



IMPERIAL VALLEY COLLEGE FACT BOOK 2020



Published by

**Office of Institutional Effectiveness
Office of Institutional Research**

Issued March 2021

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Superintendent/President's Message

The purpose of the Fact Book is to share new and exciting information about Imperial Valley College. We have an amazing story to share and the data reflected in this document is evidence of that.



I am privileged to be your Superintendent/President, but more importantly as alumna. Imperial Valley College was my bridge to a doctoral degree. My purpose as your Superintendent/President is to lead institutional transformation through forward-thinking change that makes students the center of our working environment and is focused on increasing success, equity and access to higher education.

Every day we have the opportunity to take our future into our own hands by making conscious decisions to teach and serve students with excellence. We are cognizant that completing college is the greatest equalizer and the most significant step a person can take to improve their life circumstances.

It is vital that I share a few successes in regards to the last academic year! These successes would not be possible without the commitment and dedication of faculty, staff, administration and the Board of Trustees.

During the last academic year, enrollment increased by about 3.3% from 2018-19 figures, as over 11,000 different college students attended IVC during 2019-20. In June 2020, we awarded over 2,800 degrees and certificates, as we continue to increase our number of transfer degrees awarded.

During the last academic year, over 11,000 students attended IVC during 2019-20. In June 2020, we awarded over 2,800 degrees and certificates, as we continue to increase our number of transfer degrees awarded. This Fact Book presents certified data from the 2019-20 academic year. Over \$39 million dollars were awarded in grants, scholarships, and financial aid during 2019-20. Fall 2019 Success rate (passing) of courses was 71% Retention (completion) rate of courses was 88%, both are at or above CA averages of 71% and 87% respectively. In 2019-20 we awarded over 728 Transfer Degrees, a 31% increase in comparison to the 2018-19 academic year.

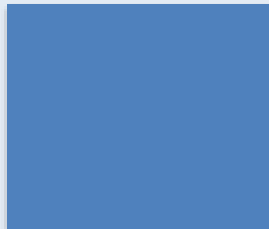
Finally, I wholeheartedly thank you for taking the time to learn about IVC. Together we are educating future employees, professionals and leaders and ultimately making a difference in Imperial County.

Martha Garcia Ed.D.


Martha Garcia, Ed.D.

Superintendent/President

Governance




Trustee Area 1
Annette Gonzalez-Buttner



Trustee Area 2
Board Clerk
Karla A. Sigmond




Trustee Area 3
Jerry D. Hart



Trustee Area 4
Isabel Solis



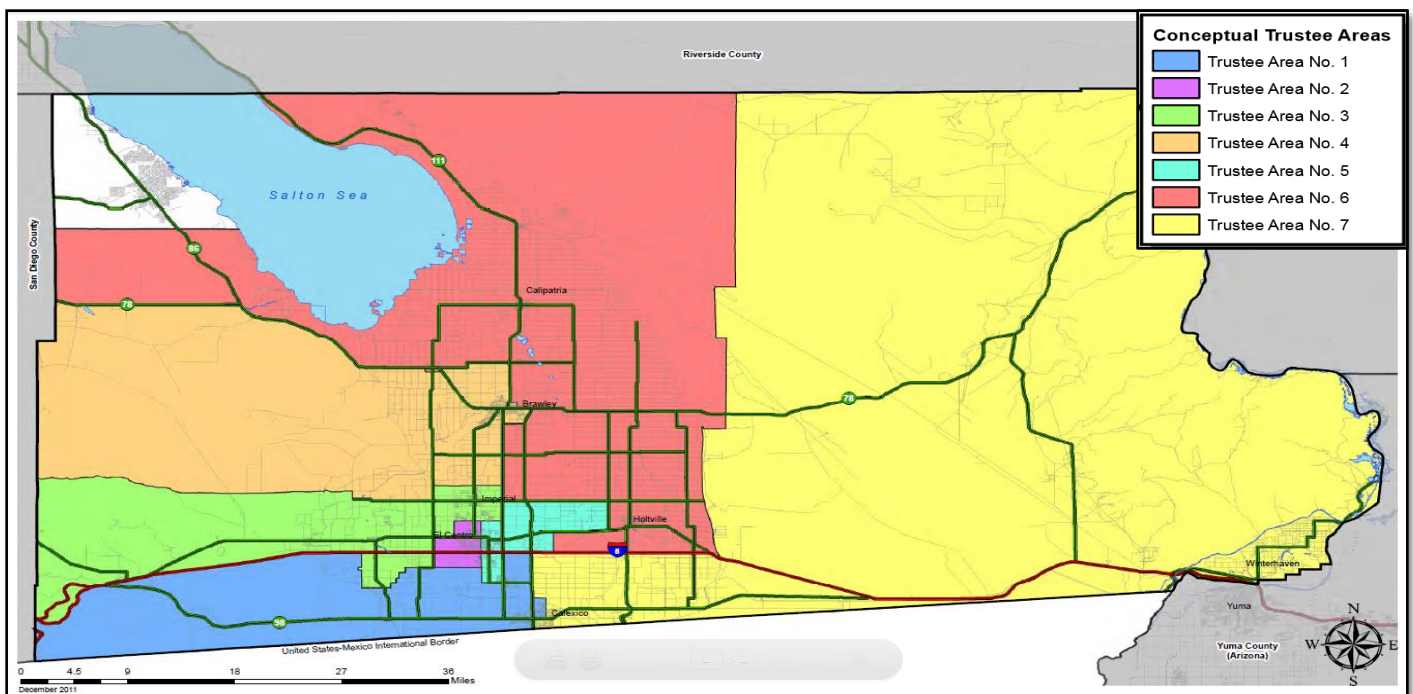
Trustee Area 5
Board President
Mark Edney



Trustee Area 6
Romualdo J. Medina



Trustee Area 7
Steven M. Taylor



Our Community

IMPERIAL COUNTY						
Total Population	2019 American Community Survey Estimates		2015 American Community Survey Estimates		2010 Census	
Hispanic or Latino (of any race)	154,088	85%	145,855	81.8%	140,271	80.4%
White	18,139	10%	22,437	12.6%	23,927	13.7%
Black or African American	3,624	2.0%	4,530	2.5%	5,114	2.9%
American Indian or Alaskan Native	2,158	1.2%	1,242	0.7%	1,642	0.9%
Asian	2,269	1.3%	2,422	1.4%	2,201	1.3%
Native Hawaiian and Other Pacific	0	NA	111	0.1%	87	0.1%
Some Other Race	22	0.01%	109	0.1%	189	0.1%
Two or More Races	915	0.5%	1,500	0.8%	1,097	0.6%

Tuition

Cost of tuition 2019-2020

Tuition: \$46.00 per unit

Non-Resident Tuition: \$251.00 per unit

Net Price Calculator: <https://misweb.cccco.edu/npc/031/npcalc.htm>

Per-Student Funding by Education System, 2019-20

(includes General Fund, local property tax, student fees, and lottery revenues)

	2018-19	2019-20
K-12	\$11,574	\$12,018
California Community Colleges (CCC)	\$8,099	\$8,306
California State University (CSU)	\$17,784	\$18,445
University of California (UC)	\$32,593	\$33,569

Source: https://ccleague.org/sites/default/files/pdf/state-advocacy/2020_fast_facts.pdf

Mission Statement

Mission Statement

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Vision Statement

To provide quality education that enriches lives and builds futures.

Core Values

As a student centered organization, we will uphold the following core values:

- **Excellence:** Providing superior service and educational learning opportunities that provide, promote and enhance student learning and growth.
- **Integrity:** Guiding the college's actions with an internally consistent framework of principles that demonstrate forthright, honest and ethical behavior in all interactions.
- **Accessibility:** Building and creating an inclusive and accessible learning environment which provides equitable treatment for all, without discrimination.
- **Diversity:** Recognizing and valuing the strengths of our diverse backgrounds and perspectives in an environment that respects diverse traditions, heritages, and experiences.
- **Collaboration:** Encouraging recursive interaction of knowledge, experience and mutual learning of people who are working together toward a common creative goal.
- **Innovation:** Providing innovative approaches to learning, problem-solving and growth in response to a rapidly changing environment.
- **Fiscal Integrity:** Ensuring the fiscal integrity of the District to fulfill its mission.

