

APPENDIX B- Accountability

Evaluation of Student Performance -- Core Indicators

As part of the comprehensive local needs assessment (CLNA) §134(c)(2)(1)(A) an evaluation of student performance as determined by State negotiated Core Indicators (within §113 of the Act) is required. This includes all Career Education (CE) Students and the special populations as listed for Perkin V. The State Chancellor's Office has recognized that core indicator data (as it is two years in arrears) will not be available for the three new special populations (homeless youth, foster youth, and youth who have parents in active military duty) until two years from now when the next CLNA will be produced and so that data is not included within the assessment below.

For Community College Districts that have multiple colleges, each college's core indicators at a two-digit TOP level (and student success data) were reviewed along with CCCCO student success matrix and student score card data, Census 2020 data and California Census Hard-to-Count Fact Sheets.

For 2020-21 (using California Community Colleges Management Information Systems data from 2018-19) South Orange County CCD which consists of Irvine Valley and Saddleback College had 64,656 students of which 25,058 are Career Education Students. Table 1 below shows a four-year overview (including a four-year average) of the District's student population and its break out of all students, CE students (disaggregated from the all in numerical and percentage format), and CE students economically disadvantaged (in numerical and percentage format). Table 1 shows the District as a whole (for 2020-21) has 38.76% CE Student and of those students 45.73% are economically disadvantaged. Limited English proficient (now called English learners) are 5.78% of concentrators at the district level, and Non-traditional is 18.71% concentrators.

Table 1 - South Orange County CCD Students

South Orange County CCD	All Students	CE Students	CE Students Percentage	CE Students Economically Disadvantaged	CE Students Economically Disadvantaged Percentage
(15-16) = 2017-18	60,765	23,389	38.49%	11,508	49.20%
(16-17) = 2018-19	64,967	24,230	37.30%	11,798	48.69%
(17-18) = 2019-20	64,780	24,639	38.03%	11,850	48.09%
(18-19) = 2020-21	64,656	25,058	38.76%	11,460	45.73%
<i>Averaged 4-year Total</i>	64,042	24,329	38.14%	11,656	47.92%

South Orange County CCD -- Irvine Valley College

Career Education/Disadvantaged Student Demographics

For fiscal year 2020-21 (using California Community Colleges Management Information Systems data from 2018-19) Irvine Valley College shows a total of 22,846 students of which 6,319 (27.65%) are Career Education (CE) Students. Of the CE student count 49.52% are economically disadvantaged. Table 2 below shows a four-year overview of the District's student population in the following: all students, CE students (disaggregated from the all in numerical and percentage format), and CE students economically disadvantaged (in numerical and percentage format). The table shows that Irvine Valley College has 26% of the District's CE population.

Table 2 -- Irvine Valley College CE Students

Irvine Valley College	All Students	CE Students	Percentage of CE Students	CE Economically Disadvantaged	Percentage of CE Economically Disadvantaged
(15-16) = 2017-18	21,686	6,351	29.28%	3,283	51.70%
(16-17) = 2018-19	24,128	6,647	27.55%	3,333	50.14%
(17-18) = 2019-20	23,195	6,557	28.27%	3,353	51.14%
(18-19) = 2020-21	22,846	6,319	27.65%	3,129	49.52%
<i>Averaged 4-year Total</i>	22,964	6468	28.18%	3274	50.62%

General Demographics

Irvine Valley College was founded in 1985 in the City of Irvine. The college is the second member of the South Orange County Community College District. Irvine is a city located adjacent to the city of Santa Ana (northwest) and lies about 40 miles southeast of Los Angeles. Irvine is one of the nation's largest planned 100% urban communities developed in the sixties by the Irvine Company (24 neighborhoods). The city has a 2019 estimated population of 256,877 (3,892 people per square mile). The city stands on 66 square miles.

The largest industries in Irvine are Professional, Scientific, & Technical Services (20,215 people), Manufacturing (16,428 people), and Educational Services (14,635 people), and the highest paying industries are Utilities (\$123,359), Manufacturing (\$87,405), and Finance & Insurance (\$87,093). Households in Irvine have a median annual income of \$95,573, which is more than the median annual income of \$61,937 across the entire United States. This is in comparison to a median income of \$93,823 in 2016, which represents a 1.87% annual growth. Highest in poverty by ethnicity are White, Asian and then Hispanic.

