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The Research & Planning Group
for California Community Colleges

Transfer Practices at Irvine Valley College

**Case Study #2 of 7 Featuring Colleges with
Consistently Higher Than Expected Transfer Rates
Fall 2008**



Part of the Transfer Leadership Center Project

**Funded by the State Chancellor's Office of the California
Community Colleges**

**Prepared by the Center for Student Success of the Research & Planning
Group for California Community Colleges**

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Abstract: This report is one in a series of seven case studies of California community colleges with higher-than-expected transfer rates. Each case study is based on a site visit conducted in Spring 2008 by two Center for Student Success researchers to document and investigate the full spectrum of factors, inventions, strategies and practices that each college is implementing to support transfer.

The case studies are part of the Transfer Leadership Center (TLC), the most comprehensive study to date of two-to-four-year transfer in California.

The California Community College State Chancellor's Office awarded the TLC in Spring 2007, based on a competitive grant competition and grant written by Dr. Andreea Serban, Superintendent/President, Santa Barbara City College. The project has been implemented by the Chancellor's Office of the California Community Colleges (CCC), the Center for Student Success (CSS) of the Research and Planning Group for California Community Colleges, and California Partnership for Achieving Student Success (Cal-Pass). The study is administered by the Santa Barbara City College and guided by an Advisory Committee including leading experts on transfer.

Readers of the case study presented here may also be interested in the following, which are available on-line at <http://www.rpgroup.org/css/TransferLeadershipCenter.html> and <http://www.sbcc.edu/tlc>

- TLC Literature Review
- TLC Cross-Case Analysis (an analysis of all seven colleges in the study)
- TLC Case Study #1: De Anza College
- TLC Case Study #2: Irvine Valley College
- TLC Case Study #3: Los Angeles Southwest College
- TLC Case Study #4: Porterville College
- TLC Case Study #5: Reedley College
- TLC Case Study #6: San Diego City College
- TLC Case Study #7: Skyline College

For questions about any of these research papers, please contact Dr. Andreea Serban at Serban@sbcc.edu or Eva Schiorring at ESchiorring@rpgroup.org

IRVINE VALLEY COLLEGE TRANSFER PRACTICES AND STRATEGIES CASE STUDY

Introduction: In Spring 2007, the State Chancellor's Office of the California Community Colleges awarded the Transfer Leadership Center (TLC) study to investigate two-to-four year transfer practices and strategies. As part of the study's qualitative component, research teams from the Center for Student Success of the Research & Planning Group of the California Community Colleges conducted site visits to seven community colleges with higher-than-expected transfer rates. The site visits included extensive interviews and focus groups conducted with students, college counselors, faculty, administrators, classified staff, representatives from special programs, and high school counselors.

It should be emphasized that the research focused exclusively on what each of the seven colleges are doing to support and increase two-to-four year transfer. Accordingly, the case study that follows should be read not as an assessment of the featured college's overall performance, but rather as a review and analysis of one particular area of operations. Moreover, the case studies focus on what appeared to the researchers to be the most salient elements of the colleges' efforts to encourage and support transfer. The case studies are therefore not intended to present an exhaustive list of all transfer-related initiatives and practices at each college.

In addition to case studies on each of the seven colleges, the research team developed a cross-case analysis to identify common factors which appear to contribute to higher-than-expected transfer rates. The cross-case analysis – as well as the research protocols and the literature review upon which the protocols were based – can be found at <http://www.sbcc.edu/tlc>

Acknowledgement: The Research Team wishes to thank the many students, staff, faculty, and administrators at Irvine Valley College who contributed to the research. We greatly value the perspectives you shared with us and the experiences and insights you provided.

A special thank you goes to Caryn Sussman, Transfer Center Coordinator at Irvine Valley College, for her assistance during the visit, and for providing additional and clarifying information after the visit. Thanks also to the Transfer Center's full-time Transfer Specialist, Ginny Mackey who was more than willing to answer any questions when we would call after the visit.

CASE STUDY: IRVINE VALLEY COLLEGE

Irvine Valley College
President: Dr. Glenn R. Roquemore
Southern Region: Irvine, CA
District: South Orange Community College District
Fall 2006 Enrollment: 13,359
Ethnicity: 52% - White 32% - Latino 14% - Asian/Pacific Islander 2% - African American / Other
Gender 56% - Female 44% - Male
Age 30% - 21 & under 25% - 22 to 29 22% - 30 to 49 23% - 50 and older
Faculty 106 Full-Time and 282 Part-Time
Counselors 7 FTEs, including categorical counselors

“I heard that IVC is one of the toughest junior colleges in Southern California. Meaning, since it is tough academically and people do well at IVC then they will be encouraged to transfer to universities. IVC makes it easy for many students because it offers so many courses that people will need to take and that are required for their major. This makes it easy because they can get started on their major at IVC and transfer to their desired school.”