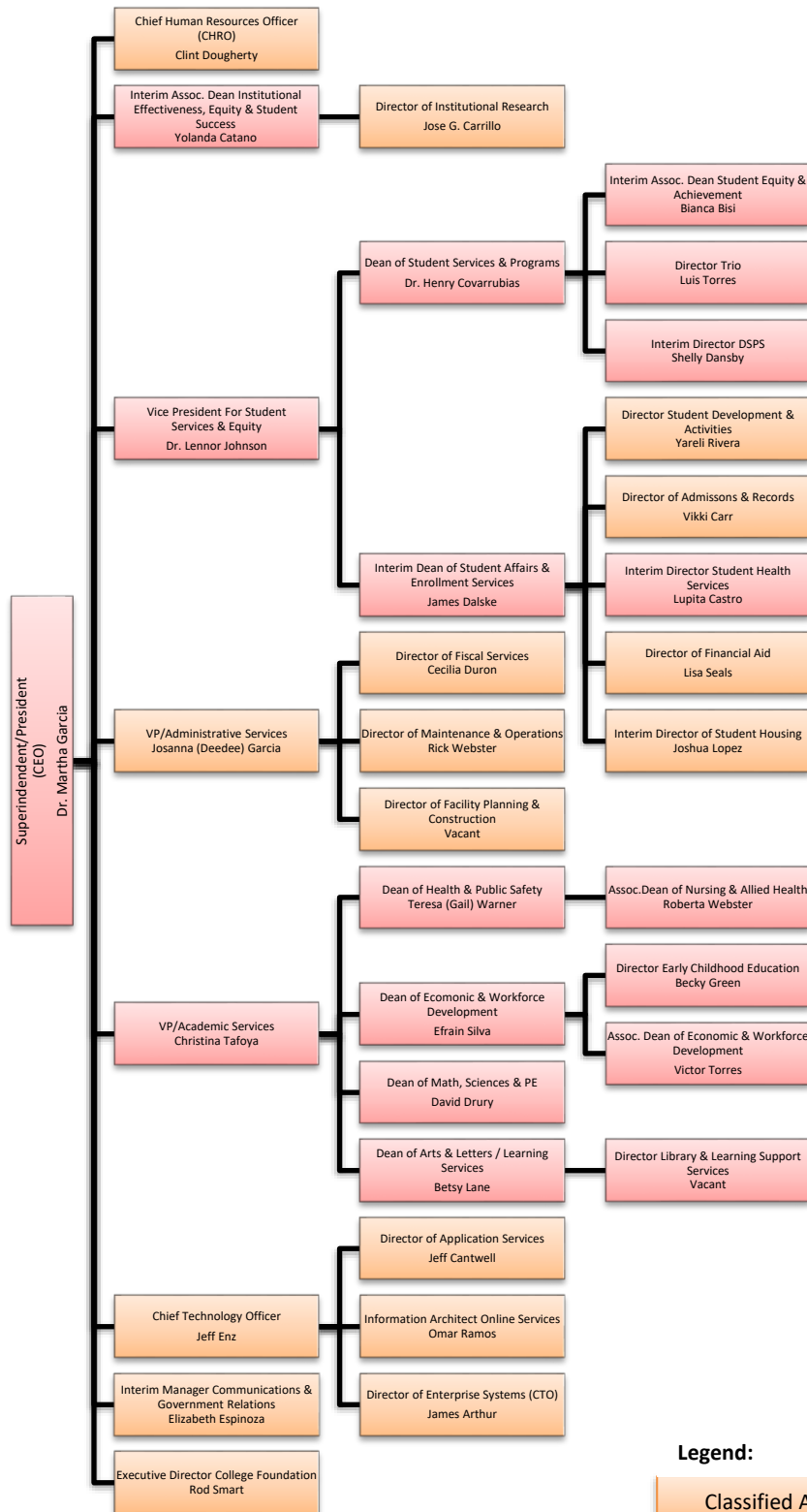
The District's values provide the guidance and inspiration for implementing and maintaining programs to promote student success.

2015-2021 Strategic Educational Master Plan

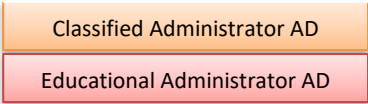
The 2015-2021 Imperial Community College District Strategic Plan presents the strategic direction Imperial Valley College will pursue in response to the rapidly changing educational and economic environment in the Imperial Valley region and in the State of California. The plan is the result of numerous meetings, with input from all constituent groups including the District's elected Trustees.

The current Strategic Educational Master Plan may be obtained at 2015-2021 Strategic Educational Master Plan

Organizational Structure



Legend:



Employee Ethnicity, Gender, and Age Demographics for Fall 2019

EDUCATIONAL ADMINISTRATOR					
Ethnicity		Gender		Age	
African-American	1	Female	7	35 to 44	5
Asian	0	Male	8	45 to 54	3
Hispanic	7			55 to 64	7
Multi-Ethnicity	1				
White Non-Hispanic	6				
Total	15	Total	15	Total	15

ACADEMIC, TENURED/TENURE TRACK					
Ethnicity		Gender		Age	
African-American	5	Female	77	18 to 34	5
American Indian/ Alaskan Native	0	Male	74	35 to 44	39
Asian	6			45 to 54	36
Hispanic	64			55 to 64	48
Multi-Ethnicity	2			65+	23
Unknown	2				
White Non-Hispanic	72				
Total	151	Total	151	Total	151

ACADEMIC/TEMPORARY					
Ethnicity		Gender		Age	
African-American	2	Female	63	18 to 34	21
Asian	3	Male	84	35 to 44	27
Hispanic	99			45 to 54	46
Multi-Ethnicity	3			55 to 64	33
Unknown	7			65+	20
White Non-Hispanic	33				
Total	147	Total	147	Total	147

CLASSIFIED					
Ethnicity		Gender		Age	
African American	2	Female	106	18 to 34	35
Hispanic	142	Male	63	35 to 44	50
Multi-Ethnicity	1			45 to 54	53
Unknown	1			55 to 64	29
White Non-Hispanic	23			65+	2
Total	169	Total	169	Total	169

Student Demographics

Annual Student Headcount

Annual 2019-2020	11,331
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Student Headcount by Term

Fall 2019	9,013
Winter 2020	3,375
Spring 2020	7,882
Summer 2020	2,850

Gender

Female	55.6%
Male	42.9%
Unknown/No Response	1.5%

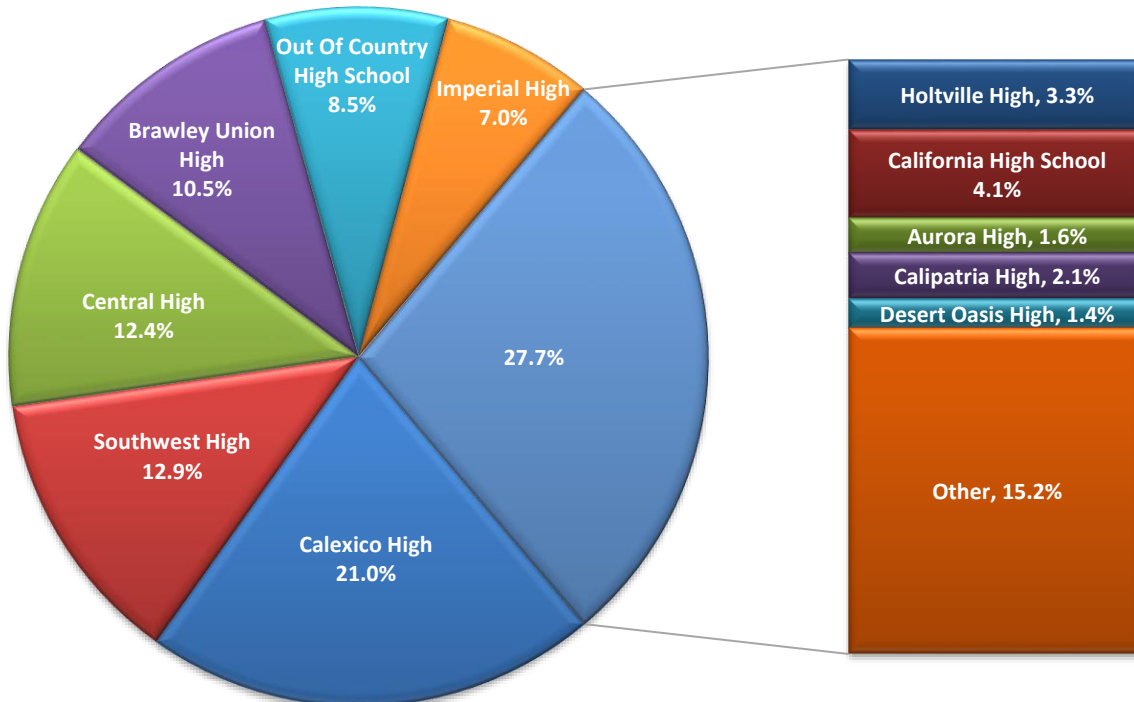
Ethnicity

African-American	1.61%
American Indian/Alaskan Native	0.14%
Asian	0.50%
Filipino	0.21%
Hispanic	89.96%
White Non-Hispanic	4.21%
Pacific Islander	0.03%
Unknown/No response	2.84%
Multi-Ethnicity	0.50%