Of those total English learners (limited English proficient) that are persons 5 years and older who do not speak English very well the top three ethnicities are 32.5% Chinese (including Mandarin, Cantonese), 18.8% Korean, and Other 15.0% Indo-European Languages. The student success scorecard shows Irvine Valley College as having an overall CE student success rate of 57.1% while English learners (limited English proficient) is 23.6%.

Table 3 - (Ethnicity Completion & Retention) has the following data: Irvine City and Irvine Valley College ethnicity, Irvine Valley College CE completer percentages, course success rates and retention ranked by ethnicity. The demographic of students within the college shows the top three ethnicities as White at 37.8%, Asian at 28.6%, and Hispanic at 21.9%. Completion is ranked the same, although in success and retention it is Asian, White and Hispanic Male and female demographics within CE are 44.6% male, 53% female and 2.4% unknown.

Table 3 -- Ethnicity Completion & Retention

Ethnicity	Irvine City Ethnicity	Irvine Valley College Ethnicity	CE Completer Percentage	Course Success Rate	Retention Against Other Colleges
Hispanic	9.7%	21.9%	49.3%	65%	67/77%
Not Reported	.2%	2.0%	*	72%	69/75%
White	41.7%	37.8%	61.6%	75%	68/78%
Asian	41.6%	28.6%	55.3%	77%	75/79%
Black or African American	1.8%	1.9%	53.6%	63%	65/76%
Two or More Races	*	4.7%	*	72%	68/79%
Filipino	*	2.8%	64.3%	75%	72/80%
American Native/Alaska Native	.1%	.1%	66.7%**	59%	*
Hawaiian/Pacific Islander	.2%	.2%	100%**	66%	*

* Data set too small to be counted or not available in data source used

** Cohort fewer than 10 students

Table 4 CE Male/Female Completion, Persistence, 30 Units has the following data: An overview of Career Education Male and Female data showing completion, persistence and 30 Units in College prepared, unprepared or overall. The data is found in the California Community College Student Success Data for Career Education for Irvine Valley College.

Table 4 -- CE Male/Female Completion, Persistence, 30 Units

Irvine Valley College	College Prepared Math/English (College-Level)	Unprepared for College Math/English (Remedial Level)	Overall Math/English (Any Level first Three Years)
MALE			
(Completion)	78.5%	52.8%	60.7%
(Persistence)	82.6%	82.7%	82.7%
(30 Units)	83.9%	77.7%	79.6%
FEMALE			
(Completion)	81.6%	57.2%	65.0%
(Persistence)	83.8%	82.1%	82.6%
(30 Units)	84.6%	80.9%	82.0%

Irvine Valley College Aggregate Core Indicators By 2-digit TOP

Core indicators are part of the California Community Colleges Chancellor's Office (MIS) data and aggregated by using MIS documentation downloaded by the system's Community Colleges. This data is for Career Education programs only and can be reviewed by District, College, and College 2-, 4- or 6-digit TOP. The system downloads this data when at least one concentrator is within a CE program. A concentrator is a student that has taken at least 12 units within a 2-digit TOP of which at least 1-unit is within a core course (SAM level A-C).

Irvine Valley College MIS Core indicator data posted for 2020-21 (representing fiscal year 2018-19 performance) has concentrators in 33 (6-digit TOPs/programs of which 14 have 12 or under concentrators). This level of review would aggregate out to a limited number of concentrators and would not be statistically valid. Therefore, the data reviewed was at a 2-digit TOP level for (12 programs). Table 5 is a roll-up of core indicator review as specified above and consists of the following information: 1) ranking of each program based on concentrator count; 2) the 2-digit TOP code number with program name; 3) Non-duplicative (SAM A-C) student course taking within the TOP.; 4) Total CE concentrators within the TOP; 5) concentrators that successfully passed (SAM A-C) courses; 6) percentage of students from the non-duplicative student count that made it to concentrator status; 7-9) are percentages of English Learners, non-traditional, and economically disadvantaged (special populations) who are concentrators within the program; and 10) State negotiated rates not meeting 90% for the following core indicators: 2. Completions; 3. Persistence & Transfer; 4. Employment; and 5. Non-Traditional Participation). Non-traditional

concentrators are 24.05% of all concentrators at a college level and English Learners are 11.04%. The first five 2-digit TOPs/programs within the table below represent 83.43% of all concentrators and consist of 05 Business & Management, 13 Family & Consumer Sciences, 09 Engineering & Industrial Tech., 21 Public & Protective Services, and 06 Media & Communications.