– *Transfer student, February 2008*

“I think that IVC has such high transfer rates because many of the professors who teach at this school also teach at the universities, and they do a great job at preparing you to go there. They give you good advice as to what these colleges are looking for and how to be accepted into them. I have two professors this semester who teach at big colleges and last semester I had three professors who also worked at bigger colleges and universities”

– *Transfer student, February 2008*

SUMMARY

Irvine Valley College (IVC) opened its doors in January of 1979 as a satellite campus for Saddleback College. In 1985, this campus became Irvine Valley College, making it the second college campus in the Southern Orange County Community College District. Irvine Valley College currently serves over 13,000 students. Of this population, 60% are female and 40% are male, with the age distribution evenly spread between 18-50 years old.

IVC's culture is centered around transfer. Several of the individuals we interviewed commented that IVC began with a major transfer emphasis. By focusing their efforts on student programs and services, they provide students with meaningful opportunities to think critically, prepare them to be successful in their academic pursuits, and allow the students to actively investigate career choices. IVC's students participate in cultural experiences and activities, on and off campus, which promote economic development and community partnerships.

Factors and Indicators Contributing to Higher-Than-Expected Transfer Rates at Irvine Valley College

FACTORS	INDICATORS
Student-focused environment	<ul style="list-style-type: none"> ➤ Community support for college programs ➤ Transfer-minded and informed faculty encourage students to transfer
Transfer culture	<ul style="list-style-type: none"> ➤ Faculty lead Application and Personal Statement Workshops ➤ College-wide emphasis on transfer
Strong, strategic relationship with local high schools	<ul style="list-style-type: none"> ➤ Early College program at Tustin Unified School District High Schools; with plans to expand to Irvine USD ➤ Ease of college course taking by high school students on IVC campus
Strong relationship with four-year universities	<ul style="list-style-type: none"> ➤ Close proximity to universities ➤ Frequent representative visits ➤ Tours to university campuses
Support services/programs that emphasize transfer	<ul style="list-style-type: none"> ➤ EOPS, Faculty Mentoring and Honors programs encourage transfer to four-year colleges

1. METHODOLOGY

The site visit was conducted Feb 13 and 14, 2008. It included 53 participants and five focus groups. A complete list of study participants is available in Appendix 1. In advance of the site visit, the team reviewed the College Self-Study, the Progress Report on Accreditation Recommendations, the 2006-2012 Strategic Plan, and other documents listed in Appendix 2. During the site visit, the following additional documents were provided for the team's review:

- Irvine Valley College Institutional Effectiveness Annual Report
- IVC Transfer Times biannual publication dedicated to the transfer student
- Informational flyers distributed by transfer center coordinator to students

2. COLLEGE OVERVIEW

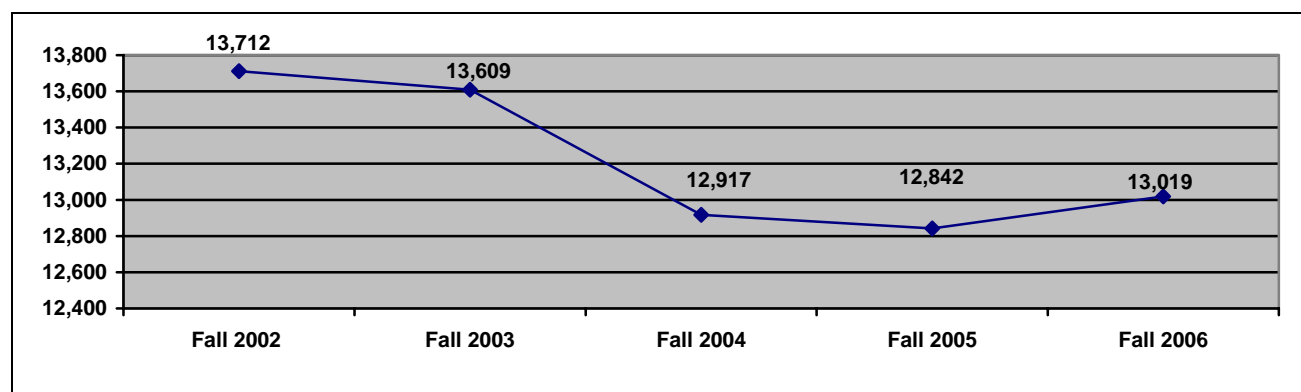
2a. College Profile

College History and Community: Located in southern Orange County, Irvine Valley College (IVC) began as the northern campus of Saddleback College in 1979. In 1985, Irvine Valley College was established and continues to carry on the great tradition of educating tomorrow's leaders. IVC, along with Saddleback College and Advanced Technology & Educational Park, make up the South Orange County Community College District. IVC presently occupies 60 acres of its 100-acre site with several new campus facilities planned. The college has 111 full-time instructors, 270 part-time instructors, 23 full-time administrators and managers, and 144 classified staff members. The current population of Orange County is 2,988,072, with almost 31% of adults over the age of 25 holding Bachelor's degrees and 58% of Irvine's residents holding Bachelor's degrees. The 2000 U.S. Census Bureau report ranked Irvine (population 143,000) as the sixth fastest-growing city in the country and with the highest median household income in Orange County (\$96,230).