Age

19 or Less	34.14%
20 to 24	30.47%
25 to 29	12.04%
30 to 34	7.10%
35 to 39	5.11%
40 to 49	6.39%
50 +	4.75%

Fall 2019 Student High School Origin



Academic Majors and Educational Goals

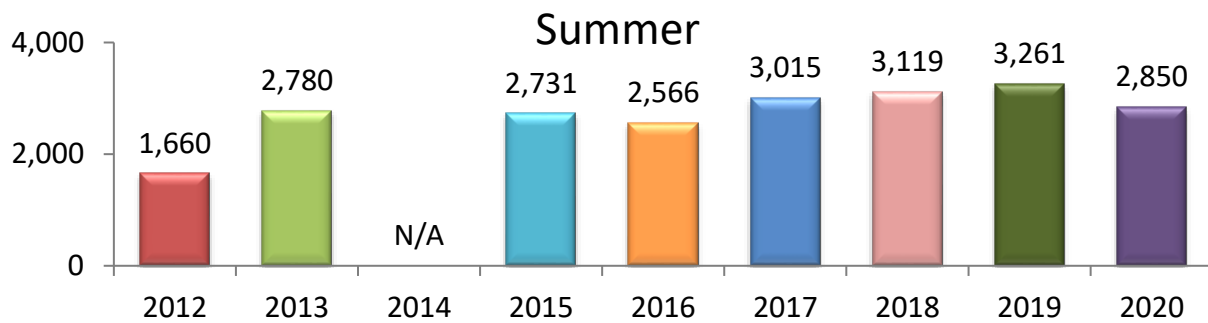
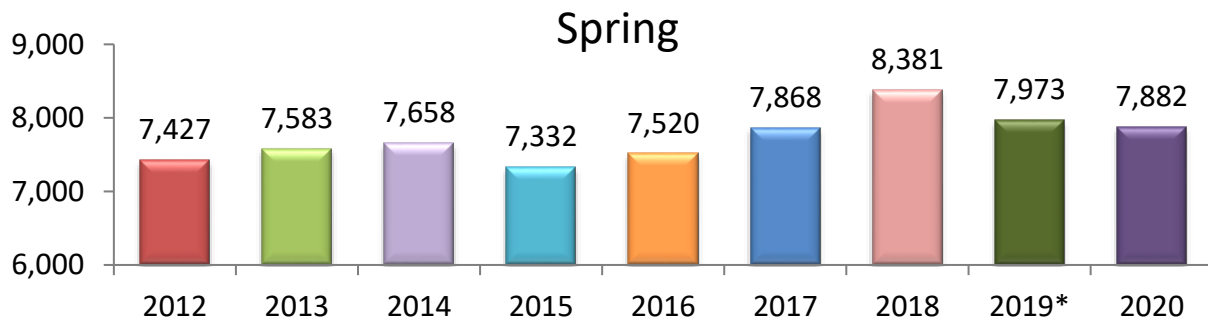
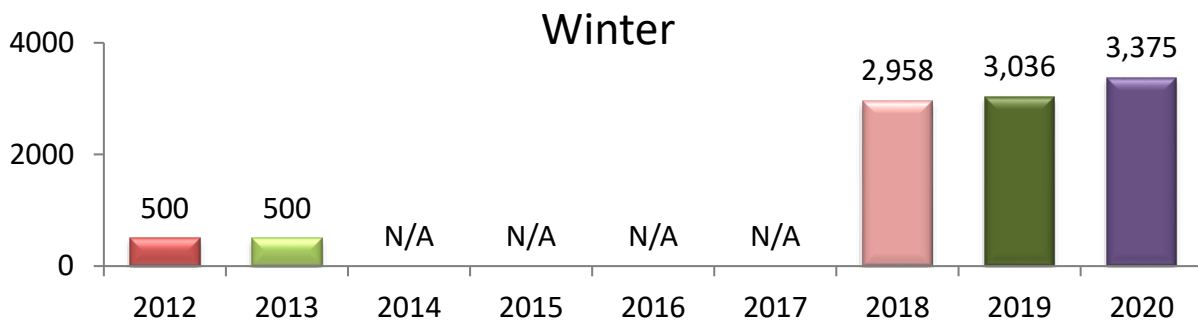
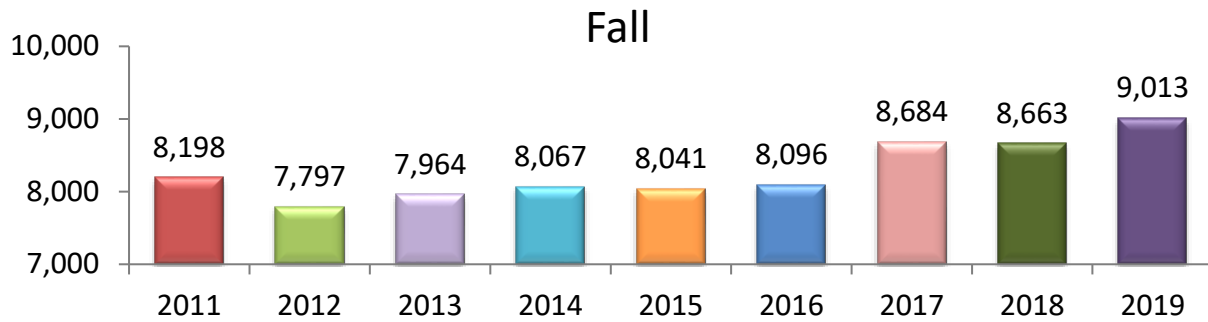
Top 10 Majors of Fall 2019

Rank	Student Major	Student Count (%)
1	General Science, AS	11.8%
2	Psychology for Transfer, AA-T	8.5%
3	Administration of Justice, AS	6.1%
4	Administration of Justice for Transfer, AS-T	5.7%
5	Nursing Registered, AS	4.3%
6	Business Administration for Transfer, AS-T	3.4%
7	Elementary Teacher Education for Transfer, AA-T	3.0%
8	Child Development, AS	2.8%
9	Sociology for Transfer, AA-T	2.5%
10	Medical Assistant, CERT	1.8%
	All Other	50.1%
	Total	100 %

