

IRVINE VALLEY  
COLLEGE

# INSTITUTIONAL SELF-EVALUATION *REPORT* **2023**



**2023**  
**Institutional Self-Evaluation Report**  
**In Support of an Application for**  
**Reaffirmation of Accreditation**

Submitted by

Irvine Valley College  
5500 Irvine Center Drive  
Irvine, CA 92618

To

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges



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To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: John Hernandez, PhD  
Irvine Valley College  
5500 Irvine Center Drive  
Irvine, CA 92618

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

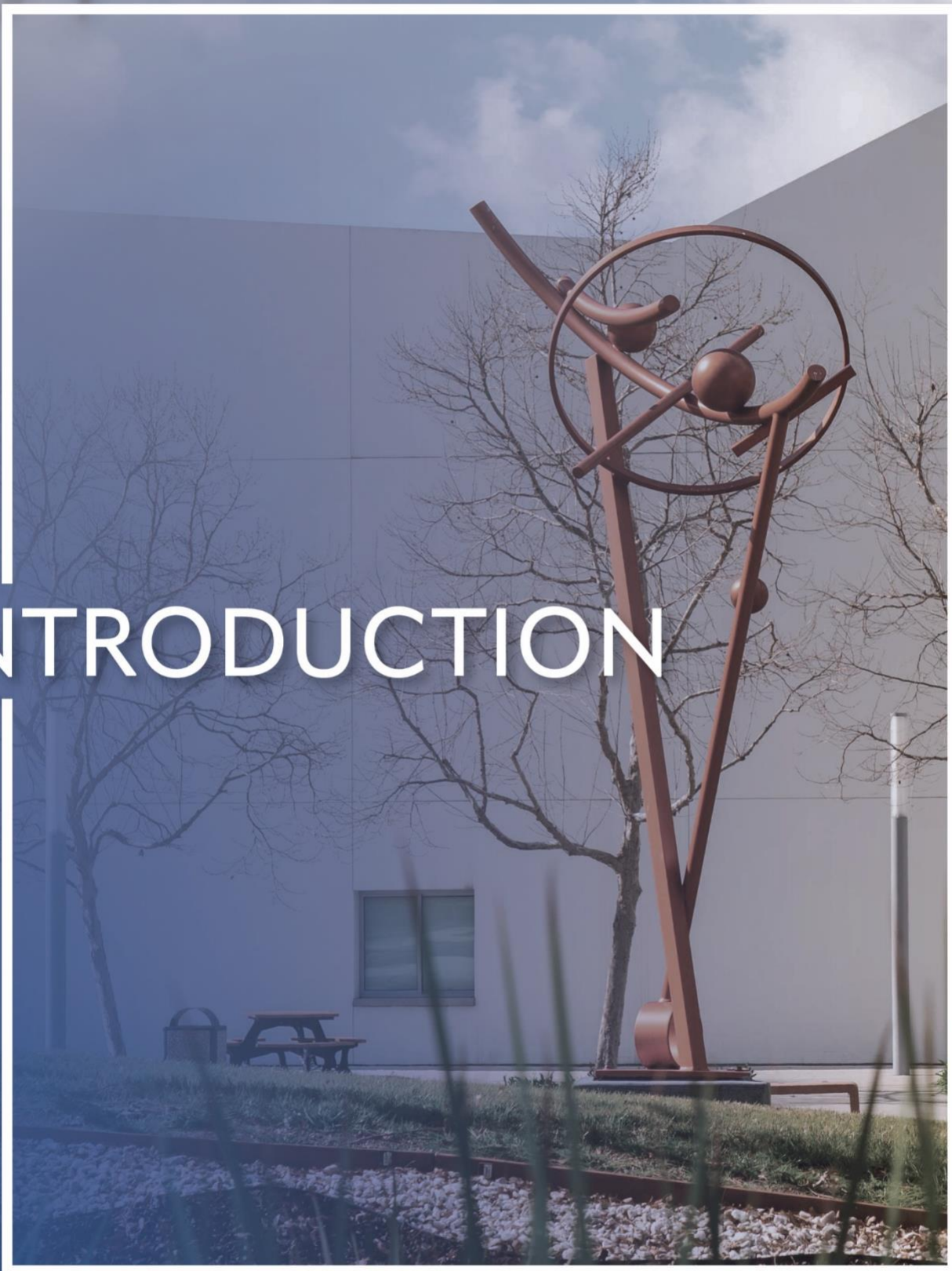
Signatures:

_____ Timothy Jemal	<i>President South Orange County Community College District Board of Trustees</i>	_____ Date
_____ Julianna M. Asperin Barnes, Ed.D.	<i>Chancellor South Orange County Community College District</i>	_____ Date
_____ John C. Hernandez, Ph.D.	<i>President Irvine Valley College</i>	_____ Date
_____ Rick Miranda	<i>Vice-President for Instruction Accreditation Liaison Officer</i>	_____ Date
_____ Daniel de Roulet, Ph.D.	<i>President Academic Senate</i>	_____ Date
_____ Desiree Ortiz	<i>President Classified Senate</i>	_____ Date

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# INTRODUCTION



## A. INTRODUCTION

### College History

Opened in 1979 as Saddleback College North Campus, Irvine Valley College (IVC) received its current name and independent status in July 1985. In July 1988, the College received its first accreditation as a separate institution, a status accorded by the Western Association of Schools and Colleges (WASC). In 2020, the College celebrated its 35th anniversary as an accredited California community college. IVC currently ranks number one among all California community colleges for its four-year institution transfer rate. The College offers a full complement of programs, from programs in traditional liberal arts and sciences to programs in advanced technologies and career education. IVC has established a reputation for excellence within the community and among the student population. At present, nearly 20,000 students participate in the College's day, evening, weekend, and online programs each academic year, with approximately 10,000 students enrolling each semester. All instructional programs at the College are housed within 12 academic schools.

IVC is a public community college funded by a combination of state and local tax dollars. Through its Foundation, the College also actively solicits private donations from individuals and corporations to support its capital outlay projects, program needs, and student scholarships. The seven-member Board of Trustees of the South Orange County Community College District (SOCCCD), through the office of the chancellor, governs IVC in Irvine, Saddleback College in Mission Viejo, and the Advanced Technology and Education Park (ATEP) in Tustin. Board members are elected by specified areas within the District ([A.1.1](#)). IVC is under the direction and guidance of its president, who, with the faculty and staff, administers the College and oversees the implementation of board policies. The driving force behind the success of the College is the campus wide dedication to uphold the mission of the institution:

*“Student equity, inclusion, access, and success are central to Irvine Valley College’s identity. We offer clear and guided pathways to transfer opportunities, certificates, associate degrees, employment, and further education to a diverse and dynamic local and global community. IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks.”*





Since the last comprehensive review in 2017, the College and District have had some changes in leadership and facilities. During the last visit, the District chancellor was Interim Chancellor Debra Fitzsimons, who was succeeded by Dr. Kathleen Burke from 2018-2022. Upon Chancellor Burke's retirement in spring 2022, the Board of Trustees appointed Dr. Julianna Barnes as the current chancellor for the District in August 2022 ([A.1.2](#)). IVC also saw changes at the executive level. John C. Hernandez ([A.1.3](#)) has been president since August 2020, succeeding Dr. Glenn Roquemore, who held that role for 18 years. Additionally, the College welcomed two new vice presidents (VPs): Dr. Martha McDonald (succeeding Dr. Linda Fontanilla in August 2020 for VP for Student Services) and Dr. Rick Miranda (succeeding Dr. Christopher McDonald in August 2022 for VP for Instruction). Academic Senate leadership also re-elects their leadership on a two-year cycle. Dr. Daniel DeRoulet has been Academic Senate President since summer 2021 (succeeding Dr. June McLaughlin and Dr. Kathy Schmeidler).

The College and District have initiated multiple infrastructure changes in the past several years. From 2021-22, the College added a solar shade structure to parking lot 6, generating a third of its electricity needs off the grid. By 2023-24, over 100 electric vehicle charging stations will be added on campus through So Cal Edison's ChargeReady program, which covers all the infrastructure costs. The College has completed several ADA improvement projects including walkways, courtyards, and several restrooms. Recently, all classrooms and labs received a major audio-visual technology upgrade, and a campus wide lighting upgrade will occur soon.

IVC continually updates its programmatic offerings by revising, removing, or adding programs, degrees, or certificates. As part of that process, since the last accreditation visit, IVC discontinued one program (laser technology, [A.1.4](#)), removed 22 awards, and added 39 awards<sup>1</sup>, for a current total of 176 awards ([A.1.5](#)).

## **Student Enrollment Data**

Data on IVC's student and faculty populations show significant changes since the last accreditation self-study in 2017, primarily due to enrollment and preference shifts during and after the COVID-19 pandemic.

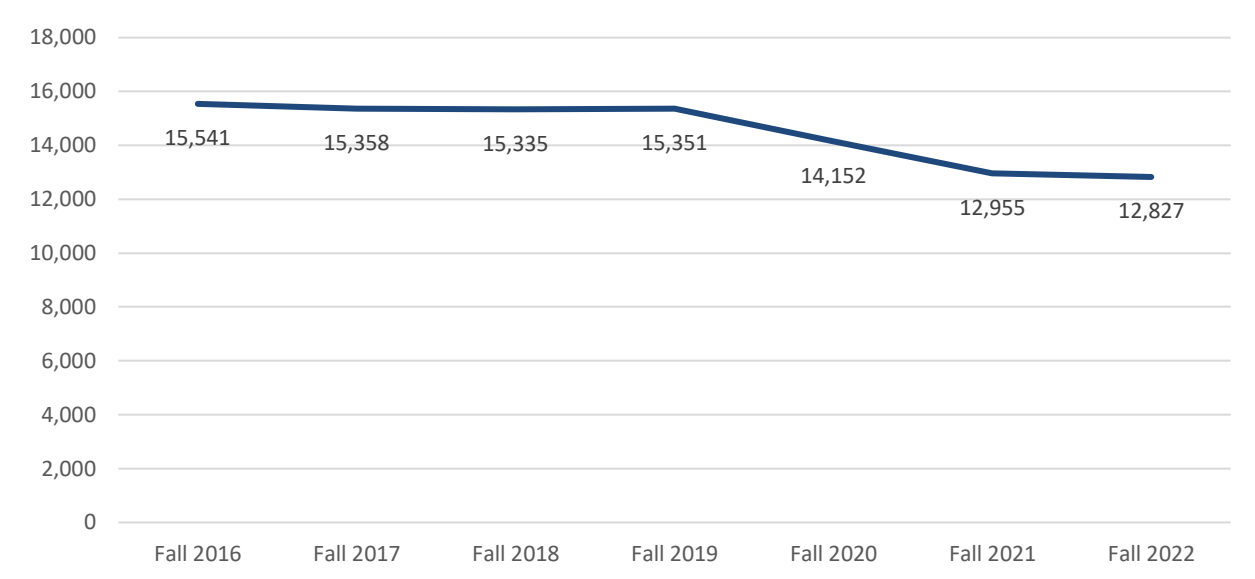
Historically, IVC has served about 15,000 students each fall semester. Since the pandemic, there has been an observed downward trend in headcount of about –16 percent, with an enrollment of 12,827 in fall 2022.

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<sup>1</sup> Removing or adding awards includes revisions which were counted as removing old version and adding new version of award.



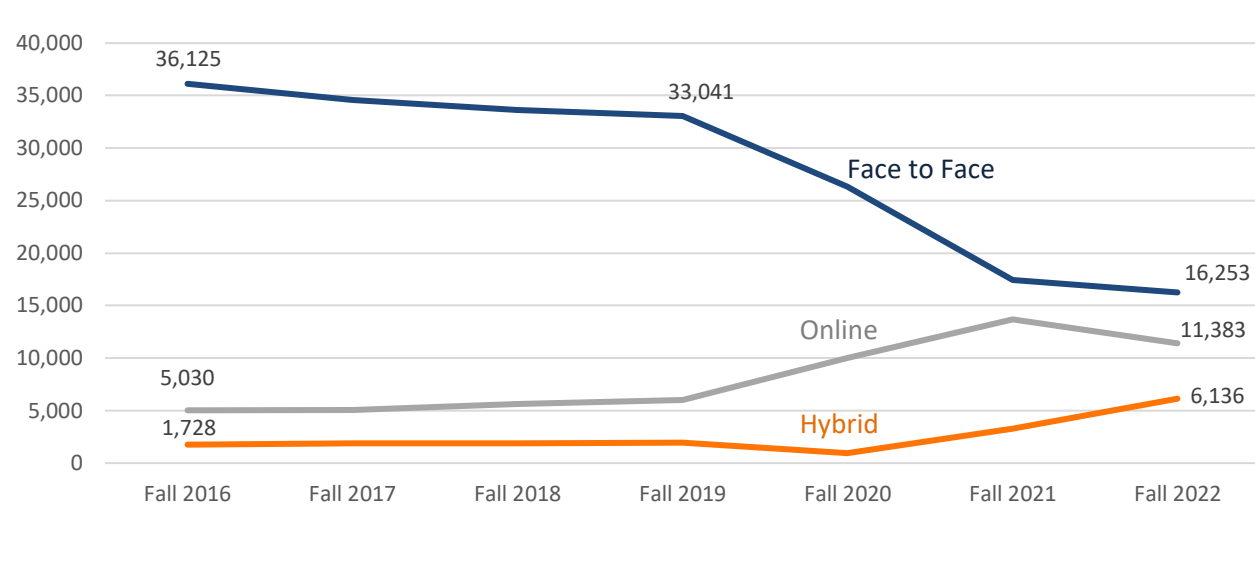
*Figure 1 – IVC Fall Headcounts, 2016 to 2022*



Source: SOCCCD, inForm Data Warehouse, VuEnroll, October 2022

Prior to the pandemic, about 84 percent of IVC’s enrollments were in face-to-face classes. During the COVID-19 pandemic from spring 2020 until fall 2021, IVC’s instruction was held almost exclusively online, with a few exceptions of labs and athletic activities. Since then, there has been a notable shift in increased offerings of online and hybrid sections, with fewer enrollments of in-person or face-to-face sections. In the future, the College will continually review the mix of modalities, the demand for these offerings (including additional modalities such as high-flex), and the impact of modality on learning outcomes, student success, and retention.

*Figure 2 – Enrollments by Scheduled Modality*



Source: SOCCCD, inForm Data Warehouse, VuEnroll, October 2022

Note: Counts reflect enrollments based on the scheduled modality; however, during the pandemic (fall 2020 and fall 2021), the actual enrollments were almost exclusively online.

Table 1 displays headcounts for different student sub-populations. As mentioned above, the College has seen a significant overall decrease since fall 2019. This decrease in enrollment can also be seen in students with an educational goal of career education, with a nine-percent decrease from fall 2016 to fall 2022. Similarly, full-time students decreased by 21 percent. However, several populations saw a significant growth over the same timeframe. Dual enrollment students (+167 percent), Emeritus (+20 percent), and Adult English as a Second Language (AESL) (+266 percent) students saw a significant increase both in students as well as in number of enrollments. Of note is the more than four-times-higher enrollment in noncredit AESL courses (+438 percent), which is the fastest-growing segment at IVC.

*Table 1 – Special Population Student Headcounts, Fall 2016 to Fall 2022*

Student Group	Fall Semesters							% Change
	2016	2017	2018	2019	2020	2021	2022	
<b>Full-Time</b>	5,814	5,513	5,576	5,432	4,574	4,080	4,596	<b>-21%</b>
<b>Career Education</b>	3,755	3,665	3,557	3,687	3,537	3,290	3,428	<b>-9%</b> <i>(-13%)</i>
<b>Dual Enrollment</b>	560	546	675	1,085	1,287	1,329	1,493	<b>+167%</b> <i>(+132%)</i>
<b>Emeritus</b>	818	1,212	1,260	1,324	829	771	979	<b>+20%</b> <i>(+60%)</i>
<b>AESL</b>	349	580	903	1,151	1,054	1,077	1,279	<b>+266%</b> <i>(+438%)</i>

Source: SOCCCD, inForm Data Warehouse, VuEnroll, October 2022. Numbers represent unduplicated headcount in fall terms. % Change = Percent change from fall 2016 to fall 2022 in unduplicated headcount. Percentages in parentheses represent the percent change in enrollments (duplicated headcount). Career Education = Students with an educational goal of career education (CE). Full-time = Students enrolled full-time (12 units or more). Dual Enrollment = High school students taking courses at the college. Emeritus = Course offerings intended for older adults but open to all students regardless of age. AESL = Noncredit Adult English as a Second Language courses.

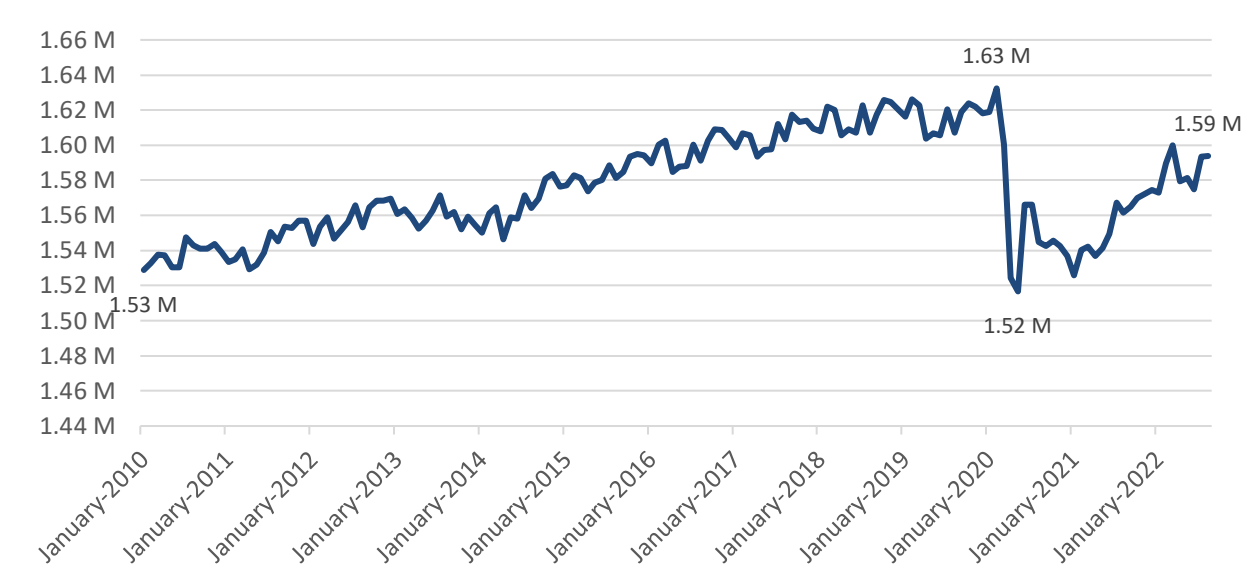
## Labor Market Data

IVC is centrally located within Orange County, California. Ten community colleges are located in the county and are within a 20-mile radius of IVC. All other Orange County community colleges are located to the north and west of both IVC and Saddleback College to the south. The following information on the labor market and demographics is presented for the entire county of Orange since employment in the region goes beyond the college's service area. However, there are significant demographic and socioeconomic differences within the county, especially between what are considered North and South Orange County. These nuances are not reflected in the graphs presented below. Overall Orange County numbers are presented because IVC students come from everywhere in the county, and enrollments are not restricted to college or district boundaries. For a more detailed view of the county and the district and college boundaries, the reader is encouraged to review the most recent District wide environmental scan of 2019 ([A.3.1](#)).

The Orange County labor force has increased by about 100,000 people from 2010 to 2020 (Figure 3). During the COVID-19 pandemic, there was a sharp drop in the size of the labor force, with a steady recovery to 1.59 million people in the labor force by August 2022.



Figure 3 – Orange County Total Labor Force



Source: California Employment Development Department. Labor force and unemployment rates for Orange County.

Table 2 highlights the most common occupations in Orange County, for which some college or an associate degree is required. The most common occupation by far is teacher assistant. These jobs are also projected to grow even further: 4.9 percent by 2028. Other occupations are in the fields of technology (including positions such as web developer, telecommunication technician, and sound engineer) and the medical field (including respiratory, radiology, veterinary, and surgical technicians). Medical occupations are also part of the occupations with the highest projected growth rates (Table 3). The highest projected occupations in Orange County by rate are occupational therapy assistant (+52 percent), physical therapist assistant (+33 percent), and phlebotomist (+29 percent). Occupations with the highest decrease in projected jobs are desktop publisher (-25 percent) and pre-press technician (-24 percent).

Table 2 – Orange County Top Ten Employment Projections, 2018 to 2028

Occupation	Jobs 2018	Jobs 2028	Percent Change
<b>Teacher Assistants</b>	13,740	14,410	4.9%
<b>Telecom. Equipment Installers and Repairers</b>	3,670	3,800	3.5%
<b>Web Developers</b>	2,420	2,800	15.7%
<b>Respiratory Therapists</b>	1,990	2,470	24.1%
<b>Radiologic Technologists</b>	1,310	1,530	16.8%
<b>Veterinary Technologists and Technicians</b>	880	1,090	23.9%
<b>Skincare Specialists</b>	840	940	11.9%
<b>Surgical Technologists</b>	660	760	15.2%
<b>Tool and Die Makers</b>	520	490	-5.8%
<b>Sound Engineering Technicians</b>	340	380	11.8%

Source: California Employment Development Department. Long-term (ten-year) employment projections. Table includes the top ten occupations by 2018 available jobs, filtered by jobs with an entry-level education of some college, no degree, postsecondary non-degree award, or associate degree.

*Table 3 – Orange County Top Five Growing and Shrinking Occupations, 2018 to 2028*

Occupation	Jobs 2018	Jobs 2028	Percent Change
<b>Occupational Therapy Assistants</b>	500	760	52.0%
<b>Physical Therapist Assistants</b>	610	810	32.8%
<b>Phlebotomists</b>	1,250	1,610	28.8%
<b>Machine Tool Programmers</b>	550	690	25.5%
<b>Diagnostic Medical Sonographers</b>	590	740	25.4%
<b>Tool and Die Makers</b>	520	490	-5.8%
<b>Computer and Office Machine Repairers</b>	2,110	1,910	-9.5%
<b>Medical Transcriptionists</b>	620	550	-11.3%
<b>Prepress Technicians and Workers</b>	370	280	-24.3%
<b>Desktop Publishers</b>	120	90	-25.0%

Source: California Employment Development Department. Long-term (ten-year) employment projections. Table includes the top five occupations with the highest and lowest projected percent changes for jobs with an entry-level education of some college, no degree, postsecondary non-degree award, or associate degree.

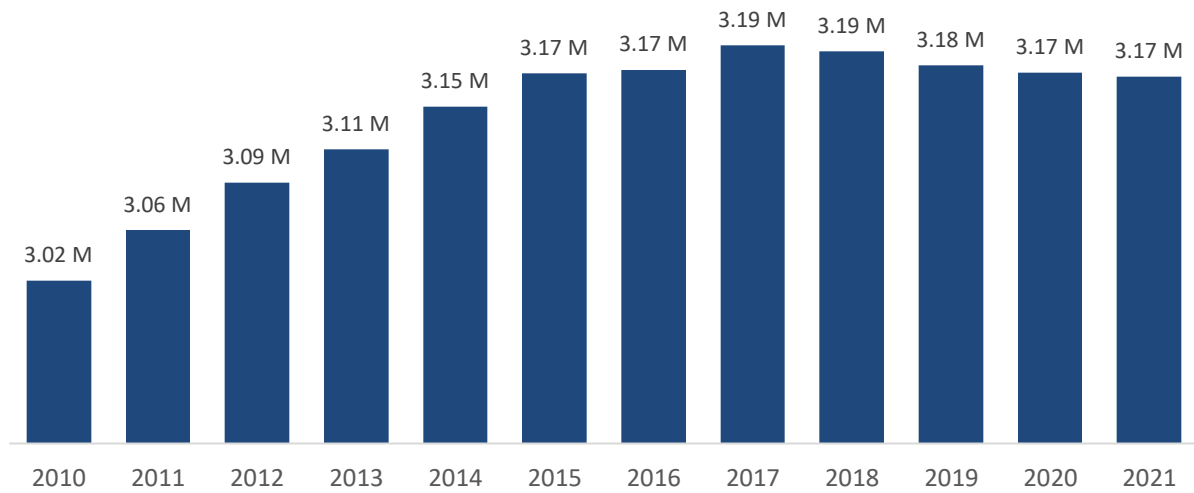
## Demographic Data

The population of Orange County steadily increased since 2010, from approximately three million residents to its height of 3.19 million residents in 2017. Since then, population estimates have remained steady, with a slight decrease of about 20,000 residents to the latest available estimate of 3.17 million residents in 2021.

The demographic composition of Orange County has also seen some changes over the past ten years, which are visualized in

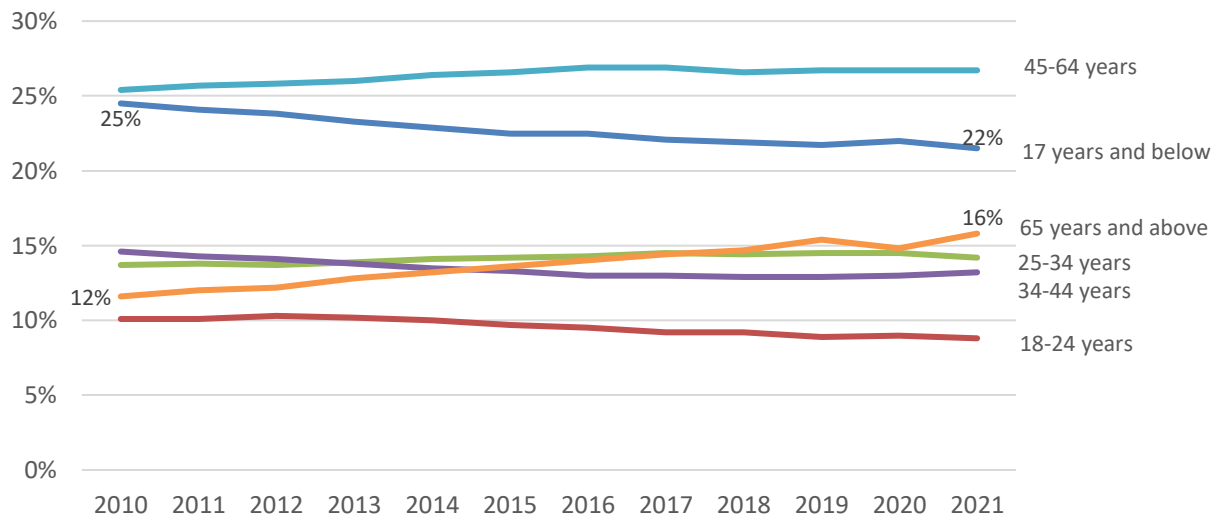
Figure 5 to Figure 7. In general, the population of Orange County has seen an increase in residents ages 65 years or older (+4 Percentage Points [PP]), with a simultaneous decrease in residents ages 17 or younger (-3 PP). This demographic change resulted in an increase of the median population age from 36.1 years in 2010 to 39.2 in 2021 (not shown). The racial composition has seen a steady increase of Asian (+4 PP) and Black or African American residents (+2 PP), with a decrease in White, non-Hispanic residents (-6 PP). Educational attainment has remained steady, with a notable decrease in residents with less than an associate degree (-7 PP).

*Figure 4 – Orange County Total Population, 2010 to 2021*



Source: Census Bureau – American Community Survey one-year estimates for Orange County.

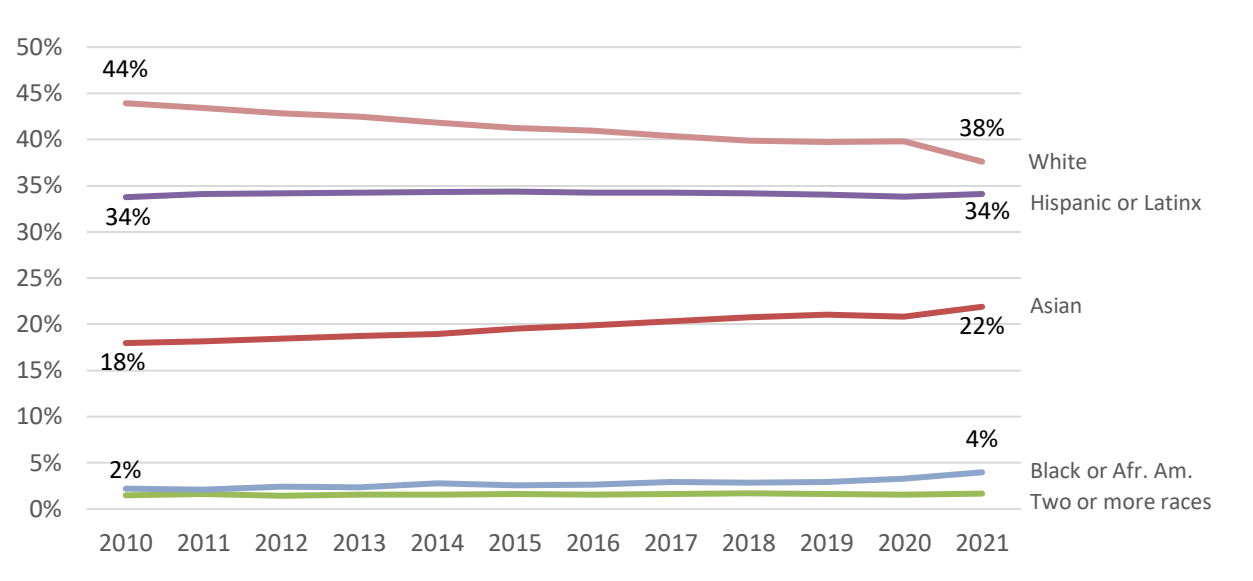
*Figure 5 – Orange County Age Distribution, 2010 to 2021*



Source: Census Bureau – American Community Survey one-year estimates for Orange County.

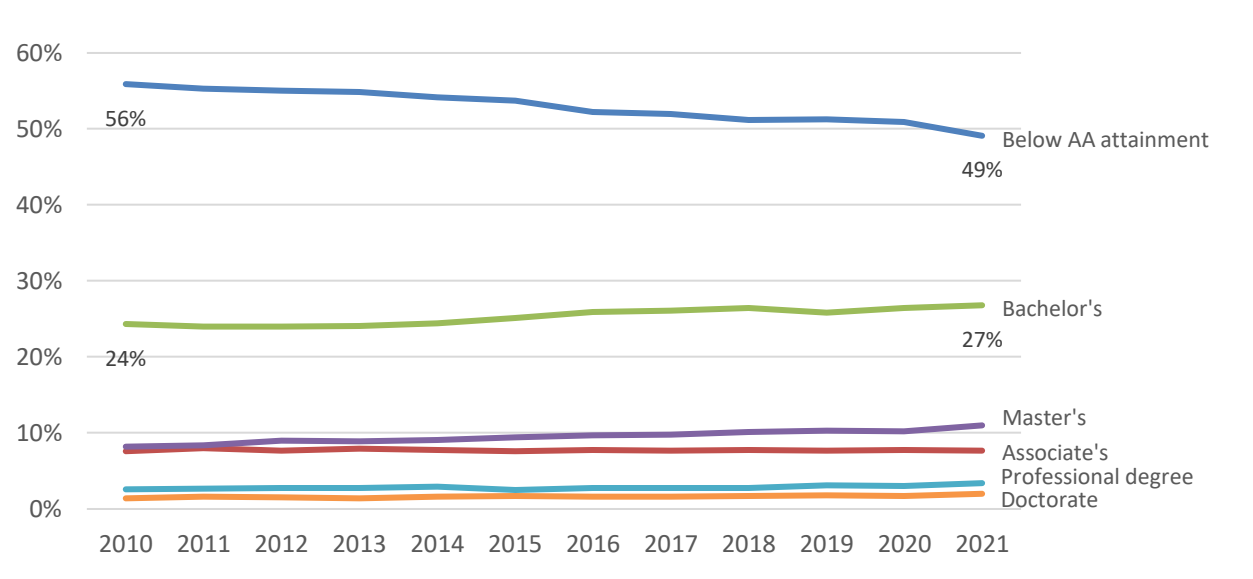


*Figure 6 – Orange County Racial Composition, 2010 to 2021*



Source: Census Bureau – American Community Survey one-year estimates for Orange County

*Figure 7 – Orange County Educational Attainment, 2010 to 2021*

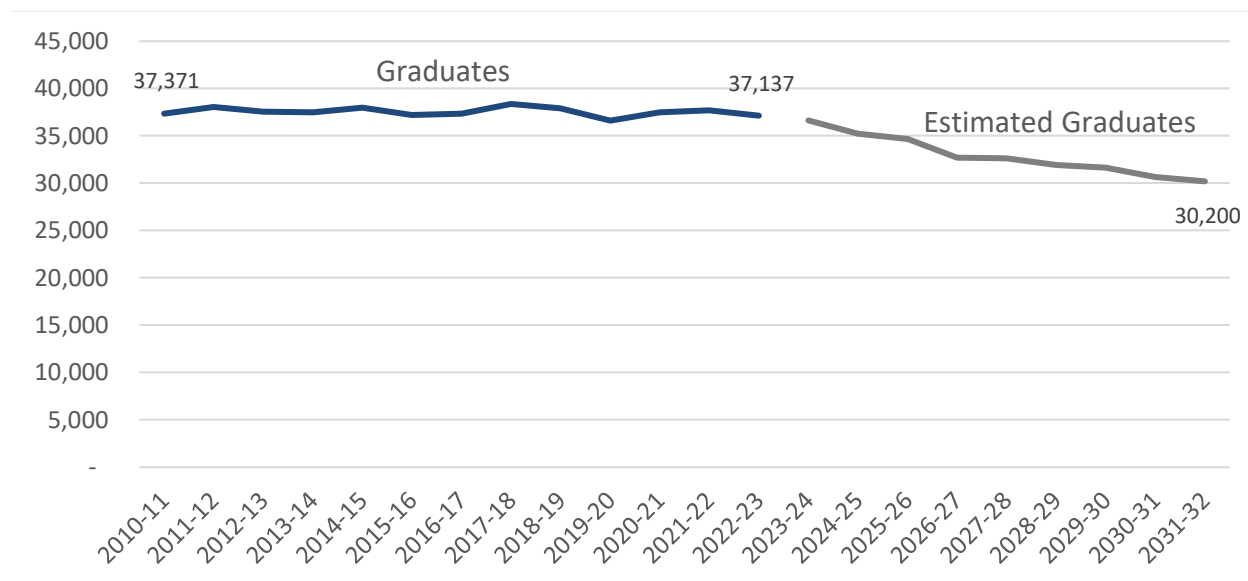


Source: Census Bureau – American Community Survey one-year estimates for Orange County.

Of particular interest to IVC are projected high school graduates over the next few years (Figure 8). The California Department of Finance publishes estimated enrollments and graduations for public high schools for each county. As the graph below shows, there is a considerable projected decrease in high school graduates over the next ten years. The projections suggest about a 19 percent decrease (or 7,000 graduates) by 2031. With the majority of IVC's enrollment (53 percent in fall 2022) stemming from students with a high school diploma, the

next few years could mean a significant decrease in enrollment of that population.

*Figure 8 – Orange County Public High School Projected Graduates, 2010 to 2031*



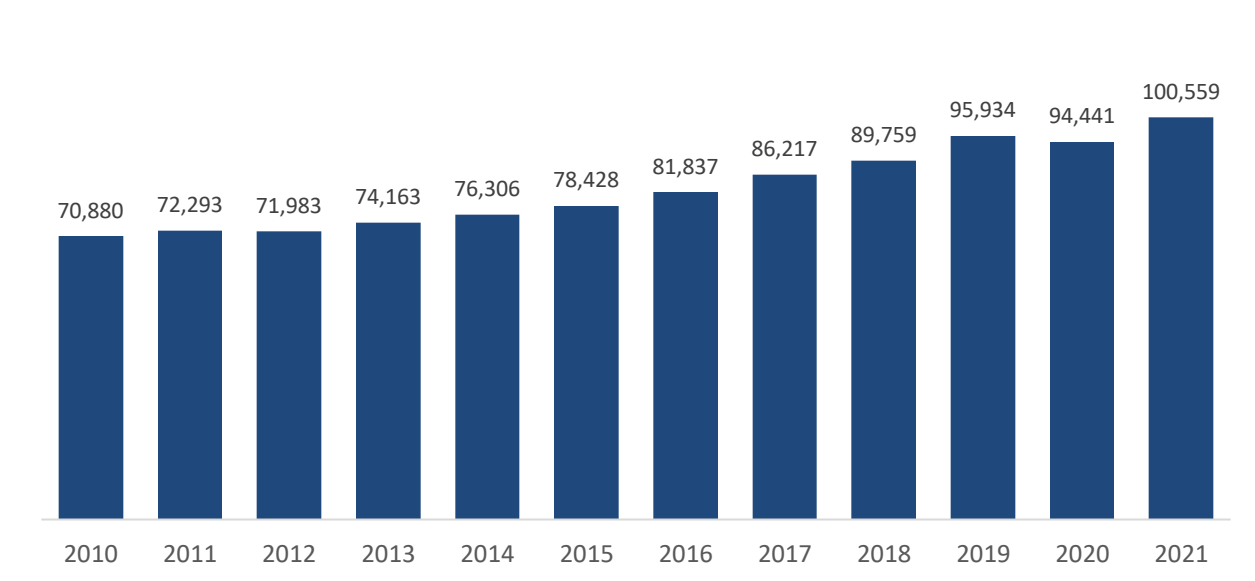
Source: California Department of Finance. Public K-12 enrollment and high school graduation projections.

## Socio-economic Data

Orange County is generally considered a higher-wealth area, with a median household income above \$100,000 in 2021 (Figure 9). Unemployment rates are also exceptionally low (Figure 10), except for the unemployment spike during the pandemic from 2020-2021. However, these generally positive socio-economic indicators contrast with exceedingly high housing prices, which are captured in the housing affordability index in Figure 11. This index takes household income, house prices, and interest rates into account to calculate the percentage of households that can afford a median-priced, single-family home. As the graph suggests, as of April 2022, only 12 percent of households were able to afford a median-priced home. This is the lowest rate since the early-to-mid 2000s (from 2004 to 2007), which saw similarly low rates. Source: California Association of Realtors. Percentage of households able to afford a median-priced, single-family home in the area, based on income and average interest rates.

Figure 12 shows the discrepancy between the ideal rent (defined as 30 percent of income) for low-wage and median-wage earners and the current actual rental prices in Orange County. As can be seen, a single full-time worker cannot afford to rent an apartment by themselves. This shows that people need to spend more than the recommended 30 percent of income on housing or need to share accommodation among several individuals or families. This also highlights the need for many IVC students to work outside of school to support their own or their families' housing expenses. Indeed, the majority of students (55 percent) indicated they work full- or part-time.

*Figure 9 – Orange County Median Household Income, 2010 to 2021*



*Figure 10 – Orange County Unemployment Rate, 2010 to 2022*

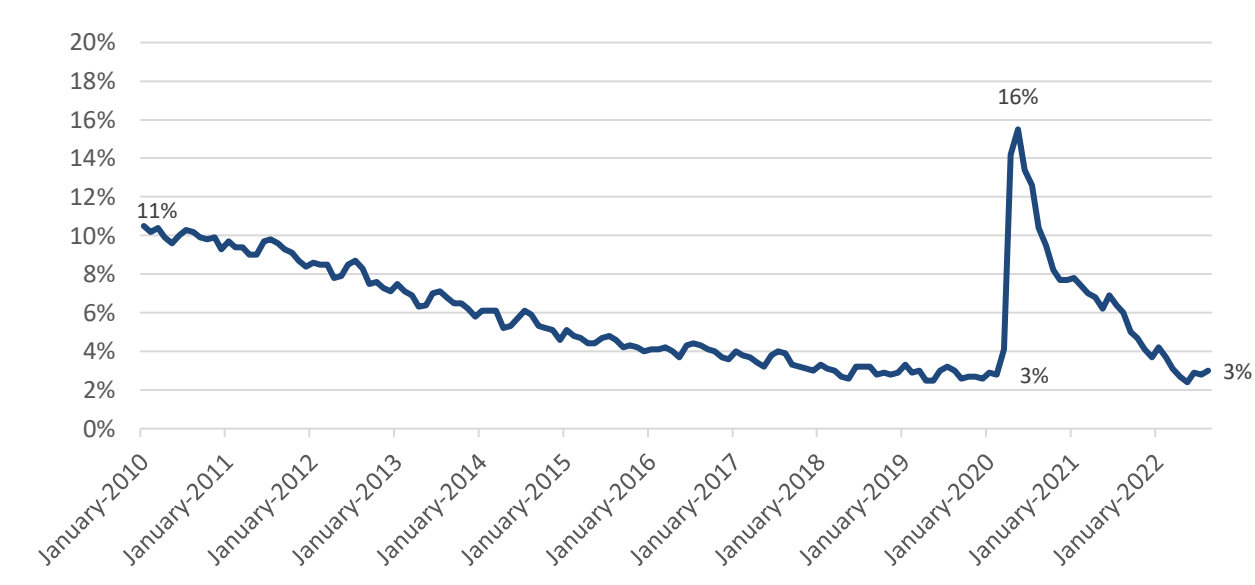
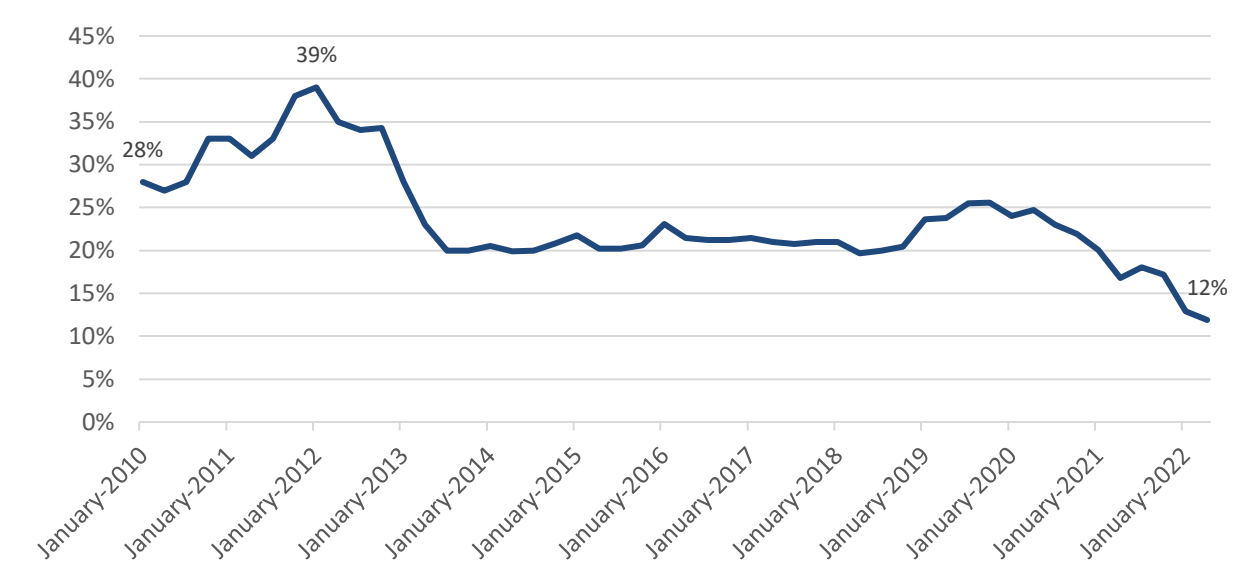


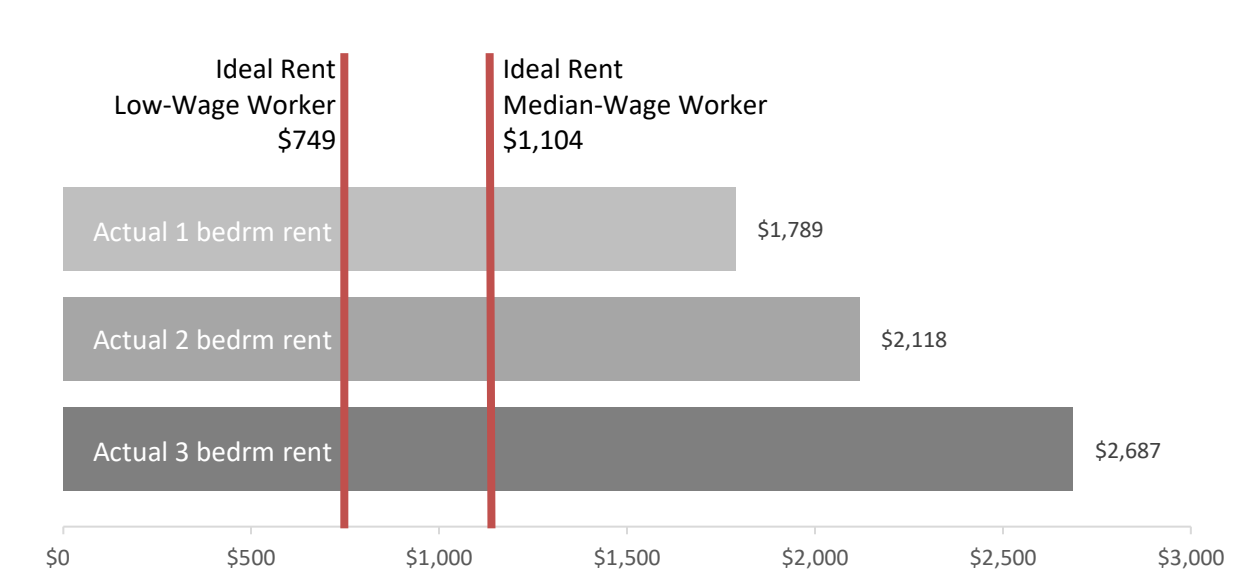


Figure 11 – Orange County Housing Affordability Index, 2010 to 2022



Source: California Association of Realtors. Percentage of households able to afford a median-priced, single-family home in the area, based on income and average interest rates.

Figure 12 – Affordable Rent Compared to Actual Rent Wage and Rental Prices in Orange County, 2021



Source: Average rental prices are from one-year estimates from the American Community Survey (ACS) of 2021 for Orange County. Wage information is from the Occupational Employment and Wage Statistics (OEWS) published by the California Employment Development Department for the region of Anaheim, Santa Ana, and Irvine for the first quarter in 2021. “Low-wage” is defined as below 25<sup>th</sup> percentile of wage/income. “Ideal rent” is defined as 30 percent of total wage/income. Bedrm = Bedroom.

For a more in-depth description on enrollment patterns and Orange County regional demographic and labor market information, please see the 2019 Environmental Report, which

was created as part of a comprehensive rewriting of IVC's strategic plan ([A.5.1](#)).

## **Sites**

### **School of IDEA at ATEP**

The School of Integrated Design, Engineering, and Automation (IDEA) at the Advanced Technology and Education Park (ATEP) in Tustin is an off-campus site of Irvine Valley College. Academic programs offered at IDEA at ATEP include design model making and rapid prototyping, drafting technology, electronic technology, electrical technology, and pre-engineering. IVC began offering classes at ATEP in fall 2007. The Dean of Career and Continuing Education and Integrated Design, Engineering and Automation oversees the site and works with the IVC Office of Instruction, the IVC Office of Student Services, and the IVC Business Office to coordinate oversight, academic planning, and student services. Student support services, including counseling, financial aid, admissions and records, the Chris LC Lee Testing Center, and food and beverage services are offered at the site.

