 3.10% | 5,316 | 56 | 64 | 120 |
| Life Sciences & Technology | 3.13% | 15,021 | 3,633 | 15,402 | 19,034 |
| Math, Computer Science & Engineering | 2.39% | 31,288 | 11,725 | 9,376 | 21,100 |
| Physical Sciences & Technologies | 2.83% | 15,000 | 2,920 | 21,056 | 23,976 |
| Social & Behavioral Sciences | 2.96% | 25,802 | 10,873 | 685 | 11,558 |
| Other | N/A | 0 | 0 | 0 | 0 |
| **IVC TOTAL** | **2.51%** | **186,572** | | | |

| DESCRIPTION | | FALL 2025 | | | |
|---|---|---|---|---|---|
| School | PROJECTED ANNUAL GROWTH | PROJECTED WSCH | LECTURE ASF | LAB ASF | LECTURE/LAB ASF TOTAL |
| Business Science | 2.00% | 15,306 | 5,068 | 4,471 | 9,539 |
| Computer Center | N/A | 0 | 0 | 0 | 0 |
| Contract Education | 2.00% | 149 | 45 | 0 | 45 |
| Emeritus Institute | 2.00% | 6,326 | 1,900 | 0 | 1,900 |
| Fine Arts | 2.00% | 24,973 | 6,565 | 24,851 | 31,416 |
| Guidance & Counseling | 2.00% | 4,364 | 1,872 | 0 | 1,872 |
| Health Sciences, PE & Athletics | 2.00% | 11,476 | 1,688 | 18,390 | 20,078 |
| Humanities | 2.00% | 41,347 | 16,496 | 62 | 16,558 |
| Library Services | 2.00% | 5,870 | 62 | 70 | 132 |
| Life Sciences & Technology | 2.00% | 16,585 | 4,011 | 17,005 | 21,015 |
| Math, Computer Science & Engineering | 2.00% | 34,544 | 12,945 | 10,352 | 23,296 |
| Physical Sciences & Technologies | 2.00% | 16,561 | 3,224 | 23,248 | 26,472 |
| Social & Behavioral Sciences | 2.00% | 28,487 | 12,005 | 756 | 12,761 |
| Other | N/A | 0 | 0 | 0 | 0 |
| **IVC TOTAL** | **2.00%** | **205,990** | | | |

## E. College and Division Instructional ASF Capacity Forecasts

| DESCRIPTION | | FALL 2030 | | | |
|---|---|---|---|---|---|
| School | PROJECTED ANNUAL GROWTH | PROJECTED WSCH | LECTURE ASF | LAB ASF | LECTURE/LAB ASF TOTAL |
| Business Science | 2.00% | 16,899 | 5,595 | 4,936 | 10,531 |
| Computer Center | N/A | 0 | 0 | 0 | 0 |
| Contract Education | 2.00% | 165 | 50 | 0 | 50 |
| Emeritus Institute | 2.00% | 6,985 | 2,098 | 0 | 2,098 |
| Fine Arts | 2.00% | 27,573 | 7,249 | 27,438 | 34,686 |
| Guidance & Counseling | 2.00% | 4,818 | 2,067 | 0 | 2,067 |
| Health Sciences, PE & Athletics | 2.00% | 12,671 | 1,864 | 20,304 | 22,168 |
| Humanities | 2.00% | 45,651 | 18,213 | 68 | 18,282 |
| Library Services | 2.00% | 6,481 | 68 | 78 | 146 |
| Life Sciences & Technology | 2.00% | 18,311 | 4,428 | 18,774 | 23,203 |
| Math, Computer Science & Engineering | 2.00% | 38,140 | 14,292 | 11,429 | 25,721 |
| Physical Sciences & Technologies | 2.00% | 18,285 | 3,560 | 25,667 | 29,227 |
| Social & Behavioral Sciences | 2.00% | 31,452 | 13,254 | 835 | 14,089 |
| Other | N/A | 0 | 0 | 0 | 0 |
| **IVC TOTAL** | **2.00%** | **227,430** | | | |

| Year | Projected Fall WSCH | Estimated Fall Student Headcount | Projected Fall FTEF | Projected Office ASF Need for Campus |
|---|---|---|---|---|
| 2010 | 141,250 | 15,477 | 255 | 40,754 |
| 2015 | 164,791 | 19,095 | 314 | 43,944 |
| 2020 | 186,572 | 21,619 | 355 | 49,752 |
| 2025 | 205,990 | 23,869 | 392 | 54,931 |
| 2030 | 227,430 | 26,353 | 433 | 60,648 |

## F. State Funding

To achieve the stated academic and development goals found in the College Master Plan, a review of the current Space Inventory, the Five-Year Construction Plan, capacity load ratios, and existing project proposals is necessary to make informed capital outlay decisions.