Top 10 Educational Goals of Fall 2019

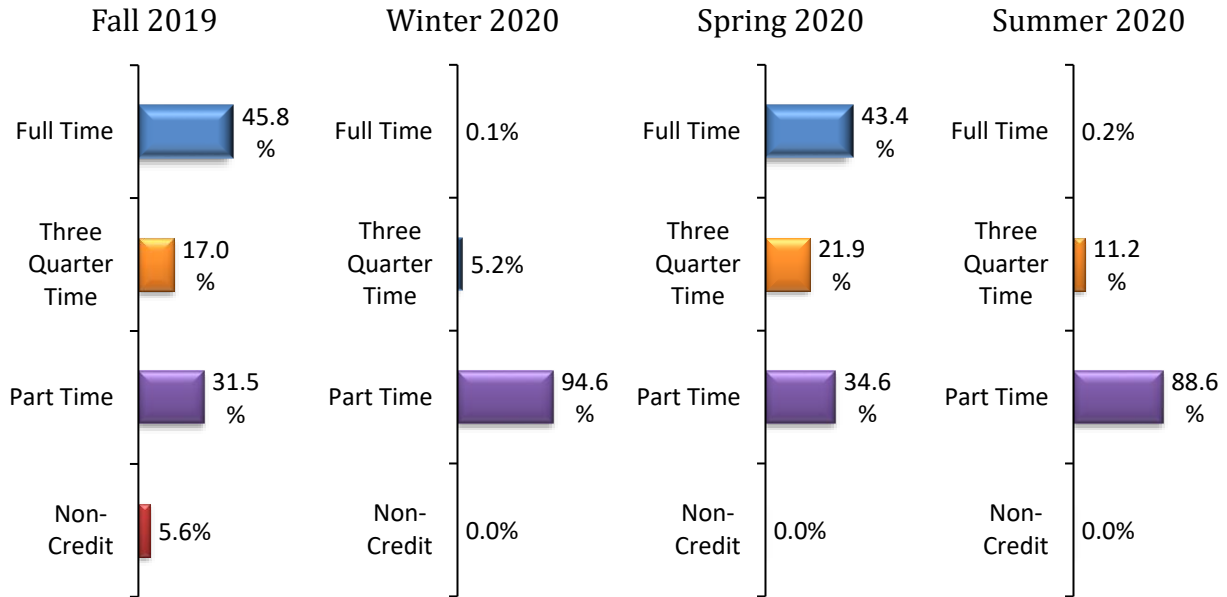
Rank	Educational Goal	Student Count (%)
1	Obtain an AA/AS and transfer to a 4-year university	49.6%
2	Obtain an AA/AS without transferring	12.0%
3	Undecided	10.5%
4	Transfer to 4-year university without an AA/AS	7.1%
5	Earn vocational certificate without transferring	4.3%
6	4 year college prerequisites	4.2%
7	Prepare for new career/job skills	3.4%
8	Improve Basic Skills	2.1%
9	Educational development	1.9%
10	Career interest and goals	1.6%
	All other	3.2%
	Total	100%

Unduplicated Headcount 2011-2020



*Spring 2019, Covid-19 withdraws are counted as excused and counted towards enrollment.

Student Enrollment



Unit Status Legend:

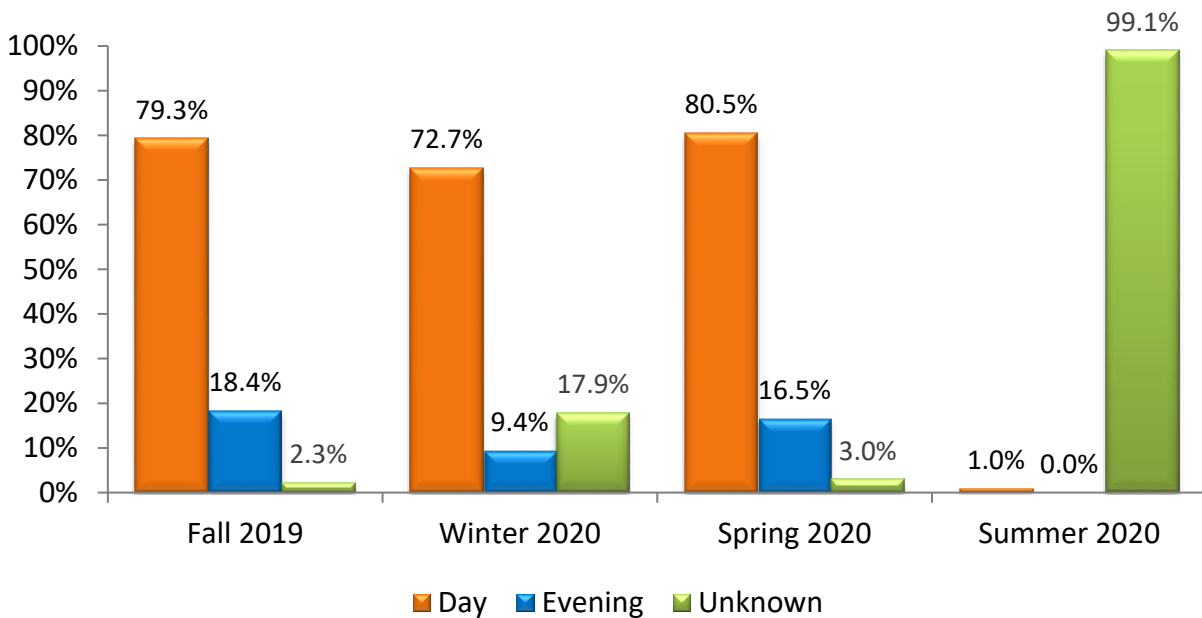
Full-time
12 or more units

Three-quarter time
9.0 - 11.9 units

Part-time
Less than 8.9 units

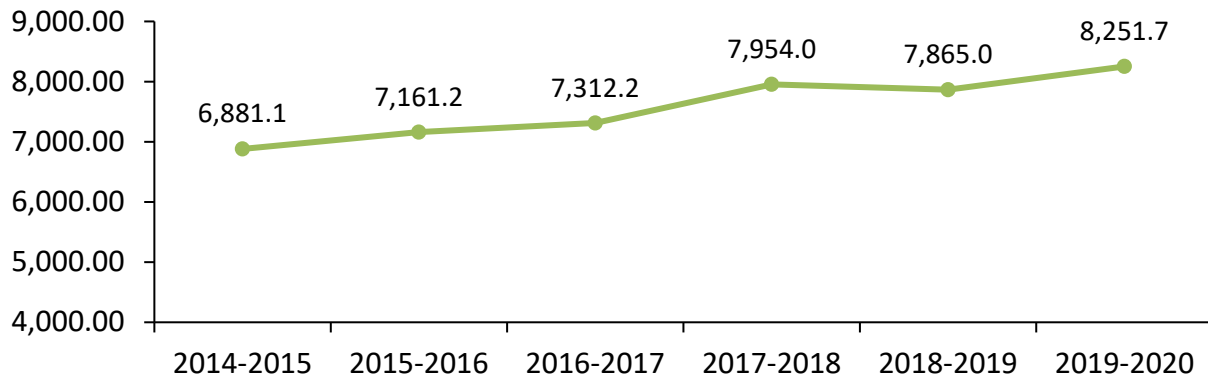
Non-credit
No units

Day/Evening Student Enrollment



Full-Time Equivalent Students

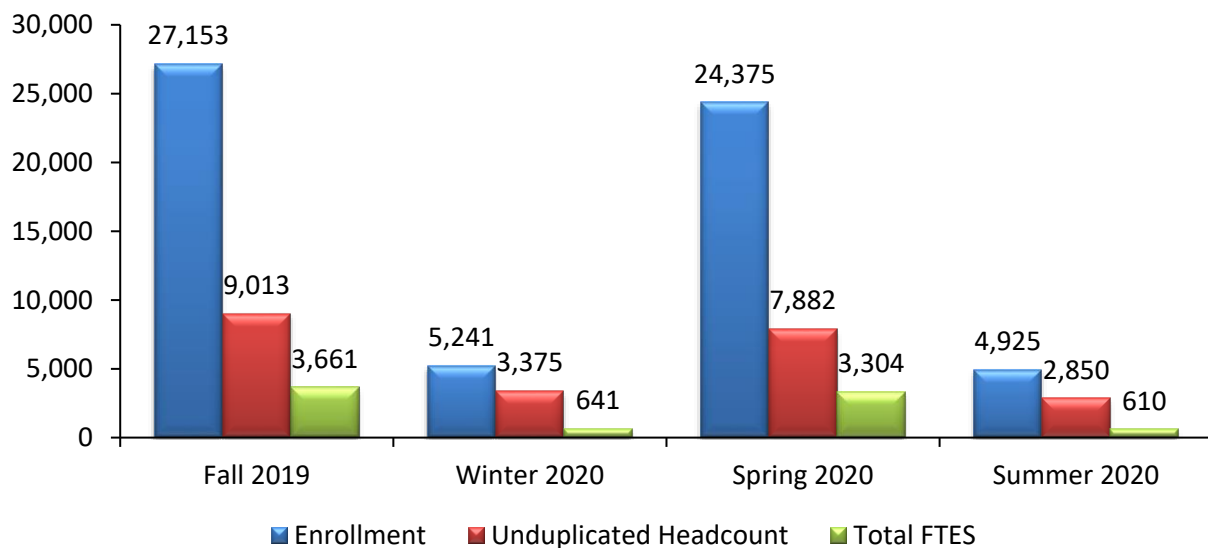
Annual Full Time Equivalent Students (FTES)