#### *Address:*

School of Integrated Design, Engineering, and Automation (IDEA) at Advanced Technology Education Park (ATEP)  
1624 Valencia Avenue  
Tustin, CA 92782

### **Early College Program**

In 2007, IVC began the Early College Program at Arnold O. Beckman High School within the IVC service area. The Early College program provides high school students with the opportunity to complete their first two years of college during their four years of high school study. High school students are enrolled in a systematically planned academic program taught by IVC instructors, which allows a cohort of high school students to earn an associate degree upon their high school graduation. ([A.6.1](#))

#### *Address:*

Arnold O. Beckman High School  
3588 Bryan Avenue  
Irvine, CA 92602

### **GAP 4+1 Pathway**

The Guaranteed Accounting Program (GAP) 4+1 pathway prepares a cohort of IVC students for transfer to California State University, Fullerton (CSUF). Students in the GAP 4+1 program complete their undergraduate general education requirements at IVC, cross enroll at CSUF, and

then transfer to CSUF for their final two years, earning a Bachelor of Arts in Business Administration with a concentration in Accounting. Students then have an opportunity to earn a Master of Science in Accountancy and meet the requirements to become a Certified Public Accountant (CPA) in one more year. ([A.6.2](#))

*Address:*

California State University, Fullerton  
800 N. State College Boulevard  
Fullerton, CA 92831

**CCAP Partnerships (AB288)**

IVC has College and Career Access Pathways (CCAP) partnerships with the Irvine Unified School District, Tustin Unified School District, Laguna Beach Unified School District, Capistrano Unified School District, and Grossmont Union High School District. Since IVC's last ISER, dual enrollment has expanded from three school sites to 14 school sites. ([A.6.3](#), [A.6.4](#), [A.6.5](#), [A.6.6](#), [A.6.7](#))

*Irvine Unified School District high schools:*

Creekside High School  
3387 Barranca Parkway  
Irvine, CA 92606

Irvine High School  
4321 Walnut Avenue  
Irvine, CA 92604

Northwood High School  
4515 Portola Parkway  
Irvine, CA 92620

Portola High School  
1001 Cadence  
Irvine, CA 92618

University High School  
4771 Campus Drive  
Irvine, CA 92612

Woodbridge High School

2 Meadowbrook  
Irvine, CA 92604

*Tustin Unified School District high schools:*

Arnold O. Beckman High School  
3588 Bryan Avenue  
Irvine, CA 92602

Foothill High School  
19251 Dodge Avenue  
Santa Ana, CA 92651

Hillview High School  
1701 San Juan Street  
Tustin, CA 92780

Tustin High School  
1171 El Camino Real  
Tustin, CA 92780

Tustin Legacy Magnet Academy  
15500 Legacy Road  
Tustin, CA 92782

*Capistrano Unified School District high school:*

Dana Hills High School  
33333 Golden Lantern  
Dana Point, CA 92629

*Laguna Beach Unified School District high school:*

Laguna Beach High School  
625 Park Avenue  
Laguna Beach, CA 92651

*Grossmont Union School District high school:*

Helix Charter High School  
7323 University Avenue  
La Mesa, CA 91942

## **Specialized or Programmatic Accreditation**

### **American Bar Association Accreditation: Paralegal Studies**

In January 2019, the IVC Paralegal Studies program was endorsed by the American Bar Association for a full seven-year accreditation from February 2019 through February 2026 ([A.7.1](#)).

### **Evidence List**

- A.1.1: [SOCCCD BOT Announces Chancellor Julianna Barnes](#)
- A.1.2: [Press Release-Next IVC President John Hernandez](#)
- A.1.3: [Laser Program Discontinuance BOT minutes 07-20-2020](#)
- A.1.4: [List of current awards](#)
- A.3.1: [SOCCCD Environmental Scan Report 012021](#)
- A.5.1: [SOCCCD Environmental Scan 2019](#)
- A.6.1: [Early College Pathway MOU](#)
- A.6.2: [GAP4+1 Executed Agreement](#)
- A.6.3: [IUSD CCAP Agreement](#)
- A.6.4: [IUSD CCAP Agreement Amendment](#)
- A.6.5: [TUSD CCAP Agreement](#)
- A.6.6: [LBUSD CCAP Agreement](#)
- A.6.7: [CUSD CCAP Agreement](#)
- A.7.1: [ABA Approval Letter Paralegal Studies 2.7.2019](#)





# PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

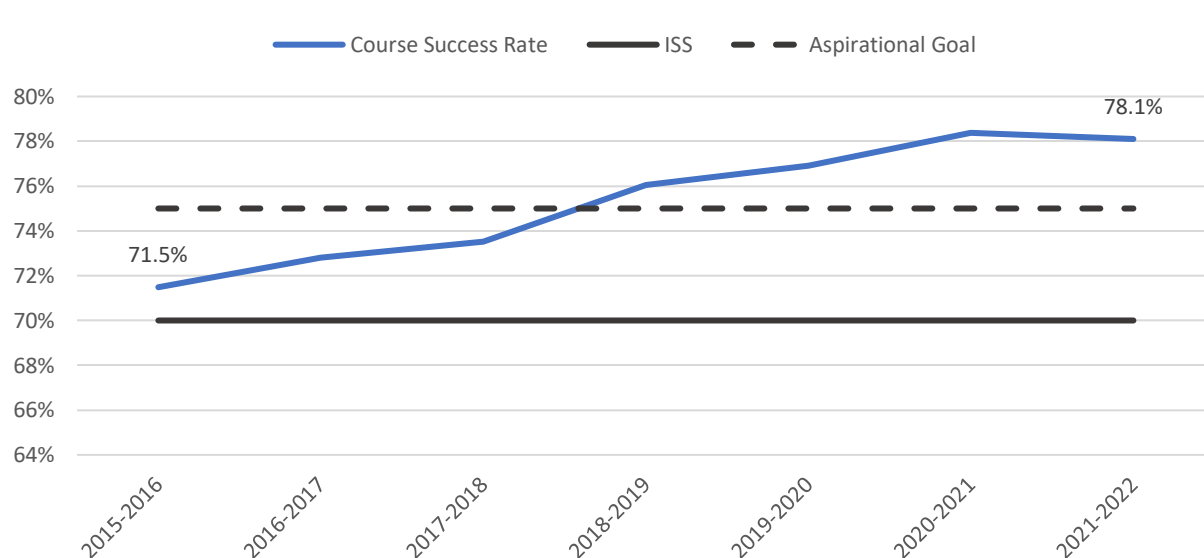
## B. PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

This section presents achievement data, which is submitted to ACCJC in IVC's annual report. As part of that reporting, institutions must specify an Institutional Set Standard (ISS) or a floor and an aspirational or stretch goal for each outcome. These three indicators (floor = black solid line, stretch goal = black dashed line, observed outcome = blue solid line) are visually represented in the figures below.

### B.1 – Success: Course Completion

Average successful completion rates in credit courses have steadily increased since 2015 from about 72 percent to about 78 percent (Figure 13). This increase in success rates has many reasons, including passionate faculty involved in professional development and new pedagogies/andragogies such as co-requisite support courses, embedded tutors, and improved online instruction. They also have benefited from as a comprehensive suite of student services including early alert systems, success and transfer centers (e.g. IVC's award-winning Veterans Services Center), and special population services. The Colleges also institutionalized the assessment of course success rates into the program review process. Through a dynamic dashboard, users can view real-time course success rates from the institution down to course level. This dashboard allows for disaggregation by a variety of student characteristics to assess equity gaps (B.1.1). In line with the current strategic plan, the College's focus is on closing opportunity gaps in success rates, as the overall success rate is already in the top quartile of all California Community Colleges.

Figure 13 – IVC Course Success Rates, 2015 to 2022

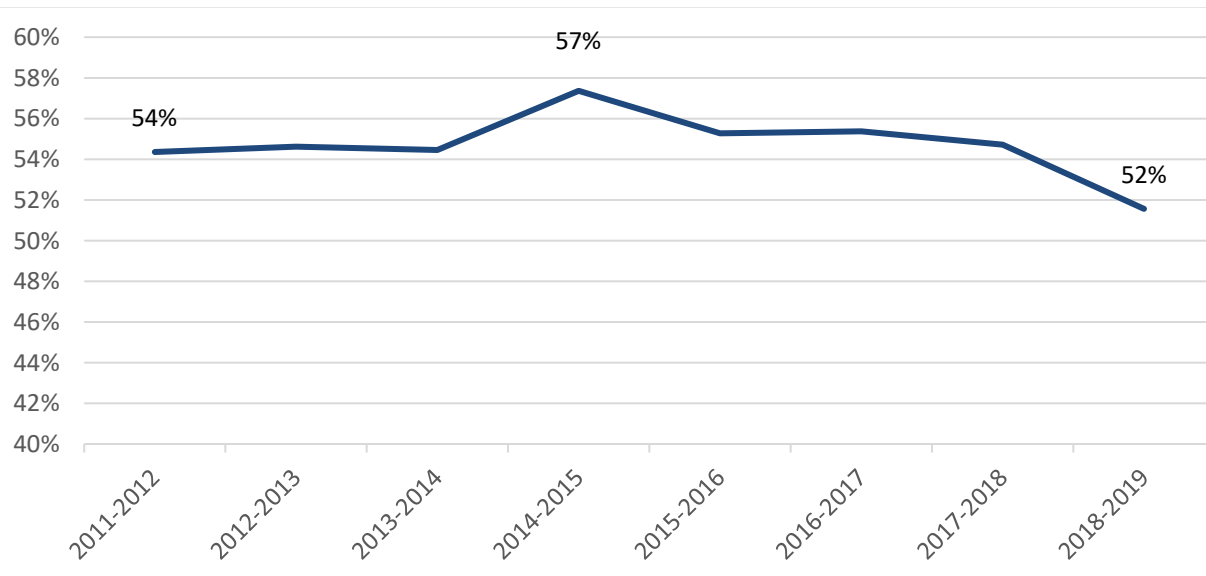


Source: IVC Office of Research, Planning and Accreditation. Course success rates include 'EW' grades as a valid enrollment. The aspirational goal of a 75 percent success rate represents the top quartile in success rates of credit, non-distance education courses across all California Community Colleges for the fall terms from 2015 to 2019 (California Community Colleges Chancellor's Office DataMart Credit Course Retention/Success Rate Summary Report). ISS = Institutional Set Standard.

## B.2 – Completion: Employment

The rate of students finding employment has remained steady since 2011, with 52 to 57 percent of students employed after leaving IVC (Figure 14). The Institutional Set Standard (60 percent) and Aspirational Goal (76 percent) are set at the program level. Due to the sometimes-small cohort size of programs, employment rates fluctuate from year to year. Of the six programs with three years of employment data, all six programs exceeded the Standard in at least two of the three most recent years ([B.2.1](#)).

*Figure 14 – IVC Student Employment Rates in Second Fiscal Quarter After Exit, 2011 to 2019*

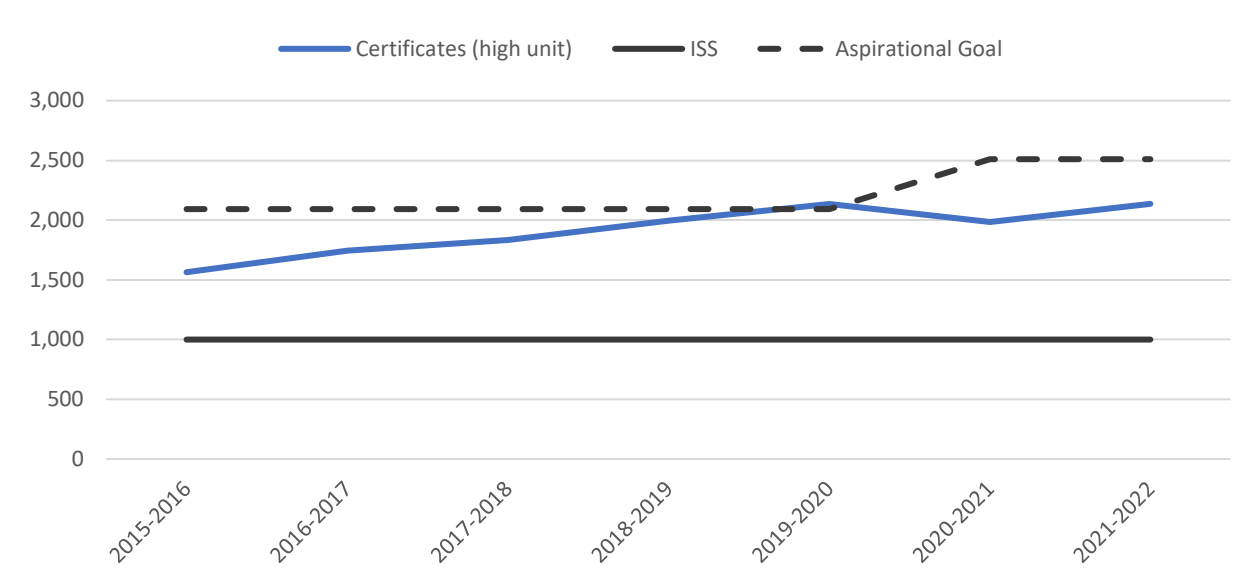


Source: California Community Colleges Chancellor's Office Launchboard. Percent of students employed in second quarter after exit (students who exited the community college system and did not transfer to any postsecondary institution). ISS = Institutional Set Standard. ISS and Aspirational Goals are set at the individual program level and are not displayed here.

## B.3 – Completion: Certificates

Completion rates of high-unit certificates have steadily increased by 37 percent since 2015, from 1,564 to 2,136 (Figure 15). This increase met the aspirational goal of 2,000 certificates granted, and was increased to a stretch goal of 2,510 in line with our strategic plan. This increase can be attributed to increased efforts to help students complete their academic goal and to changed processes that automatically award students their certificates and degrees once they meet their respective requirements.

Figure 15 – IVC High-Unit Certificate Completions, 2015 to 2022

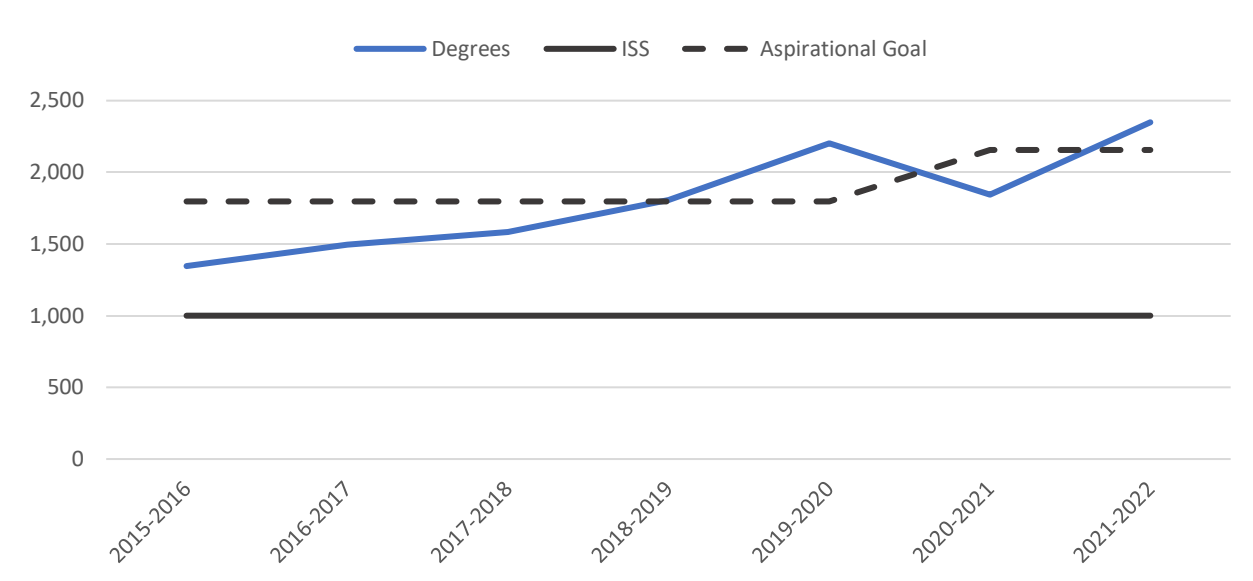


Source: IVC Office of Research, Planning and Accreditation. Number of students completing a high-unit certificate (certificates of achievement or full transfer certifications) within a given academic year. Ceiling rates are in line with targets in IVC's Strategic Plan. ISS = Institutional Set Standard.

## B.4 – Completion: Degrees

Completion rates of associate degrees have also seen a significant growth over the past eight academic years, rising 74 percent from 1,346 to 2,349 degrees granted (Figure 16). This increase has eclipsed the aspirational goal twice and will be continually modified as part of the strategic planning review process. This rise in completions can be attributed to increased efforts to help students complete their academic goal and to process modifications to automatically award students their certificates and degrees once they meet their respective requirements.

Figure 16 – IVC Degree Completions, 2015 to 2022



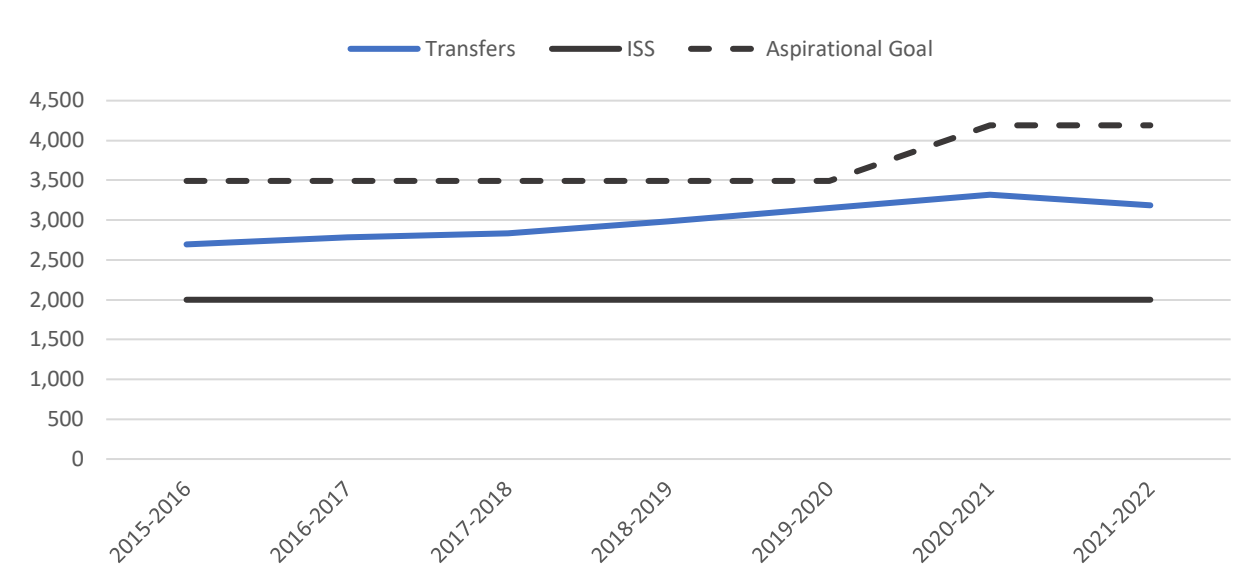
Source: IVC Office of Research, Planning and Accreditation. Number of students completing an associate degree within a given academic year. Ceiling rates are in line with targets specified in IVC's Strategic Plan. ISS = Institutional Set Standard.

## B.5 – Completion: Transfers

The annual number of students transferring to four-year universities after attending IVC has increased from 2,695 to 3,182, an increase of 18 percent (Figure 17). Most students (58 percent) at IVC have indicated transfer as their primary goal. Indeed, many students are coming to IVC especially for that purpose, since IVC has had the highest six-year transfer rate (62 percent) for many years in the state of California, as indicated by the California Community Chancellor's Office Transfer Velocity Report (Figure 18). The Marketing and Outreach departments have used this “#1 Transfer Rate” statistic to significant effect, and this fact is often mentioned on campus with a sense of pride.

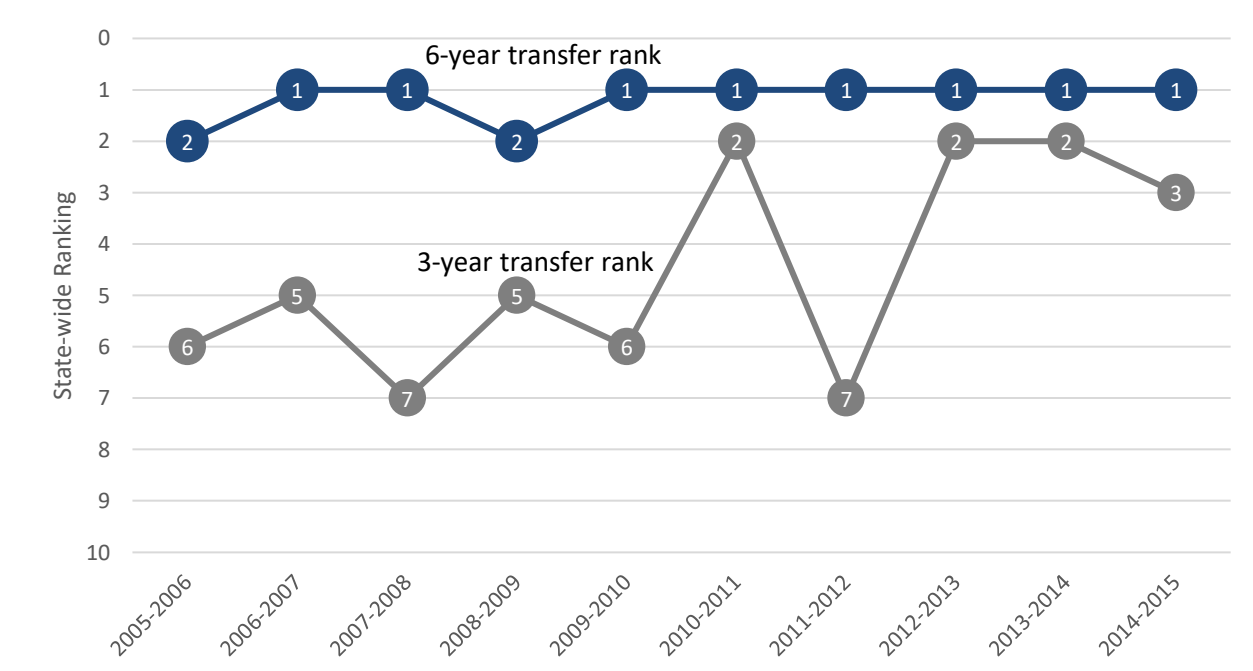


Figure 17 – IVC Transfers to Four-Year Universities, 2015 to 2022



Source: IVC Office of Research, Planning and Accreditation. Number of students without prior four-year enrollment who transferred to a four-year institution after attending IVC. Ceiling rates are in line with targets specified in IVC's Strategic Plan. ISS = Institutional Set Standard.

Figure 18 – IVC Transfer Rate Rankings Among All California Community Colleges



Source: California Community Colleges Chancellor's Office Transfer Velocity Report. Ranking across all California Community Colleges in three-year and six-year transfer rates based on cohorts with behavioral intent to transfer (first-time college students with a minimum of 12 units earned who attempted a transfer-level math or English course within the specified timeframe).

## Evidence List

B.2.1: [Job Placement Rate by program](#)



# ORGANIZATION OF THE SELF-EVALUATION PROCESS

## C. ORGANIZATION OF THE SELF-EVALUATION PROCESS

The self-evaluation process at IVC is overseen by the College Council, the highest participatory governance committee with representation from all major constituency groups: management, chairs of all other governance councils, Academic Senate, faculty union, Classified Senate, classified union, and student leadership. The primary workgroup responsible for the coordination of all accreditation activities is the Accreditation Oversight Work Group (AOWG), which reports to the College Council. AOWG's membership continually evolves depending on the primary objective (e.g. follow-up report, mid-term report, or preparation of the self-evaluation report). For the writing of the institutional self-evaluation report (ISER), AOWG was expanded to include all primary writers and coordinators for each section of the report (Table 4).

Preparation for the self-evaluation process began shortly after the completion of the mid-term report in fall 2019. Accreditation and ISER updates were shared with the campus regularly, as they are standing agenda items at the five major shared governance councils (College Council, Academic Planning and Technology Council, Budget Development and Resource Process Council, Institutional Effectiveness Council, and Student Success and Equity Council).

*Table 4 – Accreditation Oversight Workgroup Membership, Spring 2023*

<b>Title</b>	<b>Member</b>	<b>Primary Role</b>
<b>Vice President for Instruction</b>	Rick Miranda	<i>Accreditation Liaison Officer (ALO)</i> Section E, F, I.A, I.B, I.C, II.A, III.A, IV.A, IV.B, IV.C, IV.D
<b>Director of Research, Planning and Accreditation</b>	Loris Fagioli	<i>AOWG Chair</i> Sections A-F, I.A, I.B, II.A, IV.A
<b>Vice President for College Administrative Services</b>	Davit Khachatryan	Section E, III.A, III.B, III.C, III.D, IV.A, IV.C, IV.D
<b>Vice President for Student Services</b>	Martha McDonald	Section F, I.C, II.A, II.C,
<b>Student Learning Outcome Coordinator, Faculty</b>	Keith Donavan	I.B, II.A
<b>Academic Senate President, Faculty</b>	Daniel DeRoulet	I.C, II.A
<b>Online Education Coordinator, Faculty</b>	Cheryl Bailey	II.B
<b>Dean, Social and Behavioral Sciences and Business Sciences, Academic Dean</b>	Traci Fahimi	Section E-F, I.C, II.A, II.A, IV.A
<b>Dean of Admissions and Records</b>	Corey Rodgers	Section F, I.C, II.A, II.C
<b>Transfer Articulation Officer, Faculty</b>	Tiffany Tran	Section F, II.A
<b>Director of Facilities</b>	Jeffrey	III.B

	Hurlbut	
<b>Manager of College Fiscal Services</b>	Brian Kim	III.D
<b>Director of Technology Services</b>	Nicholas Wilkening	III.C
<b>Classified Senate</b>	Desiree Ortiz Marcela Reyes Vinh Nguyen	IV.A
<b>Associated Students of IVC</b>	Rotating membership	

*Table 5 – Institutional Self-Evaluation Report Timeline and Milestones*

<b>Time</b>	
<b>Fall 2019–Spring 2020</b>	Planning primary responsibilities, creating how-to documents.
<b>Fall 2020–Spring 2022</b>	Collecting evidence and drafting ISER content in bullet-point format.
	9/17/2021–ACCJC online training workshop on writing of ISER with Kevin Bontenbal.
<b>Fall 2022</b>	Primary writing activity in coordination with Saddleback College and District Services for related content.
	9/16/2022–ACCJC site visit and Q&A with Kevin Bontenbal.
<b>January–March 2023</b>	In-depth review and feedback from all major councils and committees. Integration of feedback into second draft of ISER.
<b>April 2023</b>	Final approval of ISER at Academic Senate and College Council.
<b>June 2023</b>	Final approval of ISER at Board of Trustees.
<b>August 1, 2023</b>	ISER submission to ACCJC.





# ORGANIZATIONAL INFORMATION



## D. ORGANIZATIONAL INFORMATION

Organizational charts are available to all employees through the Human Resources platform, Workday. They are also publicly posted for the District ([D.1](#)) and listed below for IVC's four major offices: the Office of the President (Figure 19), Office of College Administrative Services (Figure 20), Office of Instruction (Figure 21), and Office of Student Services (Figure 22), along with Academic Senate Leadership (Figure 23), Classified Senate Leadership (Figure 24), and Associated Students of IVC Leadership (

Figure 25).

*Figure 19 – Organizational Chart – Office of the President, 2022-2023*

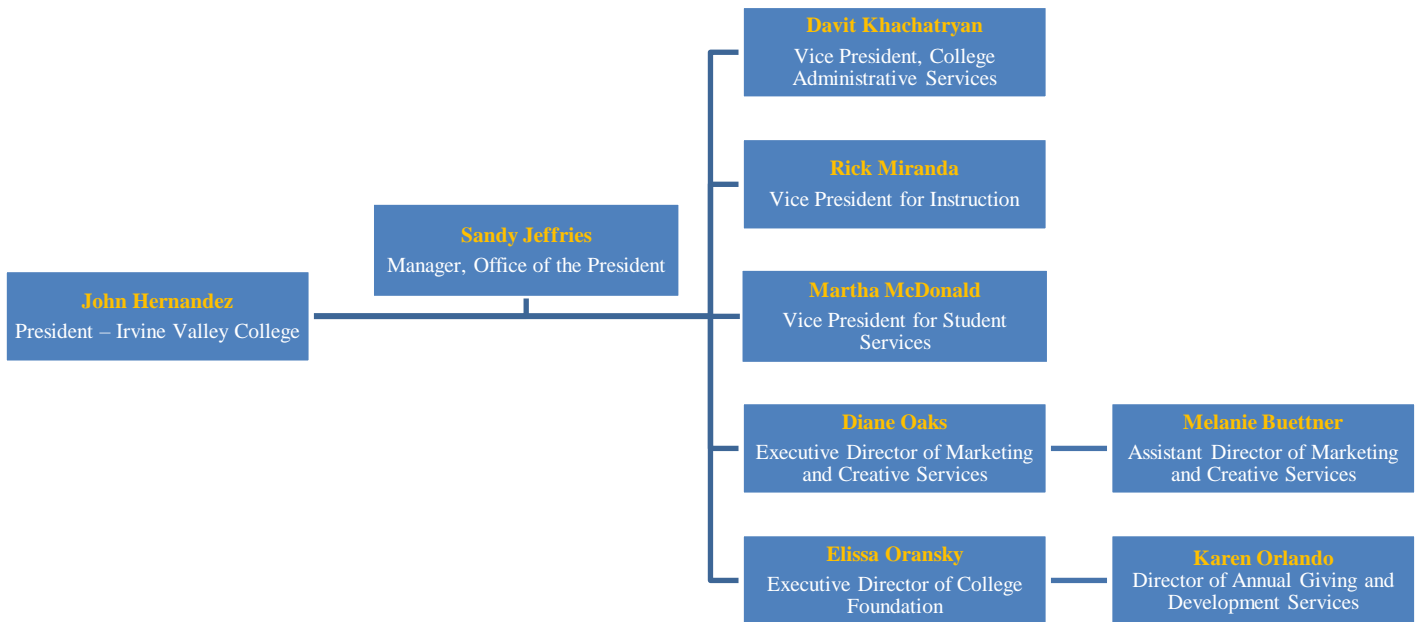


Figure 20 – Organizational Chart – Office of College Administrative Services, 2022-2023

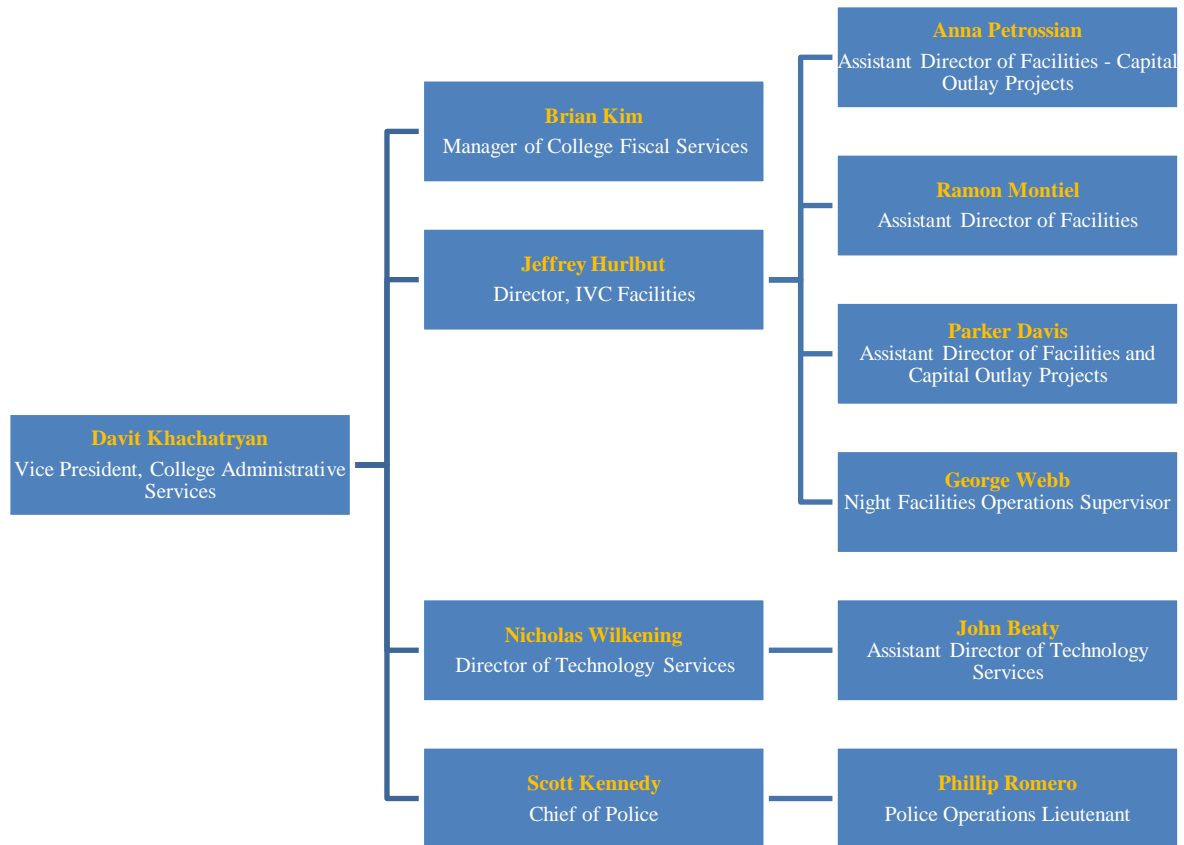


Figure 21 – Organizational Chart – Office of Instruction, 2022-2023

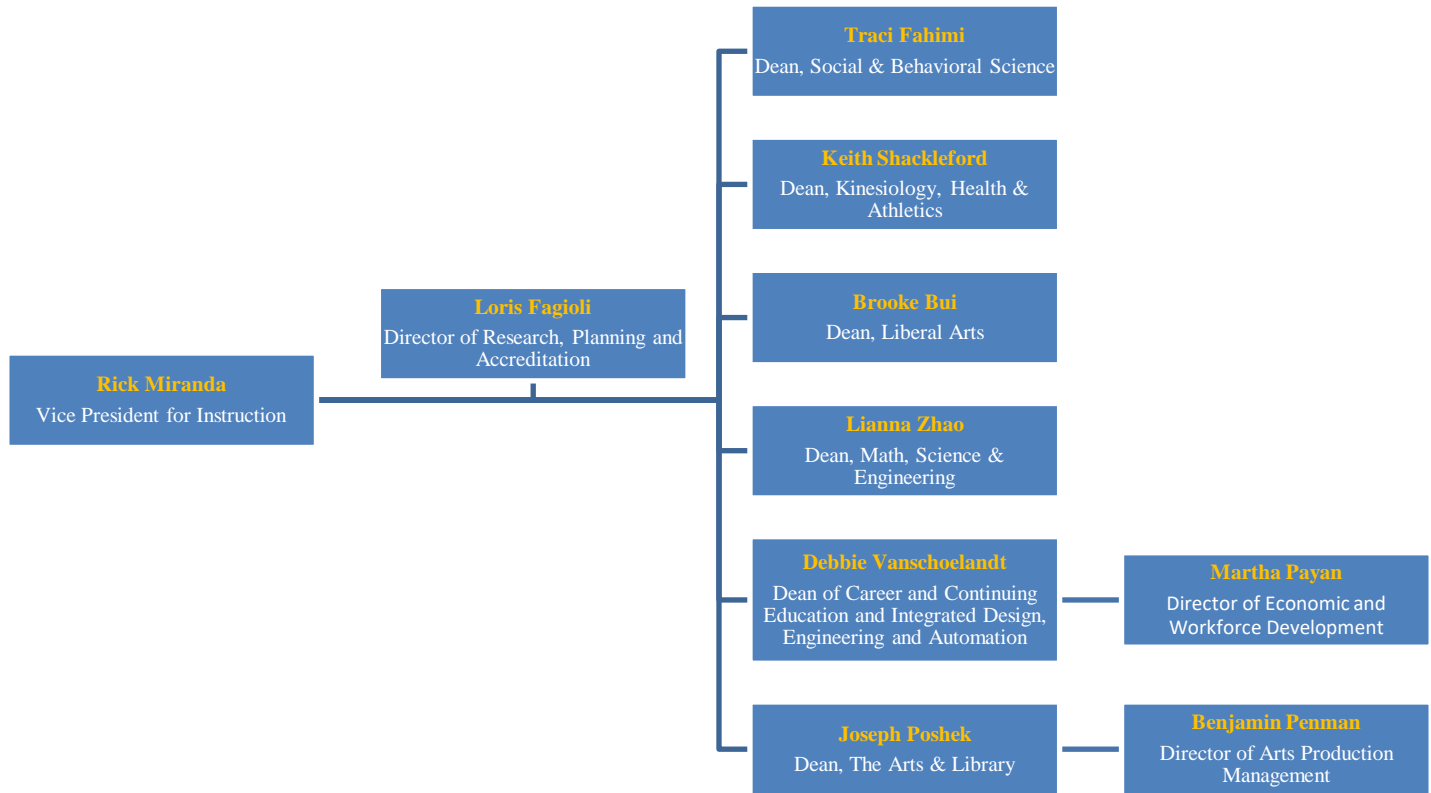




Figure 22 – Organizational Chart – Office of Student Services, 2022-2023

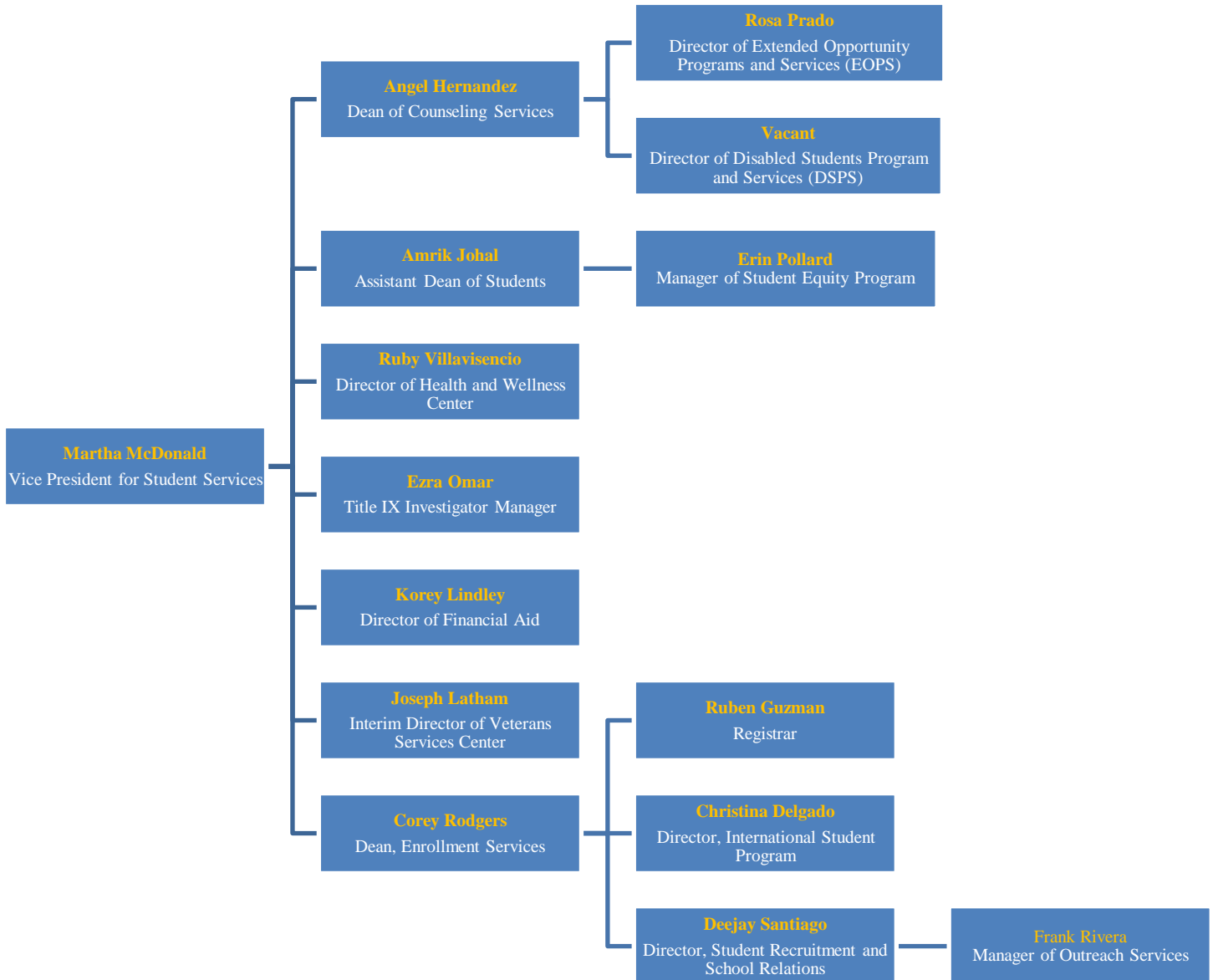


Figure 23 – Organizational Chart – Academic Senate Leadership 2022-2023

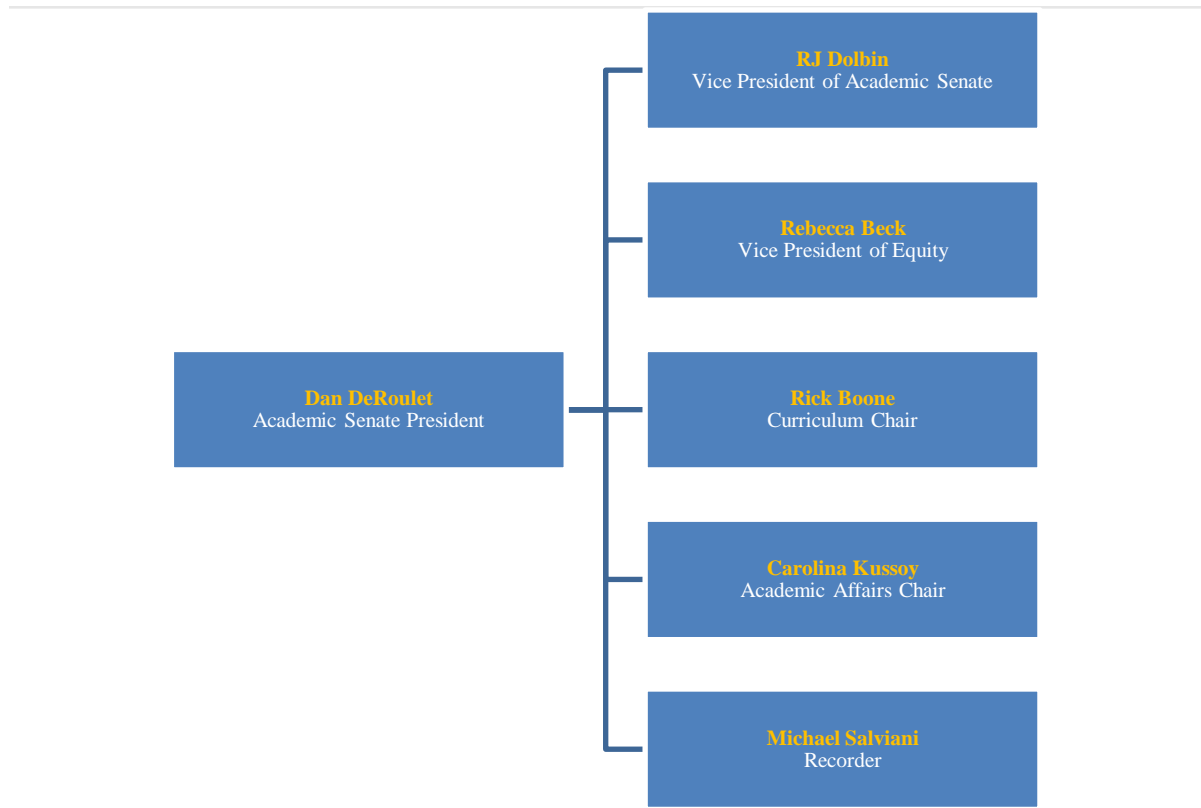


Figure 24 – Organizational Chart – Classified Senate Leadership 2022-2023

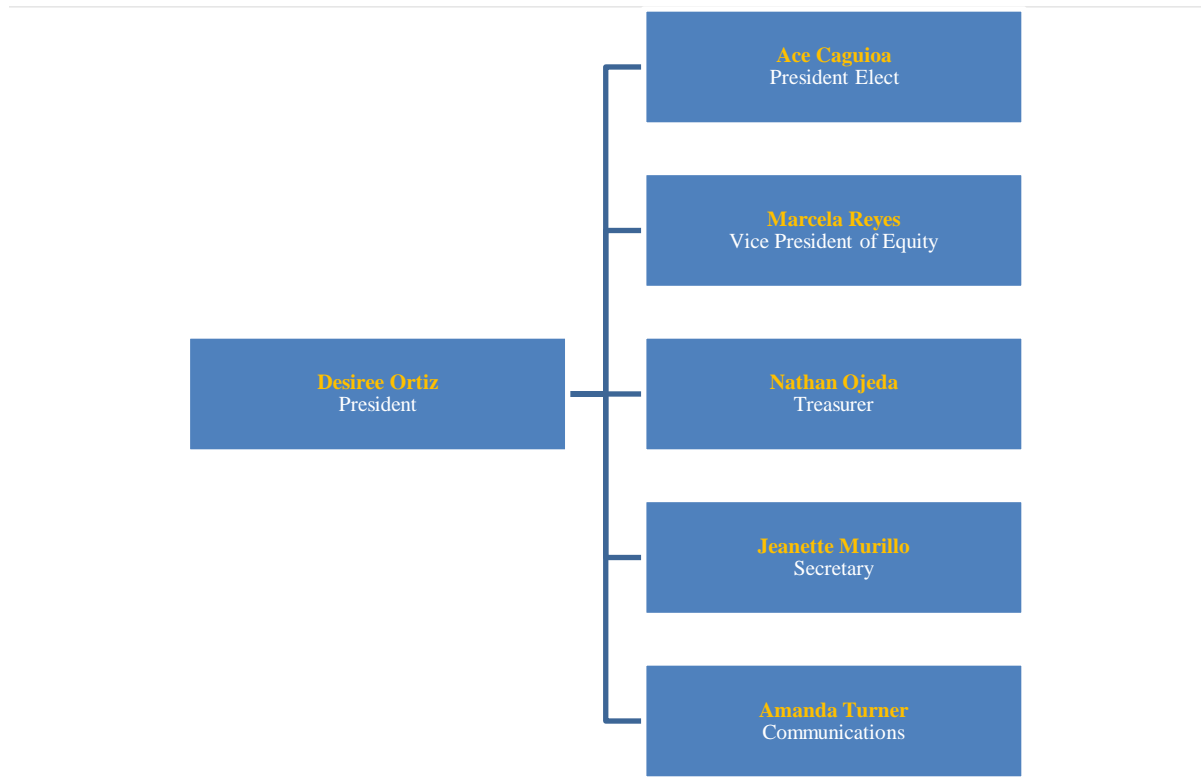
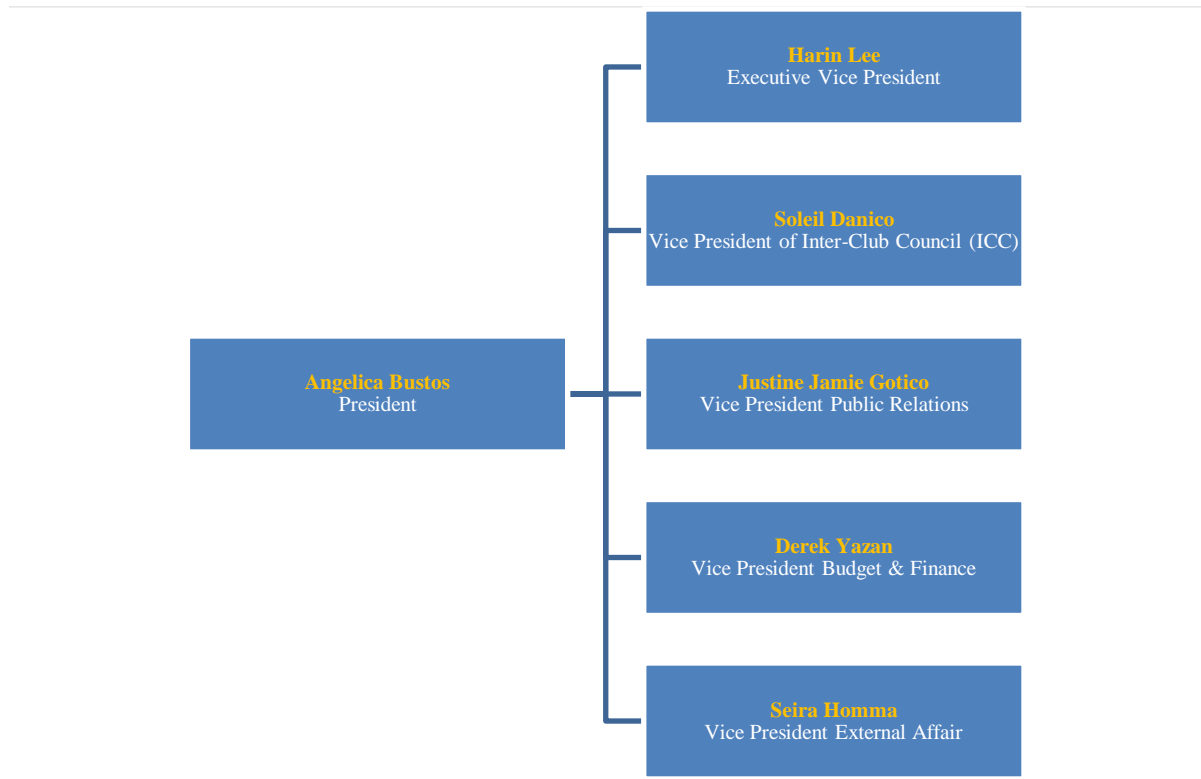


Figure 25 – Organizational Chart - Associated Students of Irvine Valley College, 2022-2023



## Evidence List

D.1: [SOCCCD Organizational Charts Webpage](#)

A woman with short dark hair and glasses, wearing a red sweater, is standing in front of a whiteboard. She is holding a microphone in her right hand and pointing with her left hand towards the whiteboard. The whiteboard is partially visible on the right side of the frame. The background is a plain wall. The text "CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS" is overlaid on the left side of the image in white capital letters.

# CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

## E. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

### Eligibility Requirement 1: Authority

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Irvine Valley College (IVC) is a public two-year community college operating as a postsecondary educational institution that awards degrees and certificates under the authority of the State of California ([ER.1.1](#)), the Department of Education, and the Board of Governors of the California Community Colleges. IVC is one of 116 institutions within the California Community Colleges system. IVC is governed locally by a seven-member elected Board of Trustees for the South Orange County Community College District (SOCCCD). The College was first accredited in 1988 by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of School and Colleges (WASC) and has continuously maintained accredited status. A letter of reaffirmation of accreditation is posted on the College's Accreditation website ([ER.1.2](#)).

### Eligibility Requirement 2: Operational Status

*The institution is operational, with students actively pursuing its degree programs.*

In fall 2022, IVC served 12,612 students ([ER.2.1](#)), with 86 percent of course enrollments in credit courses at census ([ER.2.2](#)). Between 57 and 68 percent of students declared an educational goal to transfer or obtain an associate degree or certificate in the past six years ([ER.2.1](#)). In academic year 2021–22, IVC awarded a total of 4,240 associate degrees and 4,910 certificates ([ER.2.3](#)). The current catalog ([ER.2.4](#)) and schedule of classes ([ER.2.5](#)) reflect the College's ongoing operation.

### Eligibility Requirement 3: Degrees

*A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.*

In spring 2023, IVC offered 31 Associate in Arts degrees, 29 Associate in Science degrees, and 30 Associate Degrees for Transfer to the California State University (CSU) system ([ER.3.1](#)). To obtain an Associate in Arts or Associate in Science degree, students must complete a minimum of 60 credit units, pass all applicable program courses with a grade of "C" or better, maintain a grade point average of 2.0 or higher ([ER.3.2](#)), and complete general education requirements ([ER.3.3](#); [ER.3.4](#)). Associate Degrees for Transfer have the same requirements, with the exception that students must complete 60 CSU-transferable units. All degrees are designed to be completed within 60 units or two years if students enroll in a full load each semester.



IVC also offers 31 Certificates of Achievement (state-approved programs comprising 12 or more units) and 32 Certificates of Proficiency (low-unit, locally approved programs). To earn a certificate of achievement or proficiency, students must complete all required coursework with a grade of “C” or better and complete a minimum of 50 percent of the units at IVC ([ER.3.5](#)). Degree and certificate requirements are detailed in the college catalog.

To demonstrate that educational offerings promote students’ opportunity to obtain a degree or certificate, 904 credit sections were offered; 86 percent of IVC students enrolled in at least one of the offered credit sections in fall 2022 ([ER.3.6](#)).

#### **Eligibility Requirement 4: Chief Executive Officer**

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

In 2020, the SOCCCD appointed Dr. John C. Hernandez ([ER.4.1](#), [ER.4.2](#), [ER.4.3](#)) as president of IVC. Pursuant to Administrative Regulation 2437 ([ER.4.4](#)), the chancellor delegates authority to the college president to oversee college operations and administer board policies. The president does not serve as the chair of the governing board ([ER.4.5](#)). As Dr. Hernandez is relatively new to IVC, he did not serve as president during the last comprehensive accreditation site visit in 2017. Dr. Hernandez was preceded by Dr. Glenn Roquemore, who served as IVC president from 2002 to 2019. The College informs the Commission of all presidential appointments.

#### **Eligibility Requirement 5: Financial Accountability**

*The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

The institution meets this Eligibility Requirement by posting the District’s past, current, and proposed budgets to the district website ([ER.5.1](#), [ER.5.2](#)). The District’s certified independent audits, including management letters and financial aid audits to the District, are also accessible on the District website ([ER.5.3](#), [ER.5.4](#), [ER.5.5](#)). The College maintains appropriate loan default rates as documented in the Default Rate Analysis provided by the California Community Colleges system office ([ER.5.6](#)). Additional information on the College’s budget, audit, and financial aid processes and documents can be found in Standard III.D.

## Evidence List

- ER.1.1: [CA Education Code Establishing Community Colleges](#)
- ER.1.2: [ACCJC Accreditation Letter 2017](#)
- ER.2.1: [College Enrollment Data](#)
- ER.2.2: [Credit and Non-Credit Enrollment](#)
- ER.2.1: [College Enrollment Data](#)
- ER.2.3: [Student Achievement Data](#)
- ER.2.4: [College Catalog 22-23](#)
- ER.2.5: [Class Schedule Fall 2022](#)
- ER.3.1: [IVC Program, Degree, and Certificate List - 23-24 Catalog - 3.29.2023](#)
- ER.3.2: [Degree Requirements - College Catalog Sept 2022](#)
- ER.3.3: [AS General Education Requirements March 2022](#)
- ER.3.4: [AA General Education Requirements March 2022](#)
- ER.3.5: [Certificate Requirements from College Catalog September 2022](#)
- ER.3.6: [Credit and Non-Credit Enrollment Fall Terms](#)
- ER.4.1: [Press Release for College President Appointm](#)
- ER.4.2: [Office of the President Website](#)
- ER.4.3: [Current President Biography On Website](#)
- ER.4.4: [Delegation of Authority to the College President](#)
- ER.4.5: [President Job Duties](#)
- ER.5.1: [Budget Documents on District Website](#)
- ER.5.2: [District Budget 2020-2023](#)
- ER.5.3: [Historical Audit Reports on District Website](#)
- ER.5.4: [District Audits for FY 2018-19, 2019-20, 2020-21](#)
- ER.5.5: [District Audit for FY 2021-2022](#)
- ER.5.6: [Default Rate Analysis](#)

A photograph of three students in a grassy field. A young woman on the left is holding a large binder open, showing it to a young man in the center who is smiling. A young woman on the right is also smiling and looking towards the binder. The background shows trees with autumn foliage under a clear sky. The entire image is framed by a white border.

# CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

## F. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

IVC certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### F.1 Public Notification of an Evaluation Team Visit and Third Party Comment

*Regulation citation: 602.23(b).*

Irvine Valley College (IVC) complies with the ACCJC's *Policy on Rights and Responsibilities of the Commission and Member Institutions*. Accreditation activities are coordinated by the Accreditation Oversight Work Group under the direction of the president and the College Council ([F.1.1](#)). The president and the ALO are the primary contacts for communication with the ACCJC.

The College has been accredited since July 1988 and voluntarily complies with the ACCJC Standards in order to ensure student learning, institutional effectiveness, and continuous quality improvement. The College maintains an archive of current and previous accreditation reports, letters, and documents on its accreditation website ([F.1.2](#)). The College's current self-evaluation process has been broadly representative and has involved a wide array of staff, faculty, students, and administrators described in more detail in Section C.

IVC also complies with Title 34 of the Code of Federal Regulations, 34 CFR 602.23(b) for third party comments. As part of the current self-evaluation process, on March 29, 2023, the president and the academic senate president convened a public forum for the purpose of soliciting and receiving public comments ([F.1.3](#)). Additionally, the College added a link on the official accreditation website ([www.ivc.edu/accreditation](http://www.ivc.edu/accreditation)) with a web form for the general public to submit comments on the accreditation process and the self-evaluation report ([F.1.4](#)).

### F.2 Standards and Performance with Respect to Student Achievement

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

To comply with the regulations set by the U.S. Department of Education and the ACCJC with regard to setting institutional standards for student achievement (cf. 34 CFR 602.16(a)(1)(i); 602.17(f); 602.19(a-e)), IVC has established institution-set standards for the following indicators of student achievement and attainment: course completion rates, employment rates, annual counts of students who transfer to four-year institutions, annual counts of certificates awarded, and annual counts of degrees awarded. Section B of this report presents these institution-set standards in more detail.

The College's Institutional Effectiveness Council (IEC) establishes the institution-set standards, reviewing data annually in conjunction with information on strategic key performance indicators and goals. The institution-set standards and other strategic information create the context for the other work that IEC does, including its review of academic program reviews, equity planning, and strategic planning ([F.2.1](#)). In addition to Section B, Standard I.B.3, I.B.4, and I.B.9 also contain additional information on this topic.

### **F.3 Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Irvine Valley College (IVC) complies with, and states in the college catalog ([F.3.1](#)) and Administrative Regulation 4100 ([F.3.2](#)), the minimum 60 semester credit unit requirement set forth in Title 5, Section 55063 of the California Code of Regulations for degree program lengths. Section II.A.9 of this report describes credit hour calculations, semester length, and course credit in more detail. All are within the range of good practice in higher education and consistent with the ACCJC Policy on Credit Hour, Clock Hour, and Academic Year ([F.3.3](#)).

Tuition is the same across all academic programs and enrollments and described in more detail in the college catalog ([F.3.4](#)) and Section I.C.2. IVC uses the state attendance accounting methods that are based on the credit hour definition provided in Title 5 Section 55002.5 outlined in the Program Course and Approval Handbook ([F.3.5](#)). Clock hour conversions are performed in accordance with the State Chancellor's Office Standard Formula for Credit Hour Calculations ([F.3.6](#)). Accordingly, IVC grants one unit of credit as a minimum of 48 total hours of student work and a maximum of 54 total hours of student work, inclusive of all contact hours plus outside class, or homework hours. This process is applied consistently to all modes of instruction and is described in more detail in Section II.A.9.

### **F.4 Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

#### **Transfer Credit**

Irvine Valley College (IVC) grants credit for college units earned at regionally accredited



institutions of higher education. No more than 4 units may be awarded for sectarian courses. Students must have all transcripts evaluated for transfer credit; they are sent to the Office of Admissions and Records in order to determine whether coursework can be used to satisfy prerequisites or equivalencies. This process is described in more detail in section II.A.10 of this report.

### **Transfer from Foreign Institutions**

Students seeking evaluation of foreign coursework must provide a transcript evaluated by an accredited evaluation and translation service. In order to complete the transfer evaluation process, students must submit official evaluations to the Office of Admissions and Records and schedule an appointment with the Counseling Center so that their transfer work may be evaluated. With the exception of validating the foreign language requirement, coursework from foreign institutions cannot be used for CSU or IGETC certification. Students may be granted credit toward CSU-Breadth and IGETC requirements by earning specified scores on International Baccalaureate (IB) Higher Level exams ([F.4.1](#)).

### **Credit by Exam**

Irvine Valley College may grant credit by examination for previous experience, training, or instruction equivalent to a specific course offered by the College as described in the board policy and administrative regulation BP/AR 4235 ([F.4.2](#)) ([F.4.3](#)). This process is described in more detail in II.A.10.

### **Advanced Placement (AP) and College Level Examination Program (CLEP)**

Students may earn associate degree and general education credit for Advanced Placement (AP) tests with scores of 3, 4, or 5. The College Board must send AP exam results to the IVC Admissions Office for application on the associate degree or general education pattern. Credit by Advanced Placement exam is noted on the student's transcript. The College also recognizes the College Level Examination Program (CLEP). A student may utilize CLEP to earn credit towards an associate degree. No credit is given for CLEP in any area in which the student has earned college credit prior to completion of the CLEP examination. Credit for CLEP is awarded upon completion of 12 units in residence at Irvine Valley College ([F.4.4](#)).

## **F.5 Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

During academic year 2022-2023 the college offered about half of its courses via distance education ([F.5.1](#)), defined as online learning using one of the following modalities: asynchronous online, synchronous online, hybrid, and hyflex ([F.5.2](#)). The Online Education



Committee ([F.5.3](#)), the Curriculum Committee ([F.5.4](#)), and the Academic Planning and Technology Council ([F.5.5](#)) work in collaboration to ensure that distance education courses meet standards of regular, substantive contact between students and instructors and that the technology infrastructure meets the needs of students, faculty, and staff for successful online learning. The college does not offer correspondence education courses.

Administrative Regulation 4105 ([F.5.6](#)) provides guidelines for regular and substantive interaction between students and the instructor consistent with the ACCJC Policy on Distance Education and on Correspondence Education ([F.5.7](#)). Administrative Regulation 4105 requires faculty-initiated interaction that may include facilitated group discussion through discussion boards, synchronous chats, and/or video conferencing; individualized student contact that ensures appropriate assessment and feedback on student coursework; and direct instruction through face-to-face meetings in synchronous online and hybrid classes. Administrative Regulation 4105 also requires that distance education courses undergo a separate curricular approval process to ensure that criteria for regular, substantive contact are met ([F.5.8](#)). The online curriculum approval process requires that faculty choose multiple methods to ensure regular, effective, substantive contact with students. Course learning outcomes are intertwined with methods of evaluation appropriate to the distance learning modality, ensuring that a student cannot successfully complete a course or competency without engaging in regular interaction with the instructor or instructors. The IVC Online Education Faculty Handbook is a valuable training resource that advises faculty how to implement regular and substantive contact with students ([F.5.9](#)).

Support services such as tutoring and counseling are delivered both in-person and online. The institution utilizes the Student Support Centers Completion Team inquiry-action process ([F.5.10](#)), technology user surveys ([F.5.11](#)), and robust instructional program reviews ([F.5.12](#)) and student services unit reviews ([F.5.13](#)) to ensure that learning and other support services are delivered equitably and comparably to all students, regardless of mode of delivery. Support services and their review and assessment processes are discussed in more detail in Sections II.B.1 and II.C.1.

The college has no formal distance education programs but requires students to log in to Canvas with their unique credentials for all distance education classes. Student photos, when available, are uploaded into Canvas, enabling instructors to verify identity in synchronous online classes. Students may also opt-in to two-factor authentication. Proctorio is available for test proctoring. These practices are consistent with Higher Learning Commission guidelines for verification of student identity in distance education ([F.5.14](#)).

The institution maintains a robust technology infrastructure that is sufficient to maintain and sustain online education at the college. The college develops its technology master plan through an inclusive district-wide planning process designed to meet the needs of the college in the short and long terms ([F.5.15](#)) and provides sufficient institutional funding ([F.5.16](#)) to refresh technology on a regular basis ([F.5.17](#)). The IVC Technology Services Help Desk ([F.5.18](#)) offers technical support for students ([F.5.19](#)), faculty, and staff ([F.5.20](#)). The

technology infrastructure is described in more detail in Section III.C.1.

The college provides a wide selection of online course offerings to its students and has established a sound ecosystem of online student and faculty support services to ensure the quality, integrity, and continuity of online learning. College policies governing online and distance education are consistent with federal, state, and ACCJC standards for delivery of high-quality distance education that includes regular and substantive contact between the instructor and students. The college is committed to continuous quality improvement in online instruction and services through robust program and administrative unit review processes, completion teams, and institutional research.

## **F.6 Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

### **Informal Complaint Procedures**

The District has established designated officers who are charged with receiving complaints and coordinating their investigation. The designated officer will explain the rights and options available to the individual bringing charges of unlawful discrimination or harassment as per District policies; Administrative Regulation 3433: Sexual Harassment Complaints Under Title IX ([F.6.1](#)), Administrative Regulation 3540: Sexual and Other Assaults on Campus ([F.6.2](#)), Administrative Regulation 3430: Harassment and Discrimination Prevention and Complaint Procedures ([F.6.3](#)), Board Policy 3430: Unlawful Harassment and Discrimination Prevention Complaints ([F.6.4](#)), Board Policy 3433: Sexual Harassment Prevention and Complaints Under Title IX ([F.6.5](#)), and Board Policy 3540: Sexual and Other Related Assaults on Campus ([F.6.6](#)). Policy information may also be found online at the following sources:

- IVC Catalog and Student Handbook: <https://catalog.ivc.edu>
- IVC website: <https://www.ivc.edu/title-ix/procedures>
- SOCCCD website: <https://www.socccd.edu/why-socccd/diversity-equity-inclusion-accessibility/title-ix-information>

In cases of simple misunderstandings or the decision of the individual to not file a formal complaint, the individual may elect to pursue an informal resolution process. The informal process is not a prerequisite for filing a formal complaint.

In addition to any other complaint, an individual who feels they have been subjected to sexual assault may file a complaint with the police department.

Individuals who believe they have been subjected to unlawful discrimination, including harassment, may report complaints to the designated officer for Irvine Valley College:

Vice President for Student Services  
Irvine Valley College

5500 Irvine Center Drive  
Irvine, California 92618  
949-451-5214

Failure to report harassment impedes the District's ability to stop the behavior therefore, the District strongly encourages students and staff who believe they are being harassed to file complaints in a timely manner (within 30 days of the alleged incident). Any complaint not involving employment may be made orally or in writing within one year of the date of the alleged discrimination or harassment ([F.6.3](#))

### **Formal Complaint Procedures**

If an informal process does not resolve the matter and/or formal charges are pursued, formal complaints of unlawful discrimination or harassment must be filed in writing on a form prescribed by the District.

Approved complaint forms are available from any one of the following sources:

The Office of the Vice President for Student Services  
Irvine Valley College  
5500 Irvine Center Drive  
Irvine, California 92618  
949-451-5214

The Office of the Director of Human Resources  
South Orange County Community College District  
28000 Marguerite Parkway  
Mission Viejo, California 92692  
949-582-4348 or 949-582-4850

- SOCCCD website ([F.6.7](#)): <https://www.socccd.edu/sites/default/files/2023-01/UnlawfulDiscriminationComplaintFormFillableREV.1-05-17.pdf>
- SOCCCD website ([F.6.8](#)): [https://www.socccd.edu/sites/default/files/2023-01/x\\_discrimcomplaintform-ada.pdf](https://www.socccd.edu/sites/default/files/2023-01/x_discrimcomplaintform-ada.pdf)

Upon receiving a formal written complaint, the District will determine whether the complaint has met the necessary requirements, which include but are not limited to whether the complaint was filed in a timely manner, whether it was filed on an appropriate form, and

whether it alleges unlawful discrimination as stipulated in Title 5, section 59300. The District will investigate properly filed complaints according to procedures prescribed in the appropriate board policy for the complaint. The District will complete its investigation within 90 days of receiving the complaint and report its administrative determination. The District must provide written notice to both the complainant and the state chancellor of probable cause to sustain the charges raised in the complaint; a description of the action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and the complainant's right to appeal to the District and the state chancellor as per District policies. Student complaint files are held for seven years and are stored securely on Maxient.

Students may also file a complaint with the Office of Civil Rights of the U.S. Department of Education (OCR), as advertised on the IVC website: <https://www.ivc.edu/title-ix/reporting>

## **F.7 Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

Irvine Valley College's accreditation status is found on the *Introduction to IVC* page of the 2023-2024 college catalog ([F.7.1](#)), the mission and vision statements, and the institutional learning outcomes are located on the *About IVC* page of the college catalog ([F.7.2](#)).

In accordance with Board Policy 5010 - Admissions ([F.7.3](#)) and Administrative Regulation 5010 ([F.7.4](#)), the District does not restrict admission to residents of the District, nor does it restrict the privilege of district residents to attend any other community college. Non-California residents are accepted on the same basis as California resident students, except that state regulations require these students to be assessed adjusted tuition ([F.7.5](#)).

Students eligible for regular admission to the colleges must be 18 years of age or older or possess a high school diploma, GED, Certificate of Proficiency or the equivalent. In addition, any apprentice as defined in the Labor Code, or any other person who is over 18 years of age and capable of benefitting from instruction offered at the College, may be admitted.

Previously enrolled students not enrolled for a sufficient duration (more than two semesters) to receive a grade or non-evaluative symbol on their transcript at either Irvine Valley College or Saddleback College must file a new admission application in a subsequent term.

The College accurately reports the official college name, address, telephone number and web links on the About IVC page of the 2023-2024 Irvine Valley College Catalog ([F.7.6](#)). A link to the interactive campus map can also be found on the About IVC page ([F.7.7](#)).

## **F.8 Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

Irvine Valley College's Office of Financial Aid keeps loan default rates at an acceptably low level and also complies with program responsibilities defined by the U.S. Department of Education ([F.8.1](#)). Programs funded by the federal government include Pell Grants, SEOG Grants, Federal Work Study programs, and Direct Subsidized Loan and Direct Unsubsidized Loan programs.

Irvine Valley College complies with Title IV of the Higher Education Act through comprehensive financial aid services to students. Upon receiving a Direct Loan at the College, all students are required to complete a Direct Loan Master Promissory Note (MPN) and entrance counseling. Entrance counseling helps students understand the implications associated with taking out a federal student loan. These policies and processes are regularly updated as needed to remain current and compliant with Title IV and State Student Eligibility Requirements and Policies ([F.8.2](#)).

As part of the College's independent audit process, the College's financial aid program is evaluated on an annual basis. The audit process includes an assessment of the College's compliance with federal Title IV regulations and requirements. The College submits the results of its annual Federal Single Audit to the USDE each year.

The College has maintained loan default rates at an acceptable level while complying with the responsibilities defined by the U.S. Department of Education. The College's three-year default rate on student loans in Fiscal Year 2018 was 9.3 percent, well below the requirement established by California (<15.5 percent) as well as the federal requirement (<30 percent) ([F.8.3](#)). The College has not had any actions taken against it due to non-compliance with Title IV regulations.

For the three most recent years for which data are available ([F.8.1](#)), the student loan default rates among IVC alumni are as follows:: 2016, 8.3 percent; 2017, 10.6 percent.; 2018, 9.3 percent.

## **Evidence List**

F.1.1: [DMM AOWG description](#)

F.1.2: [IVC Accreditation Webpage](#)

F.1.3: [IVC TownHall ISER 03292023](#)

F.1.4: [Public Feedback From for IVC ISER](#)

F.2.1: [IEC Charge Sheet](#)

F.3.1: [Catalog- Earning a Degree](#)

[F.3.2: AR 4100 Graduation Requirements for Degrees & Certs](#)  
[F.3.3: ACCJC Policy-on-Credit-Hour-Clock-Hour-and-Academic-Year](#)  
[F.3.4: Admission, Registration and Fees -Landing Page - 2022-2023 Catalog Addendum 9.15.2022](#)  
[F.3.5: PCAH Credit Hour Calculations](#)  
[F.3.6: CCCCCO Hours and Units](#)  
[F.4.1: F.4.1 Credit for Prior Learning - Irvine Valley College - Acalog ACMS](#)  
[F.4.2: F.4.2 4235-BP Credit for Prior Learning 11.16.20](#)  
[F.4.3: F.4.3 4235-AR Credit for Prior Learning 11.05.20](#)  
[F.4.4: F.4.4 Credit for Prior Learning - Irvine Valley College - Acalog ACMS - Copy](#)  
[F.5.1: IVC 22-23 Modalities](#)  
[F.5.2: IVC OE Faculty Handbook-2021-22](#)  
[F.5.3: Online Ed Committee Chargesheet](#)  
[F.5.4: Curriculum Committee Charge](#)  
[F.5.5: IVC 22-23 Modalities](#)  
[F.5.6: AR 4105 Distance Education](#)  
[F.5.7: ACCJC Policy-on-Distance-and-on-Correspondence-Education](#)  
[F.5.8: Online Education Proposal Form for Courses](#)  
[F.5.9: IVC OE Faculty Handbook-2021-22](#)  
[F.5.10: IVC Support Centers Completion Team Inquiry Action Process](#)  
[F.5.11: Technology Services Survey Form Submissions Feedback](#)  
[F.5.12: IVC Instructional Program Review 2022-2023 Template](#)  
[F.5.13: IVC Student Services Program Review Template](#)  
[F.5.14: Higher Education Council Verification of Student Identity and Protection of Student Privacy \(FDCR.A.10.050\) Policies](#)  
[F.5.15: SOCCCD Districtwide Technology Strategic Master Plan & IVC Technology Master Plan](#)  
[F.5.16: List of Major Technology Initiatives](#)  
[F.5.17: Technology Refresh SOCCCD IVC Baseline Budget](#)  
[F.5.18: Homepage Technology Services](#)  
[F.5.19: Student Help Technology Services](#)  
[F.5.20: Faculty & Staff Help Technology Services](#)  
[F.6.1: F.6.1-3433-AR Sexual Harassment Prevention and Complaints Under Title IX 2.15.23](#)  
[F.6.2: F.6.2-3540-AR Sexual and Other Related Assaults on Campus](#)  
[F.6.3: F.6.3-3430-AR Unlawful Harassment and Discrimination Prevention and Complaints 2.15.23](#)  
[F.6.4: F.6.4-3433-BP Sexual Harassment Complaints Under Title IX](#)  
[F.6.5: F.6.5-3540-BP Sexual and Other Related Assaults on Campus](#)  
[F.6.6: F.6.6-3430-BP Unlawful Harassment and Discrimination Prevention and Complaints](#)  
[F.6.3: F.6.3-3430-AR Unlawful Harassment and Discrimination Prevention and Complaints](#)



### 2.15.23

F.6.7: [F.6.7-Unlawful Discrimination Complaint Form Fillable REV.1-05-17](#)

F.6.8: [F.6.8-Community College Unlawful Discrimination Complaint Form](#)

F.7.1: [F.7.1 accreditation status](#)

F.7.2: [F.7 Learning Outcomes Mission-Vision-Statement](#)

F.7.3: [F.7.3-5010-BP Admissions](#)

F.7.4: [F.7.4 -5010-AR Admissions](#)

F.7.5: [F.7.5 Admission, Registration and Fees](#)

F.7.6: [About IVC](#)

F.7.7: [Getting to Campus Irvine Valley College](#)

F.8.1: [School Default Rates](#)

F.8.2: [School Default Rates](#)

F.8.3: [Loan Default USDE](#)

F.8.1: [School Default Rates](#)



# INSTITUTIONAL ANALYSIS

## G. INSTITUTIONAL ANALYSIS

### Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Irvine Valley College (IVC) demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### I.A MISSION

**I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

#### Evidence of Meeting the Standard

The vision, mission, and goals of Irvine Valley College (IVC) ([I.A.1.1](#)) are central to the College's work and cover the broad educational purposes of career education, transfer programs, lifelong learning, and further education. In accordance with its mission, IVC serves a diverse student body (race and ethnicity, socio-economic status, age, and educational experience), including international students.

Students at IVC can select from 172 certificates and degrees ([I.A.1.2](#)) and enroll in credit, noncredit, and community education courses that are offered online, hybrid, or in person. Academic and career trajectories are organized into 11 pathways or interest areas, which lead to degrees, transfers, and jobs in the labor market ([I.A.1.3](#)). The College offers a wide range of student support services spanning counseling, multiple special population programs, safety and wellness centers, and several student success centers ([I.A.1.4](#)) to help students achieve their educational goals.

IVC's commitment to diversity and equity is clearly represented in its mission and its status; it was federally designated as a minority-serving institution in 2015 ([I.A.1.5](#)) and again in 2022 ([I.A.1.6](#)). In addition, a special advisory group to the president ([I.A.1.7](#)) coordinates all activities on campus related to diversity, equity, inclusion, and accessibility (DEIA).

## Analysis and Evaluation

The College meets the Standard by demonstrating a strong commitment to a mission that emphasizes a diverse student body with differing needs and educational goals. IVC is committed to its stated mission of equity, inclusion, access, and academic success of its students through a robust offering of student services and academic programs.

**I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

### Evidence of Meeting the Standard

The College's mission is operationalized in the College's long-term strategic plan ([I.A.2.1](#)), which includes specific goals and objectives aimed at directing institutional priorities in meeting the educational needs of students. The College Council reviews progress towards the strategic plan goals each year during its annual retreat ([I.A.2.2](#), [I.A.2.3](#), [I.A.2.4](#), [I.A.2.5](#)). This involves reviewing data on long-term outcomes such as degrees, certificates, transfers, and employment, as well as short-term outcomes such as fall-to-spring retention, fall-to-fall retention, and completion of transfer-level math and English ([I.A.2.6](#)). The strategic plan goals are ensured institutional priority through the itemization of specific action steps associated with each goal, and alignment of resources ([I.A.2.7](#)).

The College-level mission flows downstream to each academic department to ensure every department is supporting the College's mission. Each department also uses data on short-term and long-term outcomes specific to its own department to justify for resources the department needs in the resource allocation process, ensuring each department plays a role in accomplishing the College's mission ([I.A.2.8](#)).

Additionally, the District periodically conducts external environmental scans to aggregate and analyze key demographic, workforce, and community indicators so this information can be used in the college planning process and mission review process ([I.A.2.9](#)).

Students are regularly asked for input and feedback as to whether the College is meeting the educational needs of the students through a variety of internal ([I.A.2.10](#), [I.A.2.11](#)) and external ([I.A.2.12](#), [I.A.2.13](#)) satisfaction surveys. At the time of this writing, one external survey in fall 2022 (HEDS) and an internal survey in spring 2023 were administered or scheduled to be administered with pending results.

## Analysis and Evaluation

The College meets the Standard by regularly reviewing the progress towards achieving its strategic goals and mission with clearly defined and operationalized metrics and indicators. The

College seeks out regular student input about if it meets students' educational goals and expectations. Strategic goals are also broken down into individual departments through a very robust program review process, which links strategic planning with budget and funding decisions.

**I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

### **Evidence of Meeting the Standard**

The Irvine Valley College (IVC) mission supports and aligns with the District mission ([I.A.3.1](#)), as well as the mission of the California Community Colleges of "putting students first" ([I.A.3.2](#)). Published in the IVC Planning and Decision-Making Manual ([I.A.3.3](#)), the mission guides the College's decision-making, planning, and resource allocation processes. To achieve IVC's mission, the 2020-2025 Strategic Plan serves as the cornerstone of IVC's planning process ([I.A.3.4](#)). All other college plans align with this plan and with the College's mission, including the Educational Master Plan ([I.A.3.5](#)), Facilities Master Plan ([I.A.3.6](#)), Technology Master Plan ([I.A.3.7](#)), and the Student Equity Plan ([I.A.3.8](#)). The college mission therefore drives the strategic plans, which lead to direct action steps.

The College's resource allocation process also supports the college mission through a mandatory linkage between resource requests and program reviews. Indeed, program reviews and administrative unit reviews serve as the primary source for planning and resource development ([I.A.3.9](#)). Each program or unit review is required to articulate goals and needs that align with strategic plans and the mission of the College. In each department's comprehensive program review, faculty development needs and requests for resources are stated towards the end, as each department looks forward in how it should evolve to successfully support the students, their success, and ultimately the College's stated mission ([I.A.3.10](#)).

### **Analysis and Evaluation**

The College meets the Standard by having a robust system of operationalizing its mission statement through strategic plans that guide individual programs and their review of student learning and achievement. All resource requests need to provide evidence for their need through this process of completing program or unit reviews and linking individual program goals to the College's strategic goals and the overall mission.



**I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

### **Evidence of Meeting the Standard**

The South Orange County Community College District (SOCCCD) and Irvine Valley College (IVC) adopt separate institutional mission and vision statements that are reviewed annually and revised as needed. The IVC mission statement was most recently modified and approved at the College Council retreat in 2020 ([I.A.4.1](#)) and approved by the Board of Trustees ([I.A.4.2](#)). The IVC mission statement is publicly posted on the website under the “About IVC” section, which also includes the vision statement and the strategic plan goals ([I.A.4.3](#)). The mission statement is also published in the college catalog ([I.A.4.4](#)) and the College Decision Making Manual ([I.A.4.5](#)).

IVC reviews the mission statement annually at its College Council retreat which was formerly names the Strategic Planning and Accreditation Council (SPAC) ([I.A.4.6](#), [I.A.4.7](#), [I.A.4.8](#), [I.A.4.9](#)). The board reviews and approves the College’s mission statement periodically as changes are made to the existing mission statement ([I.A.4.2](#)).

### **Conclusions on Standard I.A: Mission**

IVC has an appropriate mission and uses data, surveys, and feedback from constituency groups to determine if it meets and accomplishes the mission and the educational needs of the students. The mission, in combination with the underlying strategic plan, guides the decision-making and planning of the College. The mission is reviewed annually and updated as necessary.

### **Improvement Plans**

None

### **Evidence List**

- I.A.1.1: [Mission on Website](#)
- I.A.1.2: [List of Programs](#)
- I.A.1.3: [IVC Interest Areas](#)
- I.A.1.4: [Search Support & Find Help](#)
- I.A.1.5: [AANAPISI Grant Notification 20160315](#)
- I.A.1.6: [AANAPISI Grant Notification 20221004](#)



I.A.1.7: [Charge Sheet - President's Advisory Council on DEI](#)  
I.A.2.1: [IVC Strategic Plan 2020-2025](#)  
I.A.2.2: [SPAC retreat Minutes 2018](#)  
I.A.2.3: [SPAC retreat Minutes 2019](#)  
I.A.2.4: [SPAC retreat minutes 2020](#)  
I.A.2.5: [College Council retreat Minutes 2021](#)  
I.A.2.6: [Strategic Plan Indicators Dashboard](#)  
I.A.2.7: [IVC Strategic Plan 2020-2025 with Action Steps 06212021](#)  
I.A.2.8: [IVC Instructional Program Review 2022-2023-template](#)  
I.A.2.9: [Ed Master Plan - IrvineValleyCollegeEMP FINAL JUNE2020](#)  
I.A.2.10: [Student Satisfaction Survey Fall 2017](#)  
I.A.2.11: [Student Satisfaction Survey Spring 2020](#)  
I.A.2.12: [CCSSE Student Survey Spring 2018](#)  
I.A.2.13: [RISC Student Survey Fall 2021](#)  
I.A.3.1: [SOCCCDMissionVisionGoals](#)  
I.A.3.2: [About Us - California Community Colleges Chancellor's Office](#)  
I.A.3.3: [IVC Student Equity Plan 2022-2025](#)  
I.A.3.4: [IVC Strategic Plan 2020-2025 7172020](#)  
I.A.3.5: [Ed Master Plan - IrvineValleyCollegeEMP FINAL JUNE2020](#)  
I.A.3.6: [Facilities Master Plan 2020 - FinalSOCCCD2020FacilitiesMasterPlan\\_FMP](#)  
I.A.3.7: [Districtwide Technology Masterplan 2022-2032](#)  
I.A.3.8: [IVC Student Equity Plan 2022-2025](#)  
I.A.3.9: [IVC Comprehensive Budget Development Process](#)  
I.A.3.10: [IVC Instructional Program Review 2022-2023-template](#)  
I.A.4.1: [Approval of New Mission - SPAC Retreat 06 17 2020](#)  
I.A.4.2: [Board Review of Mission - Board Meeting 10-19-2020 Exh 7.1](#)  
I.A.4.3: [Mission on Website](#)  
I.A.4.4: [Introduction to IVC - College Catalog](#)  
I.A.4.5: [Decision-Making Manual p.4](#)  
I.A.4.6: [SPAC Retreat Minutes 2018](#)  
I.A.4.7: [SPAC retreat Minutes 2019](#)  
I.A.4.8: [SPAC retreat minutes 2020](#)  
I.A.4.9: [College Council Retreat Minutes 2021](#)

## **I.B ENSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS**

**I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

### **Evidence of Meeting the Standard**

The College continually reviews and has dialogue on topics of student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement at the highest shared governance representative group, College Council, and at the various underlaying councils and committees within the governance structure. Yearly, the College Council reviews the College's strategic plan ([I.B.1.1](#)) checking on the progress of the various goals related to outcomes, equity, quality, effectiveness, and continuous improvement ([I.B.1.2](#)). Student success and equity is regularly discussed at the Student Success and Equity Council (SSEC), one of the four main recommending bodies to College Council. Minutes of the SSEC meetings are available on the College's intranet; here is an example of the meeting minutes and number of meetings held each year ([I.B.1.3](#)).

In addition to the work of SSEC, student equity data is viewed and discussed during professional development activities revolving around Student Learning Outcomes (SLOs) and Program Review ([I.B.1.4](#) and [I.B.1.5](#)). Institutional effectiveness is regularly discussed at the Institutional Effectiveness Council (IEC), another one of the four main recommending bodies to College Council. Minutes of the IEC meetings are available on the College's intranet; here is an example of the meeting minutes and number of meetings held each year ([I.B.1.6](#)). The Student Learning Outcomes Committee (SLOC) regularly meets with representation from across campus where substantive and collegial dialogue on SLOs occurs. Minutes of the SLOC meetings are available on the College's intranet; an example of the meeting minutes and number of meetings held each year is presented here ([I.B.1.7](#)). Additional discussion on using SLO data for continuous improvement of student learning and achievement occurs at individual school meetings. A list of visits from the SLO coordinator to individual school meetings in fall 2021 and a sample of the presentations given at those meetings is linked here ([I.B.1.8](#)).

### **Analysis and Evaluation**

The College meets the Standard by regularly discussing and evaluating student learning outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement through the college governance structure (College Council, Student Success and Equity Council, Institutional Effectiveness Council, Student Learning Outcomes Committee),

covering multiple academic disciplines and representing all constituency groups around campus.

**I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

**Evidence of Meeting the Standard**

The College defines student learning outcomes (SLOs) for all instructional programs as documented in the college catalog ([I.B.2.1](#)) and in the META curriculum system ([I.B.2.2](#)). Instructional programs assess their program student learning outcomes (PSLOs) during their comprehensive program review process ([I.B.2.3](#)), which every instructional program completes every six years. An example of a program performing PSLO analysis in their comprehensive program review is the psychology program review linked here ([I.B.2.4](#)). The instructional program reviews are themselves reviewed by the College's Institutional Effectiveness Council (IEC) to ensure all sections of the review are properly addressed ([I.B.2.5](#), [I.B.2.6](#)). Any relevant updates to PSLO analysis between comprehensive program reviews may also be documented in the annual program review update ([I.B.2.7](#)).

Student services learning outcomes are defined and assessed during the student services program review process ([I.B.2.8](#)). An example of a student services program performing PSLO analysis in their comprehensive program review is the outreach program review linked here ([I.B.2.9](#)). Student services program reviews are also reviewed by the College's Institutional Effectiveness Council, using the same process as the instructional program reviews ([I.B.2.10](#)).

**Analysis and Evaluation**

The College meets the Standard by defining program-level student learning outcomes for instructional programs in the college catalog and assessing student learning outcomes for all instructional programs through the program review process. Program student learning outcomes are reviewed in the Institutional Effectiveness Council. Student services learning outcomes are defined and assessed during the student services program review process. Student services program reviews are also reviewed in the Institutional Effectiveness Council.

**I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

**Evidence of Meeting the Standard**

Institution-set standards are established via the College's strategic planning process ([I.B.3.1](#)),

namely the targets set for each metric in alignment with the College's strategic plan ([I.B.3.2](#)). The targets and progress towards meeting them are publicly posted on the district website as a dashboard ([I.B.3.3](#)) and reviewed annually during the College Council retreat.

In addition, the Institutional Effectiveness Council (IEC) is charged with institution-set standards oversight at the College as they relate to the ACCJC Annual Report ([I.B.3.4](#)). The Annual Report requires institutions to set a floor (Institution Set Standard) and aspirational goals for several defined metrics (course success, completion, and transfer. Please see Section B23 for more information). The institution-set standards are reviewed each year in the context of the ACCJC Annual Report (example: [I.B.3.5](#), [I.B.3.6](#)). The results are communicated at both IEC and College Council, and moreover are published on the councils' internal webpage ([I.B.3.7](#)).

## Analysis and Evaluation

The College meets the Standard by having established institution-set standards and defined targets for the Strategic Plan. The institution-set standards are reviewed annually in the context of the ACCJC Annual Report, and the targets for the strategic plan are reviewed annually during the College Council retreat. Results are posted via agenda and minutes on the College's internal webpage.

### **I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

## Evidence of Meeting the Standard

The College has a robust Office of Research, Planning and Accreditation (ORPA) that not only provides ample assessment data for strategic planning to all committees, participatory governance and departments, but also has cultivated a culture of data where individuals are trained and empowered to run their own data sets to support student learning and achievement. This may occur at the individual faculty level, to look at grade distribution and their own disaggregated completion data by student demographic to identify equity gaps, or it may be used by department chairs or Guided Pathways Completion Teams to look at department or program-level outcome data (ESL example: [I.B.4.1](#)). Data on both Tableau dashboards ([I.B.4.2](#)) and the inForm data warehouse on InsideIVC are used for enrollment management and class schedule planning. For example, each Instructional Council meeting led by the Vice President for Instruction for all of the faculty department chairs, deans, and classified senior administrative assistants is grounded in research and includes data on COVID rates, enrollment, SLOs, and emerging research reports ([I.B.4.3](#)). ORPA conducts training on new data tools at school meetings, as well as for the campus community during Professional Development Week or Instructional Council ([I.B.4.4](#)).

The College further utilizes data in its Program Reviews, both student services and instructional ([I.B.4.5](#)), under the supervision of the Institutional Effectiveness Council (IEC, [I.B.4.6](#)). Data also guides the College's institutional focus for areas of need, such as its Student Equity Plan, its implementation of a federal AANAPISI (Asian American and Native American Pacific Islander-Serving Institutions) AANAPISI grant ([I.B.4.7](#)), and the development of student success programs such as Puente ([I.B.4.8](#)). And while student learning outcomes (SLO) are specified in greater detail elsewhere, it should be noted that their data is discussed in both department and school meetings ([I.B.4.9](#)) to ensure that the feedback from the SLO outcome data is integrated into future practices ([I.B.4.10](#)). Finally, in all major strategic planning documents (such as the College's Educational Master Plan [I.B.4.11](#)), data is effectively used to guide recommendations to support student learning and achievement.

## Analysis and Evaluation

The College meets the Standard through having effective institutional processes in place to collect, analyze, communicate, and implement recommendations on its assessment data to support student learning and achievement. Our ORPA has data dashboards readily available to analyze data at the individual faculty, program, or college level. Data is effectively utilized at all levels—program review, strategic plans, student placement, SLOs, development of new programs, and more. Data is shared out and evaluated through the committees and participatory governance processes as well as in all-campus events, and is published on websites available to all employees.

**I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

## Evidence of Meeting the Standard

The College assesses its mission through a comprehensive program review and evaluation process. As required by Administrative Regulation (AR) 4020 ([I.B.5.1](#)), all instructional programs, both credit and noncredit, must undergo program review to ensure progress toward and achievement of established objectives.

Starting in 2016, the Institutional Effectiveness Council (IEC), which is charged with overseeing program reviews, embarked on a complete revise and update to the academic program review requirements, content, and process. This revise was seen as necessary to make the review more useful for faculty, the students in the program, as well as the College to get a better sense of strengths and needs of individual programs. The revise also emphasized a focus on program outcomes and disaggregation of outcomes. Starting in 2019, three academic programs piloted ([I.B.5.2](#)) the new template, which was adopted the following year for all

academic programs by the Academic Senate ([I.B.5.3](#)). The current template (sample for Chemistry: [I.B.5.4](#)) is a comprehensive review of a program with clearly identified goals and their alignment to the College's mission ([I.B.5.4, Section C](#)), student achievement (Sections [I.B.5.4, Sections D.1 – D.6](#)), and student learning outcomes ([I.B.5.4, Section D.7](#)). Data are disaggregated throughout the document but also have a specific section addressing equity gaps by different student groups ([I.B.5.4, Section D.9](#)). Additional disaggregations are available in the detailed program review data reports by course ([I.B.5.5](#)) and by modality or instruction method ([I.B.5.6](#)). An internal program review dashboard also provides an interactive alternative with multiple student disaggregation options ([I.B.5.7](#)). Disaggregation options include student characteristics such as gender, ethnicity/race, first generation status, foster youth, military/veteran status, age, and special populations (e.g. DSPS, EOPS, or Promise Program). This level of detail and disaggregation allows for faculty and departments to adjust strategies and activities in the classrooms to improve student learning and achievements.

Each year, the Office of Research, Planning and Accreditation publishes and repopulates templates with updated data for each academic program ([I.B.5.8](#)). Programs undergoing the six-year comprehensive review use the template to complete their review according to an established timeline ([I.B.5.4](#)) and schedule ([I.B.5.9](#)). All other programs complete an annual update, which includes prompts related to student learning outcomes (question 5), goals, and objectives (questions 3 and 13) ([I.B.5.10](#)).

Student services programs undergo a similar process, which was also recently revised. The new program review (sample for Matriculation: [I.B.5.11](#)) includes sections on program goals ([I.B.5.11, Section C](#)), services outcomes ([I.B.5.11, Section D](#)), and program demographics and achievement data ([I.B.5.11, Section E](#)). This last section includes over 20 different disaggregations within the program as well as across the institution to see if a program meets the intended student group for the program ([I.B.5.12](#)). With the significant changes in the new program review template, all student services programs completed the new process in fall 2022, with a requirement to complete annual updates and comprehensive reviews every five years ([I.B.5.13](#)).

## **Analysis and Evaluation**

The College meets the Standard by having a robust and comprehensive program review process. Newly revised, the review includes an evaluation of achieving program and college goals and objectives, a section on student learning outcomes and achievement, and a student equity section. Data report and dashboards provide additional disaggregations by modality, course, and student demographics.



**I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

### **Evidence of Meeting the Standard**

The College regularly disaggregates and analyzes learning outcomes and achievement for subpopulations of students through two processes: the program review process and the student learning outcomes (SLO) evaluation process. The program review template for all instructional programs ([I.B.6.1](#)) includes a section where student completion data is disaggregated, specifically looking at disproportionately impacted subgroups across the College. Programs are then asked to reflect on strategies to address any identified gaps in completion. An example of a program looking at equity data is seen in the chemistry program review document from 2019-2020 ([I.B.6.2](#)). Where achievement gaps are identified, programs can look at similar programs at other colleges for ideas on how to close the achievement gaps ([I.B.6.3](#)), and can request resources to help close the achievement gaps ([I.B.6.4](#)). Updates on strategies implemented to close achievement gaps may be discussed in subsequent program reviews, or in the annual program review update ([I.B.6.5](#)).

In addition to program review, the College's SLO process also encourages a critical evaluation of learning outcomes for subpopulations of students. SLO data collected through the College's learning management system, Canvas, is collected and disaggregated on a Tableau dashboard available to all faculty ([I.B.6.6](#)). This disaggregated data is then analyzed by faculty in individual programs and reported on using the SLO reporting function developed at IVC ([I.B.6.7](#)). An example of an entry to the SLO form where disaggregated data is used and a course of action is suggested based on the data is linked here ([I.B.6.8](#)). This individual course-level SLO data may then inform the program student learning outcome analysis done during the program review process.

The College supports this work with disaggregated student data by requiring all resource requests to include evidence of the need for the resource in the program review according to the College's budget development process ([I.B.6.9](#)).

### **Analysis and Evaluation**

The College meets the Standard by disaggregating and analyzing learning outcomes and achievement of subpopulations of students through the process of program review and student learning outcome evaluation. Where achievement gaps are identified, programs can request resources to help close those gaps through their resource request section in the program review. These program reviews are a necessary part of the resource request process as outlined in the College's budget development process.

**I.B.7     The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

### **Evidence of Meeting the Standard**

The College relies on the collaborative effort of all stakeholders to regularly develop, implement, evaluate, and revise policies and practices that directly impact academic quality and support the mission of the College. The College's Planning and Decision-Making Manual ([I.B.7.1](#)) outlines the various processes and practices that each planning committee develops and regularly reviews, each of which includes representation and leadership by co-chairs from the Academic Senate. The Institutional Effectiveness Council, for example, oversees the regular evaluation of the program review process ([I.B.7.2](#)).

The College operates within a framework of board policies (BPs) and administrative regulations (ARs) established collegially by the District Board Policy and Administrative Regulation Council (BPARC) ([I.B.7.3](#)) and the College's strategic planning councils. Revisions to BPs and ARs follow a specified process and can be initiated by College and District participatory governance groups ([I.B.7.4](#)).

Through annual council and committee self-evaluation surveys ([I.B.7.5](#)) and the end-of-year chair survey ([I.B.7.6](#)), the College assesses the functions and perceived effectiveness of committees themselves ([I.B.7.7](#)); the purpose of the committee; whether any changes to the committee charge or membership should be considered; and the budget and resource allocation process ([I.B.7.8](#)).

### **Analysis and Evaluation**

The College meets the Standard through its governance and committee structures, which review and improve policies and practices across the institution. These resulting conversations include faculty, staff, and administrators and ensure a transparent process where employees from throughout the College provide input. Based on findings from committee and chair evaluation surveys, the College reviews and improves policies and practices, promoting campus wide dialogue that ultimately improves processes to support student achievement.

**I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

### **Evidence of Meeting the Standard**

The College has a robust governance structure whereby committees, the Academic Senate and the Classified Senate, and their constituents share out the results of the College's assessment and evaluation activities. For example, the Institutional Effectiveness Council (IEC) is the primary participatory/shared governance body that reads and provides feedback to program and unit reviews, which are the primary assessment and evaluation documents for every program or unit at the College. Members of IEC (instructional faculty, administrators, or staff) volunteer to serve as peer reviewers for each program under review, and each reviewer provides feedback to the review authors ([I.B.8.1](#)). Reviewers discuss their feedback and recommendation to accept or send back the review to the authors for revision at IEC meetings ([I.B.8.2](#)). All review documents are housed on the internal IEC site and are accessible by all employees ([I.B.8.3](#)).