Table 5 -- 2-Digit TOP Codes Review

Rank	TOP/Program Name	Non-Duplicative Cohort	Total Concentrator	Concentrator Performance	Non-Duplicative/ Concentrator %	English Learners%	Non-Traditional %	Economically Disadvantaged %	Meeting 90%
	Irvine College	4,685	1,268	1,017	27%	11.04%	24.05%	54.89%	
1	05 Business & Management	2,243	563	426	25%	11.72%	41.29%	55.60%	
2	13 Family & Consumer Sciences	461	188	167	41%	9.57%	10.64%	62.23%	
3	09 Engineering & Industrial Tech.	498	132	119	27%	6.82%	7.00%	54.55%	
4	21 Public & Protective Services	755	100	90	13%	2%	35%	55%	
5	06 Media & Communications	389	75	69	19%	12%	59.46%	49.33	2, 3
6	07 Information Technology	330	70	55	21%	8.57%	14.29%	42..86	3
7	14 Law	99	52	49	53%	7.69%	19.23%	65.38%	2, 3
8	12 Health	0	41	0	0%	7.32%	N/A**	36.59%	
9	10 Fine & Applied Arts	176	27	26	15%	3.70%	100%*	55.56%	4*
10	08 Education	78	14	36	0%	14.29%	N/A**	42.86%	
11	04 Biological Sciences	7	2*	0	29%	0%	100%*	50%	2, 3
12	03 Environmental Sciences & Tech.	0	1*	1	0%	0%	100%*	0%	

* Meeting or not meeting 90% of State negotiated rates but data is showing so few concentrators as to not be statistically valid and/or employment level is under 6 concentrators and so FERPA regulations does not allow tracking.

** No non-traditional programs within the 2-digit TOP.

Irvine Valley College -- Conclusion of Gaps

After reviewing Irvine Valley College data as specified in the intro section of this report, the following are gaps/activities that need review and improvement when developing Perkins V 1-year focused applications (using Perkins or in-kind funding):

Persistence/Completion/Placement:

- Within 04 Biological Sciences the completion and persistence core indicators did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.
- Within 06 Media & Communications completion and persistence core indicators did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.
- Within 07 Information Technology the persistence core indicator did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.
- Within 14 Law completion and persistence core indicators did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.

Non-traditional:

- Review of non-duplicate core indicator student data to determine issues in non-traditional students becoming concentrators and an outreach plans to increase non-traditional concentrators in the following CE TOPs/programs needs development 07 Information Technology, 09 Engineering & Industrial Tech., 13 Family & Consumer Sciences, and 14 Law.

English Learners:

- The largest demographic of the area, within the top three of Irvine Valley College and listed as the largest English learners (limited English proficient) in Irvine City is Asian. Within course completion and retention this group is also within the top three. Irvine Valley College has the highest English learner percentage of concentrators of all the colleges within the Orange County (11.04%). However one of the top five programs (21 Public & Protective Services) which is 7.9% of all concentrators has only 2% English learners and therefore a review of non-duplicate core indicator student data to determine issues in English learner students becoming concentrators and an outreach plans to increase English learner participation in CE is needed within this program.

General Data Review:

- Core indicator data consists of showing duplicative and non-duplicative student course taking in Apprenticeship, capstone and intermediate courses within the 2, 4, or 6-digit TOPS. Irvine Valley College is missing this data in at a 6-digit level for the following TOPs : (030300, 050500, 061440, 070710, 095320, 103000, 109900, 126000). Follow-up with the research department to fix this discrepancy needs to be completed in 2020-21.
- Core indicator data consists of showing duplicative and non-duplicative student course taking in Apprenticeship, capstone and intermediate courses within the 2, 4, or 6-digit TOPS. Irvine Valley College is missing this data at a 2-digit level for the following: 03 Environmental Sciences & Tech and 12 Health. Follow-up with the research department to fix this discrepancy needs to be completed in 2020-21.