Credit vs. Non-Credit FTES

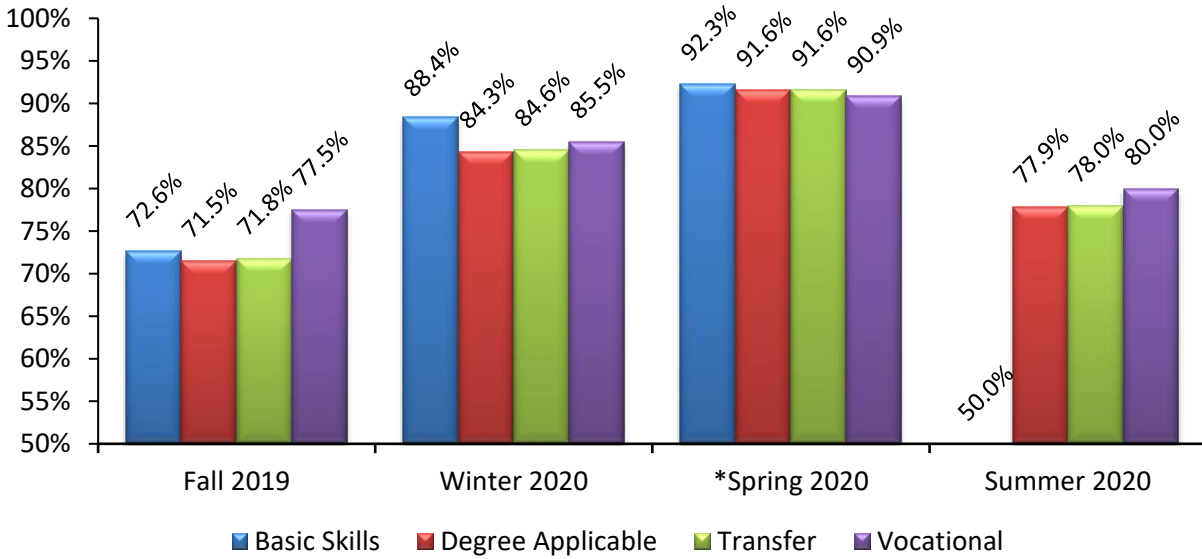
	Fall 2019	Winter 2020	Spring 2020	Summer 2020
<i>Credit FTES</i>	3,589.79	640.76	3,304.08	610.44
<i>Non-Credit FTES</i>	71.61	0.0	0.00	0
<i>Total FTES</i>	3,661.40	640.76	3,304.08	610.44

Enrollment, Unduplicated Headcount, and Total FTES

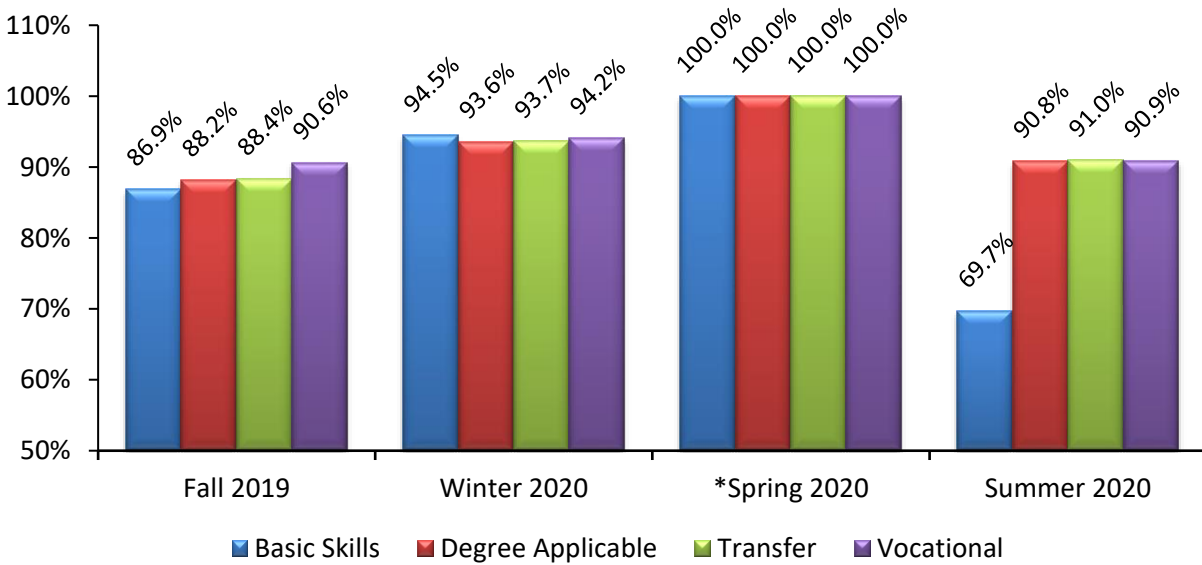


Student Retention and Success Rate

Success Rates



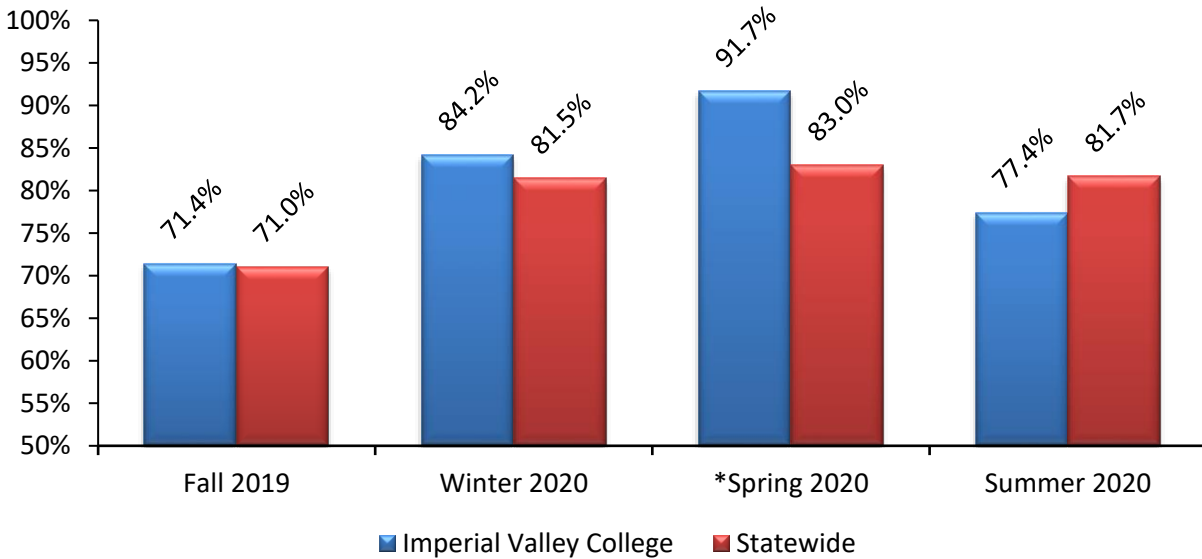
Retention Rates



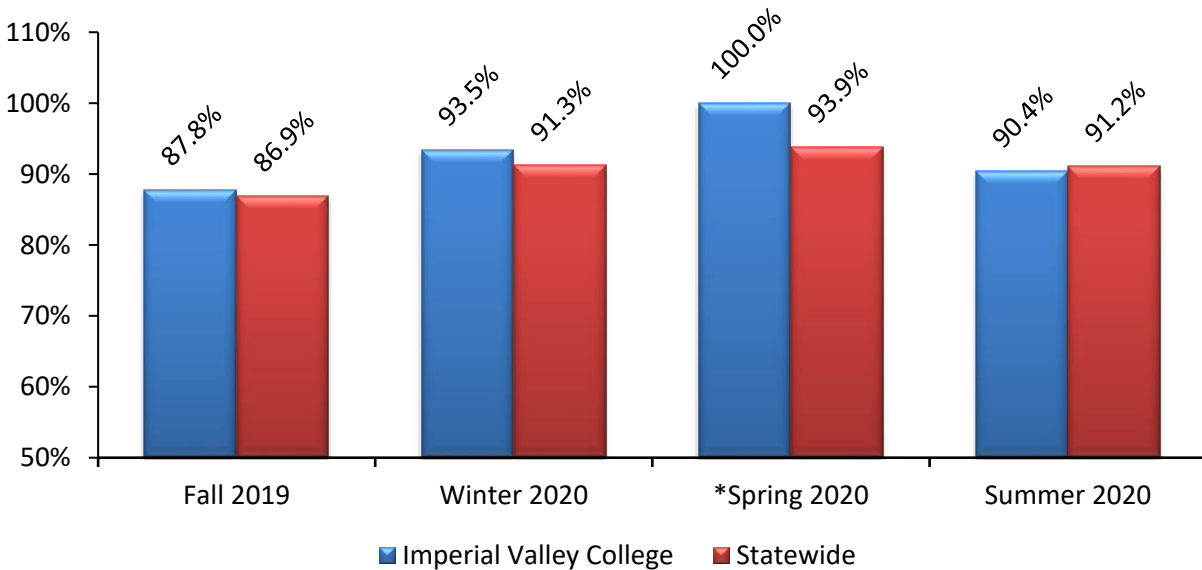
*Spring 2019, Covid-19 withdraws are counted as excused towards success and retention metrics.