In addition to the IEC program review documents, the Office of Research, Planning and Accreditation (ORPA) also maintains data dashboards and research reports that are accessible by the entire campus ([I.B.8.4](#), [I.B.8.5](#)). Examples include tracking the progress on different student outcomes; the College's Throughput Dashboard, which informs the campus on the progress of remedial education reform efforts; and the Program Review Dashboard, which informs each academic unit on progress towards both short-term and long-term outcomes ([I.B.8.6](#)). All dashboards include multiple options for disaggregations to evaluate progress towards closing equity gaps and to provide instruction and services tailored to the individual needs to students.

Finally, major findings are shared broadly at the College's Professional Development Week each semester. For example, progress and opportunities on AB 705 (remedial education reform) implementation were presented at a session in fall 2021 ([I.B.8.7](#)), and findings on removing gatekeeper or barrier courses were shared at a session in fall 2020 ([I.B.8.8](#)).

### **Analysis and Evaluation**

The College meets the Standard through its governance and committee structures, which broadly communicate the results of all their assessments and evaluation activities. Therefore, the College has a shared understanding of its strengths and areas for growth to inform how it sets future priorities. These reports are shared out both through committees which hold representation from all employee groups and students (IEC, for example), as well as through all-College Professional Development Week presentations and reports published through ORPA.

**I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

### **Evidence of Meeting the Standard**

Irvine Valley College uses a comprehensive program review process with annual updates and a six-year comprehensive cycle. The annual and comprehensive review have specific sections that align the review and the program goals with the IVC strategic plan. Each program review contains a section (Section 16) for resource requests, including, human, physical, technology, and financial resources that are supported by the prior analysis of data trends and program outcomes ([I.B.9.1](#)). The program review process is described in more detail in Appendix B, Timeline and Checklist, of the program review template ([I.B.9.1](#), page 35).

The College's resource allocation process also supports the college mission through a mandatory linkage between resource requests and program reviews. Indeed, program reviews and administrative unit reviews serve as the primary source for planning and resource development ([I.B.9.2](#)). Each program or unit review is required to articulate goals and needs that align with strategic plans and the mission of the College ([I.B.9.3](#)). The strategic plan includes long-term outcomes such as degrees, certificates, transfers, and employment, as well as short-term outcomes such as fall-to-spring retention, fall-to-fall retention, and completion of transfer-level math and English ([I.B.9.4](#)). This alignment between strategic plan, funding, and program reviews ensures that resource allocations are aligned with the strategic direction of the College and the individual needs of programs and services. The resource request system is described in more detail in III.D.1 and III.D.2.

In addition to the aligned program reviews and resource allocation process, the College annually reviews the budget through its participatory governance structure at College Council ([I.B.9.5](#)), and final budget decisions are posted on the College's intranet ([I.B.9.6](#)). The Strategic Plan is reviewed annually, and a comprehensive review of the plan occurs every five years (with a complete rewrite every ten years). Strategic Planning is described in more detail in I.A.2.

### **Analysis and Evaluation**

The College meets the Standard by having a robust review and funding process that aligns program and unit reviews with strategic goals within the program and the entire college and its students. This process is designed to support the strategic direction and mission of the College.

### **Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness**

The College engages in continuous, broad based, and systematic evaluation and planning.

The College has a very robust and integrated program review process that covers resource requests, student outcomes, student equity, and academic quality. This process supports institutional effectiveness and continuous improvement of student learning and achievement. The College has a sustained, substantive, and collegial dialogue about student learning outcomes, institution-set standards for student achievement, and strategic goals and objectives. The College regularly reviews and evaluates its policies and practices across all areas of the institution.

## **Improvement Plans**

None

## **Evidence List**

- I.B.1.1: [IVC Strategic Plan 2020-2025](#)
- I.B.1.2: [2021-2022 Strategic Plan Year 1 Summary](#)
- I.B.1.3: [SSE Council Meeting History and Sample Minutes](#)
- I.B.1.4: [Fall 2019 Flex Week Program Review Meeting 08 14 2019](#)
- I.B.1.5: [Fall 2021 SLO Flex Meeting 08 17 2021](#)
- I.B.1.6: [IE Council Meeting History and Sample Minutes](#)
- I.B.1.7: [SLO Committee Meeting History and Sample Minutes](#)
- I.B.1.8: [Fall 2021 School Meeting Presentation and List of Meetings 09 24 2021](#)
- I.B.2.1: [IVC 2022-23 Catalog](#)
- I.B.2.2: [IVC - Meta PSLOs](#)
- I.B.2.3: [IVC Instructional Program Review 2022-2023-template](#)
- I.B.2.4: [IVC Psychology Program Review 2019-2020 PSLOs](#)
- I.B.2.5: [IVC IEC Minutes](#)
- I.B.2.6: [IEC Geology Feedback Form](#)
- I.B.2.7: [IVC Annual Program Review Questions](#)
- I.B.2.8: [IVC Student Services Program Review Template](#)
- I.B.2.9: [IVC Outreach Student Services PR](#)
- I.B.2.10: [IEC Minutes 2023-02-07](#)
- I.B.3.1: [College Council retreat Minutes 2021](#)
- I.B.3.2: [IVC Strategic Plan Progress and Targets 2021](#)
- I.B.3.3: [Strategic Plan Indicators Dashboard](#)
- I.B.3.4: [Institution-Set Standards Oversight in IEC Charge Sheet - PDMM 2021-10-13](#)
- I.B.3.5: [Institution-Set Standards Review, ACCJC Annual Report - 2020-0901 IEC Minutes-Approved](#)
- I.B.3.6: [2022-0215 IEC Minutes](#)
- I.B.3.7: [ACCJC Annual Reports - InsideIVC](#)
- I.B.4.1: [Dept using data to make decisions - ESL GSP - CATESOL 2022 V6](#)
- I.B.4.2: [I.B.4.2 -Data Dashboards - ORPA Public Website](#)

I.B.4.3: [Data used in Instructional Council - IC Agenda MAY 02 22](#)  
 I.B.4.4: [Research Office Trainings to faculty - Gatekeeper - Pathways to Equity - Split](#)  
 I.B.4.5: [Data in Program Review Example - ESL - Program Review - Final](#)  
 I.B.4.6: [Program Reviews under IEC - InsideIVC IEC Screenshot](#)  
 I.B.4.7: [AANAPISI Grant Notification 20160315](#)  
 I.B.4.8: [Puente - IVC Strategic Plan 2020-2025 with Action Steps 06212021](#)  
 I.B.4.9: [SLO data discussed - AGENDA HUM Oct 2021](#)  
 I.B.4.10: [SLO data reviewed - ESL SLOs by Course](#)  
 I.B.4.11: [Educ Master Plan - ivc-education-master-plan-board-approved-06222020](#)  
 I.B.5.1: [4020-AR Instructional Program Review](#)  
 I.B.5.2: [Academic Senate Approved PR Pilot Apr 18 2019 Approved Minutes](#)  
 I.B.5.3: [Academic Senate Approval New PR Process Minutes-12-3-2020](#)  
 I.B.5.4: [IVC Instructional Program Review 2022-2023-template](#)  
 I.B.5.5: [Inform Program Review Chemistry by course 20221205](#)  
 I.B.5.6: [Inform Program Review Accounting by modality](#)  
 I.B.5.7: [SS Program Review Dashboard Screenshot](#)  
 I.B.5.8: [2022-2023 Program Review Templates - InsideIVC](#)  
 I.B.5.4: [IVC Instructional Program Review 2022-2023-template](#)  
 I.B.5.9: [Academic Program Reviews Cycle 2017-2024](#)  
 I.B.5.10: [Program Review - Annual Update](#)  
 I.B.5.11: [SS Program Review template Matriculation](#)  
 I.B.5.12: [Student Services Dashboard Screenshot](#)  
 I.B.6.1: [IVC Instructional Program Review 2022-2023-template](#)  
 I.B.6.2: [IVC Chemistry Program Review 2019-2020](#)  
 I.B.6.3: [IVC Chemistry Program Review 2019-2020](#)  
 I.B.6.4: [IVC Chemistry Program Review 2019-2020](#)  
 I.B.6.5: [IVC Annual Program Review Questions](#)  
 I.B.6.6: [IVC SLO Dashboard Detailed View](#)  
 I.B.6.7: [Course SLO Assessment Results Collection Form](#)  
 I.B.6.8: [SLO Course Result Form - Chemistry Spring 2021 Highlight](#)  
 I.B.6.9: [IVC Comprehensive Budget Development Process](#)  
 I.B.7.1: [IVC Planning and Decision-Making Manual](#)  
 I.B.7.2: [IEC Charge Sheet](#)  
 I.B.7.3: [BPARC Committee Composition and Purpose revision 8.26.22](#)  
 I.B.7.4: [BP and AR Flow Chart](#)  
 I.B.7.5: [IVC Annual Council and Committee Survey](#)  
 I.B.7.6: [Committee Self-Eval Survey - BDRPC Agenda 2022 05 04 - InsideIVC BDRPC](#)  
 I.B.7.7: [Committee Survey Results - IVC Council Member Survey Comparison 21-22.pdf - InsideIVC IEC Mtg 2022 09 06](#)  
 I.B.7.8: [Review of charges and policies - BDRPC Minutes 2022-12-7 - InsideIVC BDRPC](#)



- I.B.8.1: [Program Review Feedback - 05.a.i - IEC PR Submission Feedback - Engineering.pdf - InsideIVC IEC Meeting Minutes 2022 05 03](#)
- I.B.8.2: [Program Review Discussion - IEC Minutes 2022 05 03 - InsideIVC IEC Meetings 2022 09 06](#)
- I.B.8.3: [Location of Program Reviews - InsideIVC IEC Screenshot](#)
- I.B.8.4: [Office of Research Reports - InsideIVC Research and Planning](#)
- I.B.8.5: [Research Dashboards - ORPA Public Website](#)
- I.B.8.6: [Research Dashboards - ORPA Public Website](#)
- I.B.8.7: [Research Presentation to Campus - Fall 2021 Irvine Valley College PD Week - InsideIVC Professional Development](#)
- I.B.8.8: [Results Presentation to Campus - Fall 2020 Irvine Valley College PD Week.pdf - InsideIVC Professional Development Shared Documents](#)
- I.B.9.1: [IVC Instructional Program Review 2022-2023-template](#)
- I.B.9.2: [IVC Comprehensive Budget Development Process](#)
- I.B.9.3: [Resource Requests - Planning Documents](#)
- I.B.9.4: [Strategic Plan Indicators Dashboard](#)
- I.B.9.5: [College Council Budget Presentation May 11, 2022](#)
- I.B.9.6: [Funded Resource Requests - InsideIVC BDRPC](#)

## I.C INSTITUTIONAL INTEGRITY

**I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

### Evidence of Meeting the Standard

The College provides clear and accurate information about its mission, institutional learning outcomes, educational programs, student support services, and its accreditation status in its online catalog at <https://catalog.ivc.edu/index.php> and on its website at [www.ivc.edu](http://www.ivc.edu). The Catalog Planning Workgroup meets approximately once per month to ensure the clarity, accuracy, and integrity of information in the catalog, which is reviewed and updated semiannually ([I.C.1.1](#), [I.C.1.2](#)). The academic year catalog is published March 1 and the annual addendum is published on September 15 ([I.C.1.3](#), [I.C.1.4](#)). The college website was thoroughly updated during 2021-2022 and the newly redesigned site was launched in July 2022. Stakeholders across the campus participated in reviewing the clarity and accuracy of website information ([I.C.1.5](#)).

The College mission statement is publicly available on the College website on the About page subsection entitled Vision and Mission ([I.C.1.6](#)) and in the catalog under the section Introduction to IVC ([I.C.1.7](#)).

The College's institutional learning outcomes are publicly available in the catalog under the section heading Introduction to IVC ([I.C.1.8](#)).

Educational programs are publicly available and described in the catalog section entitled Program, Degree and Certificate List and on the college website under Start at IVC, Plan Your Classes, Program Maps ([I.C.1.9](#), [I.C.1.10](#)). Clicking on a specific sample program map in the catalog provides clear, detailed, and accurate program information ([I.C.1.11](#)). In December 2021, as part of the College's Guided Pathways initiative, the College launched the FindYourPath website that allowed students to explore programs, careers, and sample academic plans. In July 2022, as part of a total website redesign, the College fully updated and integrated the FindYourPath information into department and interest area program information ([I.C.1.12](#), [I.C.1.13](#)). The College has assigned a roadmaps lead staff member to ensure the accuracy of program roadmaps on its website.

Student support services are described in several places on the college website, including under the Start at IVC: Admissions Support, Paying for College: Financial Support, and Find Support: Counseling, Academic Help, and Support & Wellness sections of the website ([I.C.1.14](#),

[I.C.1.15](#), [I.C.1.16](#), [I.C.1.17](#), [I.C.1.18](#)).

Accurate information about the College's accreditation status from 2017 to the present is made publicly available on the college website under the About page in the subsection entitled Accreditation ([I.C.1.19](#)) and can also be readily accessed through the search function and A-Z index. Information about the accreditation status of the Paralegal Studies program by the American Bar Association is provided in the college catalog ([I.C.1.20](#)) and on the college website ([I.C.1.21](#)).

## Analysis and Evaluation

The College meets the Standard of ensuring the clarity, accuracy, and integrity of information about its mission, institutional learning outcomes, educational programs, student support services, and accreditation status. The Catalog Planning Workgroup, the Office of Instruction, and the Office of Marketing and Creative Services work in concert with key stakeholders across the College to regularly review, update, and ensure the accuracy of information conveyed in the catalog and on the college website. The college website was thoroughly redesigned in 2022 to clarify the student journey and make accurate information easily accessible to students, the public, faculty, and staff.

**I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)**

## Evidence of Meeting the Standard

IVC provides a publicly accessible online catalog that can be printed on demand ([I.C.2.1](#)). Precision, accuracy, and currency of the catalog are ensured by the Catalog Planning Workgroup, which meets monthly as needed. The workgroup brings together key stakeholders representing the Office of Instruction, Curriculum Committee, Marketing and Creative Services, Admissions and Records, Veterans Services, Financial Aid, Outreach, Counseling, and District IT. Table 6 provides the dates and meeting notes of the Catalog Planning Workgroup for academic year 2021-2022, documenting a robust, regular, and thorough catalog review cycle.

*Table 6 - Catalog Planning Workgroup, 2021-2022*

<i>Date</i>	<i>Meeting Notes</i>
August 23, 2021	<a href="#">I.C.2.2</a>
August 30, 2021	<a href="#">I.C.2.3</a>
October 11, 2021	<a href="#">I.C.2.4</a>

<i>Date</i>	<i>Meeting Notes</i>
January 24, 2022	<a href="#">I.C.2.5</a>
February 14, 2022	<a href="#">I.C.2.6</a>
February 28, 2022	<a href="#">I.C.2.7</a>
March 28, 2022	<a href="#">I.C.2.8</a>
April 25, 2022	<a href="#">I.C.2.9</a>
July 18, 2022	<a href="#">I.C.2.10</a>

The College provides all facts, requirements, policies, and procedures listed in the ACCJC Catalog Requirements in its annual catalog, as shown in Table 7. All cited evidence in the table is from the 2022-2023 catalog addendum, published September 15, 2022. This was the most recent catalog available at the time of this writing.

*Table 7 - Catalog Requirements*

<b>Catalog Requirement 1: General Information</b>	
<i>Specific requirements</i>	<i>Evidence</i>
College name, address, phone, website, mission, academic freedom statement, and institutional learning outcomes	<a href="#">I.C.2.11</a>
Representation of accredited status	<a href="#">I.C.2.12</a>
Academic calendar	<a href="#">I.C.2.13</a>
Program length (units required to complete a program, units in residency)	<a href="#">I.C.2.14</a> ; <a href="#">I.C.2.14a</a>
Student financial aid information	<a href="#">I.C.2.15</a>
Names and degrees of administrators	<a href="#">I.C.2.16</a> ; <a href="#">I.C.2.17</a> ; <a href="#">I.C.2.18</a> ; <a href="#">I.C.2.19</a>
Names and degrees of faculty	<a href="#">I.C.2.20</a> ; <a href="#">I.C.2.21</a> ; <a href="#">I.C.2.22</a> ; <a href="#">I.C.2.23</a>
Names of governing board members	<a href="#">I.C.2.24</a>
List of programs and degrees	<a href="#">I.C.2.25</a>
Student Learning Outcomes for Programs and Degrees	<a href="#">I.C.2.26</a>
Available learning resources	<a href="#">I.C.2.27</a> ; <a href="#">I.C.2.28</a> ; <a href="#">I.C.2.29</a> ; <a href="#">I.C.2.30</a>
<b>Catalog Requirement 2: Requirements</b>	
<i>Specific requirements</i>	<i>Evidence</i>
Admissions; student tuition, fees, and other financial obligations	<a href="#">I.C.2.31</a>
Degrees, certificates, graduation and transfer	<a href="#">I.C.2.32</a> ; <a href="#">I.C.2.33</a> ; <a href="#">I.C.2.34</a>
<b>Catalog Requirement 3: Major Policies and Procedures Affecting Students</b>	
<i>Specific requirements</i>	<i>Evidence</i>
Academic regulations, including Academic Honesty	<a href="#">I.C.2.35</a> ; <a href="#">I.C.2.36</a>
Nondiscrimination	<a href="#">I.C.2.37</a>

<b>Catalog Requirement 1: General Information</b>	
Acceptance of Transfer of Credits	<a href="#">I.C.2.38</a>
Grievance and Complaint Procedures	<a href="#">I.C.2.39</a>
Sexual Harassment	<a href="#">I.C.2.40</a>
Refund of Fees	<a href="#">I.C.2.41</a>
<b>Catalog Requirement 4: Locations of Publications Where Other Policies May Be Found</b>	
<i>Specific requirements</i>	<i>Evidence</i>
Board policies and administrative regulations, student handbook (accessible from Catalog menu)	<a href="#">I.C.2.42</a> ; <a href="#">I.C.2.43</a>

While reviewing this Standard, the College determined that program-level student learning outcomes (PSLOs) in the catalog did not appear alongside each listed degree but were instead listed on the academic department pages. The College is correcting this misplacement by moving PSLOs under each degree, starting with the 2023-2024 catalog published on March 1, 2023 ([I.C.2.44](#); [I.C.2.45](#)).

## Analysis and Evaluation

The College meets the Standard of providing a precise, accurate, and current online catalog that meets all ACCJC Catalog Requirements. The Catalog Planning Workgroup is a cross-functional team of key stakeholders that meets annually during fall, spring, and summer terms to provide robust, regular catalog review, ensuring that catalog information is accurate, thorough, compliant, and accessible.

**I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

## Evidence of Meeting the Standard

Irvine Valley College (IVC) communicates matters of academic quality to its constituencies, including students and the public, on the college website, in the college catalog, and at key constituent meetings. Evaluations of student achievement include the College Profile Student Dashboard on the college website ([I.C.3.1](#)), the Irvine Valley College Fact Sheet on the college website ([I.C.3.2](#)), and the Student Right to Know disclosure in the college catalog ([I.C.3.3](#)). The College posts General Education/Institutional Learning Outcomes ([I.C.3.4](#)) and *Program Level Student Learning Outcomes* ([I.C.3.5](#)) in the catalog and in the SmartSchedule ([I.C.3.6](#)). Course Learning Objectives are available in the SmartSchedule ([I.C.3.7](#)). The College engages in an annual process of assessing student learning outcomes, documenting results, and using

assessment data to inform pedagogy ([I.C.3.8](#), [I.C.3.9](#), [I.C.3.10](#)). Student learning and achievement data, including reporting on college progress on Strategic Plan Goals 1 and 2 (student equity and student success), are reported to appropriate campus constituencies through presentations ([I.C.3.11](#)), reports ([I.C.3.12](#)), and data dashboards ([I.C.3.13](#), [I.C.3.14](#)) available to faculty, staff, and administrators. The data is shared with strategic planning groups ([I.C.3.15](#), [I.C.3.16](#)), at school meetings ([I.C.3.17](#)), and with the College Council ([I.C.3.18](#)), the Institutional Effectiveness Council ([I.C.3.19](#)), and the Completion (Student Success) Teams ([I.C.3.20](#); [I.C.3.21](#)) to inform policy and practice to improve student outcomes. Achievement outcomes are also reported through the College's program review process ([I.C.3.22](#)), which incorporates equity and achievement data and involves review and discussion of program reviews in the Institutional Effectiveness Council ([I.C.3.23](#)). Program reviews are approved by the Academic Senate ([I.C.3.24](#); [I.C.3.25](#)).

## Analysis and Evaluation

The College meets the Standard of documenting, assessing, and reporting student learning and achievement data to all key constituencies on its website, in its catalog, and at key meetings. It uses student learning and achievement data to engage in continuous quality improvement through its student learning outcomes assessment, strategic planning, program review, and completion teams processes.

### **I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

## Evidence of Meeting the Standard

Irvine Valley College (IVC) describes certificate and degree information in the college catalog, the college website, the student MySite portal, and in CurrIQunet META (the curriculum management system). Detailed descriptions of these elements with links to evidence are provided below.

Program information is entered into the META system and includes a program narrative that describes program goals and objectives, a catalog description, program requirements, the course sequence, program student learning outcomes, and master planning information. The program narrative is attached to the program proposal form in META. The program proposal includes basic program information, program feasibility information that parallels the information in the program narrative, a program catalog description, program goals and objectives, course blocks, and program student learning outcomes. The program narrative and program proposal together provide a full and accurate description of the purpose, content, course requirements, and expected learning outcomes of degrees and certificates. For associate degrees for transfer, the transfer model curriculum form is also attached, documenting the alignment of program narrative and program proposal course requirements with the transfer model curriculum. Representative samples of these forms are available in Table 8.



Table 8 – Irvine Valley College Awards

Award Type	Name of Award	Program Proposal	Program Narrative	Transfer Model Curriculum
AS-T	Geology	<a href="#">I.C.4.1</a>	<a href="#">I.C.4.2</a>	<a href="#">I.C.4.3</a>
AA-T	Art History	<a href="#">I.C.4.4</a>	<a href="#">I.C.4.5</a>	<a href="#">I.C.4.6</a>
AS	Information Technology	<a href="#">I.C.4.7</a>	<a href="#">I.C.4.8</a>	n/a
AA	Japanese	<a href="#">I.C.4.9</a>	<a href="#">I.C.4.10</a>	n/a
COA	Live Entertainment Technician	<a href="#">I.C.4.11</a>	<a href="#">I.C.4.12</a>	n/a
COC	Adult English as a Second Language Noncredit	<a href="#">I.C.4.13</a>	<a href="#">I.C.4.14</a>	n/a
COP	Game Design	<a href="#">I.C.4.15</a>	n/a	n/a

Certificate and degree information in the catalog is provided in the Academic Departments and Program, Degree and Certificate List sections. Selecting a specific degree or certificate opens up information on the purpose of the degree, lists of required and elective courses, and the total units required to complete the program. The Academic Departments section provides additional information, including courses in the major, program level student learning outcomes, and potential careers. Program student learning outcomes appear in the catalog under department pages through the 2022-2023 catalog addendum ([I.C.4.16](#)). Starting with the 2023-2024 catalog published in March 2023, program student learning outcomes appeared in the catalog with each degree ([I.C.4.17](#), [I.C.4.18](#)).

Certificate and degree information on the college website is provided under the Explore section. By selecting Transfer, Degree, & Certificate Programs, students enter the Find Your Path section of the website, which provides detailed pathways maps (sample academic plans) for every program of study at the College ([I.C.4.19](#)).

Students may view course requirements for degrees and certificates on the My Academic Plan (MAP) section of the MySite portal. MAP is a personalized program of study that each student creates with the assistance of a counselor ([I.C.4.20](#); [I.C.4.21](#)).

## Analysis and Evaluation

The College meets the Standard of describing certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The curriculum process, the curriculum management system, the college catalog, and the college website are the repositories for comprehensive descriptions of certificates and degrees.

**I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

**Evidence of Meeting the Standard**

The College reviews its institutional policies, procedures, and publications to ensure alignment with its mission, programs, and services based on the established flowchart within the IVC Planning and Decision-Making Manual ([I.C.5.1](#)). The College Council (CC) oversees four strategic planning councils: the Budget Development and Resource Planning Council (BDRPC); the Academic Planning and Technology Committee (APTC); the Student Success and Equity Council (SSEC); and the Institutional Effectiveness Council (IEC). The College Council is charged with establishing mission-based strategic planning goals and objectives. The College Council also oversees the establishment of College practices and reviews District policies and administrative regulations, providing critical input to the District wide Board Policy and Administrative Regulation Advisory Council (BPARC) ([I.C.5.2](#)). College representatives also sit on BPARC, which makes recommendations to the chancellor as representatives of the colleges and of District Services. At IVC, a regular part of each strategic planning committee's meeting agenda is a review of board policies updated or created. Each committee supports the Standard by establishing agenda items for the regular review of policies, procedures, and publications among its meeting topics ([I.C.5.3](#), [I.C.5.4](#), [I.C.5.5](#), [I.C.5.6](#)). Additionally, Academic Senate is actively engaged with the review of board policies and administrative regulations, particularly those concerning teaching and learning ([I.C.5.7](#)). Once board policies and administrative regulations have been reviewed and adopted, the date of the review is noted at the bottom of the document along with all prior review dates ([I.C.5.8](#)).

The Office of Marketing and Creative Services (OMCS) offers a wide range of services—including design and editorial, broadcast, public relations, crisis communication, social media and the college website—to support the marketing of IVC to both internal and external audiences. OMCS staff design and produce print and electronic materials that adhere to IVC branding standards, and they work collaboratively with members of the campus community to ensure content is accurately reflected in all communications, ensuring the integrity of IVC's mission, programs, and services across platforms ([I.C.5.9](#)). OMCS also maintains the design, layout, and architecture of the IVC website. The OMCS web team works with each department to generate web content in a clear and concise manner that stays true to IVC's identity. Departmental staff are responsible for the accuracy and maintenance of the information displayed on their webpages and are encouraged to work with the OMCS web team as they update and/or create webpages ([I.C.5.10](#)).

## Analysis and Evaluation

The College meets the Standard by having established procedures and committees that regularly review board policies, procedures, and publications. In addition to the catalog review procedure described and documented in Standard I.C.1, the college staff also regularly review the mission statement (as described in Standard I.A.1) and conduct regular program review for both academic and student support services programs (as described in Standard I.B.5). The quality, accuracy, and consistency of digital and print publications are ensured by practices and guidelines put in place by the Office of Marketing and Creative Services.

**I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

## Evidence of Meeting the Standard

The Irvine Valley College (IVC) website Student tab includes a section of links called Paying for College ([I.C.6.1](#)) that directs students to relevant links, including the Bursar's Office ([I.C.6.2](#)) with links explaining costs and payment options, the Financial Aid Office ([I.C.6.3](#)), and scholarships ([I.C.6.4](#)). In the online schedule, textbook information is posted, including links to the bookstore ([I.C.6.5](#)). The College's Net Price Calculator, available online, helps students estimate the cost of their attendance at IVC ([I.C.6.6](#)).

Information about tuition, fees, and payment options is available on the Bursar's Office website ([I.C.6.7](#)), in the Student Handbook ([I.C.6.8](#)), and in the college catalog. Information on financial aid options, including cost of attendance ([I.C.6.9](#)) and net price calculator ([I.C.6.10](#)), is available on the financial aid website. The College accurately informs current and prospective students about the total cost of education (including fees, tuition, textbooks and other potential required fees), and students are informed of specifics in the class syllabus, which is covered during the first class meeting ([I.C.6.11](#)).

Information about required textbooks is available in the online class schedule by clicking on Book Info. This information is provided by the IVC Bookstore and details the ISBN, author, copyright year, publisher, rent or buy options, in-stock availability, and the bookstore's retail price ([I.C.6.12](#)).

## Analysis and Evaluation

The College meets the Standard by publishing information on the total cost of education including tuition, fees, required expenses, textbooks, and other details on the webpage and the

financial aid webpage.

**I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

### **Evidence of Meeting the Standard**

Aligned with Board Policy 6120/CCLC Board Policy 4030, Academic Freedom ([I.C.7.1](#)), the College abides by an Academic Freedom Statement that is published in the catalog ([I.C.7.2](#)). The College also provides a Statement of Freedom of Expression, Civility, and Mutual Respect on the website and in the Policies and Standards section of the catalog ([I.C.7.3](#), [I.C.7.4](#)).

Board Policy 3900, Speech and Advocacy ([I.C.7.5](#)), ensures an environment conducive to student learning without disruption while guaranteeing freedom of speech and First Amendment rights, and areas where demonstrations are permitted.

### **Analysis and Evaluation**

The College meets the Standard by being committed to academic freedom, freedom of expression, and civil discourse, as is clearly stated in relevant policies, statements, and guidelines.

**I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

### **Evidence of Meeting the Standard**

The District and the Colleges have established clear policies regarding academic integrity, honesty, and responsibility for their community. These policies ensure that the College is a safe, respectful, and productive learning environment for all constituents, including students, staff, faculty, administrators, and board members. The Institutional Code of Ethics outlines that the District shall have and uphold a written code of professional ethics in BP/AR 3050 ([I.C.8.1](#), [I.C.8.2](#)). BP/AR 5500 ([I.C.8.3](#), [I.C.8.4](#)) states that “Students shall respect the right of all members of the college community to teach and learn in a safe and academically stimulating

environment.” Student conduct violation procedures are contained in BP/AR 5500, Standards of Student Conduct and Discipline Procedures, and describes conduct that is subject to discipline and potential disciplinary actions.

The college website includes a webpage that clearly explains the policies and procedures regarding student conduct ([I.C.8.5](#)). The college catalog also includes the student Code of Conduct ([I.C.8.6](#)). Clear and consistent explanations of plagiarism, cheating, and fabrication are provided for students, faculty, and staff. All faculty have access to the TurnItIn plagiarism detection tool through the Canvas course management system. The appropriate use of TurnItIn helps faculty decide how to assist students and adds significant value to student learning.

AR 4105, Distance Education, more explicitly clarifies for faculty members that standards for ethical use of student information and for establishing standards for instruction extend to the online learning environment ([I.C.8.7](#)).

## **Analysis and Evaluation**

The College meets the Standard by having established and publicly available policies and procedures that promote honesty, responsibility, and academic integrity. Policies cover the full range of roles at the institution, including board members, employees, and students. Policies on academic integrity clarify expectations for student behavior and academic honesty, as well as the consequences for violations of existing policies.

**I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

## **Evidence of Meeting the Standard**

All faculty members are expected to teach the content identified in the Course Outline of Record (COR). The learning objectives, methods of evaluation, and course content components of the COR are published on the details page of the online schedule of classes (sample COR: [I.C.9.1](#)). Department and program faculty engage in five-year updates of CORs which, through learning objectives, content, assignments, methods of evaluation, student learning outcomes, and required texts, require faculty to adhere to professionally accepted views in a discipline.

Additionally, the college catalog ensures a student’s right to be protected from harassment, insults, and abusive or unlawful behavior. Any college personnel or student found to be in violation of these standards will face disciplinary action that is prompt, effective, and commensurate with the severity of the offense ([I.C.9.2](#)).

The IVC Faculty Master Agreement (p. 29) states that faculty responsibilities include the duty to deliver instruction that meets the established learning objectives and content outlined in the COR ([I.C.9.3](#)).

Lastly, full-time and part-time faculty are evaluated by their school deans to ensure that instruction meets professional standards and also fulfills the requirements of the COR ([I.C.9.4](#)). These regulations and processes ensure that classroom instruction adheres to professionally accepted views in a discipline and presents data fairly and objectively. These elements are needed in order to meet the defined student outcomes in a course and program.

### **Analysis and Evaluation**

The institution meets the Standard through faculty understanding of course CORs; regular updates to CORs according to professional standards; a master agreement that requires faculty to adhere to the COR; and by regular evaluation by deans as to whether instruction adheres to these established professional standards of a course and discipline.

**I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

### **Evidence of Meeting the Standard**

The college catalog includes sections on student responsibilities and on academic Standards, which outline expectations for student conduct ([I.C.10.1](#), [I.C.10.2](#), [I.C.10.31](#)). BP and AR 5500, Standards of Student Conduct, also formalize these requirements ([I.C.10.4](#), [I.C.10.5](#)). The Institutional Code of Ethics, BP and AR 3050, ([I.C.10.6](#), [I.C.10.7](#)) establishes the District's expectations and requirement of ethical conduct by all personnel. BP and AR 3055 ([I.C.10.7](#), [I.C.10.8](#)) were developed to foster an environment that maximizes student learning, employee performance, and a climate of civility.

### **Analysis and Evaluation**

The College meets the Standard by having clear and delineated standards of student conduct, which are included in the college catalog as well as in board policies and administrative regulations. General guidelines for professional ethics are provided to all employees in BP 3055, Institutional Code of Ethics. Both the college catalog and District policies are publicly available on the college website and are updated regularly to reflect current policy, providing prior notice of these policies to all relevant groups. The College does not take a position on specific beliefs or world views, and so provides no such guidance related to these matters.



**I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

### **Evidence of Meeting the Standard**

Irvine Valley College does not operate in foreign locations. This section does not apply.

### **Analysis and Evaluation**

Does not apply.

**I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

### **Evidence of Meeting the Standard**

Where recommendations have been made in the past, the College and District have taken expeditious action to address them. The president, accreditation liaison officer (ALO), and the Accreditation Oversight Work Group (AOWG) keep the Board of Trustees and the college community informed of changes in Accreditation Standards and the College's self-evaluation efforts and plans.

Following the last accreditation visit in 2017 ([I.C.12.1](#)), the College acted promptly and addressed the recommendations as evidenced in its Follow Up Report ([I.C.12.2](#)). The Midterm Report was also submitted on time in 2021 ([I.C.12.3](#); [I.C.12.4](#)). These reports provide evidence of the College's commitment to comply with Eligibility Requirements.

In preparation for the current comprehensive self-evaluation and site visit, the college community engaged in a broad-based effort described in more detail in Section C.

For purposes of communicating with the public and the campus community regarding the College's accreditation status, the College maintains an accreditation webpage. This webpage can be accessed from a link on the college website footer. The accreditation webpage is publicly accessible and contains all documents necessary for complete disclosure, including communications from the ACCJC, reports, substantive changes, and other supporting documents ([I.C.12.5](#)).

### **Analysis and Evaluation**

The College meets the Standard by complying with all ACCJC Standards, guidelines, and

requirements. All required reports and other documents are submitted to the commission in a timely manner. The college website maintains an archive of past self-evaluation reports and other accreditation documents. Accreditation at IVC is an ongoing process, and the College continuously engages in the process of staying current with accreditation requirements.

**I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

### **Evidence of Meeting the Standard**

Through full disclosure on its accreditation page, the College demonstrates its commitment to honest and open relationships with external agencies and compliance with regulations, statutes, and rules set forth by governmental agencies. Consistent public access to such information provides evidence of the College's commitment to honesty and integrity in its relationships with external agencies and the public, including compliance with Eligibility Requirements and other regulations set for by ACCJC ([I.C.13.1](#)).

The College submits plans and reports to state and federal agencies to ensure compliance of programs that the College participates in, such as the Fiscal Operations Report; the Financial Aid Expenditures Report; the Extended Opportunity Program Plan; the Disabled Students Program Expenditures Report; and the Student Equity and Achievement Annual Report ([I.C.13.2](#), [I.C.13.3](#), [I.C.13.4](#), [I.C.13.5](#), [I.C.13.6](#)). The athletics program complies with federal Title IX equity regulations and submits an Equity in Athletics Disclosure Act report to the federal Office of Postsecondary Education ([I.C.13.7](#)).

The College also complies with the Student Right-To-Know and Campus Security Act by making success, cost, and safety data publicly available on its website ([I.C.13.8](#), [I.C.13.9](#), [I.C.13.10](#)).

IVC has one program that requires external accreditation: the paralegal program. The College has recently submitted the required reporting to their accrediting body to maintain accredited status ([I.C.13.11](#)).

### **Analysis and Evaluation**

The College demonstrates honesty and integrity in its compliance with all regulations and statutes. The College complies with commission requests, directives, decisions, and policies, and makes complete, accurate, and honest disclosure. The College's accreditation webpage indicates that IVC adheres to the Eligibility Requirements, Accreditation Standards and Commission policies of the ACCJC. The College's website is used to communicate any changes in its accredited status and to provide disclosure for any information required by the commission. The

College describes itself accurately to all accreditation agencies and communicates any changes in its accredited status to all.

**I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

### **Evidence of Meeting the Standard**

Irvine Valley College (IVC), in compliance with Title 5, is a not-for-profit, public institution supported by local real estate taxes ([I.C.14.1](#)). As a non-profit institution, the College has no responsibility or mechanism for generating financial returns for investors, nor does it support any external interests beyond serving its students, its community, and its mission.

### **Analysis and Evaluation**

IVC is a non-profit, public college, the primary function of which is to enable its students to achieve educational goals. All institutional resources are dedicated to supporting this mission, not to generating financial returns or to supporting external interests.

### **Conclusions on Standard I.C: Institutional Integrity**

The College publishes important information for current and prospective students on its website, through the college catalog, and in other print materials. There are processes and practices in place to ensure the clarity, accuracy, and integrity of the information provided to students and the public. The mission statement, learning outcomes, educational programs, offered certificates and degrees, course requirements, student support services, and the course catalog are available online on the webpage. The College also publishes information on the total cost of education, including tuition, fees, textbooks, instructional materials, and other required expenses, on the financial aid webpage. Board policies and administrative regulations are publicly available on the District website. These policies ensure the College adheres to the principles of academic freedom and the promotion of honesty, responsibility, and academic and institutional integrity.

### **Improvement Plans**

None

### **Evidence List**

I.C.1.1: [2.28.2022 NOTES Catalog Planning Workgroup](#)

I.C.1.2: [9.12.2022 NOTES Catalog Planning Workgroup](#)

- I.C.1.3: [2022-2023 Catalog \(Published March 2022\)](#)
- I.C.1.4: [2022-2023 Catalog Addendum \(Published September 2022\)](#)
- I.C.1.5: [Website Phase 2 Kickoff Meeting Invitation - 2.10.2021](#)
- I.C.1.6: [Website Vision & Mission Irvine Valley College](#)
- I.C.1.7: [Introduction to IVC in College Catalog \(September 2022 Addendum\)](#)
- I.C.1.8: [Introduction to IVC in College Catalog \(September 2022 Addendum\)](#)
- I.C.1.9: [Program, Degree and Certificate List in Catalog \(September 2022 edition\)](#)
- I.C.1.10: [All Program Maps - College Website - November 2022](#)
- I.C.1.11: [Sample Program Map - Accounting - College Website - November 2022](#)
- I.C.1.12: [All Program Maps - College Website - November 2022](#)
- I.C.1.13: [Academic Interest Areas - College Website - November 2022](#)
- I.C.1.14: [Admissions & Records - College Website - November 2022](#)
- I.C.1.15: [Financial Aid - College Website - November 2022](#)
- I.C.1.16: [Counseling & Other Support Centers - College Catalog - November 2022](#)
- I.C.1.17: [Academic Support - College Website - November 2022](#)
- I.C.1.18: [Health, Safety, Wellness Support - College Website - November 2022](#)
- I.C.1.19: [Accreditation - College Website - November 2022](#)
- I.C.1.20: [Paralegal Studies - Irvine Valley College - Catalog - 3.29.2023](#)
- I.C.1.21: [Paralegal Studies - Webpage - Irvine Valley College - 3.29.2023](#)
- I.C.2.1: [2022-2023 Catalog \(Published March 2022\)](#)
- I.C.2.2: [8.23.201 NOTES Catalog Planning Workgroup](#)
- I.C.2.3: [8.30.2021 AGENDA & NOTES Catalog Planning Workgroup](#)
- I.C.2.4: [10.11.2021 NOTES Catalog Planning Workgroup](#)
- I.C.2.5: [1.24.2022 NOTES Catalog Planning Workgroup](#)
- I.C.2.6: [2.14.2022 NOTES Catalog Planning Workgroup](#)
- I.C.2.7: [2.28.2022 NOTES Catalog Planning Workgroup](#)
- I.C.2.8: [3.28.2022 NOTES Catalog Planning Workgroup](#)
- I.C.2.9: [4.25.2022 NOTES Catalog Planning Workgroup](#)
- I.C.2.10: [7.18.2022 NOTES Catalog Planning Workgroup.docx](#)
- I.C.2.11: [Introduction to IVC - About IVC - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.12: [Introduction to IVC - Introduction - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.13: [Introduction to IVC - Academic Calendar - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.14: [Graduation Requirements - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.14a: [Credit for Prior Learning - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.15: [Student Resources - Financial Aid - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.16: [Introduction to IVC - College Administration - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.17: [Whos Who - District Administrators - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.18: [Whos Who - College Administrators - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.19: [Whos Who - Professors and Administrators Emeritus - 2022-2023 Catalog](#)

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- I.C.2.20: [Whos Who - Full Time Faculty - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.21: [Whos Who - Professors and Administrators Emeritus - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.22: [Whos Who - Part Time Faculty - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.23: [Whos Who - Emeritus Institute Instructors - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.24: [Introduction to IVC - South Orange County Community College District - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.25: [Program, Degree and Certificate List - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.26: [Examples of Program Student Learning Outcomes in Catalog - Accounting, Geography, Math, Theater Arts - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.27: [Student Resources - Landing Page - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.28: [Student Resources - Counseling - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.29: [Student Resources - Supportive Services - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.30: [Student Resources - Bookstore, Success Centers - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.31: [Admission, Registration and Fees -Landing Page - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.32: [Graduation Requirements - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.33: [Transfer to a Four-Year Institution - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.34: [Program, Degree and Certificate List - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.35: [Policies and Standards - Landing Page - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.36: [Policies and Standards - Academic Honesty & Dishonesty - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.37: [Policies and Standards - Student Rights - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.38: [Credit for Prior Learning - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.39: [Policies and Standards -Grievances - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.40: [Policies and Standards - Student Rights - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.41: [Admission, Registration and Fees - Tuition & Fee Information - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.42: [Policies and Standards - Landing Page - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.2.43: [2022-2023 Student Handbook](#)
- I.C.2.44: [Program SLOs - Accounting AS - Irvine Valley College - Catalog - 3.29.2023](#)
- I.C.2.45: [Program SLOs - Theatre Arts, AA - Irvine Valley College - Catalog - 3.29.2023](#)
- I.C.3.1: [Irvine Valley College Profile Student Dashboard - College Website 12.4.2022](#)
- I.C.3.2: [IVCFactSheetF22 Web 09132022](#)
- I.C.3.3: [Student Right to Know Disclosure - Published in Catalog Addendum 9.15.2022](#)
- I.C.3.4: [General Education Institutional Learning Outcomes in Catalog - Catalog Addendum 9.15.2022](#)

- I.C.3.5: [Examples of Program Student Learning Outcomes in Catalog - Accounting, Geography, Math, Theater Arts - 2022-2023 Catalog Addendum 9.15.2022](#)
- I.C.3.6: [Program-Student-Learning-Outcomes-at-IVC in Smart Schedule - 12.4.2022](#)
- I.C.3.7: [Examples of Learning Objectives in Smart Schedule - ACCT1A, GLBL1, TA1 - 12.4.2022](#)
- I.C.3.8: [IVC SLO Reporting Dashboard](#)
- I.C.3.9: [SLO Course Result Report Example](#)
- I.C.3.10: [Fall 2021 School Meeting SLO Presentation and List of Meetings 09 24 2021](#)
- I.C.3.11: [2021-2022 Presentation on Strategic Planning Objectives - College Council Retreat- 7.27.2022](#)
- I.C.3.12: [2021-2022 End of year summary for objectives - Strategic Planning - College Council Retreat - 7.27.2022](#)
- I.C.3.13: [Strategic Plan Indicators Dashboard -2.14.2023](#)
- I.C.3.14: [Program Review Dashboard - 2.14.2023](#)
- I.C.3.15: [3 18 22 District-Wide Integrated Planning Committee \(DWIPC\) Minutes](#)
- I.C.3.16: [2022-09-09 District Wide Planning Council Minutes Approved](#)
- I.C.3.17: [Business Sciences School Meeting - Mar 11 2022](#)
- I.C.3.18: [College Council Retreat Agenda 07 27 2022](#)
- I.C.3.19: [2022-0215 IEC Minutes](#)
- I.C.3.20: [GP Completion Teams Presentation for Student Success BrandeeRebeccaRevised - 10.5.2022](#)
- I.C.3.21: [GP Humanities Completion Team Launch 04082](#)
- I.C.3.22: [Program Review Template - 2.10.2023](#)
- I.C.3.23: [IEC Minutes 4.5.2022 \(review and feedback for GEOL program review\)](#)
- I.C.3.24: [Senate Minutes - 22-10-06](#)
- I.C.3.25: [Senate Minutes - 22-10-20](#)
- I.C.4.1: [Geology AS-T - 2.5.2023](#)
- I.C.4.2: [AS-T Geology Narrative - 2.7.2023](#)
- I.C.4.3: [AS-T Geology Transfer Model Curriculum - 2.7.2023](#)
- I.C.4.4: [Art History AA-T - 2.7.2023](#)
- I.C.4.5: [AA-T in Art History Narrative - 2.7.2023](#)
- I.C.4.6: [AA-T Art History Transfer Model Curriculum - 2.7.2023](#)
- I.C.4.7: [Information Technology AS - 2.5.2023](#)
- I.C.4.8: [Narrative Information Technology AS - 2.7.2023](#)
- I.C.4.9: [Japanese AA - 2.5.2023](#)
- I.C.4.10: [Irvine Valley College AA in Japanese Narrative - 2.14.2023](#)
- I.C.4.11: [Live Entertainment Technician COA - 2.5.2023](#)
- I.C.4.12: [Live Entertainment Technician Program Narrative - 2.7.2023](#)
- I.C.4.13: [Adult ESL Beginning COC - 2.5.2023](#)
- I.C.4.14: [AESL Advanced Noncredit Certificate of Competency Narrative - 2.7.2023](#)



- I.C.4.15: [Immersive Design Environmental Design COP - 2.5.2023](#)
- I.C.4.16: [PSLOs for ANTH, IMA, and COMM - Catalog Addendum - September 2022](#)
- I.C.4.17: [Program SLOs - Administrative Assistant, AS - Irvine Valley College - Catalog - 3.29.2023](#)
- I.C.4.18: [Program SLOs - Psychology for Transfer, AA-T - Irvine Valley College - Catalog - 3.29.2023](#)
- I.C.4.19: [Sample Academic Plans - SOC, SJS, HUM, CHEM, ACCT - College Website - 12.19.2022](#)
- I.C.4.20: [AcademicPlan Summary - 12.19.2022](#)
- I.C.4.21: [AcademicPlan Overview - 12.19.2022](#)
- I.C.5.1: [Flowchart within IVC Planning and Decision-Making Manual - IVC Planning and Decision-Making Manual - IVC Web Site](#)
- I.C.5.2: [College Council Agenda - 2022-01-26 - IVC Intranet](#)
- I.C.5.3: [Academic Planning Technology Council Agenda - 2022-09-06 - IVC Intranet](#)
- I.C.5.4: [Budget Development and Resource Planning Council Agenda - 2022-10-19 - IVC Intranet](#)
- I.C.5.5: [I.C.5.05 IEC Review of BP and AR - IEC Minutes 2023-02-21 - IVC Intranet](#)
- I.C.5.6: [Student Success and Equity Council Agenda - 2022-02-08 - IVC Intranet](#)
- I.C.5.7: [Academic Senate Review of BP and AR - Academic Senate Representative Council 2022-09-01 - IVC Web Site](#)
- I.C.5.8: [Dates of Board Policy Review - BP Student Member of the Board of Trustees 10.17.22 - SOCCCD Web Site](#)
- I.C.5.9: [Sample Production from OMCS - Presidents Mailer 23 Final1 - Anthony Ercolamento](#)
- I.C.5.10: [Email between Faculty Member and OMCS - 2022-09-25- Anthony Ercolamento](#)
- I.C.6.1: [Paying for Colleges](#)
- I.C.6.2: [Bursar's Office](#)
- I.C.6.3: [Financial Aid Office](#)
- I.C.6.4: [IVC Scholarships](#)
- I.C.6.5: [Textbook Info](#)
- I.C.6.6: [NetPrice Calculator](#)
- I.C.6.7: [Bursar's Office](#)
- I.C.6.8: [Student Handbook 22-23](#)
- I.C.6.9: [Cost of Attendance](#)
- I.C.6.10: [NetPrice Calculator](#)
- I.C.6.11: [Syllabus](#)
- I.C.6.12: [Bookstore](#)
- I.C.7.1: [Board Policy 6120 CCLA Board Policy 4030 Academic Freedom - SOCCCD Website](#)
- I.C.7.2: [Academic Freedom Statement in Catalog - 2022-2023 Catalog - IVC Web Site](#)
- I.C.7.3: [Statement on Freedom of Expression, Civility and Mutual Respect - IVC Website](#)
- I.C.7.4: [Academic Freedom in Policy and Standard Section - IVC Academic Policies &](#)

Standards - IVC Web Site

- I.C.7.5: Board Policy 1300 CCLC Board Policy 3900 Speech and Advocacy - SOCCCD Web Site
- I.C.8.1: 3050-BP Institutional Code of Ethics 10.17.22
- I.C.8.2: 3050-AR Institutional Code of Ethics
- I.C.8.3: 5500-BP Standards of Student Conduct
- I.C.8.4: 5500-AR Standards of Student Conduct and Discipline Procedures 06.15.22
- I.C.8.5: Student Code of Conduct Irvine Valley College
- I.C.8.6: Policies and Standards - Irvine Valley College - Acalog ACMS
- I.C.8.7: 4105-AR Distance Education
- I.C.9.1: Sample Course Outline of Record COR
- I.C.9.2: Student Rights in IVC Catalog
- I.C.9.3: Academic Employee Master Agreement 2021-2024
- I.C.9.4: IVC Faculty Evaluation Tool
- I.C.10.1: Policies and Standards - Irvine Valley College - Acalog ACMS
- I.C.10.2: Policies and Standards 1 - Irvine Valley College - Acalog ACMS
- I.C.10.3: Policies and Standards 2- Irvine Valley College - Acalog ACMS
- I.C.10.4: 5500-BP Standards of Student Conduct
- I.C.10.5: 5500-AR Standards of Student Conduct and Discipline Procedures 06.15.22
- I.C.10.6: 3050-BP Institutional Code of Ethics 10.17.22
- I.C.10.7: 3050-AR Institutional Code of Ethics
- I.C.10.7: 3055-BP Institutional Code of Conduct 10.17.22
- I.C.10.8: 3055-AR Institutional Code of Conduct
- I.C.12.1: IVC Follow Up Report ACCJC Letter 2018
- I.C.12.2: IVC Follow Up Report 2018
- I.C.12.3: IVC Midterm Report 2021
- I.C.12.4: IVC Midterm Follow Up Letter ACCJC 2021
- I.C.12.5: IVC Midterm Report 2021
- I.C.13.1: Accreditation IVC Webpage
- I.C.13.2: Fiscal Operations Report 23-24
- I.C.13.3: Financial Aid Office Expenditures 21-22
- I.C.13.4: Extended Opportunity Program Plan 22-23
- I.C.13.5: Disabled Students Program Report 21-22
- I.C.13.6: Student Equity Achievement Program Report 21-22
- I.C.13.7: Athletic Program Report 21-22
- I.C.13.8: IVC Webpage Student Success Metrics
- I.C.13.9: Cost of Attendance on Website
- I.C.13.10: Clery Annual Security Report on Website
- I.C.13.11: ABA Approval Letter Paralegal Studies 2019
- I.C.14.1: CA Master Plan Higher Ed 1960-75

## Standard II: Student Learning Programs and Support Services

Irvine Valley College (IVC) offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### II.A INSTRUCTIONAL PROGRAMS

**II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

#### Evidence of Meeting the Standard

The College's mission commits the College to offering "clear and guided pathways to transfer opportunities, certificates, associate degrees, employment, and further education" ([II.A.1.1](#)). All certificates and degrees are listed in the college catalog ([II.A.1.2](#)). In spring 2023, Irvine Valley College (IVC) offered 31 Associate in Arts degrees, 29 Associate in Science degrees, 30 Associate Degrees for Transfer to the California State University (CSU) system, 31 Certificates of Achievement (state-approved programs comprised of 12 or more units), and 32 Certificates of Proficiency (low-unit, locally approved programs).