State funding of community college facilities is subject to an application process that is part of the statewide annual Capital Outlay Plan. Districts first submit Initial Project Proposals (IPPs), concept papers that provide information about the type of projects proposed for state funding and their costs. If funds are available and the projects are meritorious, the Chancellor's Office directs the college district to submit Final Project Proposals (FPPs). Project proposals are reviewed in the context of the district's Five-Year Construction Plan and requirements, standards and guidelines outlined in the Education Code and State guidelines and regulations.

The Space Inventory provides verification of current facilities gross and assignable square feet. This data is used for evaluating, planning and administering all facilities. In addition, the Space Inventory supplies basic information used in calculating state funding for capital outlay projects (IPP/FPP) and maintenance & operations. It also informs the Five-Year Construction Plan and allows the College or District to project future facility needs.

The Five-Year Construction Plan compares the capacity of facilities to the demands created by the actual and projected enrollment of a college to derive the capacity load. The capacity load helps the Chancellor's office to determine eligibility for funding facilities over a five-year period. The plan is submitted to the State Chancellor's Office each year and includes the following five components:

- Education Plan statements
- Inventory of existing space
- Enrollments
- FTE instructional staff
- Proposed facility projects

The Five-Year Construction Plan serves as the foundation for capital outlay funding applications. The plan delineates the capacity to load ratios for five categories of space defined in Title 5 of the California Administrative Code: lecture, laboratory, office, library, and audio-visual/TV. The capacity to load ratio is expressed as a percent. It is the product of the calculated capacity of a category of space divided by the actual (or projected) usage. Ratios above 100% indicate an excess of space; ratios below 100% indicate a deficiency of space.

The capital outlay process is a system that is perpetuated through a series of annual submissions at different times of the year, each focusing on separate components. The capital outlay process can take five to seven years from initial planning to project occupancy when seeking state funding. This timeframe may be shortened if local funding is available and the institution is not seeking state funding.

## G. Student Survey

The Education & Facilities Master Plan Student Survey was developed by gkkworks in conjunction with college governance groups. The survey was administered online. Emails were sent to the Irvine Valley College students and surveys were also posted online on MySite. The purpose of the survey is a tool to gather additional information to be used in conjunction with information gathered through institutional research, campus focus group interviews and a serious of presentation and workshops conducted throughout the 2010-2011 academic year.

Total Number of Started Surveys: 1,282
Total Number of Completed Surveys: 747 (58.3%)

**GENERAL INFORMATION**

**Q1. Please check the box that best describes you:**

| | Percent | Count |
|---|---|---|
| New (first time at college) | 16.20% | 208 |
| Continuing (no break in attendance) | 55.10% | 706 |
| Returning (coming back to IVC after a semester(s) off) | 14.50% | 186 |
| New Transfer (first time at IVC, but you have attended college) | 6.00% | 77 |
| Other (please specify) | 8.20% | 105 |

**Q2. Please indicate your current educational goal:**

| | Percent | Count |
|---|---|---|
| AA/AS Degree or Certificate (No Transfer) | 9.10% | 117 |
| Vocational Certificate/ Career Technical Education (CTE) (No Transfer) | 2.30% | 29 |
| Transfer to 4 Year Institution (With or Without Degree or Certificate) | 52.70% | 675 |
| Career Enrichment (No Degree or Certificate) | 7.40% | 95 |
| Personal Enrichment (No Degree or Certificate) | 23.10% | 296 |
| Other (please specify) | 5.50% | 70 |

**PROGRAM & SERVICES**

**Q3. As a student, please rank the following challenges as they pertain to Irvine Valley College:**

**Answer Choices**

- *Program/Course Availability*
- *Student Preparedness for 4- Year Colleges*
- *Schedule (School and Work)*
- *Technology in the Classroom*
- *Faculty Availability*
- *Student Services (Health, Financial)*
- *Career Placement Services*
- *Condition of Facilities (Buildings and Grounds)*
- *Extra Curricular Opportunities*
- *Campus Access / Parking*
- *Other*

| Students (Aggregate) |
|---|
| Program /Course Availability |
| Schedule (School & Work) |
| Student Preparedness for 4-Year Colleges |

## G. Student Survey

**Q4. How can Irvine Valley College help students achieve their academic and career goals? Please prioritize the following:**

**Answer Choices**

- *Increase availability and number of transfer courses*
- *Increase capacity (additional sections) to maxed out programs such as Nursing or career technical training programs*
- *Improve access to academic counselors and tutors*
- *Connect and build relationships to 4-year Colleges and Universities*
- *Other*

**Students (Aggregate)**

Increase availability and number of transfer courses
Connect and build relationships to 4-year Colleges and Universities
Improve access to academic counselors and tutors

**Q5. Please rank the following technologies according to how important they are to you as a student:**

**Answer Choices**

- *Computers - Hardware*
- *Computers - Software*
- *PDA / Other Handheld Devices (excludes cell phones)*
- *Cell Phones*
- *Blackboard (or other e-Education platforms)*
- *Smartboards*
- *High Definition Projection*
- *Other*