Irvine is a major employment center in the south Orange County region, a fact reflected in the substantial proportion of IVC students (approximately one-fourth) who reside outside the district boundaries. Consistent with the economic growth of the region, IVC enrollment has significantly increased over the past decade. The ages of the more than 13,000 students are evenly distributed between the 18 to 50 age bands. As is often the case, the gender of the students is weighted toward females – 60% are female, 40% are male. White students make up 52% of the student population, Hispanic 32%, Asian 14%, African American 1%, American Indian and others < 1%.

As can be seen in Figure 1 below, enrollment has stabilized at roughly 13,000 students in the Fall Quarter over the last three fall quarters.

Figure 1. Student Headcount



Student Profile: Although IVC's student population has a significant portion who are of traditional college age, 47% of the students are over 30. The ratio of full-to-part-time faculty is 41% with full-time faculty at 111, and part-time faculty at 270.

Mission Statement: "Irvine Valley College is an accredited, comprehensive institution of higher education, dedicated to excellence and committed to meeting the current and future learning needs of the diverse communities it serves. As an educational institution within the South Orange County Community District, the college provides a broad range of programs and courses. Student learning outcomes and student success are the measure of quality for all offerings.

The college serves students seeking to transfer, enhance career skills, obtain a degree or certificate, or improve basic skills. The college also provides student support services, community education, and opportunities for lifelong learning, cultural experiences, and activities promoting economic development and partnerships with the community. The central purpose of these programs and services is the education of students to think critically, prepare students for future career choices or academic pursuits, and act responsibly within the global community.

To best serve the needs of the diverse population and workforce, the college delivers its curriculum in a variety of traditional and distance learning methods. In this era of rapid change, the college commits itself to being at the forefront of instructional and administrative technologies while providing exemplary services to ensure student success."

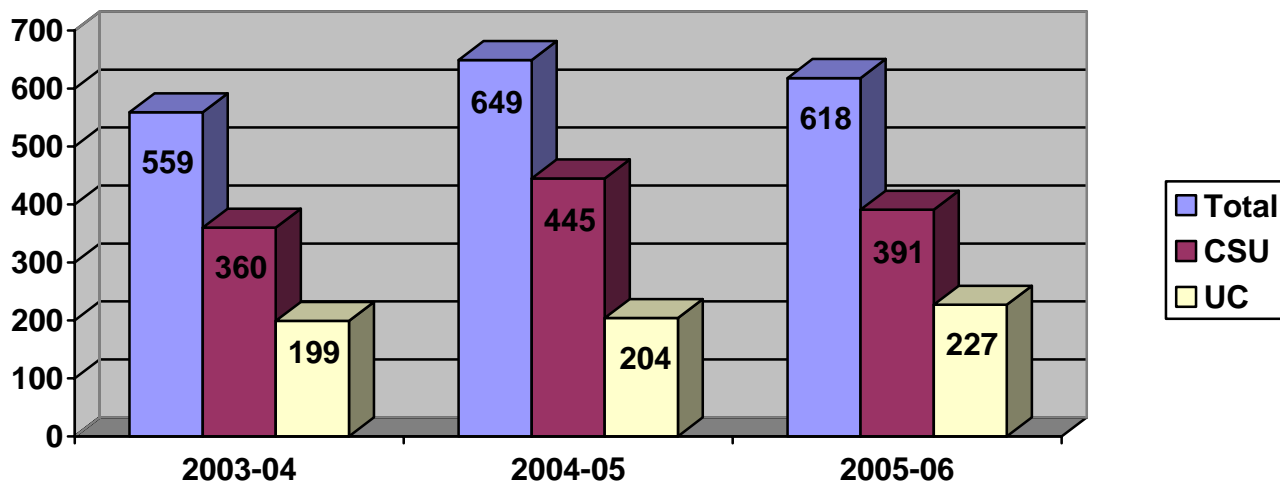
2b. Transfer Profile

Transfer Indicators: Appendix 4 presents the residual and actual transfer rates for student cohorts who started as freshmen at Irvine Valley College between the academic years of 1998-99 and 2000-01. IVC's actual transfer rates have been consistently higher than its expected transfer rates. Expected transfer rates are calculated taking into account factors outside the control of the college such as percentage of students 25 years or older at the college and the Bachelor of Arts/Sciences Plus Index. The index represents the bachelor degree attainment of the population, 25 years or older, in a college's service area.