South Orange County CCD -- Saddleback College

Career Education/Disadvantaged Student Demographics

For 2020-21 (using California Community Colleges Management Information Systems data from 2018-19) Saddleback College which has 41,810 students of which 18,739 are within Career Education (CE). Table 6 below shows a four-year overview of the College's student population and its break out of all students, CE students (disaggregated from the all in numerical and percentage format), and CE students that are economically disadvantaged (in numerical and percentage format). The table shows the College as a whole (for 2020-21) has 44.82% CE students of which 44.46% are economically disadvantaged. Table 5 shows that Saddleback College has 74% of the District's CE student population.

Table 6 -- Saddleback College CE Students

Saddleback College	All Students	CE Students	Percentage of CE Students	CE Economically Disadvantaged	Percentage of CE Economically Disadvantaged
(15-16) = 2017-18	39,079	17,038	43.59%	8,225	48.27%
(16-17) = 2018-19	40,839	17,603	43.10%	8,465	48.08%
(17-18) = 2019-20	41,585	18,082	43.48%	8,497	46.99%
(18-19) = 2020-21	41,810	18,739	44.82%	8,331	44.46%
<i>Averaged 4-year Total</i>	40,828	17,865	43.74%	8,379	46.95%

General Demographics

Saddleback College, founded in 1968, is in Mission Viejo is the largest and oldest member of the South Orange County Community College District. Mission Viejo is a city located in Southern Orange County, California in the Saddleback Valley and is considered one of the largest master-planned communities ever built under a single project in the United States. As of a 2019 the city estimates its population at 95,202 (5,091 people per square miles). The city stands on 17.7 square miles and the name is a reference to Rancho Mission Viejo, a large Spanish land grant from which the community was founded.

The economy of Mission Viejo employs 50,000 people. The largest industries are Professional, Scientific, & Technical Services (6,186 people), Manufacturing (5,777 people), and Health Care & Social Assistance (5,732 people), and the highest paying industries are Utilities (\$98,000), Wholesale Trade (\$92,569), and Management of Companies & Enterprises (\$92,202).

Median income is \$107,988. Males have an average income that is 1.26 times higher than the average income of females, which is \$57,252. The income inequality (measured using the Gini index) is 0.5, which is higher than the national average. Highest in poverty by ethnicity are White and then Hispanic.

Within Mission Viejo the top three languages spoken at home (therefore expected as the English learner population of the area) are Spanish at 44.1%, Other Indo-European Languages 19.2%, and Chinese (including Mandarin and Cantonese) at 9.6%. The student success scorecard shows Saddleback College as having about 32% of these ethnicities enrolled in the college. English learners are shown to be much lower in Mission Viejo by a rate of 1.5 to surrounding areas, so the expectation is that the English learners (limited English proficient) population would also be lower within Saddleback College. However, as 8 of the 13 programs at the college are 3.5% or below in English Learners (representing 56.23% of all concentrators) a review of non-duplicative core indicator student data to determine issues in English Learner students becoming concentrators and recruitment/outreach objectives and activities are needed to increase this special population.

The non-traditional student concentrator count overall is 16.97% for the College. The State Chancellor's Office is negotiating a rate of 23% statewide with the Federal government for this core indicator and therefore this is an issues for half of the TOPs/programs at Saddleback College and therefore will therefore need a review of non-duplicative core indicator student data to determine issues in non-traditional students becoming concentrators and recruitment/outreach objectives and activities are needed to increase this special population

Table 7 (Ethnicity Completion & Retention) shows the following: Ethnicity of Mission Viejo and Saddleback College; CE completer ethnicity; course success rate and retention. The top three ethnicities within Saddleback College are White, Hispanic and Asian respectively. Of these ethnicities CE completers show White, Hispanic and Asian, success is Hispanic, Asian and White and retentions is Hispanic and Asian tied with White coming in third. Male within the college is 38.9% , Female is 58.4% and 2.7% unknown.