**Students (Aggregate)**

Computers – Hardware
Computers – Software
Blackboard (or other e-Education Platform)

**Q6. How can Irvine Valley College enhance state of the art technology? Please rank the following:**

**Answer Choices**

- *Increase number of distance education courses*
- *Increase number of computer labs on campus*
- *Increase operational hours of computer labs on campus*
- *Increase tutors or lab technicians to support student needs*
- *Increase group study rooms/spaces on campus*
- *Improve campus Wi-Fi*
- *Increase charging stations on campus*
- *Encourage faculty use of technology*
- *Other*

**Students (Aggregate)**

Improve campus Wi-Fi
Increase operational hours of computer labs on campus
Increase number of computer labs on campus

## G. Student Survey

**Q7. How can Irvine Valley College enhance your academic experience? Please rank the following:**

**Answer Choices**

- *Create outdoor study spaces*
- *Increase number of computer labs on campus*
- *Improve/enhance athletic facilities on campus*
- *Increase clubs or international services*
- *Cluster student services together (admissions, counseling, Bursar)*
- *Improve/enhance career placement*
- *Other*

| Students (Aggregate) |
|---|
| Increase number of computer labs on campus |
| Improve/enhance career placement |
| Create outdoor study spaces |

**FACILITIES (BUILDINGS & GROUNDS)**

**Q8. How do you arrive on campus daily?**

| | Percent | Count |
|---|---|---|
| Public transportation | 2.80% | 21 |
| Personal vehicle – alone | 76.10% | 561 |
| Carpool | 5.00% | 37 |
| Bicycle | 2.30% | 17 |
| Dropped Off | 5.00% | 37 |
| Other (please specify) | 8.70% | 64 |

**Q9. How much time do you spend time on campus beyond attending classes?**

| | Percent | Count |
|---|---|---|
| None | 40.40% | 299 |
| 1-5 Hours | 44.70% | 331 |
| 6-10 Hours | 8.50% | 63 |
| 11-15 Hours | 3.90% | 29 |
| 16-20 Hours | 0.90% | 7 |
| 20+ Hours | 1.50% | 11 |

## G. Student Survey

**Q10. What facilities on campus require improvement? Please prioritize the following:**

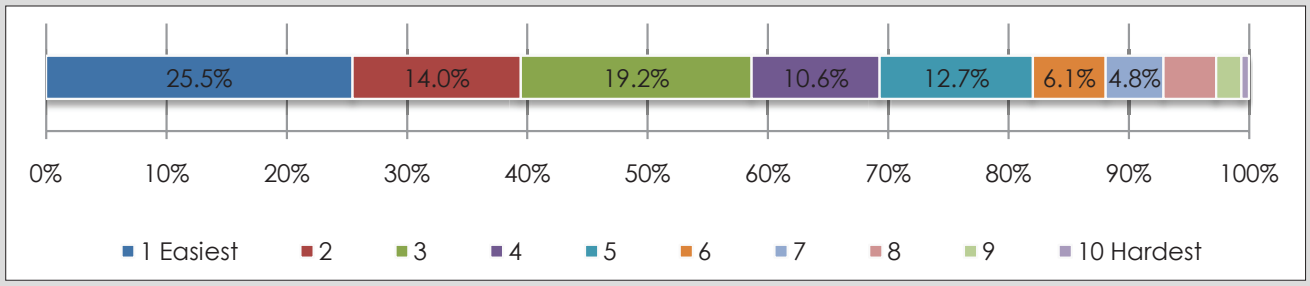
**Answer Choices**

- *Parking (quantity)*
- *Parking (location)*
- *Food service facilities*
- *Restroom facilities (conditions)*
- *Restroom facilities (quantity)*
- *Athletics facilities (buildings)*
- *Athletics facilities (fields)*
- *Classrooms/labs*
- *Social areas - lounges/study rooms*
- *Other*

**Students (Aggregate)**

Parking (quantity)
Classrooms/labs
Parking (location)

**Q11. Are student services (admissions, counseling, Bursar, etc.) easy to find and use?**




**Q12. What should be improved regarding student services? Please prioritize the following:**

**Answer Choices**

- *Location*
- *Proximity to each other*
- *Size*
- *Privacy*
- *Access to computers/scanners/printers*
- *Other*

**Students (Aggregate)**

Size
Privacy
Access to computers/scanner/printers

## G. Student Survey

**Q13. Would you spend time on campus beyond attending classes with enhanced amenities?**

| | Percent | Count |
|---|---|---|
| Yes | 65.9% | 449 |
| No | 34.1% | 232 |

**Q14. What amenities would enhance your "on campus" experience? Please prioritize the following:**

**Answer Choices**

- *Create outdoor gathering spaces*
- *Enhance landscape/shading on campus*
- *Improve pedestrian circulation through campus*
- *Enhance or increase food service on campus*
- *Accessibility to Building and Grounds*
- *Safety*
- *Other*

| Students (Aggregate) |
|---|
| Create outdoor gathering spaces |
| Enhance or increase food service on campus |
| Enhance landscape/shading on campus |