As can be seen in Figure 2 below, transfer to UCs and CSUs between 2003-04 and 2005-06 increased from 559 in 2003-04 to 649 in 2004-05, then lowered slightly to 618 in 2005-06. The percentage of transfers continuing to a UC has ranged from a low of 31% of all transfers in 2004-05 to a high of 58% of all transfers in 2005-06. IVC transfer students choose to stay in Orange County, with the majority of the students moving on to either CSUF or UCI to continue

their education. Additionally, over 57% of transfer-oriented first-time College freshmen who started at IVC in 2000-01 transferred within six years. Additionally of note, IVC has the third highest actual transfer rate out of all 109 community colleges in the state and the highest rate in Orange County.

Figure 2. Representation of All CSU/UC Transfers



Also of note, there has been a marked increase in the rate of transfer to UC & CSU of the Latino / Hispanic student population, from approximately 30% of all transfers from 1998-2000 to more than 40% since 2000-2001. During this period, the percentage of Latino/Hispanic students among all Irvine Valley College students increased 4% - not enough to account for the increase.

Transfer Center, Articulation and Counseling Staff: The IVC Transfer Center, now called the Transfer and Career Center, was launched when the college was Saddleback North and continues in the tradition of high transfer rates. It remains in its original location in the Student Services Building across from the Counseling Center. The Center is open Monday through Thursday, 9:00 a.m. to 6:00 p.m. and Fridays 9:00 a.m. to 3:00 p.m. A part-time counselor works as the Transfer Center Coordinator 15 hours per week, and along with the dedicated full-time transfer specialist and six student workers who each work 15-20 hours per week, this team meets the transfer needs of students.

The Transfer and Career Center shares the responsibility of providing transfer counseling to students with four full-time and eight part-time counselors in the general counseling office. The Transfer Center has helpful resources such as catalogs, peer advisors, and four-year university representatives.

The Transfer Center function and activities were described by the TC Coordinators as including:

- Transfer counseling
- Coordination and promotion of transfer workshops
- Coordination and promotion of visiting transfer institutions, which include such colleges and universities as UCLA, UC Riverside, UC Santa Barbara, UC Irvine, UC Berkeley, CSU Fullerton, CSU Dominguez Hills, CSU Long Beach, University of Phoenix, USC, National, Vanguard, and Chapman

2c. Transfer Investments

The Transfer Center budget comes out of IVC's general fund, and is described in Appendix 5. These monies pay for salaries and benefits as well the portion of wages for student workers that are not covered by federal work study funds. The Transfer and Career Center also receives approximately \$2000 per year from the IVC Student Association. With these funds, they are able to fund two transfer fairs, an end-of-the-year transfer recognition ceremony, and transfer workshops.

2d. The Student Transfer Experience

Sarah Omar is a typical IVC transfer student. She lives with her parents and younger brother. Sarah receives financial aid and plans to continue receiving aid after transferring to UCI in Fall 2008 as a Sociology major. Sarah maintained a 3.8 GPA until recently, and she now has 3.5 due to a difficult Chemistry course. Sarah met with our UCI representative once to explore the possibility of signing a Transfer Admission Guarantee. This will be possible once she completes her transfer math course.

Sarah is an EOPS student who meets regularly with her counselor – at least two times a semester. After finishing her BA at UCI, Sarah plans to go on to graduate school and pursue her Master's degree with the intent to go into the health field.

3. COLLEGE CULTURE

3a. Messages and Information About Transfer

Informal, College-Wide Support for Transfer: During the site visit, the student-centered, transfer focused culture was highlighted repeatedly as faculty, counselors, administrators, and college president spoke about the responsibility IVC has to its students. Dr. Glenn Roquemore, IVC President, believes that transfer has been in the college's culture since the beginning. He states "We have a neighborhood university (UCI) and Fullerton has a satellite campus at El Toro."

IVC's Transfer Center director Caryn Sussman believes that the transfer culture at IVC is very strong. She feels that it is her role to act as a student advocate –a conduit. She states, "I am the face of the student to administrators. I'm open and enthusiastic about our students." She explains that her job in assisting the students is easier because the whole community shares the transfer culture of the college. "We live in a community where students come with a lot of the factors that indicate transfer success. They have parental support, financial support and CSU Fullerton, CSU Long Beach and UC Irvine are close. Students who come are self-directed and they are ready to go, they are motivated, they have goals – so it's easy to assist them."

Another campus-wide transfer effort is the faculty-driven Application Reader Workshops. Faculty from the English department volunteer their time and hold workshops to assist students in preparing the essays that are required for application submission. As one student commented, this is especially helpful because many of the faculty work at UC and CSU campuses and know what is expected in an essay.