Completion roadmaps (sample academic plans) for certificates ([II.A.1.3](#)) and transfer roadmaps (sample academic plans) for degrees for both the University of California and California State University ([II.A.1.4](#)) are posted on the college website in keeping with the College's commitment to making pathways "clear and guided." Current career information for all programs of study is also posted on the college website ([II.A.1.5](#)), ensuring that all programs of study are linked to employment.

The course ([II.A.1.6](#)) and program ([II.A.1.7](#)) development processes and course ([II.A.1.8](#)) and program ([II.A.1.9](#)) review processes ensure that all courses and programs offered at the

College, regardless of their mode of instructional delivery, are appropriate to higher education and include student learning outcomes. Course and program development processes are overseen by the Curriculum Committee and are designed to follow guidelines provided in the Program Course Approval Handbook (PCAH) ([II.A.1.10](#)). The new program development process includes additional reviews in the Academic Programs and Technology Council ([II.A.1.11](#)) and the Instructional Council ([II.A.1.12](#)). Career Education (CE) program appropriateness for higher education is further ensured by the regional approval process for CE program development through the Orange County Regional Consortium (OCRC) ([II.A.1.13](#)) and by periodic advisory meetings ([II.A.1.14](#)). The Curriculum Committee works with the Online Education Committee to ensure that all courses offered via distance education meet standards appropriate to higher education ([II.A.1.15](#); [II.A.1.16](#)). The College offers no correspondence education courses. The Student Learning Outcomes (SLO) committee works with the Curriculum Committee and Office of Instruction to ensure that all courses and programs include student learning outcomes and that they are congruent across platforms ([II.A.1.17](#)). If discrepancies or omissions are noted, the SLO coordinator works with the Office of Instruction, the Curriculum Chair, and lead faculty to make timely corrections. The Institutional Effectiveness Council and program review coordinator oversee the program review process, ensure that program reviews are completed, and provide meaningful feedback on program reviews, further ensuring that programs of study are consistent with the College's mission ([II.A.1.18](#)).

### **Analysis and Evaluation**

The College meets this Standard through a robust and intentional process of review by college committees, including the Curriculum Committee, the Distance Education Committee, the SLO Committee, the Instructional Council, the Institutional Effectiveness Committee, and the regional OCRC. These reviews ensure that all programs of study at the College, regardless of mode of delivery, are mission consistent, appropriate to higher education, and include student learning outcomes. Consistent with its mission to provide clear and guided pathways, the College provides roadmaps and career information for all programs of study to enable students to choose and complete educational goals, achieve employment, and/or transfer. The College will continue work begun in fall 2022 to ensure that SLOs are congruent across platforms, including in the catalog, syllabi, and META.

**II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

### **Evidence of Meeting the Standard**

All academic departments engage in five-year updates ([II.A.2.1](#)) of the Course Outline of Record (COR) for their courses and, per contractual and state requirements, faculty are required to teach from these CORs. Each COR covers learning objectives, content, assignments, methods of evaluation, student learning outcomes, and required texts (sample COR: [II.A.2.2](#)).

Professional development (PD) and community of instruction groups are scheduled at the beginning of the fall and spring semesters to discuss content and methods of instruction (fall 2022 PD schedule: [II.A.2.3](#)). The Academic Senate recently approved the development of a center of excellence to further the study and support of high-impact practices and excellence in teaching, as well as to offer professional development related to them ([II.A.2.4](#)). To support this effort, the College has been accepted as an Institutional Effectiveness Partnership Initiative (IEPI) participant ([II.A.2.5](#)). IEPI was established through the California Community Colleges Chancellor's Office to support colleges in improving their effectiveness and promoting student success ([II.A.2.6](#)).

The six-year comprehensive program review and annual updates require faculty to regularly engage in evaluating their programs for areas of improvement ([II.A.2.7](#)). The program review requirements and process were updated from 2020 to 2022 to emphasize data-driven evidence with an emphasis on student success, program evaluation, and planning for improvement. Program reviews are evaluated by the Institutional Effectiveness Committee and are approved by the Academic Senate Representative Council ([II.A.2.7, p. 35](#)). The committee appoints a program review coordinator to assist programs with timely and thorough completion of program reviews. The program review process is described in more detail in I.B.5 and II.A.16.

Faculty, including full-time and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations, as stated in the IVC Faculty Master Agreement. Under professional duties (p.29), it states that faculty responsibilities include the duty to deliver instruction that meets the established learning objectives and content outlined in the COR ([II.A.2.8](#)).

Lastly, full-time and part-time faculty are evaluated by their school deans to ensure that instruction meets professional standards and instruction fulfills the requirements of the COR ([II.A.2.9](#)).

## Analysis and Evaluation

The College meets the Standard through collaborative departmental reviews, annual reviews, and supervision and approval by the Institutional Effectiveness Committee and the Academic Senate Representative Council. In addition, the faculty review process ensures that full-time and part-time faculty engage in content and methods of instruction that meet generally accepted academic and professional standards and expectations.

**II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

## Evidence of Meeting the Standard

The College has identified course- and program-level outcomes for all courses and programs, as listed in the College's curriculum management system, META ([II.A.3.1](#), [II.A.3.2](#)). New or updated student learning outcomes (SLOs) are processed through META using an SLO Update workflow that has streamlined the process of ensuring that SLOs are correctly updated in META ([II.A.3.3](#)). Beginning in the 2018-2019 academic year, course SLO assessments have been collected through the College's SLO reporting form ([II.A.3.4](#)) that feeds into the College's SLO reporting Tableau dashboard ([II.A.3.5](#), [II.A.3.6](#)). The SLO reporting Tableau dashboard information is available to all faculty and is regularly reviewed in school meetings ([II.A.3.7](#)). A list of courses that have reported SLO results using the new process is linked here ([II.A.3.8](#)). Program student learning outcomes (PSLOs) are assessed during the instructional program review process ([II.A.3.9](#)).

The primary source of information for Student Learning Outcomes in the College is the Canvas SLO training course that is available to all faculty ([II.A.3.10](#), [II.A.3.11](#)). The Canvas SLO training course includes pages specific to the SLO assessment process at the College, including: an overview of the SLO process at IVC ([II.A.3.12](#)), instructions on where to find the correct SLOs to place in a syllabus and where to upload a syllabus ([II.A.3.13](#)), and a timeline for SLO assessment ([II.A.3.14](#)) that includes workflow, timelines, and responsible parties, as well as other pages providing specific instructions on the best practices for the SLO process at IVC.

In addition to the information provided by the Canvas SLO training course, a component of the faculty evaluation process includes participation in SLO development and assessment and the inclusion of SLOs in the class syllabus ([II.A.3.15](#), [II.A.3.16](#)).

## Analysis and Evaluation

The College meets the Standard by identifying learning outcomes for all courses, programs, certificates, and degrees in the College's curriculum management system (META) and assessing



outcomes using the College's established procedures: the SLO reporting form for course SLOs, and Program Review for PSLOs. Faculty are trained in the correct methods for how the SLO assessment process works at IVC, including information on including SLOs in the course syllabus and how to upload syllabi to MySite to ensure students have access to the syllabus. Workflows and timelines for SLO assessment are also developed and shared with faculty.

While instituting the new SLO evaluation process, faculty engagement with SLO evaluation was impacted. Additional difficulty came with the COVID-19 pandemic resulting in gaps in reporting. The College is committed to closing these reporting gaps for all classes as it adjusts to the long-term impacts of the pandemic.

**II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

### **Evidence of Meeting the Standard**

After passage of California Assembly Bill 705 (AB 705), the College stopped offering pre-collegiate level curriculum in English as of fall 2019 and in math as of summer 2022.

The English as a Second Language (ESL) department revised its curriculum to a four-course credit writing sequence to Transfer Level English (TLE) to ensure students can complete TLE within a three-year timeframe. This four-course sequence includes two pre-collegiate courses (ESL 360 and ESL 370). The ESL department also created and offers a TLE ESL co-requisite course to provide supplemental support for those students needing more language assistance in their concurrent TLE course. The course sequence and information on the course are available to students in the catalog ([II.A.4.1](#)) and on the ESL webpage ([II.A.4.2](#)).

Pre-collegiate courses are clearly identified by their numbers as described in the catalog ([II.A.4.3](#)). The course schedule also includes clear labels related to transferability and pre-requisite or co-requisite requirements for course enrollment in the pre-collegiate curriculum ([II.A.4.4](#)). The pre-collegiate courses have a clear enumeration of pre-requisite skills to ensure the learning of necessary skills to advance to and succeed in the college-level curriculum. These skills are listed and defined in the Course Requisite Section of the course outline of record for each course ([II.A.4.5](#), [II.A.4.6](#), [II.A.4.7](#), [II.A.4.8](#)).

### **Analysis and Evaluation**

The College meets the Standard by having clear numbering and limited pre-collegiate course offerings. The College stopped offering pre-collegiate credit courses, with the exception of two pre-collegiate ESL courses that are part of the program's credit writing sequence.

**II.A.5 The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

### **Evidence of Meeting the Standard**

In accordance with Title 5, Section 55063 of the California Code of Regulations and Board Policy 4100 ([II.A.5.1](#)) and Administrative Regulation 4100 ([II.A.5.2](#)), Irvine Valley College (IVC) requires a minimum of 18 units in a major or area of emphasis as part of the minimum total of 60 semester units required to earn an associate degree. Completion of at least one general education pattern is required to earn an associate degree. The breadth, depth, quality, rigor, time to completion, and course sequencing for the College’s programs are determined through the established curriculum and program development and review processes ([II.A.5.3](#), [II.A.5.4](#)), and in accordance with the Chancellor’s Office Program and Course Approval Handbook (PCAH) ([II.A.5.5](#)) and the Academic Senate for California Community Colleges’ document, The Course Outline of Record: A Curriculum Reference Guide Revisited ([II.A.5.6](#)). For career education (CE) programs, labor market information and approval from an advisory committee and regional consortia are required to develop new programs and, if necessary, to make modifications ([II.A.5.7](#)).

IVC follows practices common to institutions of higher education in designing degree and certificate programs. The Academic Senate oversees the Curriculum Committee; as a result, faculty expertise ensures academic quality and rigor and that curriculum proposals are in accordance with policies outlined in the PCAH ([II.A.5.8](#)).

As part of the curriculum process, all programs submitted to the state must include a program narrative that details students’ path through the program within two years ([II.A.5.9](#)). All degrees are compliant with federal and state mandates. CE programs receive (at a minimum) biennial program review ([II.A.5.10](#)). Reviews include feedback from advisory committees to ensure that the coursework and sequencing align with workforce development needs ([II.A.5.11](#)).

### **Analysis and Evaluation**

The College meets the Standard through its curriculum development process, Academic Senate oversight, board policies, administrative regulations, and CE advisory committees. These processes ensure that degrees and certificates follow practices common in higher education in terms of total units required, length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning.

**II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

**Evidence of Meeting the Standard**

The Office of Instruction (OOI) supervises scheduling to ensure that students can complete their programs of study in two years and works with the Office of Research, Planning and Accreditation (ORPA) to identify scheduling needs to maximize student completion ([II.A.6.1](#)). In 2017, OOI established a block schedule that the College currently uses to maximize efficiency in scheduling, preventing course overlaps that could slow student progress toward completion ([II.A.6.2](#)). Department chairs prepare academic schedules in collaboration with academic deans to ensure that students can complete their programs of study in two years ([II.A.6.3](#), [II.A.6.4](#)). The OOI, deans, and department chairs use historical enrollment data ([II.A.6.5](#)), waitlist information ([II.A.6.6](#)), and analysis of current local, state, and national demand data to anticipate future scheduling needs ([II.A.6.7](#)). ORPA has developed a student demand dashboard to assist the OOI and deans in anticipating scheduling needs ([II.A.6.8](#)). Due to the COVID-19 pandemic and student demand, the College is scheduling more asynchronous and synchronous online courses than previously, which provides students with more flexible and efficient options for completing their programs of study. Information about these changing trends is shared with constituents at the Academic Planning and Technology Council to help inform scheduling decisions to meet student needs ([II.A.6.9](#)).

**Analysis and Evaluation**

The College meets the Standard of scheduling courses in a manner that allows students to complete programs of study within a reasonable period consistent with established higher education expectations. The College utilizes analysis of historical data and scheduling patterns, two-year plans, and established course blocks to maximize scheduling efficiency, allowing students the opportunity to complete degrees and certificates in a timely manner.

**II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

**Evidence of Meeting the Standard**

The College offers day, evening, weekend, on-campus, off-campus, credit, noncredit, synchronous and asynchronous online, and hybrid courses ([II.A.7.1](#)). Pedagogical methods and instructional delivery modes are approved through the curriculum approval process ([II.A.7.2](#), [II.A.7.3](#)). Established instructional methods include: universal design, small-group discussions, project-based learning, performance-based learning, learning communities, and work

experience/service learning.

At the beginning of every semester, to support student success, IVC offers professional development opportunities that include discussions about student learning and pedagogy ([II.A.7.4](#)) to promote the successful delivery of instruction formats to engage different learning styles. School, department, committee, and task force meetings provide forums for discussions regarding scheduling and best pedagogical practices for their programs. Discussions of outcomes of SLO assessments inform changes and fuel continuing improvement of courses and programs, including appropriate delivery modes.

In support of equity and success for all students, the College employs a full-time alternative media specialist and offers online library resources and online tutoring. Support services are discussed in detail in Standard II.C.

To address learning styles and improve student contact, the Online Education Committee supports best practices for online teaching ([II.A.7.5](#)). Faculty are encouraged to use multiple modes of instruction involving a combination of audio, visual, written, and kinetic activities. Faculty members are encouraged to improve their skills through the use of the Online Education Faculty Handbook ([II.A.7.6](#)). The Online Education Committee also coordinates, discusses, and provides information and professional development related to online instruction.

## Analysis and Evaluation

The College is meeting the Standard by offering courses and support services in several modalities. IVC provides opportunities for all students, regardless of learning style, ability, or location. The College offers courses in varying delivery modes, and tracks enrollment, retention, and success by mode of delivery. Faculty engage in professional development activities to enhance their ability to meet student needs, and learning support services are available on campus and online.

**II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

## Evidence of Meeting the Standard

In accordance with Board Policy 4235 ([II.A.8.1](#)) and Administrative Regulation 4235 ([II.A.8.2](#)), IVC offers Credit for Prior Learning to students who have qualified college-level skills and knowledge gained outside of college ([II.A.8.3](#)). These are the approved alternative methods for awarding this credit: achievement of a satisfactory score on an approved standardized examination; evaluation of military service/training; evaluation of industry recognized training/credential documentation; evaluation of student-created portfolios; and satisfactory completion of an institutional examination, known as Credit by Examination, administered by the College in lieu of completion of an active course listed in the current college

catalog.

Standardized exams such as Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP) are also used to award credit in general education (IGETC and CSU), degree and certificate courses, and electives if students earn a minimum score ([II.A.8.4](#)).

To comply with California Assembly Bill 705, the College ceased offering remedial placement exams for writing and math in September 2018 and for ESL in March 2020. Prior to that decision, all placement exams were validated through the established placement test validation procedure established at the California Community Colleges Chancellor's Office.

*Table 9 – Placement Exam Validation*

Exam	Validation
Math	<a href="#">II.A.8.5</a>
Writing	<a href="#">II.A.8.6</a>
English as a Second Language	<a href="#">II.A.8.7</a>

Students have three options to determine placement in English, math, and English as a Second Language (ESL): completion of the guided self-placement (GSP) process; successful completion (grade of A, B, C, or Pass/Credit) of an appropriate English or math course at an accredited high school or college/university; or successful completion of AP exams in English literature, composition, calculus, and/or statistics with a score of 3 or higher. The student's non-weighted cumulative grade point average is also considered in determining placement. Students can appeal their placement in math, ESL, and foreign languages through the following options: completing the Math Challenge Test or submitting a prerequisite clearance form with supporting documents; submitting an ESL writing sample; and submitting a foreign language writing sample ([II.A.8.8](#)).

IVC establishes prerequisites and corequisites in accordance with Title 5 through Board Policy 4260 and Administrative Regulation 4260 ([II.A.8.9](#), [II.A.8.10](#)). Faculty experts carefully assign prerequisites and corequisites to courses, and the curriculum committee reviews courses with their requisites and provides its recommendations to the Academic Senate ([II.A.8.11](#)). Students may choose to demonstrate that they have met a prerequisite by completing the prerequisite course at IVC or an equivalent course at Saddleback College with a satisfactory grade; submitting transcripts from another accredited university, college, or high school; or requesting an alternative evidence review ([II.A.8.12](#)).

The College embeds industry certification exams in the Computer Information Management program, including A+, Network +, Linux+, CCNA, CyberOps Association, MOS-Word, MOS-Excel, MOS-Access, Alteryx-Core, and T Tableau-DA ([II.A.8.13](#)). Each of these industry certification exams is externally validated.

## Analysis and Evaluation

The College meets the Standard of ensuring that department, program, and course examinations, when offered, are validated, reliable, and free of bias. Industry certification exams are validated by nationally recognized companies such as CISCO and Pearson. Placement exams used prior to 2018 and 2020 were validated by the state chancellor's office. Exams used to challenge prerequisites are validated internally by discipline experts. The College has a robust system of guided self-placement and credit for prior learning to ensure that all students have access to college-level coursework and can reach their academic goals without redundancy.

**II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

## Evidence of Meeting the Standard

IVC awards degrees and credits based on commonly accepted standards for higher education and attainment of learning outcomes. Administrative Regulation 4100 ([II.A.9.1](#)) maintains that degrees shall be conferred upon students who have demonstrated competence in reading, written expression, and in mathematics, and who have satisfactorily completed at least 60 semester units of degree-applicable college work. In addition, the IVC catalog ([II.A.9.2](#)) and Board Policy 4100 ([II.A.9.3](#)) establish students must maintain a minimum grade point average (GPA) of at least 2.0 for all units counted towards a degree, and all courses in the major must be completed with a grade of "C" or better (Title 5 § 55063). Certificate awards adhere to the same student academic standards—a grade of "A," "B," "C," or "P" must be earned for all courses in the certificate program ([II.A.9.4](#)).

IVC uses the state attendance accounting methods that are based on Title 5 § 55002.5, outlined in the Program Course and Approval Handbook (PCAH) ([II.A.9.5](#)). Accordingly, IVC grants one unit of credit as a minimum of 48 total hours of student work and a maximum of 54 total hours of student work, inclusive of all contact hours, plus outside class or homework hours.

To ensure accuracy and consistency in calculations across instructional categories and modalities using the established relationship of hours to units, automated formulas are in place in the College's curriculum management software, META ([II.A.9.6](#)).

IVC students are awarded credit for a course when they achieve the learning outcomes stated in the course outline of record (COR) and successfully earn a passing grade. Achievement of learning outcomes is gauged by student performance on tests, projects, presentations, papers, and/or other assessments that determine mastery. Each class must conform to the



approved COR, which specifies objectives, methods of evaluation, and outcomes for student learning ([II.A.9.7](#)).

The College follows the State Chancellor's Office Standard Formula for Credit Hour Calculations ([II.A.9.8](#)). SOCCCD uses a compressed semester calendar, with a semester 16.6 weeks in length. Utilizing the formula, every 16.6 hours of lecture per semester corresponds to one unit of course credit and 49.8 total student contact hours. For laboratory courses, 49.8 hours of class time per semester correspond to one unit of course credit, which equates to three hours per week.

## Analysis and Evaluation

The College meets the Standard of awarding units of credit based on attainment of learning outcomes and consistent with institutional policies that follow generally accepted norms or equivalencies in higher education, such as those outlined in the state chancellor's office standard formula for credit hour calculations. Each course offered conforms to an approved COR that includes student learning outcomes, ensuring that upon successful completion of a course or sequence of courses, students will have attained those learning outcomes.

**II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

## Evidence of Meeting the Standard

IVC's policies and procedures addressing transfer of credits from other institutions are outlined in the college catalog and on the website ([II.A.10.1](#), [II.A.10.2](#)). BP and AR 4050 state that "The Board is committed to a policy of comprehensive articulation of all instructional programs with both secondary and postsecondary educational institutions" ([II.A.10.3](#), [II.A.10.4](#)). Credit by Exam is offered in accordance with BP/AR 4235 ([II.A.10.5](#), [II.A.10.6](#)). The requirements for meeting the CSU GE ([II.A.10.7](#)) and IGETC ([II.A.10.8](#)) patterns are listed in the college catalog. The College's transfer website is also a resource for students to garner more information about transferable courses ([II.A.10.9](#)).

The College employs tools such as ASSIST ([II.A.10.10](#)), TES ([II.A.10.11](#)), C-ID ([II.A.10.12](#)), and Transferology ([II.A.10.13](#)) to empower students to investigate transfer options on their own.

The Transfer Center website provides students information on where and how they can receive support to complete university applications, a calendar of dates students can meet with

university representatives and attend transfer fairs, and ways to view transfer agreements and guarantees ([II.A.10.14](#), [II.A.10.15](#)).

To ensure that transfer credits earned in courses taken outside the College fulfill degree requirements, the learning outcomes of the course are reviewed by area faculty experts. IVC utilizes the TES tool ([II.A.10.16](#)) to send incoming courses to faculty for review and consideration of comparable courses. Faculty review course descriptions, course outlines of record, and/or syllabi in determining comparability. Results are posted in Transferology and on the Articulation Office's website ([II.A.10.17](#)).

## Analysis and Evaluation

The College makes available to its students clearly stated transfer-of-credit policies and procedures in order to facilitate student attainment of their learning goals, through the college catalog and website, the Career Center and Transfer Center, and college counselors. The articulation officer works to ensure that courses are articulated to four-year universities and collaborates with college and university personnel as necessary. The College regularly reviews and updates administrative procedures that guide the transferring of Advanced Placement, International Baccalaureate (IB), College Level Examination Program (CLEP), and military credit.

**II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

## Evidence of Meeting the Standard

The College has established institutional educational goals and associated institutional student learning outcomes (ISLOs) for the following competencies: communication; critical thinking, problem solving, and information access and analysis; global awareness; aesthetic awareness; and personal, professional, and civic responsibilities ([II.A.11.1](#)). All program and course student learning outcomes map to one or more ISLO ([II.A.11.2](#), [II.A.11.3](#), [II.A.11.4](#), [II.A.11.5](#)). Because individual IVC courses contribute to one or more areas of the five ISLOs, students completing an associate degree at IVC develop skills in quantitative analysis, analytic inquiry, and critical thinking, while expanding their information and communication competency and their ability to appreciate diverse perspectives and to understand ethical reasoning. In addition to ISLOs, as appropriate to the program, certificates in CGTE areas include program-specific skills required in the workforce. Table 10 lists the desired competencies and corresponding ISLOs.

*Table 10 – Irvine Valley College ISLO Competencies*

<b>Competency</b>	<b>Institutional Student Learning Outcomes</b>
Communication	Communicate effectively when speaking, writing, and presenting to a variety of audiences and with a variety of purposes.
Information	Use a variety of media, including computer resources, to access, organize, evaluate, synthesize, cite, and communicate that information.
Quantitative	Apply mathematical approaches and computational techniques to solve problems; to manipulate and interpret data; and to disseminate the data, methodology, analysis, and results.
Analytic Inquiry	Apply the fundamentals of scientific inquiry to real-life and hypothetical situations.
Ethical Reasoning	Demonstrate intercultural competence by engaging effectively—e.g., listening, speaking, writing, signing—with others whose language, ethnicity, religion, culture, country of origin, or economic or social background is different than one's own.
Engage in Diverse Perspectives	Demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives in a variety of settings.

To illustrate, the College promotes the understanding and appreciation of diverse perspectives through the Global Awareness ISLO, which states that students should, upon leaving IVC:

- Demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives in a variety of settings.
- Demonstrate an awareness of historical and contemporary global issues and events.
- Demonstrate intercultural competence by engaging effectively—e.g., listening, speaking, writing, signing—with others whose language, ethnicity, religion, culture, country of origin, or economic or social background is different than their own.

The general education requirements for an Associate in Arts (AA) or Associate in Science (AS) degree include course completion in areas that promote student understanding and appreciation of diverse perspectives: social sciences; ethnic studies; humanities; and fine arts. Students obtaining an AA degree from IVC must complete a minimum of four courses that

emphasize diverse and global perspectives ([II.A.11.6](#)). Students obtaining an AS degree from IVC must complete a minimum of three courses that emphasize diverse and global perspectives ([II.A.11.7](#)).

## Analysis and Evaluation

The College meets this Standard because all degrees offered include outcomes in communication competency, information competency, quantitative competency, analytical inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, directly through major requirements or through meeting general education requirements.

**II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

## Evidence of Meeting the Standard

Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education ([II.A.12.1](#)), requires that the College's associate degrees include a component of general education "to introduce students to the variety of means through which people comprehend the modern world" and to "involve students directly in examining values inherent in proposed solutions to major society problems." Administrative Regulation 4025, Philosophy and Criteria for Associate Degree and General Education ([II.A.12.2](#)), specifies that general education shall include courses that include competencies in reading, critical thinking, writing, basic mathematics, effective communication, cultural diversity, information literacy, the scientific method, aesthetic enlightenment, American institutions, and self-understanding. The College relied on faculty expertise through the Curriculum Committee, SLO Task Force, and Academic Senate to develop the general education philosophy statement that appears in the college catalog ([II.A.12.3](#)). The College has established institutional educational goals that reflect its general education philosophy ([II.A.12.4](#)).

To obtain a degree, students may follow one of four general education plans;

1. The California State University General Education (CSU GE) Breadth Certification
2. The Intersegmental General Education Transfer Curriculum (IGETC)

3. IVC Associate in Arts Degree General Education Requirements
4. IVC Associate in Science Degree General Education Requirements

([II.A.12.5](#), [II.A.12.6](#), [II.A.12.7](#), [II.A.12.8](#)). The faculty articulation officer consults with the Curriculum Committee to determine course placement on GE course lists ([II.A.12.9](#)). All four general education patterns prepare students for responsible civic participation, lifelong learning, and introspective approaches to the arts, humanities, and sciences.

## Analysis and Evaluation

The College meets the Standard by requiring a component of general education based on a carefully considered philosophy for all its degrees. That philosophy, developed by faculty, is clearly stated in the college catalog, and has informed the college institutional learning outcomes, program learning outcomes, and course student learning outcomes. The College's general education patterns ensure that students must take courses that cover a breadth of knowledge that includes responsible participation in civil society, lifelong learning, applied skills, and understanding of the arts and humanities, the sciences, mathematics, and social sciences.

**II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

## Evidence of Meeting the Standard

In accordance with Board Policy 4100 ([II.A.13.1](#)) and Administrative Regulation 4100 ([II.A.13.2](#)), all degree programs include a major (focused study in an area of inquiry). To receive an associate degree, students must complete a minimum of 18 units in a major or area of emphasis. Student learning outcomes for all degree programs reflect competencies established for degrees in higher education.

IVC offers six degrees with areas of emphasis: business, humanities, liberal studies, natural sciences, social and behavioral sciences, and the arts ([II.A.13.3](#)). Faculty discipline experts, in consultation with their departments, were tasked with identifying core courses and reviewing interdisciplinary elective courses.

The Curriculum Committee and Academic Senate rely on the expertise of discipline faculty to ensure that all degrees include a major or area of emphasis. Prior to submission to the Board of Trustees for approval, programs are thoroughly vetted through a review process that ensures programs focus on student learning outcomes and competencies appropriate for the field of study ([II.A.13.4](#)).

## Analysis and Evaluation

The College meets the Standard by ensuring that all its degrees require students to master core competencies and learning outcomes in focused areas of study. The curriculum process and Academic Senate oversight ensure that discipline experts integrate key theories and practices within their fields into all courses and course sequences leading to degrees. Board policies and administrative regulations ensure that all degrees have appropriate disciplinary focus and rigor.

### **II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

## Evidence of Meeting the Standard

To ensure that graduates completing Career Education (CE) degrees and certificates demonstrate employer-expected competencies, prior to District approval, curriculum is approved through the Orange County Regional Consortium (OCRC). CE programs are reviewed biennially through the program review process, using labor market data, employment forecasting information, and regional CE reports from the Centers of Excellence and industry experts ([II.A.14.1](#), [II.A.14.2](#), [II.A.14.3](#), [II.A.14.4](#), [II.A.14.5](#), [II.A.14.6](#), [II.A.14.7](#), [II.A.14.8](#), [II.A.14.9](#)). CE programs also stay current on the labor environment in Orange County ([II.A.14.10](#), [II.A.14.11](#), [II.A.14.12](#), [II.A.14.13](#), [II.A.14.14](#)). The faculty and deans of CE programs respond to labor market data trends through discussion, program review, possible course and/or program revision, and new program development, when feasible. IVC also participates in the Career and Technical Education Employment Outcomes Survey ([II.A.14.15](#); [II.A.14.16](#)).

The IVC Career Education Committee meets bi-monthly to discuss curriculum, pedagogy, and industry needs, and provide training ([II.A.14.17](#)).

CE programs have annual advisory committee meetings ([II.A.14.18](#), [II.A.14.19](#)) to guide programs with required competencies and employment standards. Training materials and best practices were developed for advisory committee meetings, templates, and planning checklists ([II.A.14.20](#), [II.A.14.21](#), [II.A.14.22](#), [II.A.14.23](#), [II.A.14.24](#), [II.A.14.25](#)). The documents are reviewed at bi-monthly CE Committee meetings and are uploaded as resources on the CE Committee shared drive.

## Analysis and Evaluation

The College meets the Standard by using a variety of data resources to assist with program planning and approvals, as well as course/program revisions, with the goal of meeting employment needs. In addition to outcome and labor market data, the College uses the CE Committee, regional meetings, and advisory board meetings to stay current on professional competencies, employment standards, and licensure and certification requirements.



**II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

### **Evidence of Meeting the Standard**

The IVC program discontinuance/elimination policy was revised in 2005, 2012, and most recently in May 2019 by Academic Affairs ([II.A.15.1](#)).

In accordance with Title 5, §51022, and the recommendations of the Academic Senate for California Community Colleges, the IVC Academic Senate developed a five-step process for program revitalization, suspension, and/or discontinuance. The primary purpose of this policy is to establish criteria and guidelines for the revitalization, suspension, and/or discontinuance of programs proposed for such action. Following due process and using appropriate data, this policy ensures that all programs under consideration for suspension or discontinuance must be proposed for such consideration using the policy guidelines developed in cooperation among multiple governance groups.

Since students have catalog rights ([II.A.15.2](#)), course substitution is the primary mechanism for addressing the needs of students who miss opportunities to take courses during the phase-out period. Students, with the assistance of an academic counselor and in consultation with the department chair, will create a course substitution plan to meet the requirements of the degree, certificate, or award ([II.A.15.3](#)).

Program discontinuance discussions are rare at the College. Since the 2016 Accreditation Self Study, one additional program discontinuance process was managed by a Program Evaluation Task Force (PETF). In spring 2019, the vice president for instruction requested a program discontinuance review of the Laser Technology/Photonics program from the Institutional Effectiveness Council ([II.A.15.4](#)) and initiated the process with a presentation with the Academic Senate in fall 2019 ([II.A.15.5](#)). Following an exhaustive review of data and the potential impacts of all possible actions, the Program Evaluation Task Force (PETF) issued a report ([II.A.15.6](#)) that recommended that the IVC Academic Senate and the Office of Instruction move forward with discontinuing the Laser Technology Program. The IVC Academic Senate voted unanimously 20-0 to accept this recommendation on April 2, 2020 ([II.A.15.7](#)).

### **Analysis and Evaluation**

The College meets the Standard by providing a process to assist students enrolled in a program proposed for elimination, or when a program is proposed to be substantially changed. The college policy and processes were developed in an inclusive, shared governance environment using criteria and guidelines commonly used for the revitalization, suspension, and/or discontinuance of programs.

**II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

### **Evidence of Meeting the Standard**

The College has a timeline and process to regularly evaluate and improve on the quality and currency of all instructional programs, irrespective of the mode of delivery, through Program Review ([II.A.16.1](#)). The Program Review process is supervised by the College's Institutional Effectiveness Council ([II.A.16.2](#)). In accordance with AR 4020 ([II.A.16.3](#)), the College requires all programs and administrative units to undertake a comprehensive self-evaluation every six years ([II.A.16.4](#)). Some of the areas of self-evaluation include: addressing the program's consistency with the college mission; key performance indicators; general education metrics, labor market information (for CE programs); SLO assessment; identifying equity achievement gaps; and program strengths, concerns, and opportunities ([II.A.16.5](#)). Each year, departments reevaluate program objectives, strategies, and action steps in a program review update.

Each program has access to a comprehensive suite of reports, dashboards, and data on section counts, enrollment counts, weekly student contact hours, full-time equivalent students, full-time equivalent faculty, productivity, fill rates, retention rates, success rates, passing grades, degrees awarded, and student counts disaggregated by gender, ethnicity, and educational goal ([II.A.16.6](#)). In addition to the District wide reports, IVC's Office of Research, Planning and Accreditation developed a Program Review Dashboard that contains more data and reporting tools ([II.A.16.7](#)). All dashboards include multiple options for disaggregations to evaluate progress towards closing equity gaps and to provide instruction and services tailored to the individual needs to students. Thus, the College provides data necessary for a robust program review process that allows program evaluation effectiveness on a regular cycle.

In addition to annual industry advisory meetings and the College's program review process, career education (CE) programs are evaluated every two years through the curriculum review process, which includes analysis of labor market data. Please see Standard II.A.14 for additional information about the CE program and course development and evaluation processes.

### **Analysis and Evaluation**

The College meets the Standard by regularly evaluating and improving instructional programs through a robust, regular, data-informed, and equity-minded program review process. Career education programs are subject to additional regular review and improvement through the industry advisory process and regular review and updates of labor market information.

## Conclusions on Standard II.A: Instructional Programs

The College offers a wide variety of instructional programs consistent with its mission. The programs and their degrees and certificates are of high quality and follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The College has a very robust suite of data and reporting tools which support a rigorous and regular review of its programs and services and their defined student learning outcomes. The program and curriculum review processes ensure that the content and methods of instruction meet generally accepted academic and professional standards.

## Improvement Plans

None

## Evidence List

- II.A.1.1: [College Vision & Mission - College Website - 2.10.2023](#)
- II.A.1.2: [Program, Degree and Certificate List - 2022-2023 Catalog Addendum 9.15.2022](#)
- II.A.1.3: [Sample Roadmaps-Academic Plans - Certificates - Electrical Tech, SRM - College Website - 2.10.2023](#)
- II.A.1.4: [List of Roadmaps \(Sample Academic Plans\) - UC and CSU - College Website - 2.10.2023](#)
- II.A.1.5: [Career Education - College Website - 2.10.2023](#)
- II.A.1.6: [Website Curriculum Process](#)
- II.A.1.7: [New Program Approval Process](#)
- II.A.1.8: [Courses Due for Five Year Updates - College Website - 2.10.2023](#)
- II.A.1.9: [Program Review Template - 2.10.2023](#)
- II.A.1.10: [PCAH 7th Edition](#)
- II.A.1.11: [APTC Minutes 12.06.2022 \(New Program Letters of Intent\)](#)
- II.A.1.12: [Instructional Council Agenda 10.24.2022 \(Letters of Intent for New Programs—see Page 19\)](#)
- II.A.1.13: [LAOCRC Recommendation IVC Cisco Networking Certificate - March 2022 - 2.10.2023](#)
- II.A.1.14: [CIM Advisory Meeting 20-21 - Meeting Notes \(VitalLink\)](#)
- II.A.1.15: [OE-Proposal-Form](#)
- II.A.1.16: [OEC Meeting Agenda - Approval of Online Modality - 10.11.2021](#)
- II.A.1.17: [Instructional Council Agenda 10.24.2022 \(SLO Congruence—see p. 15\)](#)
- II.A.1.18: [IEC Minutes 4.5.2022 \(review and feedback for GEOL program review\)](#)
- II.A.2.1: [IVC Curriculum Process](#)
- II.A.2.2: [Sample Course Outline of Record COR](#)
- II.A.2.3: [Professional Development Week Fall 2022](#)

II.A.2.4: [Acadenice Senate Minutes - 2023-02-16](#)  
II.A.2.5: [IEPI Application Center for Excellence](#)  
II.A.2.6: [IEPI description](#)  
II.A.2.7: [Program Review Template 2022-2023](#)  
II.A.2.7 p.: [Program Review Template 2022-2023](#)  
II.A.2.8: [Academic Employee Master Agreement 2021-2024](#)  
II.A.2.9: [IVC Faculty Evaluation Tool](#)  
II.A.3.1: [IVC- Course SLOs META 2023](#)  
II.A.3.2: [IVC - Meta PSLOs](#)  
II.A.3.3: [IVC SLO Update META](#)  
II.A.3.4: [Course SLO Assessment Results Collection Form](#)  
II.A.3.5: [IVC SLO Reporting Dashboard](#)  
II.A.3.6: [SLO Course Result Form Example](#)  
II.A.3.7: [Fall 2021 School Meeting Presentation and List of Meetings 09 24 2021](#)  
II.A.3.8: [IVC Instructional Program Review 2022-2023-template](#)  
II.A.3.9: [IVC SLO Canvas Training Course Homepage](#)  
II.A.3.10: [IVC SLO Training Course Modules List](#)  
II.A.3.11: [IVC SLOs at IVC Canvas Page](#)  
II.A.3.12: [IVC SLOs and the Syllabus Canvas Page](#)  
II.A.3.13: [IVC SLO Reporting Timeline Canvas Page](#)  
II.A.3.14: [IVC Faculty Evaluation Tool](#)  
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II.A.4.5: [Course Outline of Record ESL 370](#)  
II.A.4.6: [Course Outline of Record ESL 360](#)  
II.A.4.7: [Course Outline of Record ESL 80](#)  
II.A.4.8: [Course Outline of Record ESL 90](#)  
II.A.5.1: [BP 4100 Graduation Requirements for Degrees & Certs](#)  
II.A.5.2: [AR 4100 Graduation Requirements for Degrees & Certs](#)  
II.A.5.3: [Curriculum Committee Charge](#)  
II.A.5.4: [Website Curriculum Process](#)  
II.A.5.5: [PCAH 7th Edition](#)  
II.A.5.6: [The Course Outline of Record A Curriculum Reference Guide Revisited ASCCC](#)  
II.A.5.7: [Labor Market Information EDD](#)  
II.A.5.8: [BP 2511 Academic Senate](#)  
II.A.5.9: [Narrative Item 3](#)  
II.A.5.10: [CE Biennial Review](#)

II.A.5.11: [Advisory Board Meeting Minutes Sample](#)  
 II.A.6.1: [Student Course Demand Dashboard - December 19, 2022](#)  
 II.A.6.2: [Scheduling Blocks - Spring 2023](#)  
 II.A.6.3: [ECON 2-Year Plan 12.18.2022](#)  
 II.A.6.4: [HD 2-year plan - 2.10.2023](#)  
 II.A.6.5: [Fall-to-Fall Enrollment Comparison By Subject 2018-2022 - 2.7.2023](#)  
 II.A.6.6: [Scheduling Course Summary with Waitlist Information - Spring 2023 - 2.7.2023](#)  
 II.A.6.7: [Instructional Council Agenda 3.7.2022 Local, State, National Trends and Enrollments](#)  
 II.A.6.8: [Student Course Demand Dashboard - December 19, 2022](#)  
 II.A.6.9: [APTC Agendas, Minutes, Enrollment Trends and Instructional Delivery Modes Combined File - Fall 2022](#)  
 II.A.7.1: [Spr 23 Class sch modal](#)  
 II.A.7.2: [Curriculum-Review-Checklist](#)  
 II.A.7.3: [OE-Proposal-Form](#)  
 II.A.7.4: [Spring 23 Flexweek schedule](#)  
 II.A.7.5: [Online Ed Committee Chargesheet](#)  
 II.A.7.6: [IVC OE Faculty Handbook-2021-22](#)  
 II.A.8.1: [BP 4235 Credit for Prior Learning](#)  
 II.A.8.2: [AR 4235 Credit for Prior Learning](#)  
 II.A.8.3: [Catalog Credit for Prior Learning](#)  
 II.A.8.4: [Catalog AP IB CLEP](#)  
 II.A.8.5: [Math Validation - Irvine Valley FINAL College Math Assessment 7 2013](#)  
 II.A.8.6: [Writing Assessment Validation CTEP v1.5 - Fall 2017](#)  
 II.A.8.7: [CO-approved-assessments-ESL v9-21-22](#)  
 II.A.8.8: [Website Placement Challenge](#)  
 II.A.8.9: [BP 4260 Requisites](#)  
 II.A.8.10: [AR 4260 Requisites](#)  
 II.A.8.11: [Curriculum Committee Ballot](#)  
 II.A.8.12: [Catalog- Requisites](#)  
 II.A.8.13: [CIM 5-Year Curriculum Plan \(2020-25\)](#)  
 II.A.9.1: [AR 4100 Graduation Requirements for Degrees & Certs](#)  
 II.A.9.2: [Catalog- Earning a Degree](#)  
 II.A.9.3: [BP 4100 Graduation Requirements for Degrees & Certs](#)  
 II.A.9.4: [Catalog- Earning a Certificate](#)  
 II.A.9.5: [PCAH Credit Hour Calculations](#)  
 II.A.9.6: [Curriqunet Meta Contact Hours](#)  
 II.A.9.7: [Curriqunet Meta COR](#)  
 II.A.9.8: [CCCCO Hours and Units](#)  
 II.A.10.1: [Transfer to a Four-Year Institution - Irvine Valley College - Acalog ACMS](#)

- II.A.10.2: [IIA10-2 IVC Articulated vs. Transferable](#)
- II.A.10.3: [4050-BP Articulation of Courses and Programs](#)
- II.A.10.4: [4050-AR Articulation of Courses and Programs](#)
- II.A.10.5: [4235-BP Credit for Prior Learning](#)
- II.A.10.6: [4050-BP Articulation of Courses and Programs](#)
- II.A.10.7: [CSU Graduation Requirements - Irvine Valley College - Acalog ACMS](#)
- II.A.10.8: [IGETC Graduation Requirements - Irvine Valley College - Acalog ACMS](#)
- II.A.10.9: [IIA10-9 Transfer Information IVC](#)
- II.A.10.10: [IIA10-10 What is Assist.org IVC](#)
- II.A.10.11: [What is Transfer Evaluation System \(TES\) Irvine Valley College](#)
- II.A.10.12: [IIA10-12 What is C-ID IVC](#)
- II.A.10.13: [IIA10-13 Transferology IVC](#)
- II.A.10.14: [IIA10-14 University Hosted Events for Transfer Students](#)
- II.A.10.15: [IIA10-15 Transfer Agreements and Guarantees \(TAG\) IVC](#)
- II.A.10.16: [IIA10-16 Transfer Center IVC](#)
- II.A.10.17: [IIA10-17 Articulation Irvine Valley College](#)
- II.A.11.1: [Institutional Educational Goals - Catalog Addendum - September 15, 2022](#)
- II.A.11.2: [IVC - Meta PSLOs](#)
- II.A.11.3: [PSLOs Immersive Design - Environmental Design, COP - Irvine Valley College - 2023-2024 Catalog - 3-29.2023](#)
- II.A.11.4: [PSLOs Anthropology for Transfer, AA-T - Irvine Valley College - 2023-2024 Catalog - 3.29.2023](#)
- II.A.11.5: [PSLOs Communication Studies, AA - Irvine Valley College - 2023-2024 Catalog - 3.29.2023](#)
- II.A.11.6: [IVC General Education Requirements for AA Degrees - March 2022](#)
- II.A.11.7: [IVC General Education Requirements for AS Degrees - March 2022](#)
- II.A.12.1: [IVC Program Revitalization, suspension, or discontinuance process](#)
- II.A.12.2: [4025-AR Philosophy and Criteria for Associate Degree and General Education 10.06.22](#)
- II.A.12.3: [Philosophy of General Education - Catalog Addendum - September 15, 2022](#)
- II.A.12.4: [Institutional Educational Goals - Catalog Addendum - September 15, 2022](#)
- II.A.12.5: [CSU GE Breadth Pattern 2022-2023 - Catalog Addendum - September 15, 2022](#)
- II.A.12.6: [IGETC GE Pattern 2022-2023 - Catalog Addendum - September 15, 2022](#)
- II.A.12.7: [IVC General Education Requirements for AA Degrees - March 2022](#)
- II.A.12.8: [IVC General Education Requirements for AS Degrees - March 2022](#)
- II.A.12.9: [Curriculum Committee Minutes for 11-08-2022 - Discussion of Course GE Placement](#)
- II.A.13.1: [II.A.13.1 -BP 4100 Graduation Requirements for Degrees & Certs](#)
- II.A.13.2: [II.A.13.2 -AR 4100 Graduation Requirements for Degrees & Certs](#)
- II.A.13.3: [Catalog- Emphasis Degrees](#)



II.A.13.4: [Website Curriculum Process](#)  
 II.A.14.1: [Career Education Board Report 2021](#)  
 II.A.14.2: [Digital Media Arts Program Review 2018-2019](#)  
 II.A.14.3: [Electrical Technology Program Review 2019-2020](#)  
 II.A.14.4: [Paralegal LMI Report Used for Biannual Review 2021](#)  
 II.A.14.5: [Electronic Technology LMI Report Used for Biannual Review 2021](#)  
 II.A.14.6: [Real Estate LMI Report Used for Biannual Review 2021](#)  
 II.A.14.7: [Electronics Technology Program Review inForm Report](#)  
 II.A.14.8: [Paralegal Program Review inForm Report](#)  
 II.A.14.9: [Real Estate Program Review inForm Report](#)  
 II.A.14.10: [IVC Core Indicators by TOP Code Summary 2019-2020](#)  
 II.A.14.11: [EMSI Regional Impact Report for IVC 2020 05 05](#)  
 II.A.14.12: [LAOCRC Analysis of Economic Impact and Return on Investment of Education Report 2018](#)  
 II.A.14.13: [OCBC OC Community Indicators Report 2020-2021](#)  
 II.A.14.14: [OCSAP All OC CTE Sectors Report 2021](#)  
 II.A.14.15: [IVC CTEOS Report 2019](#)  
 II.A.14.16: [IVC CTEOS Report 2021](#)  
 II.A.14.17: [CTE Advisory Committee and Biennial Review Guidelines](#)  
 II.A.14.18: [Paralegal Advisory Committee Mtg Minutes 2018 08 02](#)  
 II.A.14.19: [HD Advisory Committee Mtg Minutes 2019 05 20](#)  
 II.A.14.20: [Advisory Board Best Practices and Tips](#)  
 II.A.14.21: [Advisory Committee - Faculty Handbook 2022-2023](#)  
 II.A.14.22: [Advisory Committee - Easy Steps for Planning 2022-2023](#)  
 II.A.14.23: [Advisory Committee - Meeting Checklist 2022-2023](#)  
 II.A.14.24: [Advisory Committee - Sample Agenda 2022-2023](#)  
 II.A.14.25: [II.A.14.18 -Advisory Committee - Sample Member Invitation 2022-2023](#)  
 II.A.15.1: [IVC Program Revitalization, suspension, or discontinuance process](#)  
 II.A.15.2: [Policies and Standards - Catalog Rights](#)  
 II.A.15.3: [II.A.15.7 Special Petition for Course Substitution](#)  
 II.A.15.4: [IEC Agenda 2019 April 16](#)  
 II.A.15.5: [Academic Senate Minutes 2019 November 7](#)  
 II.A.15.6: [PETF Report 2020 February 5](#)  
 II.A.15.7: [Academic Senate Minutes 2020 April 2](#)  
 II.A.16.1: [Program Review Timeline and Checklist](#)  
 II.A.16.2: [IEC Charge](#)  
 II.A.16.3: [AR 4020 Instructional Program Review](#)  
 II.A.16.4: [Program Review Template Table of Contents](#)  
 II.A.16.5: [InForm Program Review Report](#)  
 II.A.16.6: [Program Review Dashboard](#)

## II.B LIBRARY AND LEARNING SUPPORT SERVICES

**II.B.1** The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

### Evidence of Meeting the Standard

To support student learning, Irvine Valley College (IVC) offers a large and well-staffed library, seven learning centers, and 894 computers. IVC utilizes program review, surveys, student evaluations, Student Learning Outcomes (SLOs), and other data collection modalities to ensure learning resources are of sufficient quantity, currency, depth, and variety to meet student learning needs ([II.B.1.1](#), [II.B.1.2](#), [II.B.1.3](#)).