**Q15. What other features would enhance your "on campus" experience? Please prioritize the following:**

**Answer Choices**

- *Environmental/sustainable planning*
- *Modernized academic buildings*
- *Campus shuttle*
- *Campus Lighting*
- *Amphitheatre in the Quad*
- *Signage and graphics*
- *Other*

| Students (Aggregate) |
|---|
| Modernize academic buildings |
| Environmental/sustainable planning |
| Campus Lighting |

# H. Employee Survey

The Education & Facilities Master Plan Employee Survey was developed by gkkworks in conjunction with college governance groups. The survey was administered online. Emails were sent to the Irvine Valley College employees. The purpose of the survey is a tool to gather additional information to be used in conjunction with information gathered through institutional research, campus focus group interviews and a serious of presentation and workshops conducted throughout the 2010-2011 academic year.

Total Number of Started Surveys: 247
Total Number of Completed Surveys: 124 (50.2%)

**GENERAL INFORMATION**

**Q1. Please check the box that best describes you:**

| | Percent | Count |
|---|---|---|
| Administrator/Manager | 6.50% | 16 |
| Faculty - Full Time | 26.30% | 65 |
| Faculty – Part Time | 18.60% | 46 |
| Classified Staff – Full Time | 40.10% | 99 |
| Classified Staff – Part Time | 6.50% | 16 |
| Other (please specify) | 2.00% | 5 |

**PROGRAM & SERVICES**

**Q2. During the campus focus group discussions, a number of challenges to community college education were identified. Please rank the following items according to which you think are the most important to address at the college:**

**Answer Choices**

- *Campus Access/Parking*
- *Campus Environment (Buildings and Grounds)*
- *Career Placement Services*
- *Condition of Facilities (Buildings and Grounds)*
- *Extra Curricular Opportunities*
- *Faculty Availability (Part-time)*
- *Program/Course Availability*
- *Schedule (School and Work)*
- *Student Preparedness for 4-Year Colleges*
- *Student Services (Health, Financial)*
- *Technology in the Classroom*
- *Other*

| Employees (Aggregate) |
|---|
| Program/Course Availability |
| Student Preparedness for 4-Year Colleges |
| Condition of Facilities (Buildings and Grounds) |

## H. Employee Survey

| Administrator/Manager | Faculty (FT & PT) | Classified Staff (FT & PT) |
|---|---|---|
| Student Preparedness for 4-Year Colleges | Program/Course Availability | Program/Course Availability |
| Campus Access/Parking | Student Preparedness for 4-Year Colleges | Student Preparedness for 4-Year Colleges |
| Program/Course Availability | Condition of Facilities (Buildings and Grounds) | Schedule (School and Work) |

**Q3. During the Master Plan discussions, technology was identified as a vital part of daily life on the campus. Please rank the following aspects of technology as you see their importance for the future of the college:**

**Answer Choices**

- *Blackboard (or other e-Education platforms)*
- *Cell Phones*
- *Classroom Computers - Hardware and Software*
- *High Definition Projection*
- *Integrated Information Systems for Administrative and Service Purposes*
- *PDA / Other Handheld Devices (excludes cell phones)*
- *State of the Art Classrooms (including Smartboard technology)*
- *Other*

| Employees (Aggregate) |
|---|
| Classroom Computers - Hardware and Software |
| Blackboard (or other e-Education platforms) |
| State of the Art Classrooms (including Smartboard technology) |

| Administrator/Manager | Faculty (FT & PT) | Classified Staff (FT & PT) |
|---|---|---|
| State of the Art Classrooms (including Smartboard technology) | Classroom Computers - Hardware and Software | Blackboard (or other e-Education platforms) |
| Blackboard (or other e-Education platforms) | Blackboard (or other e-Education platforms) | Classroom Computers - Hardware and Software |
| Classroom Computers - Hardware and Software | State of the Art Classrooms (including Smartboard technology) | State of the Art Classrooms (including Smartboard technology) |

# H. Employee Survey

**Q4. How can Saddleback College enhance state of the art technology to meet the needs of instructional and student services? Please prioritize the following:**