High School Support of Culture: IVC in conjunction with the Superintendent of Tustin Unified School District built a program called Early College. It is a program that essentially replaces the AP program on the high school campus. Dr. Glenn Roquemore, president of IVC, explains the rationale behind the program. "Due to the university-going culture of the community, families

typically do not view IVC as a viable option for students graduating from high school. Many parents do not believe that community college has the same academic rigor and standards of a four-year institution. The thought is that a community college is where you go if you are not prepared for a four-year institution or if you want to get a skill. As we attempted to change the perception of the community college in the eyes of our community, we worked to develop a program that would be beneficial to both the community and ourselves in the preparation of our students.”

The Early College program was not in existence during the years we examined but we thought it was an interesting idea worth mentioning. Early College was created to assist high school students in receiving UC and CSU transfer credits while still in high school in the Tustin Unified School District. This program is different than other early college programs. This is a program that caters to the top students and is designed replace the AP program. There have been high school students who took classes at IVC who received their AA and their high school diploma at the same time. The President explains:

“We began with a few classes on the Tustin campus but they were only moderately successful. The reason is that the classes that IVC thought would be appropriate were not what the students needed. So we sat down with the superintendent and explained what was needed. The campus in turn gave up their AP courses and currently the program has a full curriculum that runs from the ninth grade to the twelfth grade. If a student follows one of the patterns (IGETC or CSU) for all four years, their curriculum will allow them to graduate with their HS diploma as well as a highly transferable AA degree.”

The overarching feeling among the high school counselors is that IVC is user friendly and seems to be a comfortable place for the high school students during visits. High school counselors from the focus group added that the “campus is easy to maneuver around and it is easier to get the classes you want and books.” They also “make it easy for HS students to take college courses” at IVC and the culture is positive and transfer-focused.

“IVC has a great Honors program that provides the student who is ready to be challenged academically, but might not be ready to move away from home, or not sure of a major, a great transition when the students are ready to transfer.” (Kimberly Lee)

MTE (Making Transfer Easy) promotes counseling classes, test anxiety skills, career exploration, and study skill classes to help students with the transition to the college.

Early priority registration is available for high school seniors, who have completed a set of criteria like assessment testing, orientation, and the application. Large and personalized EOPS and DSPS programs help to ensure the students feel safe and comfortable while on campus. This type of highly personalized counseling services makes the transition for special needs students much smoother.

3b. Transfer Goals and Plans

Caryn Sussman discusses the transfer culture at IVC, “Our goal for transfer is to transfer as many students as possible. We want students to be able to achieve their transfer goals and to provide a transfer culture on campus ... To eliminate as many obstacles as possible that might prohibit a student from transferring.”

In an effort to promote transfer, the college recently began an Early College program on the campuses of a few local high schools in Tustin Unified School District. IVC President Glenn Roquemore is very passionate about the concept and believes, “Early College is our new approach and it is a little different than the models you’ve seen before. We started working with the superintendent at Tustin Unified and we noticed some high school students were getting their AA and high school diploma within a few weeks of each other. Some students figured out how to do this on their own. So we began to offer courses in TUSD. What has made it so successful is they have been willing to give up their AP courses and replace them with college courses. We have a full curriculum that allows students to have a highly transferable AA degree with an IGETC or CSU focus.”

3c. Communication and Collaboration Among Individuals Who Run Programs and Services That Promote and Support Transfer

Communication between high school counselors and IVC counselors is very positive. Several of the HS counselors commented on the feeling of connectivity that they and the students feel while communicating with IVC counselors. A student in our focus group commented that she felt welcomed when she visited the Transfer Center and that her counselor “always makes time to talk to me, even if it is only for five minutes and this really does a lot to ease my concerns.”

4. SERVICES AND PROGRAMS SUPPORTING TRANSFER

4a. Role and Scope of Counseling, Transfer Center and other Transfer Support Services

President Glenn Roquemore, in a transfer-related pamphlet, states that “research has shown that parents are the most influential factor in a student’s decision about college,” which explains IVC’s commitment to the community and the students. He goes on to address the concerns of the parents by stating that “our focus has always been on the success of your students. We have developed our curriculum with the strict expectation that our graduates will exceed the requirements they need to enter the university or workforce.” To ensure that IVC’s students transfer, the campus has developed many resources that will assist in this process. The honors program has a very active mentoring program which pairs students with faculty to help inspire students to achieve excellence. Additionally, there are several honors level courses, *Building Bridges Conferences* and specialized counseling services from the honors counselor, Tiffany Tran.

The Transfer Center keeps the students informed and connected by providing meetings with university representatives from UC, CSU and private colleges throughout the state, two transfer fairs and a transfer achievement reception. They also produce an informational newsletter called *Transfer Times*. This publication keeps students abreast of university filing deadlines, changes in requirements, articulation issues and requirements, workshops regarding course-taking patterns and transfer success and upcoming events. The Transfer Center also provides university tours to local universities including: USC, UCLA, UCSD, and CSUF. The transfer center is staffed with a director who is also a part-time counselor, a full-time transfer specialist and six student workers.