Student Retention and Success Rate

Student Success Rates



Student Retention Rates

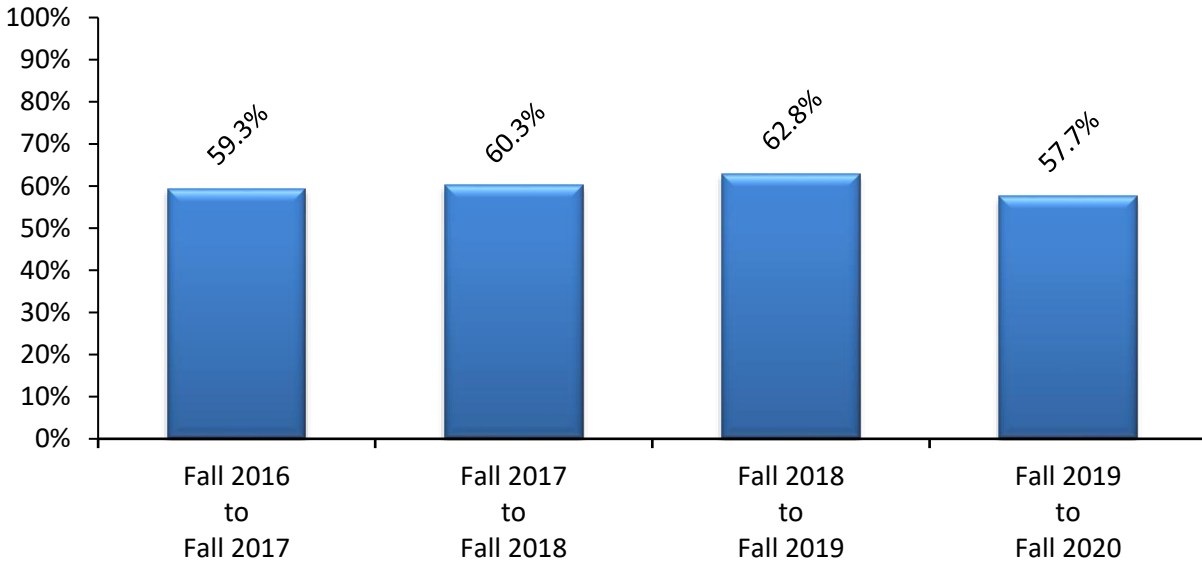


*Spring 2019, Covid-19 withdraws are counted as excused towards success and retention metrics.

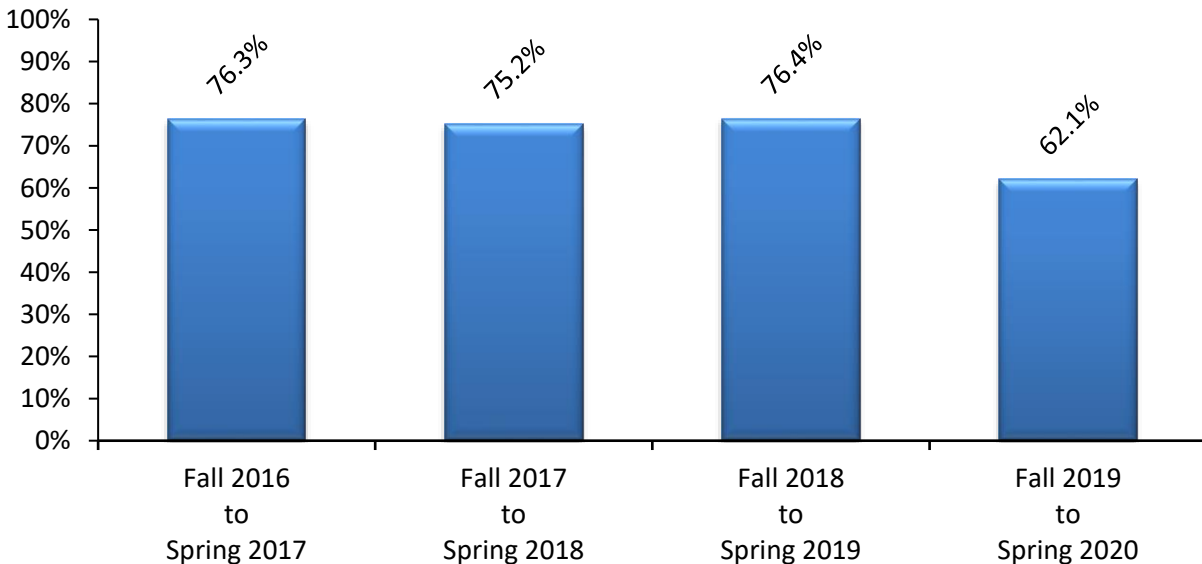
FTEIC Student Persistence Rate

First Time Ever in College (FTEIC) Students: Students that attended IVC for the first time, for the given initial fall semester. Excludes incoming students with transferable units.

Fall to Fall Persistence Rates



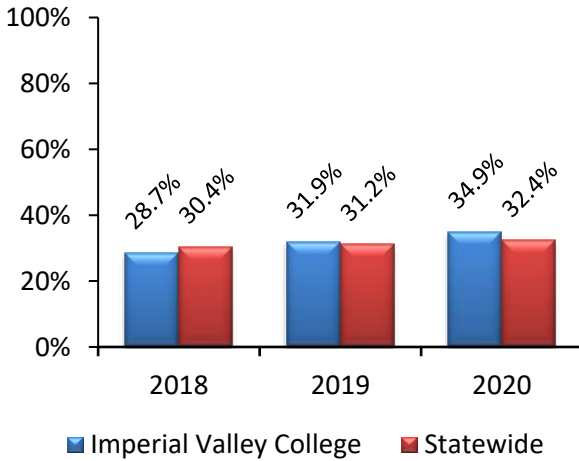
Fall to Spring Persistence Rates



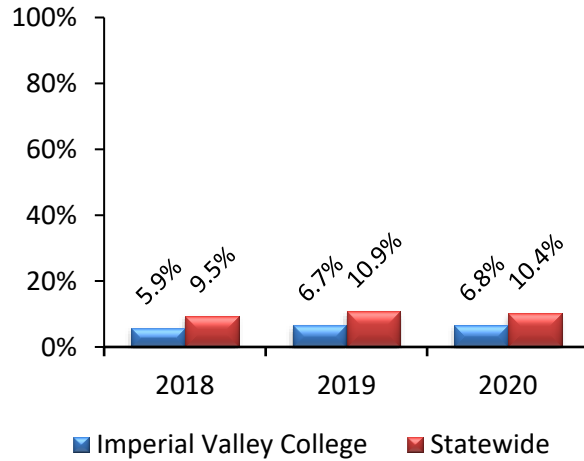
*Spring 2019, Covid-19 withdraws are counted as excused towards success and retention metrics.