**Answer Choices**

- *Increase number of distance education courses*
- *Increase number of computer labs on campus*
- *Increase operational hours of computer labs on campus*
- *Increase tutors or lab technicians to support student needs*
- *Increase group study rooms/spaces on campus*
- *Improve campus Wi-Fi*
- *Increase charging stations on campus*
- *Encourage faculty use of technology*
- *Other*

| Employees (Aggregate) |
|---|
| Increase tutors or lab technicians to support student needs |
| Increase operational hours of computer labs on campus |
| Increase group study rooms/spaces on campus |

| Administrator/Manager | Faculty (FT & PT) | Classified Staff (FT & PT) |
|---|---|---|
| Increase tutors or lab technicians to support student needs | Increase tutors or lab technicians to support student needs | Increase tutors or lab technicians to support student needs |
| Increase group study rooms/spaces on campus | Increase operational hours of computer labs on campus | Increase number of distance education courses |
| Encourage faculty use of technology | Increase group study rooms/spaces on campus | Encourage faculty use of technology |

**Q5. How can Irvine Valley College help students achieve their academic and career goals? Please rank the following:**

**Answer Choices**

- *Increase availability and number of transfer courses*
- *Increase capacity (additional sections) to maxed out programs such as nursing or other career technical training programs*
- *Improve access to academic counselors and tutors*
- *Connect and build relationships to 4-year Colleges and Universities*
- *Enhance or improve career services*
- *Other*

| Employees (Aggregate) |
|---|
| Increase availability and number of transfer courses |
| Improve access to academic counselors and tutors |
| Connect and build relationships to 4-year Colleges and Universities |

## H. Employee Survey

| Administrator/Manager | Faculty (FT & PT) | Classified Staff (FT & PT) |
|---|---|---|
| Improve access to academic counselors and tutors<br>Connect and build relationships to 4-year Colleges and Universities<br>Increase availability and number of transfer courses | Increase availability and number of transfer courses<br>Improve access to academic counselors and tutors<br>Increase capacity (additional sections) to maxed out programs such as DMA or other career technical training programs | Increase availability and number of transfer courses<br>Improve access to academic counselors and tutors<br>Connect and build relationships to 4-year Colleges and Universities |

**Q6. How can Irvine Valley College ensure high quality of classroom instruction for students? Please prioritize the following:**

**Answer Choices**

- *Offer faculty and staff training to develop and support new teaching methodology*
- *Increase technology training for faculty and staff*
- *Increase technologically advanced course offerings for students (multimedia, etc.)*
- *Provide smart classrooms (computer presentation and recording capabilities)*
- *Provide classrooms with "Smartboards"*
- *Standardize class sizes*
- *Offer more classes in core subjects*
- *Consider integration of academic subjects*
- *Other*

| Employees (Aggregate) |
|---|
| Offer faculty and staff training to develop and support new teaching methodology<br>Increase technology training for faculty and staff<br>Offer more classes in core subjects |

| Administrator/Manager | Faculty (FT & PT) | Classified Staff (FT & PT) |
|---|---|---|
| Offer faculty and staff training to develop and support new teaching methodology<br>Provide smart classrooms (computer presentation and recording capabilities)<br>Increase technologically advanced course offerings for students (multimedia, etc.) | Offer faculty and staff training to develop and support new teaching methodology<br>Increase technology training for faculty and staff<br>Offer more classes in core subjects | Increase technology training for faculty and staff<br>Offer more classes in core subjects<br>Offer faculty and staff training to develop and support new teaching methodology |

# H. Employee Survey

**FACILITIES (BUILDINGS & GROUNDS)**

**Q7. How do you arrive on campus daily?**

| | Percent | Count |
|---|---|---|
| Public transportation | 1.70% | 2 |
| Personal vehicle – alone | 97.40% | 114 |
| Carpool | 0.90% | 1 |
| Bicycle | 0.00% | 0 |
| Dropped Off | 0.00% | 0 |
| Other (please specify) | 0.00% | 0 |

**Q8. What facilities on campus require improvement? Please prioritize the following:**

**Answer Choices**

- *Parking (quantity)*
- *Parking (location)*
- *Food service facilities*
- *Restroom facilities (conditions)*
- *Restroom facilities (quantity)*
- *Athletics facilities (buildings)*
- *Athletics facilities (fields)*
- *Classrooms/labs*
- *Social areas - lounges/study rooms*
- *Other*

| Employees (Aggregate) |
|---|
| Restroom facilities (conditions) |
| Classroom/labs |
| Social areas - lounges/study room |