*Table 11 - Library Data, 2021–2022*

Topic	Information
Number of Librarians	4
Number of Staff	8
Number of Visits	37,678
Number of Credit Classes Taught	6
Number of Library Orientations and Research Workshops	362 (2 in person, 360 via Zoom)
Number of Asynchronous Workshops Completed	1,838 students earning 5,888 badges
Size of Print Collection	36,000
Size of Electronic Collection	592,670
Number of Public Access Computers	122
Hours of Operation	7:45 a.m.–10:00 p.m. (M–Th) 7:45 a.m.–4:00 p.m. (F) 10:00 a.m.–2:30 p.m. (S)

The library has established collection development policies that are reviewed by the librarians and are published for public review. Faculty are solicited for new materials through annual communications and presentations at school meetings. This process identified the need for additional science databases, which resulted in the library receiving additional funding to

subscribe to Science Direct ([II.B.1.4](#)). During the campus closure for COVID-19, the library received numerous requests for online textbooks while students waited for the bookstore to ship them their books. To ensure that students had access to learning materials, the library began to offer to scan only the pages needed for the first two weeks of the course and provided online access through our eReserves application for use by the students in that class. Additionally, when the campus went fully online, the library created eight self-paced workshops in Canvas to provide students with more access to research support online, especially after-hours. These workshops are extremely popular with faculty and students as they require the students to take an assessment to verify knowledge learned, then provide a unique badge that students can share with their instructors as proof of completion ([II.B.1.5](#)).

IVC houses seven campus learning resource centers (LRCs), which provide multiple opportunities and modalities for student success support and tutoring. When considering and planning for the effectiveness of services, the LRCs consider attendance data from student tracking software, along with student surveys, success in corresponding courses, student learning outcomes, and program reviews ([II.B.1.6](#), [II.B.1.7](#)). In fall 2022, the student support centers established a Guided Pathways completion team to start an Inquiry to Action plan in conjunction with the Office of Research, Planning and Accreditation to identify areas for improvement based on data. Through the completion team's work, it was identified that a Writing Center tutor was needed in the library to assist with quick essay composition questions and registering students for appointments in the Writing Center ([II.B.1.8](#)).

*Table 12 - Learning Center Data, 2021–2022*

<b>Learning Centers</b>	<b>Students Served</b>	<b>Computers</b>	<b>Hours of Operation</b>
<b>Math Center</b>	1,180	19	In-Person 8:00 a.m.–7:00 p.m. (M-Th) 8:00 a.m.–2:00 p.m. (F, S)
<b>Writing Center</b>	824	26	In-Person and Online 8:30 a.m.–8:00 p.m. (M-Th) 9:00 a.m.–2:30 p.m. (F)
<b>Adult ESL Center</b>	3,759	25	In-Person 9:00 a.m.–4:00 p.m. (M-F) 11:00 a.m.–6:00 p.m. (W) Online appointments available via Zoom.
<b>English Language Center (ELC)</b>	451	6	In-Person 9:00 a.m.– 6:00 p.m. (M   W) 9:00 a.m.–5:00 p.m. (T   Th) 8:00 a.m.–2:00 p.m. (F) Online appointments available via Zoom

Learning Centers	Students Served	Computers	Hours of Operation
Student Success Center (Tutoring)	436	54	9:00 a.m.–7:00 p.m. (M-Th) 9:00 a.m.–2:00 p.m. (F)
Veterans Services Center	405	7	In-Person 8:00 a.m.–4:30 p.m. (M-Th)
Center for Asian American and Native American Pacific Islanders (CAANAPI)			In-Person 9:00 a.m.–5:00 p.m. (M-Th) 9:00 a.m.–1:00 p.m. (F)

The College uses collaborative discussion, such as the Student Support Centers Completion Team meetings, program review, survey data, and other data points to ensure that the student learning resources are sufficient to support all the educational programs at IVC, both in person and virtually ([II.B.1.9](#), [II.B.1.10](#)). Equity and access are important considerations for student learning and support at IVC, so the College ensures that students in all locations, irrespective of the mode of instructional delivery or program, receive equitable support through the library and the learning centers. Recognizing that students spend much of their time online in Canvas, IVC created a student hub to provide information and online access to the library and learning centers. For example, a student can start a chat with a librarian without having to leave Canvas ([II.B.1.11](#)). The Student Success Center makes use of Google Sites to provide additional information for off-campus students about how to register and use the tutoring center ([II.B.1.12](#)).

When additional resources are needed, the library and LRCs use the program review and resource request processes to fund materials, staffing, technology, and/or facilities ([II.B.1.13](#)).

## Analysis and Evaluation

The College meets the Standard by having a very robust suite of offerings related to library and support services. Campus processes ensure that the quantity, currency, depth, and variety of learning resources are sufficient to meet student needs.

**II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

## Evidence of Meeting the Standard

The library mission statement reads as follows: “The mission of the Irvine Valley College (IVC) Library is to cultivate student success, information competency, and lifelong learning by providing quality services and programs to ensure equitable access to information resources for Irvine Valley College’s diverse community.” Relying on the expertise of faculty, including

librarians, and other learning support services professionals, IVC selects and maintains educational equipment and materials to support student learning and enhance achievement. The librarians provide a variety of methods for faculty, staff, and students to request materials and resources, including an online form via the library's homepage; librarian liaisons who present on library services for each school; and annual emails to faculty ([II.B.2.1](#), [II.B.2.2](#), [II.B.2.3](#)).

Equipment and materials that support student learning for all students, regardless of location, include the following: library videos, media players, reference and circulation materials, periodicals, calculators, human anatomy models, Microsoft Office, discount software packages, and MySite. Additional software items are listed in Table 13.

*Table 13 – Library and Learning Services Software with Descriptions*

<b>Software</b>	<b>Description</b>
<b>MediaSite</b>	Video platform for digital content storage, including video and audio files
<b>Canvas</b>	Course learning management system
<b>Library Databases</b>	Sixty-three databases, including Academic Search Premier (EBSCO), ProQuest Central, and Nexis Uni
<b>Paper Cut</b>	Online printing
<b>Springshare</b>	Online room reservation system, survey and assessment creator, guide and tutorial shells, analytics tracker, FAQs, online chat
<b>Library Applications</b>	
<b>Smartthinking</b>	Online tutoring
<b>CAS Maplesoft</b>	Math software

When a new course is launched, librarians are informed through our course management system, META. At that point, an assigned librarian verifies that the library collection is sufficient in depth and breadth to support the new course or program. Each school and department at IVC has a librarian liaison assigned to work with faculty to best support each department's instructional needs. Librarians attend faculty meetings and solicit faculty feedback through emails and online methods where faculty, staff and students make recommendations on materials ([II.B.2.4](#)). For more extensive resources, such as databases and ebook collections, the library relies on recommendations from faculty, the Council of Chief Librarians (CCL) Consortium, and internal collection development statements to determine the depth and sufficiency of its collection ([II.B.2.5](#)).

With the exception of the Student Success Center (tutoring), the learning centers at IVC are tied directly with either course curriculum, such as the math, writing, and English language centers, or with student populations, including Puente, veterans, and AAPI. The learning centers rely upon regular communication with department faculty, staff, and students to guide the services and materials needed to ensure student success ([II.B.2.6](#), [II.B.2.7](#)). IVC uses program reviews, SLOs, student surveys, and assessments to ensure that students are being supported academically to succeed in their programs. The Student Support Center's completion team

worked together to create a student survey to investigate the decline in usage after the pandemic; it looked at both student knowledge of student support services as well as any barriers to using the centers ([II.B.2.8](#)). The survey showed that students primarily found out about the centers through their professors. The support centers were then able to quickly prepare a presentation for faculty and staff that was presented at school meetings ([II.B.2.9](#)).

The IVC Library website offers students online access to research help through chat, video and text tutorials, self-paced workshops via Canvas, live workshops via Zoom, and 64 databases providing 24/7 access to streaming videos, articles, and ebooks. The IVC Library provides computer access for all students, including short- and long-term laptop checkouts, and desktops on the first floor. In 2021, the library reorganized their computer layout to establish a Zoom Zone where students could attend online classes via Zoom while on campus. The Student Success Center provides access to computers configured with specialized software required by IVC courses. The IVC library provides a cloud-based printing system and high-tech scanners for student use. Additionally, the library supplies headsets, portable DVD drives, projectors, USB drives, reserve textbooks, and calculators.

## Analysis and Evaluation

The College meets the Standard by relying on the expertise of librarians and faculty when selecting and maintaining its educational equipment and materials. The College offers a wide and robust suite of student learning supports that enhance the achievement of the mission.

**II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

## Evidence of Meeting the Standard

The College uses a variety of methods, including the institution's program review process and analysis of student surveys and student learning outcome (SLO) data ([II.B.3.1](#), [II.B.3.2](#), [II.B.3.3](#), [II.B.3.4](#)), to assess the adequacy of its library and learning center services and resources. Results are discussed collaboratively and used for the improvement of the library and the learning centers. The library generates statistics using gate counts, database usage, circulation checkouts, and study room usage. The librarians track reference transactions, both virtual and in-person; bibliographic instruction; and workshop attendance. Additionally, the librarians assess knowledge upon completion of library workshops and provide surveys to faculty who participated in a library bibliographic instruction session ([II.B.3.5](#), [II.B.3.6](#)). The library uses these evaluation tools to measure SLOs to improve program and instruction services, such as providing more online tutorials for citations and having longer operating hours.



The library and learning centers use SLO data each semester through surveys and assessments as discussion points in the department's program review to discuss the results on how to improve the center's instruction support for students ([II.B.3.7](#), [II.B.3.8](#)).

The library uses student surveys, workshop quizzes, and feedback from faculty to assess SLOs ([II.B.3.9](#), [II.B.3.10](#), [II.B.3.11](#)). In addition to surveying students on their satisfaction with the library and library resources, they also assess students' basic information literacy. The results from the information literacy survey questions found while most students could identify at least one aspect of a scholarly article, they didn't always know where to find them in the library. In the library program review, participants discussed that the library would create short library video tutorials on how to find databases containing scholarly journals available to students 24/7 ([II.B.3.12](#)).

## Analysis and Evaluation

The College meets the Standard by evaluating library and other learning support services through its program review process, which is described in more detail in I.B.2, I.B.4, and I.B.5. The learning outcomes and their assessment in each program review discuss and ensure that offered services contribute to the attainment of the specified learning outcomes.

**II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

## Evidence of Meeting the Standard

IVC contracts with outside vendors to provide up-to-date technology for the library and learning centers, which work closely with IVC Technology Services to manage contracts and to assess and ensure the quality of contracted services.

Table 14 contains examples of outside vendor services provided to IVC that enhance the accessibility and functionality of IVC's library and learning resources.

*Table 14 - Examples of Contracted Library Support Services*

Program	Vendor	Purpose
Library	OCLC WorldShare Management System	Accessible library resources and resource management

<b>Program</b>	<b>Vendor</b>	<b>Purpose</b>
<b>Library</b>	YBP, GOBI	Collection development and tracking; databases; periodicals
<b>Library</b>	Springshare Lib Apps	Statistics, for LibGuides and for LibCal (study rooms)
<b>Library</b>	LibAnalytics	Statistics
<b>Library</b>	3M	Gate counts
<b>Student Success Center</b>	Smarthinking	Online tutoring
<b>All Centers</b>	Papercut	Cloud print system
<b>All Centers</b>	LinkedIn Learning	Technology training
<b>All Centers</b>	SARS Software	Student use tracking

IVC and the District collaborate to ensure the security, maintenance, reliability, and accessibility of services provided by outside vendors. The library and the learning centers utilize data to analyze and review service usage to ensure accessibility of services for students. For example, IVC switched to a cloud-based printing system to accommodate the student need to print from their personal laptops.

The library chair and Student Success Center coordinator meet biannually with the director of Technology Services to discuss the needs of the students and the centers. This collaboration utilizes data from both sides, such as IT service tickets, library student surveys, and requests from faculty, to determine if the resources provided, such as the cloud-based print system, are the most reliable, accessible, and cost-effective while serving the needs of students.

The library uses database statistics to assess usage and value to the students annually. In 2019, it was noticed that ARTstor had exceptionally low usage. After consulting with the Art department and marketing the database to faculty for one more year, it was decided that the funds would be better allocated to subscribe to additional Gale and EBSCO databases ([II.B.4.1](#), [II.B.4.2](#)).

## **Analysis and Evaluation**

The College meets the Standard by documenting formal agreements between the institution and other sources or vendors for library and other learning support services. Evaluation processes are in place to ensure adequate usage and easy accessibility of those resources and products.

## **Conclusions on Standard II.B: Library and Learning Support Services**

The IVC library and learning centers select and maintain instructional equipment, materials, and resources through a collaborative process that avails itself of faculty expertise and institutional data to ensure the College is ready for all students regardless of location or means of access. The library and learning centers strive to use a variety of data from SLOs, surveys, and usage statistics, and that they collaborate with the Office of Research, Planning and

Accreditation to ensure that IVC is providing more than sufficient support for all students.

## Improvement Plans

None

## Evidence List

- II.B.1.1: [ESL - Program Review - InsideIVC IEC Program Review](#)
- II.B.1.2: [Library Program Review - InsideIVC IEC Program Review](#)
- II.B.1.3: [Annual Library Student Survey results -5.19.2022 - Google Drive](#)
- II.B.1.4: [Faculty Database Survey - LibWizard Report](#)
- II.B.1.5: [Library self-paced workshops - Canvas](#)
- II.B.1.6: [ESL - Program Review - InsideIVC IEC Program Review](#)
- II.B.1.7: [ESL - Program Review - InsideIVC IEC Program Review](#)
- II.B.1.8: [Inquiry Action Process - IVC Support Centers - Google Drive](#)
- II.B.1.9: [Library Services for Faculty - Library Website](#)
- II.B.1.10: [Inquiry Action Process - IVC Support Centers - Google Drive](#)
- II.B.1.11: [Student Support Hub - Canvas](#)
- II.B.1.12: [Student Success Center - Google Site](#)
- II.B.1.13: [Resource Request - IVCLibrary-NewAnatomyModels-10.13.2022](#)
- II.B.2.1: [Faculty Database Survey - LibWizard Report](#)
- II.B.2.2: [Library Services for Faculty - Library Website](#)
- II.B.2.3: [Attention Faculty! Library Services for Fall - Campus-wide Email](#)
- II.B.2.4: [Attention Faculty! Library Services for Fall - Campus-wide Email](#)
- II.B.2.5: [Library Collection Development Statements - Faculty Services LibGuide](#)
- II.B.2.6: [ELC Coordinator Meeting 4 2021](#)
- II.B.2.7: [English Department Meeting Agenda Spring Flex 01.13.22](#)
- II.B.2.8: [IVC Student Success Centers Survey - Google Forms](#)
- II.B.2.9: [Student Support Centers Services School Presentation - Google Slides](#)
- II.B.3.1: [ESL - Program Review - InsideIVC IEC Program Review](#)
- II.B.3.2: [ESL - Program Review - InsideIVC IEC Program Review](#)
- II.B.3.3: [Library Program Review - InsideIVC IEC Program Review](#)
- II.B.3.4: [Annual Library Student Survey results -5.19.2022 - Google Drive](#)
- II.B.3.5: [Library Workshop Attendance Quiz and statistics - LibWizard](#)
- II.B.3.6: [Faculty BI evaluation - LibWizard](#)
- II.B.3.7: [Math Program Review - Math Center - InsideIVC IEC Program Review](#)
- II.B.3.8: [ESL Program Review - ELC - InsideIVC IEC Program Review](#)
- II.B.3.9: [Library Program Review - InsideIVC IEC Program Review](#)
- II.B.3.10: [Annual Library Student Survey results -5.19.2022 - Google Drive](#)
- II.B.3.11: [Library self-paced workshops - Canvas](#)

II.B.3.12: [library video guides - IVC Library homepage](#)

II.B.4.1: [Database Usage - 2019-2020 - Google Drive](#)

II.B.4.2: [Database Usage - 2020-2021 - Google Drive](#)

## II.C STUDENT SUPPORT SERVICES

**II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

### Evidence of Meeting the Standard

The College regularly evaluates the quality of student support services as required by the Planning and Decision-Making Manual ([II.C.1.1](#)) and the various planning steps leading to the Annual and Comprehensive Program Reviews. The robust Student Services (SS) planning and program review process begins at an annual planning retreat ([II.C.1.2](#)) to ensure that regardless of location, or modality, SS subdivisions are adequately preparing for goal setting and data gathering to measure program performance and outcomes. As such, SS subdivisions are required to link program goals to the College's mission and institutional strategic planning goals ([II.C.1.3](#)). This requirement ensures that SS works in unison to not only support student learning, but also to support the College's overarching mission and strategic plan led by student equity, inclusion, access, and success. This is demonstrated in Student Services' program review process's alignment with the Planning and Decision-Making Manual ([II.C.1.4](#), [II.C.1.5](#)), as all program reviews are reviewed by the College's Institutional Effectiveness Council ([II.C.1.6](#)).

To ensure that Student Services programs and departments evaluate services and address needs, Student Services assessed and revised the Student Services program review process. The redesign was specifically proposed to target programmatic strategies and interventions that indirectly impact enrollment, persistence, and completion initiatives. The new program review process holds programs accountable for the success of students, as evidenced by the 2021-2022 Extended Opportunity Programs & Services Comprehensive Program Review ([II.C.1.7](#)). The improved process encompassed aligning institutional goals and diversity, equity, and inclusion goals with student services programs and services. The revised process was designed to highlight the importance of goal setting and reflexivity as they related to the College's most vulnerable and affected populations. Additionally, data collection strategies that include a Student Services dashboard ([II.C.1.8](#)) were established to provide a sound and robust data collection process, as well as the disaggregation of data so Student Services can make data-informed decisions about students, their needs, and ways to better facilitate their success. As such, departments and programs within Student Services became aware of the value the program review process brought to the division and the College. SS programs and departments are using the activity to address gaps and opportunities within programming and/or student services areas, aimed at better supporting the needs of students, growth within enrollment, persistence, and overall student completion.

The institution further identified needs by conducting a variety of needs assessments and student surveys such as the IVC Student Satisfaction Survey Spring 2020 ([II.C.1.9](#)) and the IVC Student Needs Survey Fall 2020 ([II.C.1.10](#) - See Q7). The spring 2020 survey identified student needs, such as the need for emotional support. The College responded by hiring mental health interns to further supplement a full-time therapist to meet the need and demand for mental health services. The College also implemented a Student Engagement Call Center that made nearly 40,000 phone calls ([II.C.1.11](#)) to students across nearly 60 different call/reengagement campaigns ([II.C.1.12](#)) to better connect and inform action-oriented goals for students.

## Analysis and Evaluation

The College meets the Standard by regularly evaluating the quality of student support services and its robust program review process. In this process, equity is constantly taken into consideration when adequately planning for future student support services and when considering the modality of delivery and location; e.g., face-to-face, online and hybrid instruction. Furthermore, the requirement for programs and departments to consider the College's strategic plan, including the mission and vision, as well as its congruence with equity, speaks to the quality of planning that exists within Student Services.

**II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

## Evidence of Meeting the Standard

Irvine Valley College identifies and assesses learning support outcomes for its student population through the program review process. The College uses Student Learning Outcomes (SLO) and assessment and Student Services Outcomes (SSOs) and assessment data to provide appropriate student support services and programming, in addition to making improvements to student support programs and services ([II.C.2.1](#)). Furthermore, SSOs are typical of Student Services Program Reviews. The attached example from Outreach's Program Review is illustrated in Section D, which focuses on the increase of disproportionately impacted students enrolled in the Promise Program. The Outreach team responded by successfully increasing the total number of Hispanic/Latinx students by 3.8 percent, which became the second (previously third) largest demographic participating in the program ([II.C.2.2](#)).

As part of the program review process, the Office of Research, Planning and Accreditation (ORPA) created program-specific data dashboards ([II.C.2.3](#)) to inform the program reviews. Data from the dashboards populate the Student Services (SS) program review templates ([II.C.2.4](#)), providing an opportunity to assess and evaluate the data and implement a continuous improvement process ([II.C.2.5](#)). Each SS area is required to develop three to five program goals and one to three SSOs addressing identified gaps, tied to the institution's strategic plan and



focusing on student equity. Several institutional documents such as the Strategic Plan ([II.C.2.6](#)), the 2022-2025 Student Equity Plan ([II.C.2.7](#)), and the President's Advisory Council on Diversity, Equity, Inclusion and Access framework ([II.C.2.8](#)) are available to program review authors to inform the development of SSOs. To ensure consistency, Student Services leaders participate in an annual planning retreat held each summer in preparation for the new academic year. During the retreat, each area provides a report of outcomes of prior SSOs and goals, and new goals and SSOs are developed. This is evidenced by the Summer 2021 ([II.C.2.9](#)) and 2022 Student Services Planning Retreat Agendas ([II.C.2.10](#)). Additionally, in the spirit of continuous improvement, program goals are regularly discussed during the Student Services Council meetings ([II.C.2.11](#)).

To exemplify the practice of addressing program goals and SSOs, the Matriculation department identified the need to increase in-person offerings of various onboarding processes such as applying, orientation, advisement, and registration, as reflected in the survey ([II.C.2.12](#)) and results ([II.C.2.13](#)) in the Matriculation Comprehensive Program Review ([II.C.2.14](#)). Based on these results, the Matriculation team piloted a program offering IVC feeder schools with a large Latinx student population the opportunity to have students bussed to IVC to complete the onboarding process in person ([II.C.2.15](#)). The pilot program was successful and there are plans to scale the efforts to reach more prospective students.

## Analysis and Evaluation

**The College meets the Standard by identifying and assessing learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The use of data to assess such outcomes is regularly embedded within the process for evaluation of student support outcomes within Student Services.**

**II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

## Evidence of Meeting the Standard

Irvine Valley College (IVC) ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery modality. A review and assessment of student support services serves as a proactive approach to identifying gaps and needs within the various student services areas. The annual review and assessment began with the first Student Services Management Team retreat in December 2020. The retreat included an overview of the evidence-based Student Support (Re)Defined framework. Student Services assessed each respective area to identify strengths and needs for improvement to best support the needs of students ([II.C.3.1](#), [II.C.3.2](#)). Considering the COVID-

19 pandemic, Student Services pivoted quickly to address the need for providing reliable services, which is evident through the development of the College's virtual help desk, student engagement modalities for access and services, outreach initiatives, and the varying modalities offered for student appointments, to name a few ([II.C.3.3](#)).

IVC provides appropriate, comprehensive, and reliable services to students regardless of service location or delivery method by identifying and assessing student needs via the annual and comprehensive program review process, which include student surveys, needs assessments, and qualitative data. Furthermore, the institution frequently analyzes survey results by disaggregating data to identify gaps and needs, forming programs and services to address these needs in response. For example, a survey was conducted during the pandemic to capture needs and satisfaction for Basic Needs services ([II.C.3.4](#)). Survey results indicated that students identified basic resources such as food and technology as a need ([II.C.3.5](#)). The College responded by establishing food distribution drive-thru events ([II.C.3.6](#), [II.C.3.7](#), [II.C.3.8](#)) to provide students with needed resources and to connect students with additional resources such as hygiene products, mental health services, and financial aid. The College further analyzed survey results by disaggregating data to identify gaps and needs ([II.C.3.9](#)). Moreover, to address the digital divide and to ensure equitable services, the College adopted a Learn to Earn ([II.C.3.10](#)) program where students who borrow a laptop or Chromebook can keep the equipment at the conclusion of the academic year by maintaining a cumulative 2.0 GPA and completing 6 units to earn a Chromebook, or 12 units to keep the laptop. The College further ensured students had equitable access to all of its services by providing virtual services beyond the pandemic shutdown. For example, Counseling programs and services offer virtual appointments ([II.C.3.11](#)) and the Health and Wellness Center offers virtual and in-person mental health appointments ([II.C.3.12](#), [II.C.3.13](#)). The Office of Student Life and Equity offers workshops and club meetings in person and virtually ([II.C.3.14](#)), and student tutoring is also offered in several modalities, including in-person, online, and hybrid ([II.C.3.15](#)).

An important framework that has shaped the College's efforts in addressing student needs is through its adoption of a Caring Campus initiative ([II.C.3.16](#)). Classified Senate embarked on the Institute for Evidence-Based Change (IEBC) Caring Campus nationwide initiative in the fall of 2019 and has continued these efforts throughout the pandemic. Caring Campus is intentional in making students feel welcomed and fosters a sense of connectedness to the College. The College is committed to students' well-being and their academic success. As such, IVC has maintained a Caring Campus culture that is sustained by classified professionals, faculty, counselors, and administrators.

Irvine Valley College has engaged in several important initiatives to ensure equitable services for students. Of major note is the website redesign project, completed using Guided Pathways design principles to facilitate efficient student completion of learning goals ([II.C.3.17](#)). A key component of the website was the development of sample program maps for all degrees, certificates, and CSU/UC transfer patterns ([II.C.3.18](#)). A faculty member was assigned as the

program and career maps coordinator to ensure continued alignment with curriculum updates. The website also includes a skills and interests assessment to help students connect to academic and career interest areas early in their learning pathway ([II.C.3.19](#)). Lastly, IVC subscribed to a service that provides current career information, like average salary and required education, and is linked to all program maps ([II.C.3.20](#)).

To further ensure equitable access, the institution established Guided Pathways Completion Teams built on a 10+2 model encompassing the 10 academic interest areas, a classified services team, and an academic support centers team ([II.C.3.21](#)). These teams use an inquiry-to-action process that empowers faculty and staff to reflect on data and develop equity-based solutions for student access, retention, and persistence. Completion Teams initiated projects in the past year that impact student learning and reflect equity priorities ([II.C.3.22](#)). Some examples include:

- Creating trigonometry open educational resources (increasing student access to no cost materials and reducing financial barriers);
- Establishing first-gen college student recognition (increasing student access to faculty, staff, and other students who can provide specialized support);
- Expanding embedded tutor availability (increasing access to learning resources);
- Creating an academic support center awareness campaign for students and faculty (increasing knowledge of and access to learning resources);
- Providing professional development on equitable syllabi and grading (increasing access to courses and successful completion to students who juggle work and family obligations with school); and
- Developing new non-credit certificates (opening access to high-quality language instruction to all English language learners, reducing financial barriers, and creating pathways to credit education and workforce development) ([II.C.3.23](#), [II.C.3.24](#), [II.C.3.25](#)).

**These initiatives reduce barriers and increase student access to resources and support needed to succeed in their academic and career goals.**

### **Analysis and Evaluation**

The College meets the Standard by providing a variety of appropriate, comprehensive, and reliable services for students regardless of service modality or location. The evidence shared in the above section aligns with the practice of supporting students' best interests by taking inventory of the various support services within the entirety of the division. In addition, periodic assessments and satisfaction surveys are taken, and analysis of services is taken into consideration on an annual basis.

**II.C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

### **Evidence of Meeting the Standard**

With operational support from the Office of Student Life, students in the 2022-23 academic year participate in nine co-curricular programs and 53 student clubs and organizations ([II.C.4.1](#)), with some variation annually depending on student interest and peer leadership.

Current co-curricular programs include Administration of Justice (AOJ/XTE), Dance, *The Ear* literary journal, Forensics/Speech and Debate, Honors Program and Undergraduate Research, Intercollegiate Athletics, IVC’s Psi Beta chapter, MUN/Political Science Club, and Phi Theta Kappa (Honors Society). Irvine Valley College (IVC)’s numerous student clubs and organizations represent a broad level of diversity of academic, career, community, and service learning, honor societies, leadership, multiculturalism, and special interests.

Oversight of co-curricular programs is facilitated by the Office of Student Life and supervised by the individual programs’ instructional deans. Co-curricular programs require three components: they must be tied to instruction, be competitive in nature in areas of instruction, and require student course enrollment. Each program has a faculty advisor or administrative manager responsible for program and fiscal oversight and may be provided some of their funding by the Associated Students of Irvine Valley College (ASIVC) ([II.C.4.2](#)).

As part of the IVC budget allocation process, co-curricular programs are subject to normal program review processes and are expected to submit data such as a calendar of events and activities, strategic goals and objectives, and other metrics as part of any funding. Because co-curriculars are managed within Instruction, they are not required to report to ASIVC or Student Life. Instead, they must comply with relevant board policies on their expenditures and activities.

The ASIVC constitution and bylaws ([II.C.4.3](#)) and ASIVC club website documents ([II.C.4.4](#)) provide governance and guidance on the designation of clubs and programs, including the mechanics of the role of faculty advisors and fiscal policies.

In order to evaluate the quality and effectiveness of co-curricular and club programs, ASIVC uses an annual allocation budget process that requires participation in the College’s Program Review Process and can include mid-year program and goal updates. As a response to opportunities presented by the recent management of COVID-related business practices, the Office of Student Life is reviewing best practices in this area. Currently, Student Life and ASIVC communicate with funding source managers if they receive ASIVC funding. They are examining methods and mechanisms to conduct ongoing budget updates, which may require staffing resources to monitor and provide feedback to the various funding recipients.

IVC athletics programs provide students with a variety of fall, winter and spring sports, in both team and individual intercollegiate activities. Athletics is housed in the School of Kinesiology, Health, and Athletics. IVC draws student-athletes predominantly from Orange County but has steady enrollment numbers from students both nationally and globally. Student-athletes span all socio-economic, racial, ethnic and cultural demographics, including significantly higher percentages of Black students as compared to the College's student population as a whole ([II.C.4.5](#)).

IVC data indicates that the athletic learning community is among the most academically successful in the College, excelling in enrollment, GPAs, and several other metrics ([II.C.4.6](#)).

From 1990 through the spring of 2022, Irvine Valley College athletics teams collected 25 state championships and 64 conference titles, while IVC student-athletes have added 29 state and 34 conference individual titles ([II.C.4.7](#)). IVC offers intercollegiate competition in baseball, basketball, soccer, tennis, and volleyball for men, and beach volleyball, basketball, soccer, and volleyball for women, with the intent to add flag football for women in fall 2024. Additional competitive opportunities are available through a varsity esports program initiated in spring 2020.

As part of its operational philosophy, intercollegiate athletics relies on its externally hosted website, as well as multiple social media accounts to promote athletics ([II.C.4.8](#)). The program works to ensure high program standards and personal integrity. It is important to note that IVC is among the few colleges statewide (at both the two-year and four-year levels) that is routinely in compliance with the strict proportionality test of Federal Title IX laws on gender equity ([II.C.4.9](#)). Athletics has the support of a designated academic counselor who emphasizes student responsibility in representing the College, its students, the faculty and staff, and current and future alumni.

Student athletes are required to complete an in-person orientation, including the completion of athletics documents from the program, College, District, and the state's governing body. Students are provided online access to a copy of the Student-Athlete Handbook ([II.C.4.10](#)), which includes pertinent information on activities and obligations, copies of documents requiring student signatures, information from the mandatory orientation meeting, and resources available from the College. The handbook is maintained by the dean, reviewed annually, and updated as circumstances require.

## **Analysis and Evaluation**

The College meets the Standard by providing co-curricular programs and athletic programs aligned with the institution's mission. The College promotes and supports breadth and depth in multiple social and cultural dimensions related to student life. The College has strict budget guidelines that require broader campus participation and mandate annual informational updates on program achievements and participation rates.

**II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

### **Evidence of Meeting the Standard**

The mission of the Irvine Valley College (IVC) School of Guidance and Counseling is to provide holistic counseling services that address the academic, career, and personal development of all students in a safe and inclusive environment.

The College's counseling services are offered throughout a broad range of student services, which include the Counseling Center, Extended Opportunity Programs and Services (EOPS), Disability Support Programs for Students (DSPS), the Career Center, and the Transfer Center. In addition, specialized counseling is also offered as part of the following: Adult English as a Second Language (AESL), Athletics, Career Education, Dual Enrollment, Engineering Academy, GAP 4+1 (Accounting), Financial Aid, Honors, International Students, the Promise Program, Outreach, and the Veterans Services Center. The following specialized equity programs also include counseling services as part of their offerings: ELEVATE AAPI (Equitable Learning Experience Valuing Achievement, Transfer and Empowering Asian Americans and Pacific Islanders); Adult Re-Entry Scholars; Black Student Success Scholars Program; Dream Scholars for undocumented students; Guardian Scholars for current and former foster youth; HEARTS (Helping to Ensure Achievement and Resources for Transitional Students) Scholars for food- and housing-insecure students; Pride Scholars for LGBTQIA+ students; Project RAISER for low-income and Latinx STEM transfer students; the Puente program for underserved students; and Summer Bridge, to help prepare students for college ([II.C.5.1](#)).

Counseling services to address academic, career, and personal development are available Monday through Thursday from 8:00 a.m. to 7:00 p.m. and Friday from 8:00 a.m. to 4:30 p.m. During these timeframes, students can meet with a counselor in person, online or via phone. Students can also submit questions through email to the Counseling Center 24 hours a day, seven days a week. Email responses are usually provided within 48 hours. Counseling appointments are offered both in person and online for 30 minutes or 60 minutes. Appointments are open for scheduling on Wednesdays for the following week. Drop-in counseling is available to students who prefer more immediate assistance. These sessions are limited to 10 to 15 minutes and are offered on a first-come, first-served basis ([II.C.5.2](#)).

IVC supports the ongoing preparation of counseling faculty to provide comprehensive support to students through a variety of training and professional development opportunities. These include a three-hour, department wide meeting held during each semester's Professional Development Week and monthly department training opportunities focusing on academic



policies, procedures, and transfer-related topics ([II.C.5.3](#), [II.C.5.4](#)). The department also has an online Canvas course shell that serves as a central repository of information on counseling-related topics such as specific program requirements. Microsoft Teams and email are also utilized on a regular basis to assist with information sharing.

The College also offers ongoing professional development funding opportunities that allow individuals to request funding for external conferences related to specific areas of focus such as career education, equity, and UC/CSU transfer ([II.C.5.5](#)). In addition, the District's Academic Employee Master Agreement outlines a comprehensive faculty performance evaluation process, which includes a specific section for counselor functions and activities ([II.C.5.6](#)).

The College utilizes the MAP (My Academic Plan) academic planning tool to assist students with developing comprehensive educational plans that align with their certificate, associate degree, and/or transfer goals ([II.C.5.7](#)). MAP accesses program and transfer requirements from the college catalog and assist.org. MAP is accessible to both students and counselors online through MySite (the District's student information system). Students primarily have their comprehensive educational plan (i.e., MAP) developed by meeting with a counselor. A student can also independently develop a draft educational plan, which they can then have approved during a counseling appointment.

The counseling department also plays an essential role in the College's new student enrollment/matriculation process by leading in-person and online advisement sessions ([II.C.5.8](#), [II.C.5.9](#)). The in-person advisement sessions are offered in a variety of locations, including at the College one evening a week; at local high schools; and as part of Fast Fridays, which allow students to complete multiple matriculation steps in one campus visit ([II.C.5.10](#)). The advisement session introduces students to their educational options, contextualizes math and English course recommendations, and highlights time management and student success skills. The completion of advisement is required prior to the development of a first-semester plan.

As part of the College's Guided Pathways efforts, the counseling department also offers a wide array of program road maps, which are intended to provide students with a snapshot of required courses for different programs and majors ([II.C.5.11](#)). As part of these roadmaps, students are encouraged to meet with a counselor for a MAP that addresses their specific program and transfer requirements.

The School of Guidance and Counseling also conducts ongoing student outreach inviting participation in a variety of on-campus and virtual programs and workshops, such as Preview Day (a prospective student information night), Laser Day (a new student orientation day), transfer application assistance, transfer fairs, university representative visits, career chats with industry professionals, job fairs, resume writing and interview preparation, as well as Stress Buster workshops that address topics such as mindfulness and meditation ([II.C.5.12](#), [II.C.5.13](#), [II.C.5.14](#)). Intentional outreach is also extended to students on academic probation and to students facing potential academic dismissal ([II.C.5.15](#)).

A comprehensive offering of college credit courses is taught by the counseling faculty, who address topics such as academic planning (COUN 1 and 2); stress management (COUN 4); academic, career, and life success (COUN 6); college study skills (COUN 10); career exploration (COUN 12); women and work (COUN 20); introduction to assertion (COUN 103); and helping relationships (COUN 150) ([II.C.5.16](#)).

## Analysis and Evaluation

The College meets the Standard by providing counseling to support student development and success. Several counseling offices provide advising programs to specific student groups to ensure that students' particular needs and questions are addressed, and that they receive timely, useful, and accurate information about relevant academic requirements.

**II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

## Evidence of Meeting the Standard

Irvine Valley College (IVC) is an open-access institution, admitting any person possessing a high school diploma or its equivalent, or other persons 18 years of age or older, who can benefit from instruction. IVC adheres to admissions policies consistent with its mission statement ([II.C.6.1](#)). The College uses an online application portal (CCCApply), which provides a free and easily accessible application to the College. Through Board Policy and Administrative Regulation (BP/AR) 5010, Admissions, the College has adopted and adheres to admissions policies that are consistent with the mission of the College and that comply with legal and regulatory requirements. The special admission of high school students and international students is also addressed with BP/AR 5010 ([II.C.6.2](#), [II.C.6.3](#)). The College observes an open enrollment policy. All courses and sections are fully open to enrollment and participation by any person who has been admitted to the college, as stated in BP/AR 5052 ([II.C.6.4](#), [II.C.6.5](#)). Admission criteria are published on the Admissions and Records website under Steps to Start at IVC ([II.C.6.6](#)) and in the college catalog ([II.C.6.7](#)).

Students are also informed about prerequisite and corequisite requirements. Information on placement and prerequisites are available on the college website and in the college catalog ([II.C.6.8](#), [II.C.6.9](#), [II.C.6.10](#)).

Counselors work with students on educational planning and pathways ([II.C.6.11](#)) towards degrees, certificates, and transfer goals. Students may access information on degree and certificate requirements on the degrees, majors, and certificates webpage and the college catalog ([II.C.6.12](#), [II.C.6.13](#)).

The college catalog and the Career Center and Transfer Center websites have compiled

comprehensive resources for transfer pathways to the University of California (UC) system, the California State University (CSU) system, private colleges, and out-of-state colleges. The Career Center and Transfer Center host many workshops and fairs ([II.C.6.14](#)). Evaluators handle the processing of IGETC requests and degree applications in a timely manner to ensure the success of the student. Students can view the deadlines and instructions for submitting a degree or certificate application online ([II.C.6.15](#)).

### **Analysis and Evaluation**

The College meets the Standard by having a student-centered mission and implementing admissions procedures that promote student access and success. All admission information is published in the college catalog, and the Admissions and Records Office serves as a guide for prospective and current students.

#### **II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

### **Evidence of Meeting the Standard**

Irvine Valley College (IVC) is an open-access institution, admitting any person possessing a high school diploma or its equivalent, or other persons 18 years of age or older, who can benefit from instruction. The district has several board policies and administrative regulations (BPs and ARs) to ensure that admissions and placement practices are institutionalized with minimal bias. BP/AR 5010 describes several categories of admissions requirements, including high school diploma or equivalent, age requirements, high school and other special admit students, and apprenticeships ([II.C.7.1](#), [II.C.7.2](#)). BP/AR 5015 defines “residency” in alignment with California Education Code and specifies that a student’s residency classification shall be made at the time of application ([II.C.7.3](#), [II.C.7.4](#)). BP/AR 5052 states that all courses/classes are open to enrollment by any admitted students unless exempted by statute ([II.C.7.5](#), [II.C.7.6](#)). BP 5055 states that the Chancellor shall detail enrollment priorities ([II.C.7.7](#), [II.C.7.8](#)). The District is constantly evaluating BPs and ARs, primarily as a result of new or amending legislation and changes to Title 5 and CCLC.

In response to California Assembly Bill 705, IVC has eliminated math and English assessment instruments. AB 705 encourages placement in college-level courses to reduce the time students spend taking developmental courses. IVC has developed an alternate method to determine placement into English and math courses, using self-reported high school grades and coursework, CALPASS data, and Guided Self Placement (self-reported information) ([II.C.7.6](#)).

### **Analysis and Evaluation**

The College meets the Standard by regularly evaluating its admissions and assessment procedures to ensure these processes are effective and in compliance with state and federal

regulations. The District has an established process to review and update BPs and ARs to remain in compliance with legislative changes or internal requests for improvement or changes to its policies.

**II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### **Evidence of Meeting the Standard**

IVC observes strict regulations and procedures concerning student records. Pursuant to the Family Educational Rights and Privacy Act (FERPA), California Education Code (76240 et. seq.), and California Administrative Code Title 5, the South Orange County Community College District has established Board Policy and Administrative Regulation (BP and AR) 5040 ([II.C.8.1](#), [II.C.8.2](#)). BP 5040 mandates the Chancellor's assurance of privacy, appropriate safeguards, and students' rights to notification. This policy also establishes students' ability to determine release of records to the public. Student records are maintained in a manner to ensure the privacy of such records. The registrar is the designated custodian of records and is responsible for the custody, maintenance, release, and disposition of district student records. The Student Privacy Rights Policy and release of records for military recruitment is published in the college catalog ([II.C.8.3](#)). The College and District have committed to protecting student immigration status as a component of a student record ([II.C.8.4](#)).

Most active student records are stored electronically in MySite, the District's student information system database and records management software, where access is secured behind the faculty/staff portal with a login that requires the user to establish his or her own private password. Passwords cannot be seen by other staff members and are required to be changed every 180 days. Access to electronic student records is role-based, meaning that only individuals with a legitimate educational reason to see certain student records will be granted access. The enrollment services dean is responsible for assigning MySite access rights to most student records. Access to DSPS/EOPS, financial aid, and discipline records is even further restricted and assigned by the area manager.

Official and unofficial paper transcripts are released only upon written request from the student or in response to legally issued subpoenas and court orders. Current and former students also have the option of ordering their IVC transcripts online through the Parchment transcript order and processing system ([II.C.8.5](#)). Access to the order is either through a student's portal and behind their secure login, or through the college website. Requests submitted through the website are validated against District student records before being released. Admission applications are submitted by students electronically through Open CCCApply and are maintained in the student database. Paper applications, external transcripts, and other hard-copy

documents are scanned and stored electronically in the Perceptive Content document imaging system. Corresponding BP/AR 3310 ([II.C.8.6](#), [II.C.8.7](#)) details the procedures for retention and destruction of student information and student records.

### **Analysis and Evaluation**

The College meets the Standard by maintaining student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for the release of student records, and observes state and federal regulations regarding privacy, maintenance, release, disposition, and destruction of student records. Electronically stored student records are protected by role-based security and right of access, and students access their own records only through the secure student portal or by submitting a written request. Any in-person requests for release of student records information must be accompanied by a picture ID and the student's signature. The implementation of Perceptive Content document imaging by Admissions and Records helps maintain the security and privacy of hard-copy student records. Hard-copy records are kept only as long as necessary to ensure the quality of the imaged document; where necessary, the records are destroyed.

### **Conclusions on Standard II.C: Student Support Services**

The College maintains a wide variety of high-quality student support services, including counseling, academic advising, and many services which support student needs and learning. The College regularly evaluates the quality of its student support services through program review, assessment of support outcomes, and their alignment with the college mission. Through this process, the College continuously improves its student support programs and services to ensure equitable access to all students and students with needs.

The College also offers co-curricular programs and athletics programs aligned with the programs offered and the overall mission of the College. These programs enrich the social and cultural dimensions of the educational experience of students.

The College regularly evaluates admissions policies, including its placement and testing practices, to comply with state legislation and to ensure these processes are free from bias and support student access, achievement, and the completion of stated educational goals.

### **Improvement Plans**

None

### **Evidence List**

II.C.1.1: [Planning and Decision-Making Manual - 2022-12-21](#)

II.C.1.2: [Planning Retreat Evidence](#)

[II.C.1.3: Manager Goals SS 2021-2022](#)  
[II.C.1.4: Planning and Decision-Making Manual p.21](#)  
[II.C.1.5: Planning and Decision-Making Manual p.29](#)  
[II.C.1.6: IEC Agenda 2023-03-07](#)  
[II.C.1.7: EOPS 2021-22 Program Review](#)  
[II.C.1.8: Data Dashboard EOPS](#)  
[II.C.1.9: COVID-19 IVC Student Need Survey](#)  
[II.C.1.10: Fall 2020 COVID-19 IVC Student Need Survey](#)  
[II.C.1.11: Call center phone calls](#)  
[II.C.1.12: Call Campaign List](#)  
[II.C.2.1: TOC](#)  
[II.C.2.2: Outreach Section D](#)  
[II.C.2.3: Student Services Dashboard](#)  
[II.C.2.4: SS Program Review Template](#)  
[II.C.2.5: Integrated Planning](#)  
[II.C.2.6: IVC-Student-Equity-Plan](#)  
[II.C.2.7: IVC-Student-Equity-Plan](#)  
[II.C.2.8: PAC DEIA Strat Plan](#)  
[II.C.2.9: Retreat Meeting Agenda 6.3.2021](#)  
[II.C.2.10: Meeting Retreat Agenda 6.6.2022](#)  
[II.C.2.11: Meeting Agenda 12.14.2021](#)  
[II.C.2.12: Freshman Advantage Program \(Spring 2022\) Survey](#)  
[II.C.2.13: Freshman Advantage Program \(Spring 2022\) - Responses](#)  
[II.C.2.14: Matriculation p.7](#)  
[II.C.2.15: Matriculation Onboarding Program](#)  
[II.C.3.1: Dr.M Presentation 12.09.20](#)  
[II.C.3.2: Reimagine Student Services](#)  
[II.C.3.3: TOC](#)  
[II.C.3.4: COVID student Impact Survey summary](#)  
[II.C.3.5: Fall 2020 COVID-19 IVC Student Need Survey](#)  
[II.C.3.6: IVC Cares Drive Thru](#)  
[II.C.3.7: December IVC Cares Drive Thru Holiday](#)  
[II.C.3.8: IVC Cares Drive Thru Spring](#)  
[II.C.3.9: IVC Cares Drive Thru Data Disaggregated](#)  
[II.C.3.10: II.C.3.10 - Learn to Earn Free Laptop](#)  
[II.C.3.11: Counseling screenshot](#)  
[II.C.3.12: Health & Wellness Screenshot](#)  
[II.C.3.13: Mental Health Screenshot](#)  
[II.C.3.14: Workshops & Clubs](#)  
[II.C.3.15: Tutoring Student Success Center](#)



II.C.3.16: [Caring Campus Initiative](#)  
 II.C.3.17: [GPCT Kick Off Spring 23 p.11](#)  
 II.C.3.18: [Program Maps](#)  
 II.C.3.19: [Skills & Interest](#)  
 II.C.3.20: [Sample Program w Salary Info](#)  
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## Standard III: Resources

Irvine Valley College (IVC) uses its human, physical, technological, and financial resources to effectively achieve its mission by following clearly articulated board policies and administrative regulations as well as college-level procedures and protocols. The College clearly follows its well-defined participatory governance processes to improve academic quality and institutional effectiveness. As a multi-college district, many of its processes are organized so that the responsibility for planning and resource rests with the District as informed by District wide committees.