The general counseling office has four full-time and eight part-time counselors on staff. They offer additional counseling guidance and services for IVC’s transfer students.

4b. Scope, Quality and Use of Articulation Agreements

IVC has six articulation goals, which include:

- evaluating and increasing existing articulation
- preparing articulation process and procedures manual
- establishing articulation archives
- preparing for articulation demands
- providing IVC faculty and staff with continuing articulation information and training and other AS directives
- carrying out professional obligations representing articulation officers statewide

The efforts to produce a procedures manual will enable the campus to perform audits on existing articulation agreements and decide what needs to be updated and what can be archived. This process will also allow the campus to look forward to projected articulation needs that will enable them to provide future students with the most up-to-date articulation options. Meetings with the faculty to disseminate articulation information can ensure that faculty has the latest updates to provide correct and current information to the students. Finally, the Articulation Office can work with other Region 8 AO's to build strong relationships at the state and national levels.

4c. Financial Aid/Scholarship Information

IVC has a scholarship program that is available to incoming freshmen, current and transferring students. They advertise the scholarship information through the website, the student's 'my site' accounts, on the campus marquee and campus announcements. IVC's scholarship application window opens in October and closes at the end of March. Once this application period is finished, the applications are sent through a filter which creates a list of eligible recipients for various scholarships based on donor requirements.

IVC encourages students and parents to start searching early for scholarship opportunities. They provide scholarship information and links on the website and through counseling and research appointments. They try to instill the knowledge while the student is at IVC so they will be able to articulate what they want when they transfer, creating informed consumers who understand the guidelines and deadlines.

5. TRANSFER OF SPECIAL STUDENT POPULATIONS

IVC's EOPS focus group agreed that IVC is transfer-focused with a personal touch. They also agreed that the atmosphere is geared to academics. It is not a "cliquey college" but it is a small, "hidden gem" in South Orange County. Other resources and campus activities are first class. The computer labs are fully equipped with high quality, state-of-the art computers. The athletics programs are also top notch with students traveling from long distances to play for this championship school. It is also clear that IVC students value the faculty. Faculty play a big role in creating a transfer culture.

EOPS Students Talk About Their Experiences at IVC:

"I came to IVC because it is close to my home. I came right out of high school. I've heard from other students that the colleges nearby are impersonal. I work in the counseling

office, and I found my niche of people. There is a small community here. I know a lot of people and I can relate to people.”

“This campus is geared toward transferring; it is not a certificate or trade school.”

“This place is great. It is a hidden gem. Irvine Valley, everyone misses it. The people that come here aren’t worried about being popular, they actually study. People are trying to study here. I’ve been to other schools that feel like high school – with cliques. Here the atmosphere is more academic. Students are always talking about where they are going to transfer.”

“It is hands on here – you don’t feel like you’re a burden. You don’t feel like you’re bothering them.”

“If you walk into the wrong office, they are going to ask you if you really need to be there and then they will tell you, ‘Here is what we can do for you. If there is anything we can do to help you academically, here is our information.’ That is how I found EOPS.”

“The students here are more mature, we know what we want. Even students who are 18 years old know exactly what they want and how to get there. At other schools they think getting a “C” is okay. We don’t understand what a “C” is. I fight for that “A”. A few years ago, I had a disease of the hip and spine and I needed to have my hip replaced. On top of that my parents got hit by a drunk driver. My mom died and my dad was in the hospital for a long time. His brain was severely injured. I was basically left with no insurance, and I couldn’t get it on my own. I couldn’t really walk. I was actually homeless for a time. Mike (friend next to him) remembers I used to live in a tent I set up for a whole year. When I came here – and living on the street you know – it makes you want to excel more—so I got involved with the honors program. So they said maybe you can get financial aid. So all of the sudden things I didn’t know about spread out before me, and now I’ve been accepted at Berkeley and UC San Diego and I’ve applied at Stanford. I have a 3.9 GPA. I was in honors, and I was living in a tent, so basically one of my professors gave me his old Volkswagen Van. He said, “Take this so you don’t live in a tent.” The intimate connection you get here – I have a couple of theories as to why this school has more transfers. I went to another school and I didn’t do well; the key to this school is the faculty.”

“Most people – our professors they want to work here and they are very qualified with multiple masters or Ph.D.s. People from UC Irvine want to work here because they want to teach. Lots of teachers and counselors went to school here. It is the personal touch that the students are getting and they are actually helping other students – it’s word of mouth. Everyone is helping each other out and it is just a good vibe.”

“Every teacher who works here – they work well with each other. They’re friends with each other and it helps us. They’re friends with us also. They are not just looking at us like we’re just students. They are really trying to help us out. They relate to us as people.”