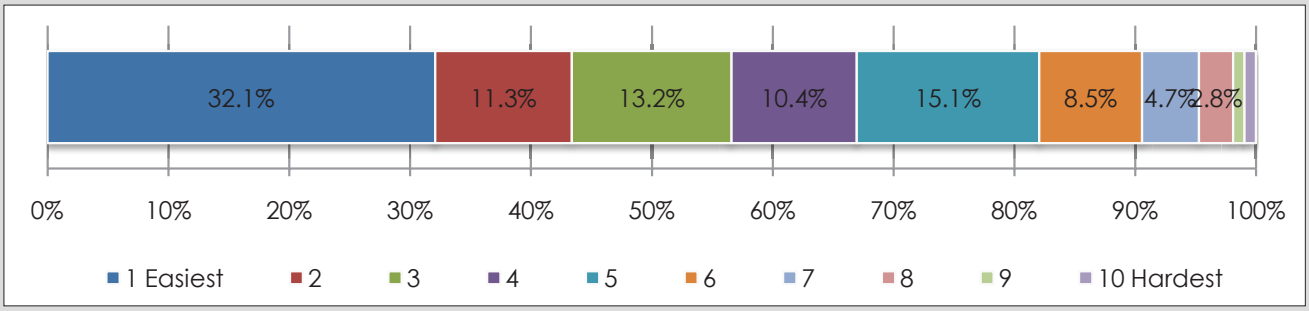
| Administrator/Manager | Faculty (FT & PT) | Classified Staff (FT & PT) |
|---|---|---|
| Social areas - lounges/study rooms | Classroom/labs | Restroom facilities (conditions) |
| Other* | Restroom facilities (conditions) | Food service facilities |
| Athletics facilities (buildings) | Social areas - lounges/study room | Social areas - lounges/study room |

*Other Responses:

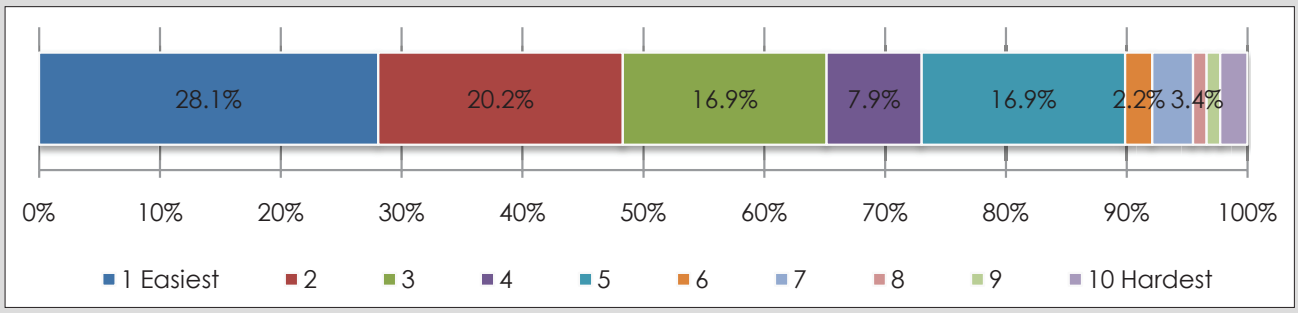
- *Women's restrooms need to have feminine products available for purchase*
- *More shade trees for sitting out to study.*
- *Traffic flow - Barranca entrance and a right turn-only lane onto Irvine Center Drive*

## H. Employee Survey

**Q9. Are student services (admissions, counseling, Bursar, etc.) easy to find and use?**




**Q10. Does proximity student services to each other (admissions, counseling, Bursar, etc.) facilitate employee coordination?**




**Q11. What should be improved regarding student services? Please prioritize the following:**

**Answer Choices**

- *Location*
- *Proximity to each other*
- *Size*
- *Privacy*
- *Access to computers/scanners/printers*
- *Access to shared electronic files*
- *Other*

| Employees (Aggregate) |
|---|
| Access to computers/scanners/printers |
| Access to shared electronic files |
| Size |

# H. Employee Survey

| Administrator/Manager | Faculty (FT & PT) | Classified Staff (FT & PT) |
|---|---|---|
| Access to computers/scanners/ printers | Access to computers/scanners/printers | Access to computers/scanners/printers |
| Proximity to each other | Access to shared electronic files | Size |
| Other* | Size | Privacy |

*Other Responses:

- *Electronic check-in at point of services*
- *More cafeteria space for students to sit.*
- *N/A*
- *Proximity Relative to Student Traffic*

**Q12. What amenities would enhance "on campus" experiences for students, faculty and staff? Please prioritize the following:**

**Answer Choices**

- *Increased group study/meeting spaces*
- *Create outdoor gathering spaces*
- *Enhance landscape/shading on campus*
- *Improve pedestrian circulation through campus*
- *Enhance or increase food service on campus*
- *Enhance or increase club or international student facilities*
- *Accessibility to Building and Grounds*
- *Safety*
- *Other*

| Employees (Aggregate) |
|---|
| Increased group study/meeting spaces |
| Enhance or increase food service on campus |
| Create outdoor gathering spaces |

| Administrator/Manager | Faculty (FT & PT) | Classified Staff (FT & PT) |
|---|---|---|
| Increased group study/meeting spaces | Increased group study/meeting spaces | Increased group study/meeting spaces |
| Other* | Create outdoor gathering spaces | Create outdoor gathering spaces |
| Create outdoor gathering spaces | Enhance or increase food service on campus | Enhance or increase food service on campus |