Table 7 -- Ethnicity Completion & Retention

Ethnicity	Mission Viejo Ethnicity	Saddleback College Ethnicity	CE Completer Percentage	Course Success Rate	Retention Against Other Colleges
Hispanic	16.9%	22.8%	52.4%	79%	71/71
Not Reported	.1%	2.7%	*	81%	68/78
White	66.9%	56%	53.7%	64%	64/71
Asian	10.5%	10%	47.0%	78%	71/76
Black or African American	1.4%	1.6%	30%	71%	68/73
Two or More Races	3.9%	4.5%	*	73%	71/75
Filipino	*	2%	47.8%	71%	70/76
American Native/Alaska Native	.2%	.2%	33.3% **	77%	73/77
Hawaiian/Pacific Islander	.1%	.2%	60% **	73%	76/78

* Data set too small to be counted or not available in data source used

** Cohort fewer than 10 students

Table 8 CE Male/Female Completion, Persistence, 30 Units has the following data: An overview of Career Education Male and Female data showing completion, persistence and 30 Units in College prepared, unprepared or overall. The data is found in the California Community College Student Success Data for Career Education for Saddleback College.

Table 8 -- CE Male/Female Completion, Persistence, 30 Units

Saddleback College	College Prepared Math/English (College-Level)	Unprepared for College Math/English (Remedial Level)	Overall Math/English (Any Level first Three Years)
MALE			
(Completion)	68.6%	45.3%	56.1%
(Persistence)	83.9%	77.9%	80.7%
(30 Units)	79.8%	68.6%	73.8%
FEMALE			
(Completion)	71.4%	51.4%	60.4%
(Persistence)	81.8%	77.3%	79.4%

(30 Units)	80.9%	73.0%	76.5%
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Saddleback College Aggregate Core Indicators By 2-digit TOP

Core indicators are part of the California Community Colleges Chancellor's Office (MIS) data and aggregated by using MIS documentation downloaded by the system's Community Colleges. This data is for Career Education programs only and can be reviewed by District, College, and College 2-, 4- or 6-digit TOP. The system downloads this data when at least one concentrator is within a CE program. A concentrator is a student that has taken at least 12 units within a 2-digit TOP of which at least 1-unit is within a core course (SAM level A-C).

The number of programs showing for Saddleback College concentrators in the online CCCCCO core indicator system is 13 at a 2-digit TOP level and 69 programs at a 6-digit TOP. Of the 69 programs -- 23 of the programs have less than 12 concentrators and 41 are coded as non-traditional (25 programs female/16 programs male). Limited English proficient (now called English learners) is 4.07% of concentrators at a college level, Non-traditional is 16.97% of concentrators at a college level. The top five 2-digit TOPs (programs) equal 80.06% of all concentrators and are (05 Business & Management, 12 Health, 13 Family & Consumer Sciences, 21 Public & Protective Services, and 06 Media & Communications). In reviewing core indicators data at a college and 2-digit TOP level, the following is a synopsis of findings.

The following Table 9 is a roll-up of core indicator review as specified above and consists of the following information: 1) ranking of each program based on concentrator count; 2) the 2-digit TOP code number with program name; 3) Non-duplicative (SAM A-C) student course taking within the TOP.; 4) Total CE concentrators within the TOP; 5) concentrators that successfully passed (SAM A-C) courses; 6) percentage of students from the non-duplicative student count that made it to concentrator status; 7-9) are percentages of English Learners, non-traditional, and economically disadvantaged (special populations) who are concentrators within the program; and 10) State negotiated rates not meeting 90% for the following core indicators: 2. Completions; 3. Persistence & Transfer; 4. Employment; and 5. Non-Traditional Participation).