“I went back to school because I hated my job. I was in Jody’s class and she recruited me to be in PTK (Phi Theta Kappa) and Honors. One of the great things about this school is the teachers are involved. I’m going to Columbia. My professor said, ‘You should apply to Columbia’ – when the representative came here and it was the only

school I applied to. I didn't use other transfer services; Dottie, my professor paved the way. They wrote me letters of recommendation and Dottie is always saying, 'Are you ready to go to Columbia?' Another one of my professors says, "you should have gone to Cal Tech."

6. TRANSFER CONNECTIONS

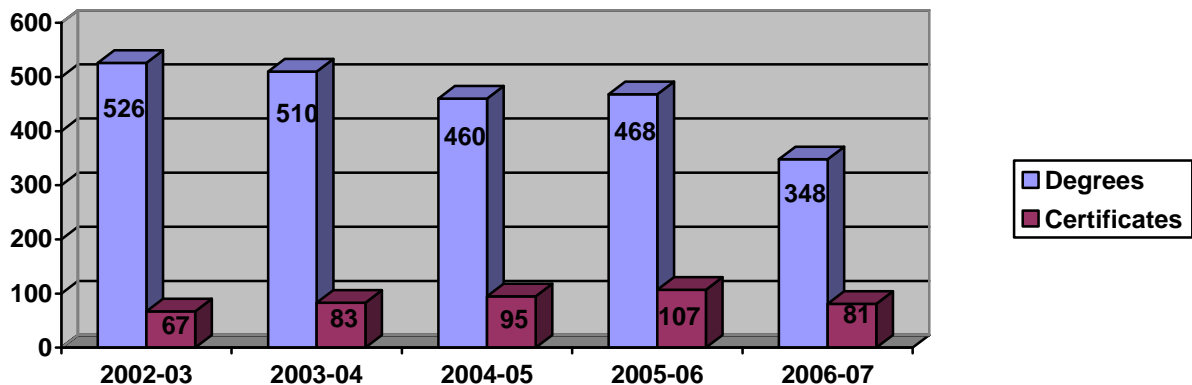
6a. High School Connection

The college's **strong relationships with the local high schools** also deserve highlighting. It is expressed in frequent contacts between high school counselors and a large number of college faculty and counselors, in systematic and strategic outreach to high school students, and in special, high-visibility events targeting students and their families.

6b. Degrees and Certificates Connection

The number of degrees awarded annually has declined over the last five years from a high of 526 in 2002-03 to 348 in 2006-07 (See Figure 3 below). All of the reasons for this decline have not been identified; however, it could be directly correlated with the declining overall enrollment.

Figure 3. Degrees and Certificates between 2002-03 and 2006-07



6c. BA Connection

The college has strong relationships with several four-year institutions. Transfer Admission Guarantees, for students with 30 UC-transferable units completed, are in place with UC Davis, UC Irvine, UCLA, UC Santa Cruz, UC Santa Barbara, UC San Diego, and UC Riverside. At the present, several representatives from transfer institutions visit IVC and recruit on a regular basis. The commitment to expose students to four-year college opportunities is also reflected in IVC's transfer literature and resources. In focus groups, students explained how these visits had opened up their minds to the possibility of actually transferring to a university of their choice.

7. BUILDING CAPACITY AND EFFECTIVE PRACTICES

Capacity Building: In response to the question of how and where they would invest additional transfer funds, many stated that they would like to see the college have more general counselors and a full-time transfer center coordinator.

Key Findings: The findings suggest that Irvine Valley College's transfer-minded culture plays a key role in explaining the college's higher-than-expected transfer rate. The wealthy Orange County community encourages goal attainment through education. Students and faculty alike discuss the importance of personal relationships with students while focusing on high expectations. The student-centered approach is evident through the following practices and activities:

- faculty discuss transfer options with students
- required orientation
- willingness to have personal relationships with students
- special services and support targeting first-generation college students
- formal and informal efforts to build community among students
- carefully planned visits to four-year college campuses
- high expectations for students

Appendix 1: Irvine Valley College Study Participants

Irvine Valley Study Participants	
Interviewee Position	Name/Comment
College President	Glenn R. Roquemore, Ph.D.
Manager of TC budget – Director of Fiscal Services	Davit Khachatryan
Transfer Center Coordinator	Caryn Sussman
High School Outreach Representative	Donna Sneed – Director
Financial Aid Director	Darryl Cox
Chair of Academic Affairs	Jeff Kaufmann
VP Student Services	Gwen Plano, Ed.D.
VP of Instruction	Craig Justice, Ph.D.
EOPS Coordinator	William Hewitt
Articulation Officer	Kate Clark
Institutional Researcher	Sibylle Georgianna, Ph.D.
Dean of Counseling	Elizabeth Cipres
Total # of Interviewees	12