*Other Responses:

- *Visitor parking permit vending machines in every lot*
- *Signage*
- *Vehicle traffic flow*
- *N/A*

## H. Employee Survey

**Q13. What other features would enhance your "on campus" experience? Please prioritize the following:**

**Answer Choices**

- *Environmental/sustainable planning*
- *Modernized academic buildings*
- *Close proximity of academic classrooms*
- *Improved or new athletic facilities*
- *Campus shuttle*
- *Campus lighting*
- *Amphitheatre in the Quad*
- *Signage and graphics*
- *Other*

| Employees (Aggregate) |
|---|
| Signage and graphics |
| Modernized academic buildings |
| Campus Lighting |

| Administrator/Manager | Faculty (FT & PT) | Classified Staff (FT & PT) |
|---|---|---|
| Signage and graphics | Modernized academic buildings | Signage and graphics |
| Improved or new athletic facilities | Signage and graphics | Campus Lighting |
| Campus Lighting | Environmental/sustainable planning | Modernized academic buildings |

# I. Community Survey

1. Please Check the Box that Best Describes You:

☐ Elected Official
☐ Business Owner
☐ Workforce Development Rep
☐ Other, Please Indicate Title:
☐ Community Member
☐ Hiring Manager/Supervisor

| | |
|---|---|
| Answered Question | 12 |
| Skipped Question | 0 |

| | | |
|---|---|---|
| Elected Official | 2 | 16.7% |
| Community Member | 6 | 50.0% |
| Business Owner | 0 | 0.0% |
| Hiring Manager/Supervisor | 0 | 0.0% |
| Workforce Development Rep | 0 | 0.0% |
| Other, please indicate: | 4 | 33.3% |

Other:
1. Director of Facilities, IVC
2. Faculty
3. Assistant Prof. of Art History and Museum Studies

2. What do you see as major challenges in higher education today? (Check all that apply)

☐ Program/Course Availability
☐ Class Availability/Schedule
☐ Cost of Education
☐ Other, Please Indicate:
☐ Student Preparedness
☐ Technology
☐ Facilities

| | |
|---|---|
| Answered Question | 12 |
| Skipped Question | 0 |

| | | |
|---|---|---|
| Program/Course Availability | 9 | 75.0% |
| Class Availability/Schedule | 9 | 75.0% |
| Cost of Education | 5 | 41.7% |
| Student Preparedness | 8 | 66.7% |
| Technology | 6 | 50.0% |
| Facilities (Condition, Age, Etc.) | 6 | 50.0% |
| Other, Please indicate: | 3 | 25.0% |

Other:
1. Funding and Internal Competition
2. Support of Education through State Funding
3. Potential not well thought out changes in law from State

3. How can Irvine Valley College partner with your institution to create educational opportunities and a well trained workfor

| | |
|---|---|
| Answered Question | 10 |
| Skipped Question | 2 |

1. Internships and courses that visit potential future employers
2. Develop functional college Foundation and larger grants office

# I. Community Survey

3. It is important to work in partnerships with the city/business
4. Include input from local businesses and industries
5. Focus on vocational training to help people get jobs
6. Partnerships and internships
7. Through advisory committees
8. Assess community needs
9. I would like to see us explore housing TUSD's Adult Ed. and Continuing High School and related programs on the ATEP campus to facilitate student transition to IVC
10. More events and opportunities for older adults as the population ages

4. What should Irvine Valley College be doing to prepare students entering the workforce?

| | |
|---|---|
| Answered Question | 11 |
| Skipped Question | 1 |

1. Focusing on creating a workforce development curriculum
2. I think a strengthen program in Entrepreneurship to get young people thinking in terms of "businesses" and "careers" vs. "jobs" would be helpful.
3. Offer CTE courses
4. Create more CTE programs. Realize that transfer is important, but job creation is also.
5. Supporting and developing new programs.
6. Better basic skills and tech, training
7. Develop internships, crate more on campus working opportunities
8. More classes with technology, specialty certificates besides an AA
9. Teach
10. Communication skills and writing skills
11. Good foundation of basic skills, critical thinking and keeping humanities as a base

5. Please indicate the visibility of Irvine Valley College in the Business Community.

- ☐ Prominent
- ☐ Very Visible
- ☐ Average
- ☐ Somewhat Visible
- ☐ Not Visible

| | | |
|---|---|---|
| Answered Question | 11 | |
| Skipped Question | 1 | |
| Prominent | 1 | 8.3% |
| Very Visible | 5 | 41.7% |
| Average | 3 | 25.0% |
| Somewhat Visible | 2 | 16.7% |
| Not Visible | 0 | 0.0% |