### III.A HUMAN RESOURCES

**III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

#### Evidence of Meeting the Standard

The College employs qualified administrators, faculty, and staff by following Board Policies (BPs) and Administrative Regulations (ARs) that specify the process for recruitment, criteria, minimum requirements, qualification, selection process, and hiring:

- BP 7120, Recruitment, Selection, and Hiring ([III.A.1.1](#))
- AR 7121, Recruitment: Management Team Members ([III.A.1.2](#))
- AR 7122, Recruitment: Classified Staff ([III.A.1.3](#))
- AR 7123, Recruitment: Full-Time Faculty ([III.A.1.4](#))
- AR 7124, Recruitment: Part-time Faculty ([III.A.1.5](#))

Minimum qualifications for faculty and academic administrators are defined in the Discipline List of Minimum Qualifications Handbook for 2022 ([III.A.1.6](#)). Following the requirements of the ARs, job announcements clearly specify the criteria, qualifications, and procedures for hiring ([III.A.1.7](#), [III.A.1.8](#), [III.A.1.9](#), [III.A.1.10](#)).

The College posts all employment opportunities to the District website. The College's

mission appears on all job announcements, thus informing potential applicants about the framework within which the job duties will be performed ([III.A.1.11](#)). Job descriptions are developed and/or updated by the area supervisor (which may include the sister college's supervisor for shared classifications) in collaboration with the district Human Resources (HR) department to accurately reflect position duties, responsibilities, and authority, and to contribute to the mission of the department, which in turn contributes to the mission of the institution ([III.A.1.12](#)).

## Analysis and Evaluation

The College meets this Standard by following its policies and procedures governing the hiring processes and thus ensuring the integrity and quality of its programs and services. Criteria, qualifications, and procedures for selection of personnel are developed to address the needs of the College in serving its student population and are clearly and publicly posted to the District website.

**III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

## Evidence of Meeting the Standard

The College ensures that faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed by following District regulations on full-time and part-time recruitment ([III.A.2.1](#), [III.A.2.2](#)), as well as the Discipline List of Minimum Qualifications Handbook for 2022 published by the California Community Colleges Chancellor's Office ([III.A.2.3](#)).

Following the administrative regulations, the College uses various factors of qualification for faculty positions including appropriate degrees, professional experience, and discipline expertise ([III.A.2.4](#), [III.A.2.5](#)). Faculty job announcements include development and review of curriculum as well as student learning outcomes ([III.A.2.6](#), [III.A.2.7](#)). Board Policy 7217, Duties and Responsibilities of the Faculty, requires that faculty participate in curriculum development and report assessment data on student learning outcomes ([III.A.2.8](#)). Lastly, the SOCCCD Academic Employee Master Agreement Article 14.4, Professional Duties within Hours of Services, requires that faculty participate in student learning outcome assessment and, for full-time faculty members, curriculum development among other duties ([III.A.2.9](#)).

## Analysis and Evaluation

The College meets this Standard by following its established policies, regulations, and agreements to ensure that its faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. The faculty duties to conduct curriculum review and assessment of learning are clearly defined in those documents as well.

**III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

## Evidence of Meeting the Standard

The College ensures that its administrators and other employees possess qualifications necessary to perform duties by following the established policies and regulations ([III.A.3.1](#), [III.A.3.2](#), [III.A.3.3](#)), following the Discipline List of Minimum Qualifications Handbook for 2022 published by the California Community Colleges Chancellor's Office as noted in III.A.2, and by clearly defining the job description, minimum qualifications, desired qualifications, knowledge, and ability in all management and classified job announcements ([III.A.3.4](#), [III.A.3.5](#), [III.A.3.6](#)). Performance evaluations, discussed in section III.A.5, serve as an effective tool in ensuring that duties required to sustain institutional effectiveness and academic quality are performed at the appropriate level.

## Analysis and Evaluation

The College meets this Standard by following its established board policies and administrative regulations and reflecting requirements stemming from those requirements in its job announcements.

**III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

## Evidence of Meeting the Standard

In accordance with established administrative regulations, the District Human Resources (HR) department ensures that required degrees held by college employees are from institutions accredited by recognized U.S. accrediting agencies through the verification of applicants' transcripts as a part of background checks ([III.A.4.1](#)). Verification of equivalency is conducted by the discipline expert and division dean or school chair ([III.A.4.2](#)). Equivalency verification

requirements are stipulated in section VI.E of AR 7123, Recruitment: Full-time Faculty ([III.A.4.3](#)) and section II.G of AR 7124, Recruitment: Part-time Faculty ([III.A.4.4](#)).

Procedures for verifying equivalency from non-U.S. institutions are clearly stated in full-time faculty job announcements. Non-U.S. transcripts must include a certified U.S. evaluation (for example, through the National Association of Credential Evaluation Services [NACES] agency) at the time of application. HR professionals are specifically trained in how to evaluate faculty transcripts, including non-U.S. transcript evaluations ([III.A.4.5](#), page 6).

## Analysis and Evaluation

The College meets this Standard by following the corresponding administrative regulations to conduct transcript and equivalency verifications in collaboration with the District HR department.

**III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

## Evidence of Meeting the Standard

The College evaluates all personnel systematically, at stated intervals and by persons specified, following procedures described in board policies (BPs), administrative regulations (ARs), and employee master agreements. The process and intervals between evaluations vary by employee type, and the specific details can be found in the following collective bargaining agreements, policies, and regulations:

- Academic Employee Master Agreement 2021-2024, Article 17 ([III.A.5.1](#), page 54 of 150)
- Classified School Employee Association (CSEA) Contract 2021-2024, Article 5 ([III.A.5.2](#), page 10 of 63)
- Police Officers Association (POA) Contract 2021-2024, Article 4 ([III.A.5.3](#), page 11 of 92)
- BP 7150, Evaluation of Management Team Members ([III.A.5.4](#))
- AR 7150, Evaluation of Management Team Members ([III.A.5.5](#))

The District uses standardized templates for employee evaluations that contain written criteria for evaluation, performance assessment, and improvement opportunities:

- Academic Employee Master Agreement 2021-2024, Appendix B ([III.A.5.6](#), page 131 of 150)



- Classified/CSEA Evaluation Template ([III.A.5.7](#))
- Management Team Evaluation Template ([III.A.5.8](#))
- Police Officers Association Evaluation Template ([III.A.5.9](#))

The District Human Resources (HR) department schedules all personnel evaluations utilizing its Enterprise Resource Planning (ERP) system, Workday, and follows up with the corresponding managers as needed ([III.A.5.10](#)). As of January 31, 2023, 99.9 percent of employee evaluations have been completed as scheduled ([III.A.5.11](#)), with only one employee evaluation being in progress.

## Analysis and Evaluation

The College meets this Standard by following the corresponding regulations and agreements, utilizing standardized templates for streamlined evaluation processes and a comprehensive notification system to ensure employee evaluations are conducted effectively and on a timely basis.

**III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

**III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

## Evidence of Meeting the Standard

The College maintains a sufficient number of full-time and part-time faculty to ensure the fulfillment of faculty responsibilities. As of November 2022, the College employs 157 full-time faculty ([III.A.7.1](#)) and 506 part-time faculty ([III.A.7.2](#)). As of fall 2022, District wide full-time faculty comprised 63.9 percent of total full-time equivalent faculty (FTEF) ([III.A.7.3](#)). The District maintains the minimum number of funded faculty positions based on the District full-time Faculty Obligation Number (FON) set by the California Community Colleges Chancellor's Office and California Education Code §84362(d). Actual and projected FON calculations are shared with the District Resources Allocation Committee (DRAC) on an annual basis ([III.A.7.4](#)). As of fall 2022, the ratio of credit full-time equivalent students (FTES) to full-time faculty was

55.9 percent, in compliance with the FON. To ensure sufficient counseling support for students, the College has adopted a full-time-counselor-to-student ratio of 1:600 and full-time library faculty to full-time equivalent student (FTES) ratio of 1:1000 as a standard ([III.A.7.5](#), page 6).

In order to maintain a sufficient number of qualified faculty with full-time responsibility to the institution, the Academic Senate and the administration have developed and implemented the Full-time Faculty Hiring Priority List Development Process, which requires that any department or program wishing to be considered for a full-time faculty position have completed its scheduled program review and gained approval of the program review from the Institutional Effectiveness Committee ([III.A.7.6](#)). The Instructional Program Review template, in turn, includes a section where resource needs are identified ([III.1.7.7](#), page 32).

The Full-time Faculty Hiring Priority List Development Process balances the needs of the College through tiering across three categories, which results in a ranked list. In accordance with the process, the final priority list is forwarded to the college president, who makes the ultimate decision regarding the number of faculty positions to fill. Using this process, the College recommended a list of 11 full-time faculty positions for Academic Year 2023-2024 ([III.A.7.8](#)).

## Analysis and Evaluation

The College meets this Standard by utilizing the Faculty Hiring Priority List Development Process and program reviews, and by ensuring that the number of full-time faculty is at or in excess of the Faculty Obligation Number.

**III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

## Evidence of Meeting the Standard

Part-time IVC faculty have opportunities to participate in professional development activities. In addition to these professional development opportunities, the College has a long-standing practice of including part-time faculty into the life of the campus by extending these employees invitations to campus wide events and various functions. Part-time faculty onboarding orientation sessions are provided by the District HR department, following administrative regulation (AR) 7124 ([III.A.8.1](#), [III.A.8.2](#)). In addition, part-time faculty are provided guidance and orientation during school meetings and Professional Development Week each semester ([III.A.8.3](#), [III.A.8.4](#)).

Further, in accordance with Board Policy (BP) 7218, department chairs lead the recruitment, screening of application materials, and interviewing of candidates for part-time faculty

employment and recommend candidates for hire. The chairs also assist the dean in evaluating part-time faculty through classroom observations, making written reports, and making recommendations ([III.A.8.5](#)). The supervision and evaluation of part-time faculty ultimately rests with the division/school dean, the respective vice president, and college president ([III.A.8.6](#), [III.A.8.7](#), article 17.3, Part-Time Faculty Evaluations).

Part-time faculty are an integral part of the faculty professional development program coordinated by the Academic Affairs Committee. Under this program, faculty are eligible to request professional development funding for conferences or other professional development activities each fiscal year. Subject to funding availability, full-time faculty members are eligible for funding totaling up to \$2,000, and part-time faculty are eligible for funding totaling up to \$1,000. The corresponding intranet page contains a wealth of information regarding this process and training resources for part-time faculty ([III.A.8.8](#)).

## Analysis and Evaluation

The College meets this Standard by virtue of providing rich opportunities for part-time faculty to participate in campus life, training, and professional development, and by utilizing established board policies governing part-time faculty oversight.

**III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

## Evidence of Meeting the Standard

The College maintains a sufficient number of classified staff to support its operations. As of November 2022, a total of 201 classified staff members were employed in the educational, technological, physical, and administrative operational units of the College ([III.A.9.1](#)). Administrative Unit/Program Reviews contain a section on resource needs, including personnel resources, based on the underlying data analysis. In addition, resource requests for classified staff include a comprehensive questionnaire aimed at assessing the need and underlying workload associated with the position ([III.A.9.2](#)). Any college staff, faculty, or management team member is able to submit a resource request for personnel, which is then reviewed/rated by the respective manager, vice president, and participatory governance councils as described in Standard III.D.1 ([III.A.9.3](#), [III.A.9.4](#), [III.A.9.5](#), [III.A.9.6](#)). The appropriateness of qualifications for classified staff is established through the rigorous recruitment and evaluation processes as documented in Standards III.A.1, III.A.3, and III.A.5 above.

## Analysis and Evaluation

The College meets this Standard and ensures a sufficient number of classified personnel by utilizing its program review and annual resource request process, coupled with the District's comprehensive recruitment and performance review protocols.

**III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)**

## Evidence of Meeting the Standard

The College maintains a sufficient number of administrators and managers to manage its operations and staff. As of November 2022, 40 management team members were employed at the College. The District has an established practice, managed by the district Human Resources (HR) department, to allow acting/interim appointments in managerial positions on a temporary basis (Cal. Code Regs. tit. 5 § 53021), granted that the employee meets minimum requirements of the position. As of November 2022, three management positions were filled in an interim/acting capacity ([III.A.10.1](#); also see Introductory Section D for the institution's organizational chart of the College). At the district chief executive officer level, Board Policy 2432 establishes the chancellor's succession process ([III.A.10.2](#)) to maintain continuity of executive management of the institution.

Administrative Unit/Program Reviews contain a section on resource needs, including personnel resources, based on the underlying data analysis. Any college staff, faculty, or management team member is able to submit a resource request for personnel, which is then reviewed/rated by the respective manager, vice president, and participatory governance councils as described in Standard III.D.1 ([III.A.10.3](#)). The appropriateness of qualifications that administrators and managers possess is established through the rigorous recruitment and evaluation processes as documented in Standards III.A.1, III.A. 3 and III.A 5 above.

## Analysis and Evaluation

The College meets this Standard and ensures a sufficient number of administrators and managers by utilizing its program review and annual resource request process, coupled with the District's comprehensive recruitment and performance review protocols.

**III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

## Evidence of Meeting the Standard

The College uses various means to keep the campus community apprised of all changes in the District's written personnel policies and procedures. The District's personnel policies and procedures are available publicly on its Board Policies (BPs) and Administrative Regulations (ARs) webpage and on the Human Resources (HR) webpage containing collective bargaining agreements ([III.A.11.1](#), [III.A.11.2](#)). Current BPs and ARs are routinely reviewed and revised to comply with any changes to state laws, federal laws, or Equal Employment Opportunity (EEO) best practices. The Board Policy and Administrative Regulation Council (BPARC) follows a five-year review cycle of all BPs and ARs ([III.A.11.3](#)). BPARC coordinates the writing and revising of district BPs and ARs with the assistance of administrative and participatory governance representatives. In addition, all BPs are reviewed and approved by the Board of Trustees, which provides an opportunity for all employees to familiarize themselves with any newly adopted BPs or revisions ([III.A.11.4](#)). Further, the District communicates and solicits inputs from the management team regarding new and modified BPs and ARs, and asks for followup with any necessary actions that may result from the revised or adopted BPs and ARs ([III.A.11.5](#)). Lastly, District HR department shares BPs and ARs with new employees as a part of their onboarding orientation ([III.A.11.6](#)).

The institution ensures that all employee complaints against the College for not following personnel policy or procedure are resolved, and policy improvements are made as necessary. The District HR department maintains records of employee complaints against the College, such as complaints of unlawful discrimination, harassment, and retaliation, including sexual harassment and gender-based harassment (Title IX). HR keeps a tracking sheet of all complaints that are filed, including the status, assigned investigators, whether the allegations are sustained/not sustained, and what ultimate action is taken. In addition, the Title 5 Annual Report for the state chancellor's office includes information about the numbers of employment and non-employment cases that were filed and their outcomes. This annual report is submitted each year to the state chancellor's office ([III.A.11.7](#)).

## Analysis and Evaluation

The College meets this Standard through various means of communication to the college faculty, staff, and management team as well as by tracking the consistency with which the institution's personnel policies are applied.

**III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

## Evidence of Meeting the Standard

The institution supports its diverse personnel through a robust Diversity, Equity, Inclusion and Accessibility (DEIA) program, policies, and practices coordinated by the District Human Resources (HR) department. The District's formal commitment to DEIA is expressed through Board Policy (BP) 7100, Commitment to Diversity ([III.A.12.1](#)); the District DEI webpage, which includes District wide and College-specific programs and resources ([III.A.12.2](#)); and through the Board of Trustees' (BOT's) resolution to support, participate, and help expand inclusive conversations in support of an inclusive community ([III.A.12.3](#)).

Most recently, the District has revised Administrative Regulation (AR) 7213, Recruitment: Full-Time Faculty, to require hiring committees to specifically assess applicant skill sets related to DEIA by incorporating additional questions related to DEIA in the recruitment process ([III.A.12.4](#)). In addition, all evaluation tools have been reviewed and/or revised within the last two years to add specific evaluation criteria with a DEIA focus.

The institution regularly assesses its record in employment equity and diversity, consistent with its mission. Based on the evaluation of workforce and application pool data ([III.A.12.5](#)), the District's Equal Employment Opportunity (EEO) Plan set the following objectives related to equity and faculty and staff diversity ([III.A.12.6](#)):

- A. Recruitment and selection of a diverse employee population
- B. Onboarding of new employees
- C. Ongoing employee training in diversity and equity
- D. Off-boarding of employees
- E. Ongoing assessment and evaluation of diversity measures

The District HR department's Administrative Unit Review (AUR) works in tandem with the district EEO Plan by setting specific objectives in support of the EEO goals ([III.A.12.7](#)).

The institution conducts presentations and other programs to support its diverse personnel. New employee orientation packets include a session on diversity and equity ([III.A.12.8](#)). Hiring committee members are required to take an EEO/diversity training course ([III.A.12.9](#)) and an implicit bias online training course ([III.A.12.10](#)). All employees are required to take unlawful discrimination/sexual harassment prevention mandatory online training courses pursuant to AB 1825 and SB 1343 ([III.A.12.11](#)). Finally, the District supports and promotes equity and inclusion through its advisory Affinity Groups ([III.A.12.12](#)).

## Analysis and Evaluation

The College meets this Standard through comprehensive DEIA programing, policies, and protocols; evaluation of data; goal-setting; and by employing a timely and effective employee



orientation and compliance training program.

### **III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

#### **Evidence of Meeting the Standard**

The institution upholds a written institutional code of ethics and a written institutional code of conduct for all of its personnel. Board Policies (BPs) and Administrative Regulations (ARs) 3050 and 3055 describe the institutional code of conduct and institutional code of ethics for all District employees, including consequences for violating the respective codes ([III.A.13.1](#), [III.A.13.2](#)). In addition, the District has adopted BP 2715, Code of Ethics – Standards of Practice, for members of the Board of Trustees ([III.A.13.3](#)), and BP/AR 2710, Conflict of Interest, related to board members ([III.A.13.4](#)).

The institution further upholds a professional code of ethics by requiring that the members of hiring committees and request for proposal (RFP) proposal review committees sign a conflict of interest form ([III.A.13.5](#), [III.A.13.6](#)).

Further, the District internal audit office conducts an annual training on

- a) the reporting requirements contained in Form 700, entitled Statement of Economic Interests for Designated Employees,
- b) conflicts of interest and the prohibitions of Government Code, Section 87100, and
- c) the code of conduct expected and required of all officers and employees, including but not limited to the acceptance and reporting of gifts, meals, and gratuities ([III.A.13.7](#), [III.A.13.8](#)).

Lastly, to solidify the District's professional ethics program, in October 2022, a mandatory Ethics in Leadership Training was provided to the District management team ([III.A.13.9](#)). In November and December 2022, the District also provided a mandatory management training titled, Pursuing Excellence: SOCCCD Management Training ([III.A.13.10](#)).

#### **Analysis and Evaluation**

The District meets this Standard through its institutional codes of ethics and conduct, utilizing a mandatory conflict of interest system for both hiring and RFP committee members and providing periodic training and professional development programs to its management team.

**III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### **Evidence of Meeting the Standard**

Pursuant to the 2021-2024 Academic Employee Master Agreement ([III.A.14.1](#), Article 14.4.a(11)), college faculty are required to meet contractual obligation for professional development equal to 4.2 hours per professional development day. For example, if the approved academic calendar has nine professional development days scheduled, the total obligation is 37.8 hours. To assist faculty in meeting this obligation, the College holds workshops during the first week of the fall and spring semesters that are designed to enhance teaching and student learning as well as to train personnel with regard to instructional technology. Professional development workshops are also offered throughout the academic year. Classified staff are invited to attend the workshops with the permission of their supervisor ([III.A.14.2](#), [III.A.14.3](#)).

College administrators, faculty, and classified staff engage in several professional development opportunities to improve student service, technology, pedagogy, curriculum, and learning needs. Classified staff attend professional development that focuses on different aspects of their career. For instance, in 2020-2022, classified staff participated in professional development that focused on improving their technology skills (e.g., how to use Google Docs), their understanding of students they serve (e.g., how to be ally to undocumented students), and their collaboration with colleagues (e.g., through the Caring Campus initiative) ([III.A.14.4](#)).

The College has created Guided Pathways Completion Teams, where faculty members form teams by departments or divisions to review relevant data and discuss changes that could help close equity gaps. Examples of changes include the implementation of equitable syllabi, summer algebra bootcamps, embedded tutoring, and more ([III.A.14.5](#)).

The College prioritizes professional development for faculty, staff, and management teams, as evidenced by both current and historical budget commitments. Professional development expenditures amounted to \$293,000 in 2018-19, declined during the COVID-19 pandemic, and increased to \$300,000 in 2021-22. The College uses various funding sources for employee professional development programs. Restrictions may apply depending on the funding source. For example, the Student Equity and Achievement (SEA) program requires professional development to focus on equity. The SEA committee reviews all resource requests and ensures approved professional development activities align with the SEA mission ([III.A.14.6](#), [III.A.14.7](#)). Additionally, the Classified School Employee Association (CSEA) contract contains a clause establishing a \$30,000 annual budget for a professional growth program for bargaining group members ([III.A.14.8](#), article 8.18). Lastly, every spring the Classified Senates from both colleges

within the District host a robust Professional Development Day that includes all classified professionals at both colleges and the District ([III.A.14.9](#)).

The district Human Resources (HR) department's Administrative Unit Review (AUR) includes a unit objective regarding a professional development program for managers with training opportunities across various delivery methods and tracking in the District's Enterprise Resource Planning (ERP) system ([III.A.14.10](#)). To this end, in the fall of 2022, the HR department initiated an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Review Team (PRT) visit, which led to the development of an Excellence in Communication and Educational Leadership (EXCEL) program for the District leadership team ([III.A.14.11](#)).

The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement, primarily through the Institutional Effectiveness Committee (IEC), which is charged with matters related to professional development oversight ([III.A.14.12](#), [III.A.14.13](#)). Lastly, to further improve faculty professional development programming, standardized surveys are administered following Professional Development Week workshops ([III.A.14.14](#)), and the results of the surveys are reviewed/discussed by the Academic Affairs Committee ([III.A.14.15](#)).

## Analysis and Evaluation

The College meets this Standard through its formal professional development program, which includes all employee groups, and by following its collective bargaining agreements, which contain provisions pertaining to employee professional development.

**III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

## Evidence of Meeting the Standard

The District has implemented electronic personnel files using two complementary technologies. Historical paper-based information is gradually scanned and stored in a secure database within the district's Enterprise Resource Planning (ERP) system, Workday. All new personnel information that would normally be placed in the personnel file is entered into Workday directly. The District Human Resources (HR) department maintains all personnel and medical data with strict security and limited access, in accordance with Board Policy (BP) and Administrative Regulation (AR) 3310, Record Retention and Destruction, and AR 3953, HIPAA/CMIA Privacy ([III.A.15.1](#), [III.A.15.2](#)). In accordance with the law, Article 18 of the District Academic Employee Master Agreement and Article 6 of the Classified School Employee Association (CSEA) contract specify that employees have access to their personnel files. A sign-

out card for each file records who has reviewed the files. When a file is being reviewed, an HR staff member is present to ensure items placed in the files are returned to the files and that no materials have been added. ([III.A.15.3](#), [III.A.15.4](#)).

## **Analysis and Evaluation**

The College meets this Standard by following its established policies, procedures, and collective bargaining agreements.

## **Conclusions on Standard III.A: Human Resources**

The District's human resources department supports the College's vision, mission, and goals by providing quality services in support of student learning. The College meets Standard III.A: Human Resources by following established board policies, administrative regulations, processes, and procedures. The institution has an effective training and orientation program for all employee groups. Diversity, Equity, Inclusion, and Accessibility (DEIA) goals and objectives are incorporated into the College's recruitment, training, and professional development programs.

## **Improvement Plans**

None

## **Evidence List**

- III.A.1.1: [7120-BP Recruitment, Selection, and Hiring](#)
- III.A.1.2: [7121-AR Recruitment-Management Team Members](#)
- III.A.1.3: [7122-AR Recruitment-Classified Staff](#)
- III.A.1.4: [AR 7123 Recruitment-Full-Time Faculty](#)
- III.A.1.5: [7124-AR Recruitment-Part-Time Faculty](#)
- III.A.1.6: [Minimum Qualifications for Faculty and Administrators in CCCs](#)
- III.A.1.7: [Chemistry Instructor - Qualification](#)
- III.A.1.8: [American Sign Language \(ASL\) Instructor - Part-Time -](#)
- III.A.1.9: [Director of Health and Wellness Center](#)
- III.A.1.10: [Senior Laboratory Technician, Chemistry](#)
- III.A.1.11: [Art Instructor \(Ceramics and 3D\) - Mission](#)
- III.A.1.12: [HR-Job Announcement Package](#)
- III.A.2.1: [AR 7123 Recruitment- of Full-Time Faculty- Qualifications](#)
- III.A.2.2: [AR 7124 Recruitment-Part-Time Faculty - Qualifications](#)
- III.A.2.3: [Minimum Qualifications for Faculty and Administrators in CCCs](#)
- III.A.2.4: [English as a Second Language Instructor - Knowledge Skills](#)
- III.A.2.5: [Art History Instructor - Part-Time - Qualifications](#)

[III.A.2.6: Communication Studies-Forensics Instructor](#)  
[III.A.2.7: Art History Instructor - Part-Time - Curriculum and Student Learning](#)  
[III.A.2.8: BP 7217-Duties and Responsibilities of Faculty](#)  
[III.A.2.9: SOCCCD Academic Employee Master Agreement 2021-2024](#)  
[III.A.3.1: BP 7120 Recruitment, Selection, and Hiring](#)  
[III.A.3.2: AR 7121 Recruitment-Management Team Members](#)  
[III.A.3.3: AR 7122 Recruitment-Classified Staff](#)  
[III.A.3.4: Director of Health and Wellness Center](#)  
[III.A.3.5: Senior Laboratory Technician, Chemistry](#)  
[III.A.3.6: Vice President for Instruction Job Posting](#)  
[III.A.4.1: Hiring ARs Verification of Transcripts](#)  
[III.A.4.2: Equivalency Form](#)  
[III.A.4.3: AR 7123 Recruitment- of Full-Time Faculty- Equivalency](#)  
[III.A.4.4: AR 7124 Recruitment-Part-Time Faculty - Equivalency](#)  
[III.A.4.5: Chemistry Instructor - Non-US Degrees](#)  
[III.A.5.1: AcademicEmployeeMasterAgreement2021-2024 - Evaluations](#)  
[III.A.5.2: CSEACBA-2021-2024 - Evaluations](#)  
[III.A.5.3: POACBA2021-2024-Evaluations](#)  
[III.A.5.4: BP 7150-Evaluation of Management Team Members](#)  
[III.A.5.5: AR 7150-Evaluation of Management Team Members](#)  
[III.A.5.6: AcademicEmployeeMasterAgreement2021-2024 - Evaluations](#)  
[III.A.5.7: Classified-CSEA Evaluation](#)  
[III.A.5.8: Management Evaluation](#)  
[III.A.5.9: POA Evaluation Form](#)  
[III.A.5.10: III.A.5 Timeline of Scheduled Performance Evaluations](#)  
[III.A.5.11: Employee Evaluation Completion](#)  
[III.A.7.1: IVC FT Faculty Roster Nov 2022](#)  
[III.A.7.2: IVC PT Faculty Roster Nov 2022](#)  
[III.A.7.3: Fall 2022 FON Compliance Form](#)  
[III.A.7.4: FON THRU 23-24 for DRAC 10.28.22](#)  
[III.A.7.5: FT Faculty Hiring Priority List Development Process with Student-Counselor](#)  
[III.A.7.6: FT Faculty Hiring Priority List Development Process with PR Section](#)  
[III.A.7.8: Board Agenda - Ratify the IVC Faculty Hiring List FY 2023-24](#)  
[III.A.8.1: AR 7124 Recruitment-Part-Time Faculty - Orientation](#)  
[III.A.8.2: HR Orientation Materials](#)  
[III.A.8.3: Kinesiology Health Athletics Meeting Agendas](#)  
[III.A.8.4: Fall22-Full-Schedule Flex Week](#)  
[III.A.8.5: 7218-BP Duties and Responsibilities of the Department Academic Chair](#)  
[III.A.8.6: 7217-BP Duties and Responsibilities of Faculty](#)  
[III.A.8.7: AcademicEmployeeMasterAgreement2021-2024 - Evaluations of PT Faculty](#)

III.A.8.8: [Professional Development Intranet Page](#)  
III.A.9.1: [IVC Classified Employee Roster](#)  
III.A.9.2: [Classified Staff Resource Form with Questionnaire](#)  
III.A.9.3: [Student Life Program Review](#)  
III.A.9.4: [Facilities Resource Request Program Review](#)  
III.A.9.5: [Theatre Resource Request Program Review](#)  
III.A.9.6: [Classified Bargaining Position Request by a Classified Staff Member](#)  
III.A.10.1: [IVC Management Team Position Roster](#)  
III.A.10.2: [2432-BP Chancellor Succession](#)  
III.A.10.3: [Resource Request and AUR- Resource Request for Manager](#)  
III.A.11.1: [SOCCCD Website Board Policies](#)  
III.A.11.2: [SOCCCD Webpage with CBAs](#)  
III.A.11.3: [BP and AR Schedule by Year Cycle](#)  
III.A.11.4: [Board of Trustees Approval of BPs](#)  
III.A.11.5: [Board Policy Admin Reg Revision Communication](#)  
III.A.11.6: [Employee Orientation Agenda HR BP-ARs](#)  
III.A.11.7: [2021-2022 SOCCCD Title 5 Report to State Chancellor Office](#)  
III.A.12.1: [7100-BP Commitment to Diversity](#)  
III.A.12.2: [SOCCCD DEI Webpage](#)  
III.A.12.3: [BOT Diversity Resolution March 2022](#)  
III.A.12.4: [AR 7123 Recruitment-Full-Time Faculty - DEIA](#)  
III.A.12.5: [Workforce and Application Pool Data](#)  
III.A.12.6: [SOCCCD EEO Plan 2019-2022](#)  
III.A.12.7: [HR Administrative Unit Reviews](#)  
III.A.12.8: [Employee New Hire Orientation Agenda](#)  
III.A.12.9: [SOCCCD Hiring Committee EEO DEI Training](#)  
III.A.12.10: [SOCCCD Implicit Bias Online Training](#)  
III.A.12.11: [Sexual Harassment Online Training Courses](#)  
III.A.12.12: [Affinity Groups Guidelines](#)  
III.A.13.1: [BP-AR 3050 Institutional Code of Ethics](#)  
III.A.13.2: [BP-AR 3055 Institutional Code of Conduct](#)  
III.A.13.3: [2715-BP Code of Ethics-Standards of Practice](#)  
III.A.13.4: [2710 BP-AR Conflict of Interest](#)  
III.A.13.5: [HR Confidentiality and Conflicts of Interest Form](#)  
III.A.13.6: [RFP Conflict of Interest Form](#)  
III.A.13.7: [Statement of Economic Interests Annual Training](#)  
III.A.13.8: [2712-AR Conflict of Interest Code with Appendix A and B](#)  
III.A.13.9: [Ethics in Leadership Training 2022](#)  
III.A.13.10: [Pursuing Excellence Management Training](#)  
III.A.14.1: [SOCCCD Academic Employee Master Agreement 2021-2024](#)

III.A.14.2: [Available Professional Development Activity](#)  
III.A.14.3: [Available Flex Week Activity](#)  
III.A.14.4: [Classified Staff DEI activities 2020-2022](#)  
III.A.14.5: [Completion Teams and Projects -GPOWG Minutes 10.26.2022.docx](#)  
III.A.14.6: [IVC Professional Development Historical Budgets and Expenditures](#)  
III.A.14.7: [2021-22 Employee Prof. Development Expenditures](#)  
III.A.14.8: [CSEA CBA - 2021-2024](#)  
III.A.14.9: [Classified Senate Professional Development 2019-2022 Agenda Timeline](#)  
III.A.14.10: [HR Administrative Unit Reviews](#)  
III.A.14.11: [IEPI PRT EXCEL Program](#)  
III.A.14.12: [IEC Charge Sheet](#)  
III.A.14.13: [IEC Professional Development Oversight](#)  
III.A.14.14: [Professional Development Week Survey](#)  
III.A.14.15: [Spring 2023 Flex Week Survey Results](#)  
III.A.15.1: [BP-AR 3310 - Record Retention and Destruction](#)  
III.A.15.2: [AR 3953 HIPPA CMIA Privacy](#)  
III.A.15.3: [SOCCCD Academic Employee Master Agreement 2021-2024](#)  
III.A.15.4: [CSEACBA-2021-2024 - Evaluations](#)



## **III.B PHYSICAL RESOURCES**

**III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### **Evidence of Meeting the Standard**

Irvine Valley College (IVC) ensures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. Assessment and planning begin with the Facilities and Maintenance department's Annual Administrative Unit Review (AUR) and corresponding Service Area Outcomes (SAO) ([III.B.1.1](#)). The IVC Facilities Feedback Form supplies valuable information for areas of improvement throughout the campus ([III.B.1.2](#)). The form can be completed throughout the year, with survey results reviewed on a monthly basis ([III.B.1.3](#)). Areas with deficiencies are prioritized and funded accordingly through the Resource Request process ([III.B.1.4](#)). The College's website provides the students of IVC with a means of incident reporting and the filing of complaints. Under the heading Policies and Standards, students find a menu of categories that provide information specific to IVC, as well as allowing a platform for reporting numerous concerns ([III.B.1.5](#), [III.B.1.6](#), [III.B.1.7](#), [III.B.1.8](#)).

Each of the educational venues offered by IVC—the main campus, the Advanced Technology and Education Park (ATEP), and dual-enrollment, Emeritus, and community education programs—provide assurances for a safe, accessible, secure, and healthful learning and work environment. As noted in Board Policy (BP) 3500, Campus Police and Safety Services, the District is committed to a safe and secure District work and learning environment ([III.B.1.9](#)). The IVC Police Department (IVCPD) has the primary authority for providing police and safety services to the campus, including the investigation of criminal activity ([III.B.1.10](#)). Over the past several years, crime statistics have declined or stayed at low levels, as evidenced by the College's Annual Security Report pursuant to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 (the Clery Act) ([III.B.1.11](#)). The District also maintains and follows multiple documents outlining procedures related to health and wellness: an Injury and Illness Prevention Plan; a Hazard Communication Program per Administrative Regulation (AR) 6850; American Disabilities Act (ADA) accessibility documentation; and hazardous waste inspections ([III.B.1.12](#), [III.B.1.13](#), [III.B.1.14](#), [III.B.1.15](#)). The Early College Program, located at neighboring high schools, ensures safe and sufficient physical resources at all off-site locations ([III.B.1.16](#)).

The institution regularly evaluates whether it has safe and sufficient physical resources at all locations. To meet the growing demands of the campus community, the state reporting system

for community colleges, Facility Utilization Space Inventory Option Net (FUSION), provides an up-to-date comprehensive Building Summary Report ([III.B.1.17](#)). To help determine the current state of building integrity and identify possible system deficiencies compromising the safety and security of its occupants, the Facility Condition Assessment (FCA) report ([III.B.1.18](#)) provides a 20-year look-ahead along with capital renewal forecasts. Findings of this FCA report are used in conjunction with predictive cost models. This information, along with measures to improve facilities' conditions, is disseminated through various means including, but not limited to, resource requests ([III.B.1.19](#)); maintenance work orders ([III.B.1.20](#)); and the Facilities Master Plan (FMP) ([III.B.1.21](#)). The FMP aids in long-term capital renewal, scheduled maintenance planning, assessment of space inventory, and planning relative to the physical resources needed to support the Education Master Plan ([III.B.1.22](#)).

An excellent example of the process outlined above is the remediation of three chemistry labs in the B200 building that were assessed and subsequently prioritized for replacement. The situation was originally identified in the EMP ([III.B.1.23](#)), FMP ([III.B.1.24](#)) and the FCA report ([III.B.1.25](#)). These three documents, working in concert, resulted in a resource request submission ([III.B.1.26](#)) that was later vetted through the participatory governance process and subsequently funded. The work was eventually contracted out and completed under the supervision of the Division of the State Architect (DSA) ([III.B.1.27](#)). The DSA requires a state-approved inspector on each construction site, ensuring compliance with plans specifically approved by DSA for safety, structural, and fire, life, and safety codes, as well as accessibility and Americans with Disabilities Act (ADA) compliance ([III.B.1.28](#)). To ensure the timely completion of capital projects, the quarterly Facilities Plan Status Report provides updates for each capital project, including DSA timelines, to the Board of Trustees ([III.B.1.29](#)).

Per the District's Injury and Illness Prevention Program (IIPP) ([III.B.1.30](#)), District Risk Management's monthly safety inspections identify safety hazards and suitable correction recommendations ([III.B.1.31](#)). As summarized in IVC's Annual Security Report, IVCPCD works closely with Facilities Management to conduct timely assessment of the College's physical resources as they relate to safety and security, including, but not limited to, parking lots, grounds, and buildings ([III.B.1.32](#), page 31).

The Campus Safety Committee (CSC) is chaired by the Chief of Police ([III.B.1.33](#)). As stated within the College's Planning and Decision-Making Manual, CSC supplies support for a safe, secure learning and working environment for students, faculty, and staff ([III.B.1.34](#)). Members of the committee conduct monthly safety, accessibility, and security walkthroughs; ensure the proper management of hazardous waste; and provide recommendations related to the Emergency Action Plan ([III.B.1.35](#)).

To provide timely updates and make recommendations to the chancellor on matters relating to compliance with laws and regulations that affect health and safety in the workplace, the District wide Health and Safety Committee was established to bring forward potentially unsafe or unhealthy conditions and practices and recommend corrective action ([III.B.1.36](#)).

## Analysis and Evaluation

The College meets local, state, and federal guidelines for access, safety, security, and construction codes/standards, and presents a healthy learning environment. To ensure compliance with college standards, well-maintained facilities receive regular inspections, adhere to scheduled and preventative maintenance schedules, and undergo renovations as necessary. The College utilizes appropriate oversight, reporting, and feedback processes for determining deficiencies in any of these areas. If deficiencies are discovered, the College addresses the concerns promptly through well-established reporting mechanisms to ensure that the college learning and working environment is safe, secure, accessible, and healthful.

**III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

### Evidence of Meeting the Standard

The institution utilizes a committee structure to oversee institutional planning, including facilities planning, to ensure that the institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets. It does so in a manner that ensures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission ([III.B.2.1](#)).

The Facilities and Maintenance department's Administrative Unit Review (AUR) and corresponding Service Area Outcomes (SAO) projections provide a valuable road map for not only ensuring the planning, maintaining, upgrading, and replacing of its physical resources in accordance with the needs of programs and services, but also aiding in the monitoring of Accreditation Standards ([III.B.2.2](#)).

The College's Educational Master Plan (EMP) ([III.B.2.3](#)) provides updated planning assumptions considering the College's mission as well as providing data and the philosophical foundation for decisions involving instruction, programs, student services, and facilities planning and is designed to work in conjunction with the College's Strategic Plan ([III.B.2.4](#)), while driving the development of other College plans. These include the Facilities Master Plan (FMP) ([III.B.2.5](#)) and District-wide Technology Strategic Master Plan ([III.B.2.6](#)).

The College's Planning and Decision-Making Manual ([III.B.2.7](#)) promotes and sustains planning, participation, and effective decision-making within the College. To ensure effective utilization and support of college programs and services, this important college resource ensures participation of all constituent groups in the planning of the College's physical resources. The 2020-2025 Strategic Plan ([III.B.2.8](#), [III.B.2.9](#)) outlines long-term institutional goals, including those related to capital planning objectives making recommendations on resources related to facilities and equipment.

The College captures the details, status, and timeline of each capital outlay project on its capital outlay public website ([III.B.2.10](#)). To maintain effective utilization of physical resources and the continuing quality necessary to support programs and services, all capital outlay projects are reviewed and coordinated on a monthly basis at the joint district-college leadership level to address any issues that may have affected programs, instruction, access, safety, security, project budgets, and timelines ([III.B.2.11](#)).

A practical example of how the institution ensures that the needs of programs, services, a mission achievement are considered when planning its buildings is the evaluation and subsequent decision to remove and replace the College's Student Services Center (SSC) building. The College also decided to construct a new Student Union building that includes a new cafeteria. The need for expansion of the physical space to accommodate the growth of programs and services was first stated in the EMP ([III.B.2.12](#)). The need for a new Student Union building was not only driven by space constraints, but also deficiencies in the old building, including cracking of the slab, wall, and foundation. A subsequent building condition assessment ([III.B.2.13](#)) identified that the building elements were in "fair" condition, with isolated "failed" conditions. The consideration for renovation or replacement of the entire building was then submitted for review by appropriate college committees through the resource request process ([III.B.2.14](#)). Once the new project received approval for funding at the college level, it was submitted to the District's Capital Improvement Committee (CIC) ([III.B.2.15](#)) and was subsequently recommended to the Basic Aid Allocation Recommendation Committee (which was subsequently consolidated with the District Resource Allocation Committee) ([III.B.2.16](#)). During the programming phase of the project, a user group comprised of representatives from student government, faculty, classified staff, and administrators was formed. Regularly scheduled meetings ([III.B.2.17](#)) included timely input from the user group regarding space planning/adjacencies, design strategy, and goals. In preparation for the architectural design phase, user group input generated a final presentation ([III.B.2.18](#)).

### **Analysis and Evaluation**

The College meets this standard by successfully designing and implementing efficient and proven processes that are inclusive and transparent, both within the college community as well as to District constituents. The results of these processes demonstrate the effective utilization and the continuing quality necessary to support the College's programs and services and achieve its mission.

**III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

### **Evidence of Meeting the Standard**

To ensure the feasibility and effectiveness of physical resources in supporting institutional

programs and services, the institution relies on robust reporting and tracking systems designed to integrate the College's strategic planning process with District planning and state reporting. The main planning, evaluating, and forecasting document held within the College and District's strategic planning process is the Facilities Master Plan (FMP). Acting as the center hub regarding facilities evaluation and planning, the FMP presents an overall picture of proposed development, and is designed to ensure the feasibility and effectiveness of physical resources in supporting programs and services ([III.B.3.1](#)). For time-tracking and budget forecasting purposes, the College's Scheduled Maintenance Planning Matrix provides a five-year internal planning mechanism to ensure the timely execution of scheduled maintenance and replacement of resources ([III.B.3.2](#)).

To support the more immediate needs of programs and services in the short-term, the resource request process provides a regular, annual opportunity for faculty, staff, and administrators to evaluate and submit requests for facilities and equipment upgrades as well as maintenance requests based on identified needs within their respective programs and services ([III.B.3.3](#)). The process is data-driven and leads to specific, measurable outcomes with respect to utilization and timely maintenance and/or replacement of physical resources, responsive to programmatic requests.

Long-term planning is conducted at the state and District level and incorporates results from annual assessments. The College utilizes numerous reporting mechanisms for assessment, budgeting, and tracking purposes. The Facility Condition Assessment (FCA) report, working in tandem with the state's Facility Utilization Space Inventory Option Net (FUSION) system, provides the College with an overall assessment of building and system deficiencies. FUSION's Detailed Deficiency Report, designed for facilities assessment, planning, project management, and evaluation, provides a quick, simple, and accurate method for inventory management, estimating, and tracking facility deficiencies ([III.B.3.4](#)). The FUSION FY2024-FY2025 Five Year Capital Outlay Plan measures college facilities' use and occupancy through a combination of current and future load distribution, staff forecasts, and capacity-to-load ratios ([III.B.3.5](#)). The FCA report is a 20-year forecast that provides an evaluation of major building systems ([III.B.3.6](#)). Findings from the FCA report are used in conjunction with predictive cost models to ensure the proper and timely maintenance of buildings. For budgeting purposes and for determining a portion of the total cost of ownership (TCO), predictive cost models—including escalation for the full replacement of buildings that have reached the end of their useful life—are also included ([III.B.3.7](#)). Lastly, as part of the College's strategic planning process, the five-year scheduled maintenance cost projections accumulated from these reports are shown on the FMP's Executive Summary Project List ([III.B.3.8](#)).

The Facilities and Maintenance department's Administrative Unit Review (AUR) and corresponding Service Area Outcomes (SAO) projections provide a valuable road map for ensuring the evaluation, proper utilization, and timely replacement of physical resources ([III.B.3.9](#)).

To maintain the highest level of quality and safety regarding equipment and campus vehicles, the College tracks inventory, evaluates, and schedules equipment replacement based on original purchase dates, use, and life-span expectancy of vehicles ([III.B.3.10](#)). Equipment inventory tracking includes model number and year purchased, and is updated annually ([III.B.3.11](#)). In addition, the College keeps a master list of all assets that includes the original purchase order number and current location of the asset ([III.B.3.12](#)).

## Analysis and Evaluation

The College meets this Standard through thoughtfully designed processes at the College, state and District planning levels. The College's physical resources are regularly assessed through multiple means, and the institution effectively uses those results to make improvements and/or replace its physical resources to better serve its student population by supporting its programs and services.

### **III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

## Evidence of Meeting the Standard

Long-range capital planning that supports institutional improvement goals and reflects projections of the total cost of ownership (TCO) of new facilities and equipment is achieved through carefully designed processes at the College, District, and state levels. The institution evaluates the needs of programs and services throughout the capital improvement and scheduled maintenance planning cycle through a District wide resource allocation process ([III.B.4.1](#)). Long-range capital plans, including TCO and budget forecasting recommendations, support the needs of programs and services through the coordination between the Educational Master Plan (EMP) and the Strategic Plan, which in turn help drive the planning of the Facilities Master Plan (FMP) ([III.B.4.2](#), [III.B.4.3](#), [III.B.4.4](#)). The combined documents become the driving force behind long-term planning, TCO, and construction of new capital improvement projects and the scheduled maintenance/renovation of existing buildings. To ensure that the shared governance process is upheld throughout the basic aid (excess property taxes) funding cycle, the basic aid funding requests for capital improvement and technology upgrades are compiled and vetted to all college councils ([III.B.4.5](#)).

Each year, the District is required to submit a Five-Year Construction Plan to the State Chancellor's Office ([III.B.4.6](#)). The plan is developed within the state's Facility Utilization Space Inventory Option Net (FUSION) program. The Five-Year Construction Plan includes both locally funded and state-funded projects and identifies project priorities for no less than the next five years. The Plan works in tandem with the FMP, requiring that all projects submitted for the Five-Year Construction Plan be listed on the FMP ([III.B.4.7](#)). The five-year plan and the FMP work together to help project the future cost of ownership by weighing the current cost of construction against future escalation estimates ([III.B.4.8](#)). The District and colleges review and,



if appropriate, modify the plan as part of the annual submission. When submitted to the State Chancellor's office in June, in addition to the Five-Year Construction Plan, the District's Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) are also submitted for state funding considerations ([III.B.4.9](#), [III.B.4.10](#)). Utilizing the direction and recommendations derived from the FMP, the Capital Improvements Committee (CIC) develops and coordinates District wide facility, renovation, and scheduled maintenance planning that utilizes uniform, data-driven criteria ([III.B.4.11](#), [III.B.4.12](#)). The committee recommends, submits, and coordinates District wide capital improvement, facilities, and scheduled maintenance-related projects, working interactively with the College and District Services ([III.B.4.13](#)). With respect to resource allocation, the CIC makes recommendations to the District Resource Allocation Council (DRAC) on capital improvement and facilities-related projects ([III.B.4.14](#), [III.B.4.15](#), [III.B.4.16](#)).

At the college level, the Budget Development and Resource Planning Council (BDRPC) ([III.B.4.17](#)) is responsible for: recommendations, evaluations, and communications pertaining to the comprehensive budget development processes; integration of resource allocation planning, long-term revenue, and expenditure projections (including TCO); DRAC proposals for scheduled maintenance and capital outlay projects; FMP; non-instructional equipment; and technology resource planning recommendations ([III.B.4.18](#)).

Institutional planning and TCO are linked to long-range capital projects as reflected in the FMP through the Facilities and Maintenance department's Service Area Outcomes (SAO) ([III.B.4.19](#), [III.B.4.20](#)). The SAO projections include TCO and Key Performance Indicators (KPI) information based on estimated annual costs in support of each new capital project as well as estimated construction escalation. It is submitted to the BDRPC for review ([III.B.4.21](#), [III.B.4.22](#)).