Focus Group Participants	# of Participants
High School Counselors	11
Students in focus group	6
Classified Staff	11
Counselors	8
Faculty focus group	5
Total # of Focus Group Participants	41

Total # of Informants	53
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Appendix 2: Documents Reviewed for Irvine Valley College Case Study Analysis

- College Self-Study (2006)
- Progress Report on Accreditation Recommendations (2007)
- Spring 2008 college course schedule
- 2006-2012 Strategic Plan
- Irvine Valley College 2007-2008 college catalog
- College website

Appendix 3: Irvine Valley College Descriptors

Descriptors		Comment
History and location		
Year founded	1985	1979 (Saddleback College North)
Address	5500 Irvine Center Drive, Irvine, CA 92618	
District	South Orange Community College District	
Other colleges in district	<ul style="list-style-type: none"> • Saddleback College • Advanced Technology & Education Park 	
Distance to nearest community colleges	6 miles – ATEC 14 miles – Saddleback College	
Distance to nearest four-year colleges	4 miles – UC Irvine 5 miles – CSU Fullerton / El Toro Campus	
Students and Faculty		
Average Student Enrollment 2005-2007 (Fall Semester)	12,926	
% Students Receiving Some Financial Aid	9.38%	
% Students Receiving Federal Grants	7.38%	
Counseling FTE (Full Time Equivalent), including categorical counselors	7	
Counseling FTE (Full Time Equivalent), excluding categorical counselors	5	
Top Majors Declared	Undeclared Communications Liberal Studies (Education) Social Science Business	
BA indicator	31% of residents in Orange County 58% of residents in Irvine	

Appendix 4: Irvine Valley College Transfer Indicators

Irvine Valley College Cohorts	Residual (Actual-Expected Transfer Rate)	Actual Transfer Rate	Cohort Size
1998-99 Cohort	7.1750	55.64	1,152
1999-00 Cohort	9.1164	58.76	1,062
2000-01 Cohort	8.1939	57.42	1,031

Source: Transfer Rate Study of the CCCs, 2005-06 at <http://www.cccco.edu>

All seven colleges selected for the study showed consistently higher-than-expected transfer rates (a relatively large, positive residual) in the 2005-06 transfer rate study conducted by the Chancellor's Office. Cohorts of first-time college freshmen who completed a minimum of 12 units of community college coursework and who attempted a transfer-level Math or English course at some point during their enrollment were followed for six years from the time of their initial enrollment to determine the number and proportion transferring within that timeframe. As indicated previously, the "expected" rates factor in the percent of students who are age 25 or older and the bachelor plus index of the region.

Subsequent editions of Transfer Rate Study will include more recent cohort years and drop the oldest cohorts. Beyond adding more recent cohorts, future editions will reflect some changes in the underlying data which will affect transfer rates. Most differences will not be marked (a transfer rate of 58.05 might be recalculated as 58.15, for example), but in a few cases differences may be more significant. The ARCC report, which uses the same transfer rate data, cites three primary reasons for these changes, as follows:

“Why are the rates for some of the indicators for the same cohort different in the 2008 [ARCC] report when we compare them to the 2007 [ARCC] report?”

The changes could occur in a college's denominator, the college's numerator, or both. The changes in the data relate to the following factors:

- 1) The course cleanup project (Curriculum Reporting for the Community Colleges, CRCC): The course changes can and did alter the student headcounts in the cohorts, as well as their outcomes.
- 2) Student Identifier (SI) updates: With the announcement of the SB00 cleanup project for 2007-08, more districts started to submit SI updates to get a head start on the project.
- 3) Improvements in the methodology for extracting the cohort for the NSC match: With the 2008 report, we began to request all records from students, as opposed to restricting by date. This change resulted in identifying fewer students as first time."

Source: www.cccco.edu/Portals/4/TRIS/research/ARCC/ab1417_faq.doc

Appendix 5: Transfer Investments

Transfer Staff and Functions	Budget Items	Budget (FY....)	Budget/Student
Transfer Center	Coordinator	\$22,919.76	
Transfer Center Specialist		\$58,224.00	
Other	Fringe Benefits	\$14,600.00	
Student Workers		\$16,632.00	approximated
Total		\$112,375.75	

Appendix 6: Irvine Valley College's Agreements with Four-Year Colleges and Representative Visits

Guaranteed Admission Agreements (major)	Articulation Agreements (major)	College/University Representative Visits (2007-2008)
UC Davis	All CSU Campuses	CSU Dominguez Hills
UC Irvine	All UC Campuses	CSU Long Beach
UCLA		CSU Fullerton
UC Riverside		UC Berkeley
UC San Diego		UC Irvine
UC Santa Barbara		UC Riverside
UC Santa Cruz		UC Santa Barbara
		UCLA
		USC
		University of Phoenix
		Chapman University
		National University
		Vanguard University