# I. Community Survey

6. What can Irvine Valley College do to improve outreach or increase visibility within the Community?

| | |
|---|---|
| Answered Question | 6 |
| Skipped Question | 6 |

1. Participate in TUSD's first "Career Tech Day" on June 3, 2011. Contact is ____ at Tustin Unified
2. Develop a functional college Foundation. Provide PIO with more staff and resources.
3. Partnerships with area colleges, businesses – establish internships.
4. Offer community events, performance, etc.
5. Continue to communicate with the chamber foundation, special events
6. More participation with City of Irvine community activities

7. What linkages should Irvine Valley College have or create with the Business Community (e.g. Job Placement Programs, Basic Skills, Professional Development, etc.)?

| | |
|---|---|
| Answered Question | 6 |
| Skipped Question | 6 |

1. Create more shared use agreement parking, building with CSUF, Irvine
2. Mentor Programs
3. Offer contract ed classes
4. Advisory councils that are created for IVC to connect curriculum with real jobs
5. I think there is a need for "just in time" management training in specific areas
6. Job placement and professional development

8. Please indicate which of the following you have attended or participated in at Irvine Valley College. (Mark as many as apply.)

☐ Classes or seminars
☐ Performances in the Performing Arts Center ~~theatre~~
☐ Athletic events
☐ Music events or performances on campus
☐ Other, Please Indicate:
☐ Foundation activities
☐ Kids' activities
☐ Cultural events or celebrations
☐ Lectures on topics of current interest

| | |
|---|---|
| Answered Question | 10 |
| Skipped Question | 2 |

| | | |
|---|---|---|
| Classes or seminars | 4 | 33.3% |
| Foundation activities | 8 | 66.7% |
| Performances in the Performing Arts Center | 8 | 66.7% |
| Kids' activities | 1 | 8.3% |
| Athletic events | 5 | 41.7% |
| Cultural events or celebrations | 6 | 50.0% |
| Music events or performances on campus | 7 | 58.3% |
| Lectures on topics of current interest | 4 | 33.3% |
| Other, Please Indicate: | 0 | 0.0% |

9. Please indicate which of the above you would like to see increased.

Answered Question 7
Skipped Question 5

1. More opportunities to the community to be involved like the community resources forum
2. All
3. Lectures on topics of current interest
4. Careful thought needs to be given to build and promote one or two programs of long term value such as Astounding Inventions. Perhaps another (w) an older focus or an arts/music/entertainment focus
5. Develop a functional college Foundation. Increase all events
6. Cultural events
7. Classes or seminars

10. In the next 5 years, what programs and services should Irvine Valley College consider developing?

Answered Question 5
Skipped Question 7

1. Museum studies
2. Business related programs/seminars
3. Develop a functional College Foundation
4. Education is facing a major challenge in the area of retraining those who are unemployed
5. LEED certification – I recommend the planning team visit _____.

11. Any Additional Comments:

Answered Question 4
Skipped Question 8

1. Challenging to answer these questions on the spur of the moment
2. Increase number of classified staff in numerous targeted areas
3. Bike racks throughout campus, charging stations, car pool parking area, recycle bins
4. Thank you

# J. References and Resources

**Documents**

- 2006 California Community Colleges System Strategic Plan, Education and the Economy: Shaping California's Future Today
- 2010 Report 17 (Space Inventory Report)
- Advance Technology & Education Park, Site/Use Development Plan 2006
- California Postsecondary Education Commission's Report 07-04, College-Going Rates: A Performance Measure in California's Higher Education Accountability Framework
- California Postsecondary Education Commission's Report 11-02, College Costs and Family Income: The Affordability Issues at UC and CSU
- Economic Outlook and Forecasts – The Nation, Southern California and Orange County, California State University, Fullerton, Institute for Economic and Environmental Studies
- Evaluation of the Economic Potential of Career Education and Training Programs, Wallace Walrod
- OCBC Comprehensive Economic Development Strategy, Orange County 2008 – 2013
- OCBC Occupation Report, 2007
- OCBC Orange County 2010 Community Indicators
- OCBC Orange County Workforce 2008 – 2009 Special Section: Industry Clusters
- OCBC Workforce Indicators Report 2009 - 2010
- South Orange County Community College District Five Year Construction Plan
- South Orange County Community College District, 2006 Facilities Master Plan
- South Orange County Community College District, Advanced Technology & Education Park, Long-Range Academic Plan, November 2008
- System Strategic Plan 2008 Implementation
- US Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates

**Agencies**

- California Community College Chancellor's Office – Facilities Planning Unit
- California Department of Finance
- California Employment Development Department & Bureau of Labor Statistics
- California Post Secondary Education Commission (CPEC)
- Irvine Valley College
- Orange County Business Council
- Orange County, California
- Saddleback College
- San Diego Association of Governments (SANDAG)
- South Orange County Community College District
- Southern California Association of Governments (SCAG)
- The California State University
- U.S. Bureau of Labor Statistics
- U.S. Census Bureau
- University of California, Office of the President

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