Student Right-to-Know Rates

Completion Rates



Transfer Rates



Year Results	Cohort	Imperial Valley College		Statewide	
		Completion Rate	Transfer Rate	Completion Rate	Transfer Rate
2020	Fall 2016	34.91 %	6.78 %	32.36%	10.35%
2019	Fall 2015	31.94 %	6.73 %	31.16%	10.88%
2018	Fall 2014	28.70 %	5.88 %	30.36%	9.48%

Imperial Valley College 2020 Results Completion Rate:

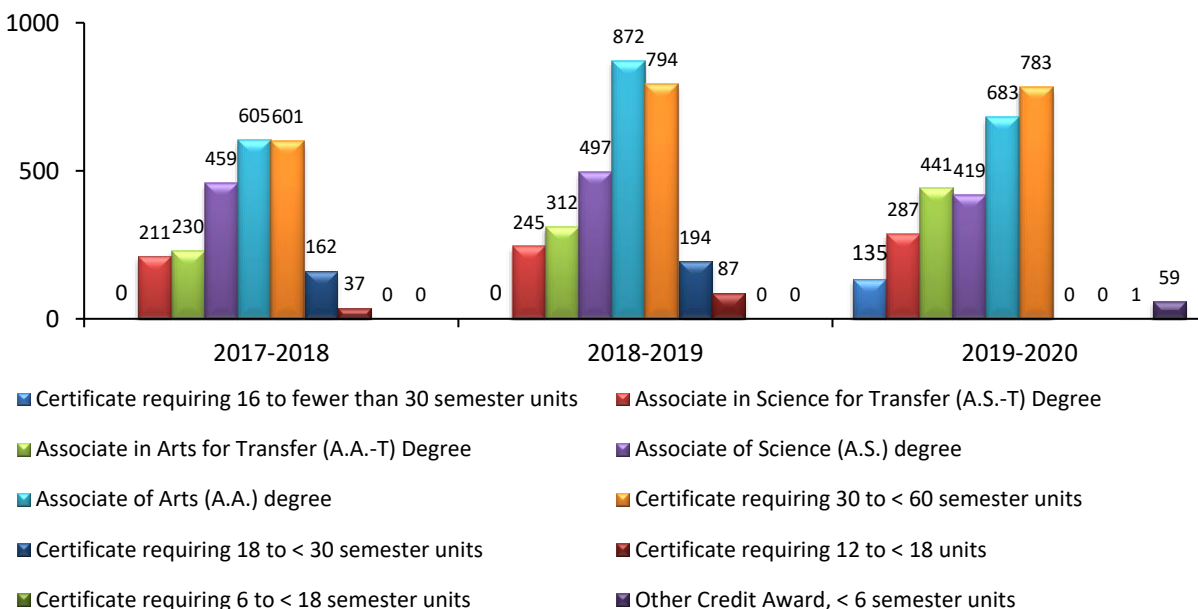
In compliance with the Student Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of our college district to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 2016, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three-year period. Their completion and transfer rates are listed above. These rates do not represent the success rates of the entire student population at the College nor do they account for student outcomes occurring after this three year tracking period.

Based upon the cohort defined above, a Completer is a student who attained a certificate or degree or became 'transfer prepared' during a three-year period, from Fall 2016 to Spring 2019. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer prepared'. Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming 'transfer prepared' during a five semester period, from Spring 2017 to Spring 2019, are transfer students.

Source: <http://srtk.cccco.edu/031/srtk20.htm>

Student Achievement Data

Annual Degrees and Certificates Awarded



Transfer Velocity Cohort

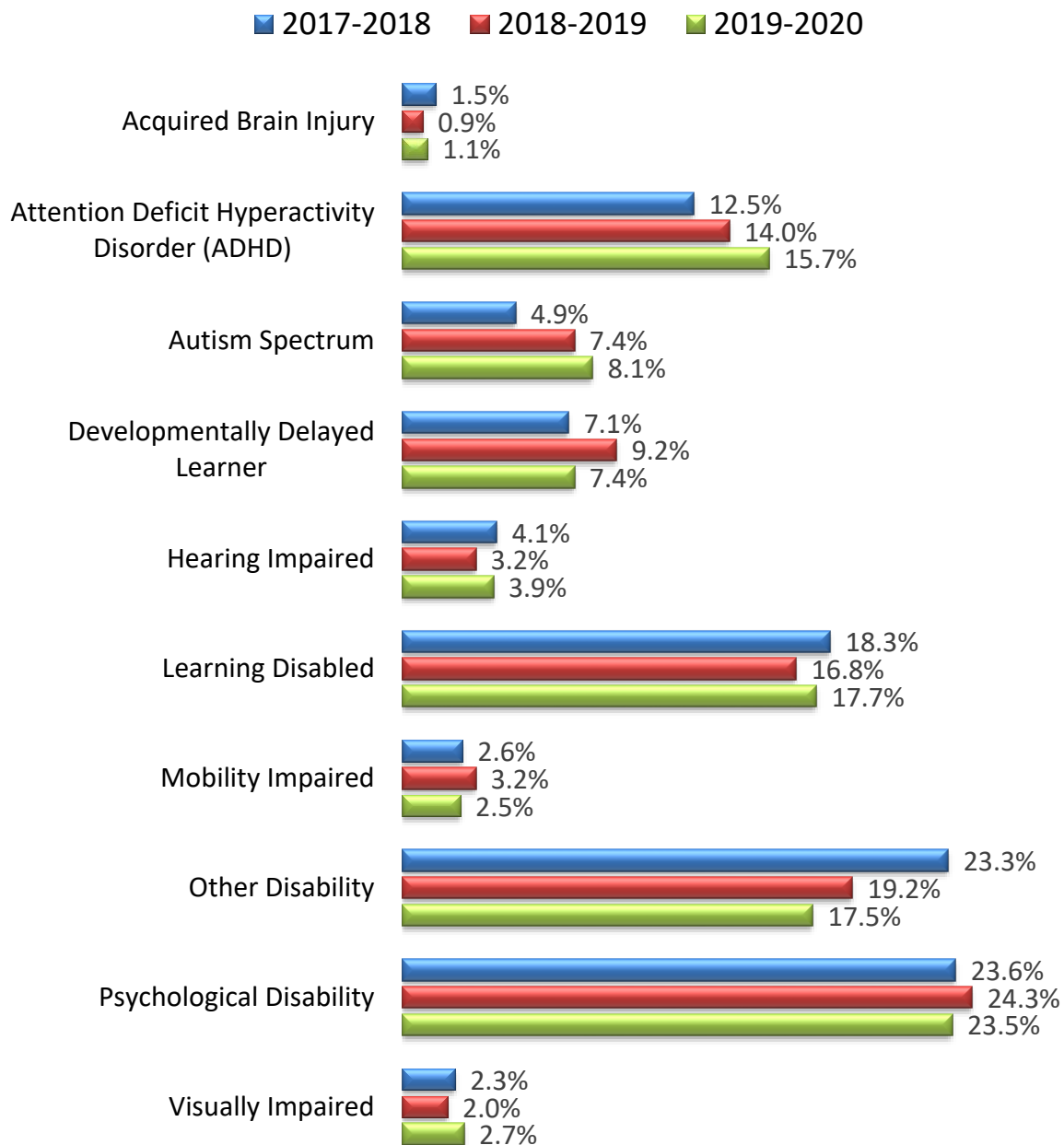
		2010-2011			2011-2012			2012-2013		
		Transfer	Cohort	Percent	Transfer	Cohort	Percent	Transfer	Cohort	Percent
Years to Transfer	1	8	884	0.9%	3	717	0.4%	20	819	2.4%
	2	24	884	2.7%	9	717	1.3%	26	819	3.2%
	3	61	884	6.9%	41	717	5.7%	67	819	8.2%
	4	143	884	16.2%	136	717	19%	137	819	16.7%
	5	239	884	27.0%	211	717	29.4%	214	819	26.1%
	6	322	884	36.4%	264	717	36.8%	269	819	32.8%
	7	368	884	41.6%	291	717	40.6%	305	819	37.2%

Source: http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Methodology: http://datamart.cccco.edu/App_Doc/Transfer%20Cohort%20Methodology.doc

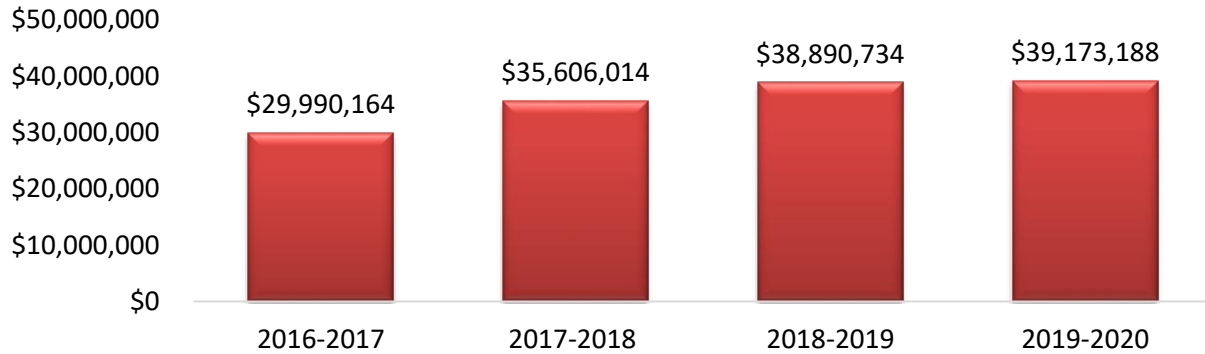
Disabled Students Programs and Services

As an additional resource, Disabled Students Programs and Services is designed to provide supportive services to students with varying disabilities. The program provides priority registration, counseling, class scheduling, mobility assistance, interpreting, alternate text production, adaptive physical education, special parking, and health and wellness assessments.