Table 9 -- 2-Digit TOP Codes Review

Rank	TOP/Program Name	Non-Duplicative Cohort	Total Concentrator	Concentrator Performance	Non-Duplicative Concentrator %	English Learners%	Non-Traditional %	Economically Disadvantaged %	Meeting 90 %
	Saddleback College	9,134	3,907	3,508	43%	4.07%	16.97%	54.03%	
1	05 Business & Management	2,177	955	829	44%	3.56%	47.14%	49.63%	
2	12 Health	1,866	922	788	49%	3.15%	12.33%	56.62%	
3	13 Family & Consumer Sciences	2,347	723	665	31%	6.22%	10%	51.73%	3
4	21 Public & Protective Services	468	266	260	57%	2.26%	0%	72.18%	2
5	06 Media & Communications	515	262	251	51%	0.76%	34.16%	51.15%	
6	09 Engineering & Industrial Tech.	491	240	209	49%	5.42%	6.25%	59.58%	2, 3
7	30 Commercial Services	439	209	206	48%	7.18%	9.09%	47.37%	2, 3
8	07 Information Technology	468	80	68	17%	7.50%	23.29%	60%	
9	02 Architecture & Related Tech.	128	74	73	58%	6.76%	45.95%	59.02%	
10	10 Fine & Applied Arts	619	70	61	11%	1.43%	42.19%	40%	
11	01 Agriculture & Natural Resources	172	61	61	35%	3.28%	49.18%	59.02%	4
12	08 Education	92	42	36	46%	0%	**	0%	4*
13	03 Environmental Sciences & Tech.	0	2	2	0%	0%	100%*	100%*	

* Meeting or not meeting 90% of State negotiated rates but data is showing so few concentrators as to not be statistically valid and/or employment level is under 6 concentrators and so FERPA regulations does not allow tracking.

** No non-traditional programs within the 2-digit TOP.

Saddleback College -- Conclusion of Gaps

After reviewing Saddleback College data as specified in the intro section of this report, the following are gaps/activities that need review and improvement when developing Perkins V 1-year focused applications (using Perkins or in-kind funding):

Persistence/Completion/Placement:

- Within 01 Agriculture & Natural Resources placement did not meet 90% of State negotiated rates (particularly for non-traditional and economically disadvantaged). Note that while persistence made 90% of State negotiated rates, within that indicator non-traditional were the only special population not making 90% and since they also did not make placement this becomes an issue. Data needs review to determine an improvement plan.
- Within 09 Engineering & Industrial Tech. completion and persistence core indicators did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.
- Within 13 Family & Consumer Sciences the persistence core indicator did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.
- Within 21 Public & Protective Services the completion core indicator did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.
- Within 30 Commercial Services completion and persistence core indicators did not meet 90% of State negotiated rates. Data needs review to determine an improvement plan.

Non-traditional:

- Review of non-duplicate core indicator student data to determine issues in non-traditional students becoming concentrators and an outreach plans to increase non-traditional concentrators in CE programs needs development for the College overall since it is at 16.97% and particularly for the following TOPs/programs: (07 Information Technology, 08 Education, 09 Engineering & Industrial Tech., 12 Health, 13 Family & Consumer Sciences, and 30 Commercial Services).

English Learners:

- English learners are shown to be much lower in Mission Viejo by a rate of 1.5 to surrounding areas, so the expectation is that the English learners (limited English proficient) population would also be lower within the college. However as 8 of the 13 programs at the college are 3.5% or below as concentrators that are English learners (representing 56.23% of all concentrators) therefore a review of non-

duplicate core indicator student data to determine issues in English learner students becoming concentrators and an outreach plans to increase English learner participation in CE programs needs development for the following: 01 Agriculture & Natural Resources, 03 Environment Sciences & Tech., 05 Business & Management, 06 Media & Communications, 08 Education, 10 Fine & Applied Arts, 12 Health, and 21 Public & Protective services.

General Data Review:

- Core indicator data consists of showing duplicative and non-duplicative student course taking in Apprenticeship, capstone and intermediate courses within the 2, 4, or 6-digit TOPS. Saddleback College is missing this data in the 6-digit level for the following TOPs : (011500, 030200, 051110, 060400, 083580, 122800, 130900). Follow-up with the research department to fix this discrepancy needs to be completed in 2020-21.
- Core indicator data consists of showing duplicative and non-duplicative student course taking in Apprenticeship, capstone and intermediate courses within the 2, 4, or 6-digit TOPS. Saddleback College is missing this data at a 2-digit level for the following TOP : 03 Environmental Science & Tech. Follow-up with the research department to fix this discrepancy needs to be completed in 2020-21.
- TOP 011500 Natural Resources and 125100 Paramedic need review as the non-duplicate student count is less than the concentrator count. Follow-up with the research department to fix this discrepancy needs to be completed in 2020-21.