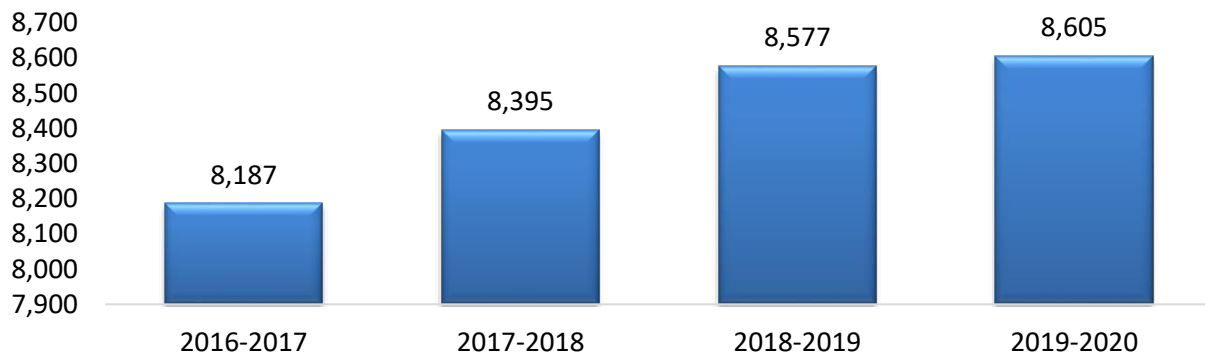


Financial Aid

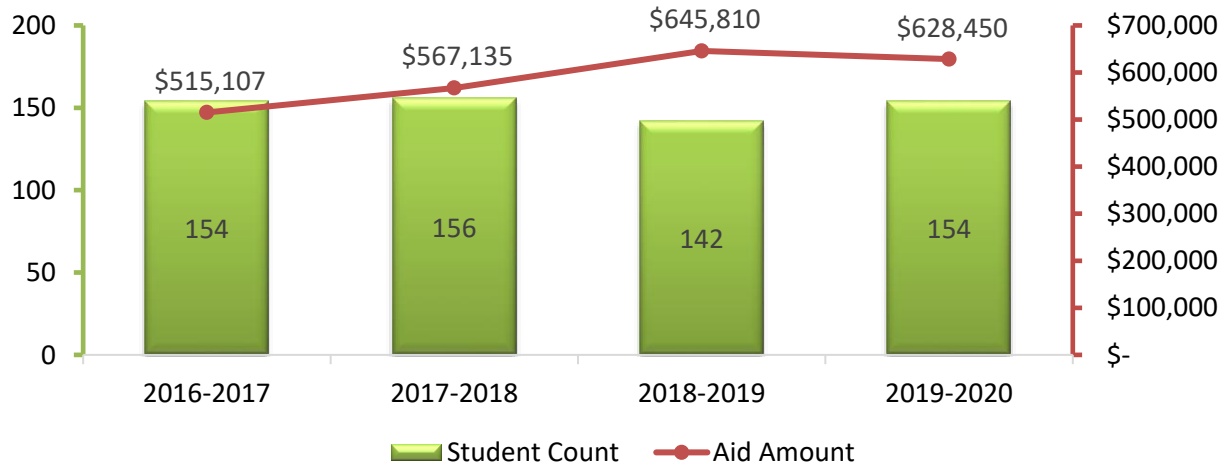
Total Amount Awarded to Students



Total Students Awarded Financial Aid



Work Study Funding & Participation



Special Population Count

2019-20 Unduplicated Head Count				
Special Population	Fall'19	Winter'20	Spring'20	Summer'20
CalWORKs - California Work Opportunity & Responsibility to Kids	156	90	161	73
CARE - Cooperative Agencies Resources for Education	141	87	142	72
DSPS - Disabled Students Programs & Services	458	94	344	63
Economically Disadvantaged	159	90	160	73
EOPS - Extended Opportunity Programs & Services	1,141	547	1,173	527
First Generation	3,840	1,424	3,370	1,163
Foster Youth	41	14	31	18
Homeless	47	28	42	21
Incarcerated	334	5	293	
Special Admit	114	1	104	12
Veteran	81	33	79	24

Unduplicated Headcount: The actual number of individual students enrolled. Students may be enrolled in one or more classes, but they are counted only once.

2019-20 Credit Enrollment Count				
Special Population	Fall'19	Winter'20	Spring'20	Summer'20
CalWORKs - California Work Opportunity & Responsibility to Kids	537	136	560	112
CARE - Cooperative Agencies Resources for Education	517	137	488	116
DSPS - Disabled Students Programs & Services	1,386	140	969	92
Economically Disadvantaged	547	136	554	112
EOPS - Extended Opportunity Programs & Services	4,671	908	4,581	1,024
First Generation	11,445	2,129	10,381	2,022
Foster Youth	122	21	102	26
Homeless	172	43	142	42
Incarcerated	893	5	773	
Special Admit	140	1	114	14
Veteran	239	55	231	41

Enrollment Count (Duplicated): The total class count. Students may be enrolled in more than one class and would therefore be counted in each class.

Glossary

ACADEMIC YEAR: Period of time schools use to measure a quantity of study. Academic year for Imperial Valley College is from July 1st to July 31st.

ACCUPLACER: Computerized test that is used for Math, Reading, Writing and ESL placement at Imperial Valley College.

DATA MART: A database program maintained on the Chancellor's Office website (<https://datamart.cccco.edu/datamart.aspx>) that enables external users to query student and staff MIS data and generate aggregated reports by college, district or statewide.

DISABLED STUDENTS PROGRAMS AND SERVICES: A state-funded categorical program that provides funds for the additional costs related to supporting students with disabilities in community colleges.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES: A state-funded program to support the enrollment of disadvantaged students through services including counseling and advisement, tutoring, peer support, books and financial aid.

First Time Ever in College (FTEIC) Students: Students that attended IVC for the first time. Excludes incoming students with transferable units.

FULL-TIME EQUIVALENT STUDENTS: Community college workload measure for instruction and instructional services. A "full-time student" is defined as one who is enrolled in 12 or more units.

ENROLLMENT(Duplicated): The total class count. Students may be enrolled in more than one class and would therefore be counted in each class.

PERSISTENCE: The percentage of students who return to college for their second year or term.

RETENTION: The number of enrollments with grades of A, B, C, D, F, P, NP, or I*.

SPECIAL ADMITS: High school students who are able to attend community colleges for advanced scholastic course work with parental and principal permission.

SUCCESS RATE: The measurement of enrollments with grades of A, B, C or P.

UNDUPLICATED HEADCOUNT ENROLLMENT: Represents the number of distinct individuals who have enrolled in any community college course or program during a specified period.

WORK STUDY: A type of financial aid program that provides money for students in return for working at the college or in off-campus placements made by the college.

Sources and Acknowledgement

Sources

United States Census Bureau	https://data.census.gov/cedsci/
California League of Community Colleges	http://www.ccleague.org
CCC Chancellor's Office – MIS Data Mart	http://datamart.cccco.edu/
Academic Senate for California Community Colleges	http://www.asccc.org/
Student Right-To-Know Rate Disclosure Website	http://srtk.cccco.edu/index.asp
Imperial Valley College	https://www.imperial.edu/
IVC Office of Institutional Effectiveness	https://www.imperial.edu/ie
IVC Office of Institutional Research	https://www.imperial.edu/ir

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