An excellent example of long-range institutional planning and total cost of ownership is the College's Arts Village ([III.B.4.23](#)). Following the state guideline's application for state funding considerations, the project was submitted as an IPP followed by the submittal of an FPP ([III.B.4.24](#)). Once state funding was approved, along with the addition of college matching funds, a resource request was submitted for review and approval at the local college level in order to meet a construction escalation shortfall ([III.B.4.25](#)). As stated above, in addition to construction escalation, further TCO considerations and calculations based on personnel, equipment, and supplies, as well as routine scheduled maintenance, are included in the annual TCO calculation ([III.B.4.26](#)).

## **Analysis and Evaluation**

The College meets this Standard by ensuring that its long-range capital planning works in collaboration with institutional improvement goals and educational planning. To ensure that proper fiscal planning takes place while considering future total TCO, checks and balances are inserted into the process through the College's strategic planning and decision-making, FMP, Five-Year Capital Outlay Plan, CIC, and resource request processes.



## Conclusions on Standard III.B: Physical Resources

IVC physical resources support the College's vision, mission, and goals to provide quality services in support of student learning.

## Improvement Plans

None

## Evidence List

- III.B.1.1: [SAO Standard III.B.1](#)
- III.B.1.2: [IVC Facilities Feedback Form](#)
- III.B.1.3: [Facilities Survey Form Submissions](#)
- III.B.1.4: [Resource Request Form - Chemistry Labs](#)
- III.B.1.5: [Policies & Standards IVC Web Site](#)
- III.B.1.6: [Report an Incident Irvine Valley College](#)
- III.B.1.7: [Complaint Procedures](#)
- III.B.1.8: [Student Feedback Form](#)
- III.B.1.9: [BP 3500 Campus Police and Safety Services](#)
- III.B.1.10: [BP 3500 Campus Police and Safety Services](#)
- III.B.1.11: [2022-Annual-Security-Report](#)
- III.B.1.12: [SOCCCD.IIPP](#)
- III.B.1.13: [6850-AR Hazardous Materials](#)
- III.B.1.14: [ADA Upgrades Site Walk](#)
- III.B.1.15: [District Waste Removal LST SP22 Signed](#)
- III.B.1.16: [Offsite Ed Use Agreement](#)
- III.B.1.17: [Facilities Inventory-FUSION](#)
- III.B.1.18: [Alpha FCA Survey Partial](#)
- III.B.1.19: [Resource Request Form - Campus wide lighting](#)
- III.B.1.20: [School Dude-Maintenance Direct](#)
- III.B.1.21: [SOCCCD 2020 Facilities Master Plan](#)
- III.B.1.22: [IVC Educational Master Plan \(EMP\) 2020-2030](#)
- III.B.1.23: [IVC EMP 2020-2030 Chem Labs](#)
- III.B.1.24: [SOCCCD 2020 FMP Chem Labs](#)
- III.B.1.25: [Alpha FCA Chem Labs](#)
- III.B.1.26: [Chemistry Lab Resource Form](#)
- III.B.1.27: [DSA Form Chemistry Lab](#)
- III.B.1.28: [DSA Website](#)
- III.B.1.29: [Facilities Plan Status Report](#)
- III.B.1.30: [SOCCCD.IIPP](#)
- III.B.1.31: [Safety Inspection -Risk Management](#)

III.B.1.32: [2022-Annual-Security-Report](#)  
 III.B.1.33: [Campus Safety Committee Minutes](#)  
 III.B.1.34: [Planning Decision-Making Manual Safety](#)  
 III.B.1.35: [Emergency Action Plan](#)  
 III.B.1.36: [District-Wide Health and Safety Committee](#)  
 III.B.2.1: [Decision-Making Manual](#)  
 III.B.2.2: [SAO Standard III.B.2](#)  
 III.B.2.3: [IVC Educational Master Plan \(EMP\) 2020-2030](#)  
 III.B.2.4: [IVC Strategic Plan 2020-2025](#)  
 III.B.2.5: [FMP 2020-2031](#)  
 III.B.2.6: [Technology Plan 2015-2020](#)  
 III.B.2.7: [Planning and Decision-Making Manual](#)  
 III.B.2.8: [DW Strategic Plan '20-'25](#)  
 III.B.2.9: [IVC Strategic Plan 2020-2025](#)  
 III.B.2.10: [Capital Outlay Projects Irvine Valley College](#)  
 III.B.2.11: [IVC Facilities Updates](#)  
 III.B.2.12: [EMP SSC](#)  
 III.B.2.13: [SSC Assessment Walter P Moore](#)  
 III.B.2.14: [Resource Request SSC](#)  
 III.B.2.15: [CIC Recommendation SSC](#)  
 III.B.2.16: [BAARC.DRAC SSC](#)  
 III.B.2.17: [IVC Student Services Meeting Notes](#)  
 III.B.2.18: [IVC SSC User Group Presentation](#)  
 III.B.3.1: [Facilities Master Plan \(FMP\)](#)  
 III.B.3.2: [SM Planning Matrix](#)  
 III.B.3.3: [RR Lab Prep area LSB](#)  
 III.B.3.4: [FUSION Deficiency Details](#)  
 III.B.3.5: [FUSION 5 Year Cap Outlay](#)  
 III.B.3.6: [Alpha CA Survey Partial](#)  
 III.B.3.7: [Alpha Survey](#)  
 III.B.3.8: [FMP Partial SM](#)  
 III.B.3.9: [SAO Standard III.B.3](#)  
 III.B.3.10: [IVC Long-Term Fleet Replacement Plan](#)  
 III.B.3.11: [Grounds Equipment Inventory June 2022](#)  
 III.B.3.12: [Equipment and Vehicle Master Inventory](#)  
 III.B.4.1: [2020-2021 Adopted Budget](#)  
 III.B.4.2: [IVC \(EMP\) 2020-2030](#)  
 III.B.4.3: [IVC Strategic Plan 2020-2025](#)  
 III.B.4.4: [Facilities Master Plan \(FMP\)](#)  
 III.B.4.5: [IVC Basic Aid Committee Approvals](#)

III.B.4.6: [Five Year Cap Outlay Plan FY24-25](#)  
III.B.4.7: [FMP Construction Planning](#)  
III.B.4.8: [Facilities Master Plan](#)  
III.B.4.9: [IPP PE200](#)  
III.B.4.10: [B300 FPP](#)  
III.B.4.11: [CIC Composition](#)  
III.B.4.12: [CIC Basic Aid Rec. FY 2022-23](#)  
III.B.4.13: [2022.02.24 CIC Minutes](#)  
III.B.4.14: [DRAC Agenda 10.28.22](#)  
III.B.4.15: [DRAC Minutes.3.11.22](#)  
III.B.4.16: [CIC Recommendation FY 2022-23 to DRAC](#)  
III.B.4.17: [IVC Budget Development Process](#)  
III.B.4.18: [BDRPC Charge Sheet](#)  
III.B.4.19: [SOCCCD 2020 \(FMP\) Planning](#)  
III.B.4.20: [SAO Service Area Outcomes & TOC](#)  
III.B.4.21: [SAO Standard III.B.4](#)  
III.B.4.22: [BDRPC Minutes 2022-11-02](#)  
III.B.4.23: [FA Rendering](#)  
III.B.4.24: [FA FPP Excerpt](#)  
III.B.4.25: [FA Resource Request Form](#)  
III.B.4.26: [Resource Requests Hiring](#)

## III.C TECHNOLOGY RESOURCES

**III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

### Evidence of Meeting the Standard

The College's Technology Services (TS) department provides support for the College's network infrastructure, including servers, employee and classroom computers, the college website and SharePoint portal, cloud computer resources, campus audio-visual systems (AV), the telephone system, and software for students, faculty, management, and staff ([III.C.1.1](#)). The TS team supports over 2,500 computing devices on campus, over 100 virtual servers, and a network with hundreds of wired switches and wireless access points. A core component of the College's teaching and learning mission is in classroom audio and video support and standardization for in-classroom, remote, and hybrid modalities ([III.C.1.2](#)).

In addition, the department is a service organization providing comprehensive support for all technology via a help desk. In 2021, the help desk resolved over 6,800 incidents and processed over 3,500 requests for assistance from students, faculty, and staff, via phone, email, or website via chat bot ([III.C.1.3](#)). The department uses the ITIL (Information Technology Infrastructure Library) framework of best practices for delivering IT services and standardizing the planning, selection, delivery, maintenance, and lifecycle of IT services.

The College evaluates the effectiveness of its technology in meeting its range of needs through:

- College and district committees and councils
- Administrative Unit/Program Review
- Strategic planning
- Surveys
- Internal TS department meetings and assessments of services

The College ensures that its various technology needs are identified via the participatory governance process in multiple committees at the college and the district level ([III.C.1.4](#)). Needs are reviewed through internal TS department meetings and assessments of services, both internal and external.

The Administrative Unit Review (AUR) process ([III.C.1.5](#)) for the TS department is based on a year-round planning cycle for administrative services, involving the development of:

1) Service Area Outcomes (SAOs) based on mission, goals, Key Performance Indicators (KPIs), surveys, and standards,

2) execution of surveys and additional data collection that leads to identifying resource needs and updating the Administrative Unit Review (AUR), and

3) submitting resource requests for the following fiscal year based on the SAO and AUR ([III.C.1.6](#)).

A District wide Technology Strategic Master Plan (DTSMP) was developed starting in 2021 and was finalized and adopted by the governing board in 2022 ([III.C.1.7](#)). The DTSMP includes 136 technology initiatives planned for 2022 to 2032. An IVC Technology Master Plan was included in the DTSMP.

User feedback has been collected through multiple means, including a RISC (Revealing Institutional Strengths and Challenges) Student Survey in fall 2021; surveys conducted as part of the DTSMP development; and an annual campus wide Administrative Services survey with technology-focused questions ([III.C.1.8](#)).

At the district and college level, significant investments have been made to ensure a reliable, resilient, sustainable, and scalable technological infrastructure to handle the current and future needs of the institution. The College utilizes fully redundant system and network architectures to ensure the highest reliability and uptime is maintained.

With data privacy and security as high priorities, the College works closely with the District office to implement and maintain state-of-the-art systems to provide the highest levels of protection. The District's security organization is designed as a distributed model with central oversight and governance at the District level, coupled with collaboration and coordination with the College's TS department. District and college security personnel meet periodically to address specific security issues and develop initiatives to continuously improve District information security. For physical resilience, the College deployed micro data center racks from Vertiv, with integrated cooling, power protection, and fire suppression.

To keep pace with technological demands and growth, the College continuously invests in infrastructure to meet institutional needs ([III.C.1.9](#)). Some recent examples include the College's refresh of its server and storage infrastructure (2021 and 2022), the wired network (2022), and expanding the capabilities and coverage of the indoor and outdoor wireless network (2021 through 2022). Additionally, the College and District have a ten-year capital funding strategy through both the District's Basic Aid fund as well as local college funds to support the teaching and learning mission ([III.C.1.10](#)).

To address future infrastructure needs, the College has developed a roadmap for migrating critical systems to the cloud. The district has standardized the use of Amazon Web Services for cloud hosting of College-hosted workloads and uses several Software-as-a-Service platforms, including Microsoft M365 (email, Office, SharePoint, OneDrive, Teams, etc.) ([III.C.1.11](#)).

The District uses Workday for finance and human Resource administration. The District currently leverages a custom student information system ([III.C.1.12](#)). As of October 2022, the

District has entered into a contract with Ellucian for services to replace the existing Enterprise Resource Planning (ERP) for District-wide adoption, scheduled to go live in fall 2025.

## Analysis and Evaluation

The College meets the Standard by providing appropriate and adequate technology services, professional support, facilities, hardware, and software to support the institution's academic programs, teaching and learning, support services, and management and operational functions.

**III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

## Evidence of Meeting the Standard

The College has a Technology Master Plan integrated with the ten-year District-wide Technology Strategic Master Plan. The plan provides a roadmap for short- and long-term technology initiatives, including budget estimates, throughout the duration of the plan ([III.C.2.1](#)).

The College has established the following refresh cycles for its technology infrastructure ([III.C.2.2](#)):

- Computers: four years
- Server infrastructure: five years
- Network infrastructure
  - Switches: ten years
  - Wireless: six years
  - Firewalls: seven years
- Classroom technology including audio-visual systems: seven years

The College conducts periodic surveys about technology, soliciting feedback from students, faculty, and staff. The survey results are reviewed by key committees and working groups to provide input for addressing technology needs and concerns and providing guidance on prioritization ([III.C.2.3](#)).

The help desk system provides an opportunity for users to provide feedback on requests for technical assistance ([III.C.2.4](#)).

The College's Program Review process allows different units to make requests for technology augmentation. The Technology Services department performs an annual Administrative Unit Review and updates or replaces technology as needed ([III.C.2.5](#)).

## Analysis and Evaluation

The College meets the Standard by ensuring technology is in line with planning and building



integration into the comprehensive institutional planning of the College. The IVC Technology Master Plan and the participatory governance process are foundational to decision making regarding technology updates, replacements, and new purchases to ensure the infrastructure, quality, and capacity of technology are adequate to support the mission.

**III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

### **Evidence of Meeting the Standard**

The College provides state-of-the-art, reliable, safe, and secure access to technology resources on the college campus, at the Advanced Technology Education Park (ATEP), and online. For physical and environmental resilience on the main campus and at ATEP, the College deployed micro data center racks from Vertiv, with integrated cooling, power protection, and fire suppression ([III.C.3.1](#)).

All critical systems have redundancy built in, resulting in minimal unplanned downtime, with capacity to meet peak demands, handle growth, and ensure reliable access ([III.C.3.2](#)). Information security is a shared responsibility with the District's Information Technology (IT) department. To provide the highest levels of protection, the District uses security service providers to monitor production systems ([III.C.3.3](#)). A state-of-the-art backup system provides fast backup and restore capabilities, with offsite backups to a cloud provider for disaster recovery ([III.C.3.4](#)). All technology facilities have multiple measures in place to provide physical security, including door control systems and surveillance cameras ([III.C.3.5](#)).

### **Analysis and Evaluation**

The College meets the Standard by making significant investments to ensure that technology resources are reliable, accessible, safe, and secure. The College and District work closely together to create solutions as needs arise to ensure reliability, safety, and security of technology resources.

**III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

### **Evidence of Meeting the Standard**

The College maintains a Technology Training webpage with links to multiple resources, including tech work basics, alternate media services, campus training opportunities, technology pedagogy, help desk services, and other professional development opportunities ([III.C.4.1](#)).

The College provides self-paced or group workshop training opportunities for full-time and part-time faculty, staff, and administrators. The following are examples:

- The California Community Colleges Vision Resource Center is provided to all employees of the district. The service provides thousands of training modules from LinkedIn Learning (formerly Lynda.com) and Skillsoft ([III.C.4.2](#)).
- Professional Development Week (Flex Week) activity workshops are offered on a variety of technology topics, including Canvas, Zoom, distance learning tools, accessibility/508 compliance, information security, lecture capture, technology-enhanced classrooms, duplicating requests and copier training, and other topics requested by faculty ([III.C.4.3](#), [III.C.4.4](#)).
- Training and support for faculty teaching online courses is offered through formal online training via one-on-one instruction with the instructional technologist. Additionally, there is an IVC Online Education Faculty Handbook available to all instructors ([III.C.4.5](#)).
- Training materials for both classroom and online instruction are available to faculty on the online education website ([III.C.4.6](#)).

The instructional technologist periodically sends out emails to all faculty that include pertinent information about instructional resources and technology as well as scheduled training sessions. Faculty are also periodically offered training courses during the spring and fall semesters ([III.C.4.7](#)).

The College has also offered training sessions during special events such as the Online Education Committee (OEC) Summer Sendoff in May 2021, which provided three tracks: online pedagogy, educational technology, and technology vendors working with the College ([III.C.4.8](#)). The OEC has created three Online Teaching Certificate Challenge Camps, which ran in January 2019, May 2019, and January 2020 ([III.C.4.9](#), [III.C.4.10](#)). Another was planned for May 2020, but was cancelled due to the COVID pandemic. Starting in fall 2022, OEC undertook a full-year Online Teaching Certificate course. This is updated and repeated annually beginning in August and continuing through the following August, providing a full calendar year's opportunity to complete the course ([III.C.4.11](#)).

A student technology training resources webpage provides links to training resources for login, Canvas, email, and student printing ([III.C.4.12](#)), as well as specified trainings for certain highly used software such as Proctorio ([III.C.4.13](#)). The College's Classified Senate provides funding for professional development for classified staff related to employee job functions, and the classified collective bargaining unit (CSEA) provides funding for job skills development ([III.C.4.14](#)). New system and application implementations and upgrades include training for affected staff. Blanket update training sessions are provided annually. One-on-one training is provided as needed ([III.C.4.15](#), [III.C.4.16](#)).

Training for the College's Technology Services staff is included as part of the acquisition of new technology, addressing knowledge transfer from the vendor covering the implementation

and instruction on management and maintenance of the new systems. This also includes modern practices, with guidance on keeping pace with various technology changes and practices ([III.C.4.17](#)).

## Analysis and Evaluation

The College meets the Standard by ensuring that all users are provided with appropriate training to effectively use technology and technology systems at the College. Through various workshops, user support, and individual meetings, users are provided with appropriate and timely instructions for available technology.

### III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

#### Evidence of Meeting the Standard

The District has established board policies (BPs), administrative regulations (ARs), procedures, and practices that guide the appropriate use of technology in the teaching and learning process. Specifically, BP and AR 3720, Electronic Communications, govern the acceptable and appropriate use of technology for students, employees, and community members District wide. The remaining BPs and ARs regulate various aspects of information and data protection utilizing information systems. The District's Board Policy and Administrative Regulation Advisory Council (BPARC) reviews and updates the BPs and ARs on a five-year cycle, utilizing a consultant for input on technology specific ARs, including the following:

*Table 15 – List of Technology Board Policies and Administrative Regulations*

Board Adoption	Last Update	Administrative Regulation Title
1997	2019	3720-BP_Electronic Communications ( <a href="#">III.C.5.1</a> )
1997	2019	3720-AR_Electronic Communications ( <a href="#">III.C.5.1</a> )
2018	2022	3725-AR_Information Security Program Overview ( <a href="#">III.C.5.2</a> )
2013	2019	3726-AR_Information Security-Data Classification ( <a href="#">III.C.5.2</a> )
2013	2019	3727-AR_Information Security-Access Control ( <a href="#">III.C.5.2</a> )
2013	2019	3728-AR_Information Security-Physical Security ( <a href="#">III.C.5.2</a> )
2013	2019	3729-AR_Information Security-Logging and Monitoring ( <a href="#">III.C.5.2</a> )
2013	2019	3730-AR_Information Security-Remote Access ( <a href="#">III.C.5.2</a> )
2018	2022	3731-AR_Internally Developed Systems Change Control ( <a href="#">III.C.5.2</a> )
2018	2022	3732-AR_Information Security- Security Incident Response ( <a href="#">III.C.5.2</a> )
2018	2022	3733-AR_Information Security - Secure Operations ( <a href="#">III.C.5.2</a> )
2018	2022	3734-AR_Information Security - Network Security ( <a href="#">III.C.5.2</a> )
2018	2022	3735-AR_Information Security - Disaster Recovery ( <a href="#">III.C.5.2</a> )
2021	N/A	3736-AR Information Security - Cloud Storage ( <a href="#">III.C.5.2</a> )

All District BPs and ARs are available on the District's public website.

## **Analysis and Evaluation**

The College meets this Standard through partnering with the District to develop policies and procedures to effectively guide the use of technology in the teaching and learning process.

## **Conclusions on Standard III.C: Technology Resources**

IVC technology resources support the College's vision, mission, and goals to provide quality services in support of student learning.

## **Improvement Plans**

None

## **Evidence List**

- III.C.1.1: [Technology Services Webpage](#)
- III.C.1.2: [Classroom Audio-Visual Capabilities and Standards](#)
- III.C.1.3: [Help Desk Information and Statistics](#)
- III.C.1.4: [IVC and District-wide Technology Committees](#)
- III.C.1.5: [Administrative Services Planning Cycle](#)
- III.C.1.6: [IVC Technology Services Planning Document](#)
- III.C.1.7: [SOCCCD Districtwide Technology Strategic Master Plan](#)
- III.C.1.8: [Technology Services Survey Form Submissions Feedback](#)
- III.C.1.9: [List of Major Technology Initiatives](#)
- III.C.1.10: [SOCCCD IVC Baseline Budget](#)
- III.C.1.11: [IVC Cloud Strategic Plan](#)
- III.C.1.12: [SOCCCD Student Success Tools](#)
- III.C.2.1: [SOCCCD Districtwide Technology Strategic Master Plan](#)
- III.C.2.2: [SOCCCD IVC Baseline Budget](#)
- III.C.2.3: [Technology Services Survey Form Submissions Feedback](#)
- III.C.2.4: [Help Desk Survey](#)
- III.C.2.5: [Program Review Basic Aid Request from 20 21-1](#)
- III.C.3.1: [IVC and ATEP Self-contained Data Center Overview](#)
- III.C.3.2: [List of Redundant Technologies](#)
- III.C.3.3: [Information Security Shared Responsibility](#)
- III.C.3.4: [Backup System Information](#)
- III.C.3.5: [Physical Security](#)
- III.C.4.1: [Technology Training Webpages](#)
- III.C.4.2: [CCC Vision Resource Center Webpage](#)

III.C.4.3: [Faculty Professional Development Week \(Flex Week\)](#)  
III.C.4.4: [Tips and Tricks - Fall 2022 Flex Week - Welcome Back](#)  
III.C.4.5: [IVC OE Faculty Handbook 2021-22](#)  
III.C.4.6: [Online Education Resources](#)  
III.C.4.7: [Tips and Tricks - Winter Break Workshops and Canvas Updates](#)  
III.C.4.8: [OETF and Email Summer Send-off](#)  
III.C.4.9: [Tips and Tricks - End of Semester, Canvas Challenge Camp - Last Chance](#)  
III.C.4.10: [Tips and Tricks - Online Teaching Certificate, Pronto, and Zoom](#)  
III.C.4.11: [Faculty Online Teaching Certificate Course](#)  
III.C.4.12: [Student Technology Training Site](#)  
III.C.4.13: [Student Proctorio Training Canvas Course Shell](#)  
III.C.4.14: [Classified Senate Professional Development Application](#)  
III.C.4.15: [Classified Senate Spring Break Trainings 2022](#)  
III.C.4.16: [Ivanti FMO trainings](#)  
III.C.4.17: [Remember to Register for the Workshops January 24-25, 2023](#)  
III.C.5.1: [3720-BP Electronic Communications](#)  
III.C.5.1: [3720-AR Electronic Communications](#)  
III.C.5.2: [Information Security - Combined ARs](#)  
III.C.5.2: [Information Security - Combined ARs](#)  
III.C.5.2: [Information Security - Combined ARs](#)  
III.C.5.2: [Information Security - Combined ARs](#)  
III.C.5.2: [Information Security - Combined ARs](#)  
III.C.5.2: [Information Security - Combined ARs](#)  
III.C.5.2: [3731-AR Internally Developed Systems Change Control](#)  
III.C.5.2: [Information Security - Combined ARs](#)  
III.C.5.2: [Information Security - Combined ARs](#)  
III.C.5.2: [Information Security - Combined ARs](#)  
III.C.5.2: [Information Security - Combined ARs](#)  
III.C.5.2: [Information Security - Combined ARs](#)

## III.D FINANCIAL RESOURCES

**III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

### Evidence of Meeting the Standard

District financial resources are primarily funded through local property tax revenues. As indicated in Board Policy 6210 ([III.D.1.1](#)), these financial resources are allocated to each of the colleges and District Services following the Student Centered Funding Formula (SCFF), the state's current funding model. SCFF is calculated, applied, and finalized through the District Resource Allocation Committee (DRAC) financial model ([III.D.1.2](#)) to ensure a sufficient level of financial resources to support and sustain student learning programs and services, and to improve institutional effectiveness.

The sufficiency of the College's financial resources can be seen through the College's ending balances, which provide a reserve when no growth funding is available to cover the step-and-column and other built-in mandatory cost increases. The College's ending balances for the last three years are listed in the table below.

*Table 16 - College Ending Balances*

Fiscal Year	Ending Balance	Reference Endnote
2021-2022	\$16,937,658	2022-2023 Adopted Budget – Beg Bal ( <a href="#">III.D.1.3</a> )
2020-2021	\$15,707,731	2021-2022 Adopted Budget – Beg Bal ( <a href="#">III.D.1.4</a> )
2019-2020	\$9,507,557	2020-2021 Adopted Budget – Beg Bal ( <a href="#">III.D.1.5</a> )

In addition, the College's local resource allocation process provides all college constituents the ability to identify for what purpose funds are being requested. In describing the purpose, there is a requirement whereby the description must include how the request for resources connects to the improvement of student learning ([III.D.1.6](#)).

The College's resource request process facilitates the distribution of resources. Each year, the college community can submit a request for financial resources that will support both the development of prospective programs or services as well as the enhancement of existing programs or services. A variety of different resource requests are submitted each year; they are connected to existing strategic plans, program/administrative unit reviews, or other planning documents, which helps ensure that resources are linked to district and College wide goals and

objectives ([III.D.1.7](#)). The resource requests are then reviewed and rated by the respective dean/directors, vice presidents, and councils using a consistent rating rubric ([III.D.1.8](#)). The process concludes with a prioritized list of resource requests and corresponding funding sources recommended to the college president by College Council. The IVC Comprehensive Budget Development Process allows the incorporation of baseline adjustments to maintain existing programs and services ([III.D.1.9](#)).

To maintain all financial affairs with integrity, the District utilizes external auditors to conduct an annual audit. This annual audit provides an objective, external opinion of the District’s finances as it relates to viability, stability, and sustainability ([III.D.1.10](#)). In addition to external auditors, the District employs an internal auditor that also provides an objective and independent analysis of the colleges, District Services, and the foundations ([III.D.1.11](#)). Each year, the internal auditor presents an audit plan, while also encountering unanticipated information that will garner a review and audit ([III.D.1.12](#)). The College adheres to board policies and administrative regulations relating to budget development ([III.D.1.13](#)), cash handling ([III.D.1.14](#)), and other purchase-related board policies ([III.D.1.15](#)) that all facilitate integrity in the institution’s management of financial affairs. All employees also abide by an Institutional Code of Ethics that elevates the level of integrity exercised across the District ([III.D.1.16](#)). Finally, the District upholds Board Policy/Administrative Regulation (BP/AR) 2710, Conflict of Interest (pertaining to board members), and BP/AR 2712, Conflict of Interest Code (for other designated employees) ([III.D.1.17](#), [III.D.1.18](#)).

Both fiscal sufficiency and stability is demonstrated through the College’s ending balance, as shown in Table III-D.1 above. Beginning in 2022-2023, following the Emergency Conditions Allowance (ECA) requirements, the institution has maintained a general fund reserve for economic uncertainties of no less than 3.5 percent. In addition to the College’s reserve, the District sets a 7.5 percent reserve for economic uncertainties, set through the DRAC in accordance with the Board Budget Development Guidelines ([III.D.1.19](#)). The annual amounts for both reserves for the prior three fiscal years can be seen in the table below.

*Table 17 - College/District 3.5 Percent and DRAC 7.5 Percent Contingency Reserves*

<b>Fiscal Year</b>	<b>3.5% Contingency Reserve</b>	<b>7.5% Contingency Reserve</b>	<b>Reference Endnote</b>
<b>2022-2023</b>	\$8,409,690	\$16,820,847	2022-2023 Adopted Budget ( <a href="#">III.D.1.20</a> )
<b>2021-2022</b>	NA	\$15,117,617	2021-2022 Adopted Budget ( <a href="#">III.D.1.21</a> )
<b>2020-2021</b>	NA	\$14,514,720	2020-2021 Adopted Budget ( <a href="#">III.D.1.22</a> )

There is also a provision for contingency reserves of Basic Aid (excess property tax revenue)



funds, which is set at 20 percent, pursuant to Section V.C. (Contingency) of AR 6210 ([III.D.1.23](#)). The prior three fiscal years can be viewed in the table below.

*Table 18 - Basic Aid 20 Percent Contingency Reserves*

Fiscal Year	20% Basic Aid Reserve	Reference
<b>2022-2023</b>	\$17,105,210	2022-2023 Adopted Budget ( <a href="#">III.D.1.24</a> )
<b>2021-2022</b>	\$20,510,521	2021-2022 Adopted Budget ( <a href="#">III.D.1.25</a> )
<b>2020-2021</b>	\$18,143,443	2020-2021 Adopted Budget ( <a href="#">III.D.1.26</a> )

The District's Capital Outlay/Basic Aid Fund has a substantial cash balance committed to specific future capital projects. As of October 2022, that amount was \$336,294,289 ([III.D.1.27](#)). This cash may be temporarily transferred to another fund for the payment of obligations in accordance with the state budget and accounting manual (see [III.D.9.3](#) below). The College's Budget Development Resource and Planning Council (BDRPC) also assists in facilitating financial stability by reviewing the college implications of the DRAC model, local revenues, and expenditures projections, and by providing input on items discussed at the District wide budget council, DRAC ([III.D.1.28](#)).

## Analysis and Evaluation

The College meets the Standard by possessing sufficient financial resources through adequate ending balances, and adherence to the state model and governing policies that facilitate sound financial management. The IVC Comprehensive Budget Development Process facilitates the effective distribution of financial resources, which provides a means for setting priorities for funding institutional improvements and supporting the development, maintenance, allocation and reallocation, and enhancement of programs and services. Financial stability and integrity in the College's financial affairs is demonstrated through objective evaluations by both external and internal audits.

**III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

## Evidence of Meeting the Standard

The Student Centered Funding Formula (SCFF) was implemented in direct support of

achieving the goals and adhering to the commitments communicated in the California Community Colleges system's Vision for Success. The District Resources Allocation Committee (DRAC) financial model directly mirrors the SCFF, through which the College receives its operating budget, as illustrated in III.D.1 ([III.D.2.1](#)). This financial model and District allocation process are woven into institutional planning and are one of the main foundations from which college financial planning is executed and the College's mission and goals are supported. The College's mission is also in direct alignment with the Vision for Success, which pairs succinctly with the DRAC financial model and the College's financial planning efforts ([III.D.2.2](#)). In addition, any local property tax revenues in excess of SCFF revenue, which is known as Basic Aid, is allocated to the colleges based on planning outlined in both the Facilities Master Plan ([III.D.2.3](#)) and District-Wide Technology Strategic Master Plan ([III.D.2.4](#)).

The financial planning efforts of the College are directly supported through the resource allocation process. The process incorporates a section on planning, which requires the linking of program reviews, strategic plans, or other planning documents ([III.D.2.5](#)). Institutional plans are reflected in the College's strategic plan ([III.D.2.6](#)), and the planning objectives are linked in the resource request form under the planning section. The institution sets priorities among competing needs through the resource request review and rating process ([III.D.2.7](#)). These sources of funds, like the unrestricted general fund, Student Equity and Access (SEA), or Associated Student Government (ASG), have a College wide impact and are assessed in the evaluation process for alignment with the funds' strategic goals and institutional planning efforts. Subsequently, these rated requests are mapped across all possible funding sources to maximize the use of available resources ([III.D.2.8](#)).

Strategic planning that is informed by the institutional mission and goals is foundational to the College's financial planning. College Council, the highest participatory governance council at the College, includes as a charge the oversight and evaluation of the correspondence of strategic planning to budget development and decision-making. The council fulfills this charge throughout the year in both council meetings and retreats ([III.D.2.9](#)).

Resource requests for the Unrestricted General Fund (UGF) and restricted funding sources that have a College wide impact (e.g., the Student Equity and Achievement Program, the Strong Workforce Program, and Associated Student Government) are assessed within the same resource request process, thus aligning financial planning to support institutional planning.

As noted in III.D.1, the College is directed and supported by board policies and administrative regulations that elicit sound financial practices and financial stability ([III.D.2.10](#)). College ending balances and reserve requirements set forth in board policy promote the institution's stability, while District cash balances and fully funded liabilities reflect the current solvency of the institution (see III.D.1 for cash balances and III.D.11 and III.D.12 for liabilities). Audits programmed and conducted through objective parties, who include both external auditors and the District's internal auditor, assist the College in maintaining sound financial practices, identifying areas of improvement, and building internal and public confidence in its practices and

outcomes. ([III.D.2.11](#)).

Financial information is disseminated through multiple outlets within the District and College. DRAC is the District wide council from which both operational budgets and basic aid allocations are determined. Members of this committee from the College also chair or participate in the College's Budget Development and Resource Planning Council (BDRPC) ([III.D.2.12](#)). As DRAC conducts its meetings, information discussed and any requested college consultation are presented to BDRPC in a timely manner ([III.D.2.13](#), [III.D.2.14](#)). In addition, budget presentations are made during the College's Professional Development Week, while financial reports and presentations are also provided at Board of Trustees meetings when applicable ([III.D.2.15](#)).

The College's plans are clearly linked to both short-term and long-range financial plans. These plans are reflected in the multi-year budget model, which allows BDRPC to make funding recommendations to College Council for both ongoing and one-time expenditures. Final funding allocations to support college plans are made based on the BDRPC funding recommendation ([III.D.2.16](#)).

Furthermore, the College has a budget model that is presented at BDRPC and modified based on the committee's feedback. The model shows long-term revenue and expenditure projections, both one-time and ongoing, allowing the institution to identify funding amounts for one-time and ongoing resource requests ([III.D.2.17](#)). Thus, the College has plans that are clearly linked to both short-term and long-term financial plans. Short-term and long-term financial plans are reflected in the budget model, which allows BDRPC to make funding recommendations to College Council for both ongoing and one-time expenditures. Final funding allocations to support college plans are made based on the BDRPC funding recommendation.

## Analysis and Evaluation

The College meets the Standard by aligning its financial planning and funding model (SCFF) to its mission and the Vision for Success. Institutional planning at the College reflects a realistic assessment of available financial resources, through regular assessment and dissemination of financial information. Available financial resources are prioritized, guided, and communicated to support institutional planning by the resource allocation process.

**III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

## Evidence of Meeting the Standard

Pursuant to Board Policy/Administrative Regulation (BP/AR) 6200, the institution adheres to

the clearly defined parameters and timelines set forth for budget preparation. This involves linking strategic planning documents to resource allocation, establishing a reserve for economic uncertainty, and preparing the budget based on the prescribed budget calendar issued by the District Business Services office ([III.D.3.1](#)). In addition, AR 6250 guides the colleges in budget management and budget appropriations ([III.D.3.2](#)). This includes minimum standards for budget management per Title 5, and the process of submission and approvals for budget amendments ([III.D.3.3](#)). As noted in III.D.1 and III.D.2, the College has an established procedure outlined in the Irvine Valley College (IVC) Comprehensive Budget Development Process document ([III.D.3.4](#)).

District accounting and the college fiscal office ensure adherence to guidelines set forth in board policy for budget development and budget management. Throughout the course of the year, as amendments to the budget and transfers of expenditures are submitted, all budget amendments and expenditure transfers are approved by the vice president for college administrative services and district accounting ([III.D.3.5](#)). College fiscal services facilitates the inputting of budget data on behalf of the College through an annual invitation upon commencement of the budget development cycle. Included in this invitation are all pertinent dates by which budget inputs must be completed for the College's budget, as prescribed within the District-issued budget development calendar. Departments and programs are invited to work with the college fiscal office to resolve any issues in order to enter budget information into the TideMark system ([III.D.3.6](#)).

Finally, as the College progresses through the fiscal year, the vice president for college administrative services disseminates reminders to the deans and funding source managers regarding their required reviews and rating by their respective due dates and the timeline itself, in order to remain on schedule as outlined in the IVC Comprehensive Budget Development Process ([III.D.3.7](#)). This document is circulated informationally through various means of communication, including posting on the Budget Development and Resource Planning Council's (BDRPC) SharePoint website ([III.D.3.8](#)). The timeline and summary flowchart of the process can also be accessed through the resource request form ([III.D.3.9](#)). As cited in III.D.2, these resource requests ultimately are presented to College Council for final recommendations ([III.D.3.10](#)). Prior to this presentation, there are appropriate opportunities for all constituencies to participate in the development of the plans and budgets through shared governance in District wide committees including the District-wide Technology Committee (DTC), the Capital Improvement Committee (CIC), and DRAC, and college-level councils such as BDRPC and College Council ([III.D.3.11](#), [III.D.3.12](#), [III.D.3.13](#), [III.D.3.14](#), [III.D.3.15](#)).

## **Analysis and Evaluation**

The College meets this Standard by ensuring strict adherence to existing board policy relating to budget preparation and budget management, and by sharing and communicating its

budget development information/processes with all College constituents. The composition of strategic planning committees ensures all constituencies are given appropriate opportunities to participate in developing institutional plans and budgets.

#### **III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

##### **Evidence of Meeting the Standard**

The District budget reflects financial resource availability and supports assurances of ongoing solvency through the regular assessments of the District Resources Allocation Committee (DRAC) property tax and other revenue projections, DRAC Model allocations, obligations, and fixed expenditures ([III.D.4.1](#)). In addition, the DRAC financial model is what identifies the College's annual operating budget. Based upon the financial resources identified within the DRAC model, the College fiscal office builds multi-year projections ([III.D.4.2](#)). The Budget Development and Resource Planning Council (BDRPC) regularly reviews the College's fiscal projections, which include ongoing adjustments and anticipated changes as the fiscal year progresses, as well as a recommended augmentation amount on realistic short-term and long-term projections. BDRPC develops recommendations for the College Council on funding augmentations for one-time and ongoing resource requests ([III.D.4.3](#)).

The institution further ensures a realistic assessment of financial resource availability by utilizing a robust position control system. All existing filled and vacant positions as well as proposed new positions are verified by the Fiscal Office during the budget development process. Negotiated and projected cost-of-living-adjustments (COLAs) and step movements are incorporated in the proposed budget through the TideMark system ([III.D.4.4](#)). All new positions and reorganization requests undergo a structured review process that involves a College- and District- level executive review ([III.D.4.5](#)).

The College's strategic plan goals include the support of the work of the Irvine Valley College (IVC) Foundation to enhance partnerships and student access. During the pandemic, the College partnered with the Foundation to develop emergency grants in response to overwhelming student need. The amount of emergency grants awarded by the college Foundation in 2020-2021 exceeded \$133,000, coupled with \$526,000 in general scholarships for students. In total, the IVC Foundation contributed \$1,092,214 to the College in FY 2020-21 ([III.D.4.6](#)). Lastly, one of the practical ways the College ensures the Foundation contributes to the institution's resource development efforts is by including the executive director of the Foundation as a member of BDRPC ([III.D.4.7](#)).

Expenditure requirements are defined and outlined in board policies and administrative regulations. Some of these BPs and ARs include 6303, Institutional Memberships ([III.D.4.8](#));

6304, Refreshments ([III.D.4.9](#)); and 7400, Employee Travel Program ([III.D.4.10](#)). The college fiscal office also ensures that requirements are in adherence of the Budget and Accounting Manual for California community colleges and the Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference published by the Fiscal Crisis and Management Assistance Team ([III.D.4.11](#)).

To ensure communication of accurate information and to facilitate coordination, all chairs of the strategic planning councils and the members of the President's Executive Council—the president, vice presidents, and executive director of marketing and creative services—are also members of College Council ([III.D.4.12](#)). The institution establishes funding priorities in order to reasonably achieve its strategic goals. According to the Comprehensive Budget Development Process, proposed planning strategies are submitted to the appropriate strategic planning council using a resource request form in order to request funding and/or the necessary resources to implement planning strategies ([III.D.4.13](#)). The resource request form requires the author to specify how the funding request supports College plans, including goals, objectives, or Program or Administrative Unit Reviews. The manager, vice president, and strategic planning councils review and rate resource requests. College Council makes its recommendations on funding priorities to the president, who makes final funding decisions. During the review and rating process, the funding priorities are established in a manner that helps the institution achieve its mission and goals ([III.D.4.14](#)).

## Analysis and Evaluation

The College meets the Standard by using realistic assessments through District and College revenue and expenditure projections. Institutional planning at IVC reflects the development of financial resources, partnerships, and expenditure requirements, and utilizes a resource request form as the main document that ties the resource allocation to the college goals, planning objectives, and other planning documents.

**III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

## Evidence of Meeting the Standard

The College ensures financial integrity and responsible use of financial resources by strictly adhering to the administrative regulation (AR) relating to cash handling and purchasing. Administrative Regulation (AR) 6321, Cash Management, as referenced in III.D.1, speaks directly to the segregation of duties for monetary transactions; guidelines and requirements for



cash collection points; and the range and application of appropriate safeguards for cash handling ([III.D.5.1](#)). Some considerations include the amount of funds involved; past loss experience; and the number of employees involved. AR 6340, Purchasing, Contracts, and Bids, provides comprehensive parameters pertaining to purchasing ([III.D.5.2](#)). Another mechanism that ensures financial integrity is the use of both external and internal audits and review. An independent, objective audit is conducted, which results in a formal opinion for District financials. In addition, the District's internal audit is yearlong, with particular focal points that the internal auditor includes in the annual audit plan ([III.D.5.3](#)).

As noted in III.D.2, both the District and the College disseminate information about budget, fiscal conditions, financial planning, and audit results that is sufficient in content and timing to support institutional and financial planning and financial management, thus supporting its credibility with the College's constituents. The District's tentative and final budgets are presented at the Board of Trustees meetings; budget presentations are conducted during the College's Professional Development Week; resource allocation workshops are provided; and funding determinations are disseminated. An audit of the District's financial records, including those of the College, is conducted every fall ([III.D.5.4](#)). This audit is conducted by an independent certified accounting firm in accordance with California Education Code Section 84040.5, as well as in accordance with generally accepted auditing principles, and is designed to obtain reasonable assurance that the financial statements are free of material misstatement. This process includes examination and testing of supporting documentation as well as an examination of internal controls, which provides feedback on processes that require improvement or adjustments. The audit assesses the accounting principles used and management's estimates to provide reasonable assurance that material misstatements that could affect the financial statements are detected. The District audit reports and findings are presented to the Board of Trustees sub-committee in November of each year ([III.D.5.5](#)). The audit firm representatives share the report and highlight material weaknesses, if any. The District has audit committees for the District and Foundation audits, and several board members serve on those committees. The auditors share more detailed information during these meetings. The directors or administrators of each department or project are responsible for managing their respective budgets. Expenditure reports are provided by the fiscal office as needed, to assist these individuals with budget management ([III.D.5.6](#)).

The District's effective financial management is reflected in the limited number of audit findings. However, if findings are identified as a result of an audit, this elicits a review for improvement in internal controls in order to respond to the findings as well as prevent future occurrences of a similar nature ([III.D.5.7](#); as shown in III.D.7, these findings were addressed by the College in 2021-2022). The College reviews the effectiveness of its past fiscal planning as part of its planning for current and future fiscal needs. The primary method of assessment of the effectiveness of past fiscal planning is a special survey concerning resource request planning, which is administered annually, with survey results discussed at the Budget Development and Resource Planning Council (BDRPC) to make necessary improvements to the fiscal planning



process ([III.D.5.8](#)).

## Analysis and Evaluation

The College meets the Standard by adhering to board policy surrounding cash management, maintaining its financial integrity and responsible use of financial resources. External and internal audits are also conducted that provide another reassurance of sound financial management, as well as providing opportunities for improvement of existing internal controls. Documents containing the institution's financial information demonstrate that resources are allocated and utilized in a compliant manner.

**III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

## Evidence of Meeting the Standard

The consolidated financials of the District, which are derived from the actual expenditures and accounting transactions of the College and District, are audited annually by external auditors. The main purpose of the audit is to provide an external, objective opinion, which substantiates the high degree of accuracy of the records and enhances the credibility that has been established throughout the years since the establishment of the College ([III.D.6.1](#)). The District's audit reports, posted to the District's Fiscal Services public website, show that there have been no audit adjustments since the College's last accreditation reaffirmation in 2013-2014 ([III.D.6.2](#)). The District budget, which includes the College's budget, is presented to the board for approval and public consumption. Salaries and benefits comprise around 90 percent of the College's budget, and the highest level of accuracy is assured, since the budget information for personnel comes directly from the Human Capital Management (HCM) section of Workday, the Enterprise Resource Planning (ERP) software program the District uses. These budgets, along with all departmental budgets, are reviewed for accuracy within TideMark, which is the budget input application used by the District and College, as noted in III.D.3.

As stated in III.D.1, the College provides a sufficient amount of resources to support student learning programs and services. The College's resource request process facilitates the distribution of resources. The process of submission includes the link between the resources being requested and the support of student learning, which is identified in strategic plans, program/administrative reviews, or other planning documents. Through the rating process and eventual allocation, the College's budget reflects the support of student learning programs and services ([III.D.6.3](#)). In addition, the 50 Percent Law ensures the College, as a part of the District, spends a minimum amount of its unrestricted general fund on classroom instructional salaries. The District is in compliance with the 50 Percent Law, as demonstrated in the 2022 audit report

([III.D.6.4](#)). Lastly, the District is in compliance with the Faculty Obligation (FON), which requires that the College employs a minimum number of full-time faculty as required by the state chancellor's office ([III.D.6.5](#)).

### Analysis and Evaluation

The College meets the Standard by furnishing financial documents, including the budget, that have a high degree of credibility and accuracy, and reflect the appropriate allocation and use of financial resources to support student learning programs and services. The institutional budget is an accurate reflection of institutional spending and has credibility with constituents.

#### **III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### Evidence of Meeting the Standard

As discussed in III.D.1, the institution has an annual external audit to provide feedback on its processes ([III.D.7.1](#)). The audit subcommittee meets in November every year to review and accept the audit reports ([III.D.7.2](#)). The District audit reports and findings are reported to the board in December of each year ([III.D.7.3](#)). Any major findings would be addressed on a timely basis in order to ensure that the institution's sound financial management is maintained. Any findings discovered are responded to by the institution in a comprehensive and timely manner, as evidenced in the 2020-21 finding being implemented and not repeated in the 2021-22 audit report ([III.D.7.4](#)).

### Analysis and Evaluation

The College meets the Standard through intentional responses to external audit findings, if any, that are comprehensive, timely, and appropriately communicated.

#### **III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

### Evidence of Meeting the Standard

Internal control systems are evaluated and assessed for validity and effectiveness through both external and internal audits and review. An independent, objective audit is conducted by an independent CPA firm each year, which results in a formal opinion for the District financials. As cited in III.D.1, the annual financial audit includes a review of the District's entire financial operations, including internal controls, compliance with laws and regulations, and the accuracy

of the financial systems ([III.D.8.1](#)). The District's audit reports, posted to the District's Fiscal Services public website, show that there have been no internal control findings since the College's last accreditation reaffirmation in 2013-2014 ([III.D.8.2](#)). All auxiliary funds (Associated Student Government, Community Education, Irvine Valley College Foundation, and financial aid grants) undergo an annual independent financial audit along with the College's general fund. The audits demonstrate the integrity of the College's financial management practices, as reflected in the limited number of audit findings ([III.D.8.3](#)). In addition to the annual audit, most programs have rules, guidelines, reporting requirements, and separate audits specific to those programs. As noted in III.D.5, the District's internal audit is conducted annually with identified areas of focus that the internal auditor includes in their annual audit plan ([III.D.8.4](#)).

Expenditures from special funds are made in a manner consistent with the intent and requirements of the funding source. Restricted funds are allocated for specific purposes as defined by the corresponding granting or donor entities. The director or administrator of each department/project is responsible for managing their budgets and for compliance with the rules and regulations of any specific funding source ([III.D.8.5](#)).

## Analysis and Evaluation

The College meets the Standard through systematic evaluation and assessment of the financial and internal control systems completed through the annual audit. The evaluation and assessment are utilized for improvement.

**III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

## Evidence of Meeting the Standard

The College aims to maintain sufficient reserves to address economic uncertainties. As documented in section III.D.1, the College has consistently realized significant unrestricted general fund balances in the past several years. In addition, the District is in compliance with reserve requirements of Board Policy 6200 ([III.D.9.1](#)) and Administrative Regulation 6210 ([III.D.9.2](#)). These reserve amounts for the past three years can be seen in Table III.D.1, Table III.D.2, and Table III.D.3. Lastly, the capital outlay/Basic Aid Fund of the District has a substantial amount of cash balance committed to specific future capital projects, which may be temporarily transferred to another fund for the payment of obligations, including for emergencies, in accordance with the state budget and accounting manual ([III.D.9.3](#)). Risk management strategies employed include a contractual review process of potential risk assumed by the District and indemnification clauses in all contracts, in addition to insurance requirements

([III.D.9.4](#)).

## Analysis and Evaluation

The College meets the Standard by maintaining sufficient reserves for stability purposes, employing strategies for risk management, and providing the financial ability to meet financial emergencies and unforeseen occurrences.

**III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

## Evidence of Meeting the Standard

The College develops its budgets based on funding sources available for operation. The unrestricted general fund is allocated for the main operations of the College, based on the District Resources Allocation Committee (DRAC) model. Restricted funds are allocated for specific purposes as defined by the corresponding funding or granting entities. The directors or administrators of each department or project are responsible for managing their respective budgets. Expenditure reports are provided by the fiscal office as needed, to assist these individuals with budget management. Any expenditure above budget is corrected within the department or by the fiscal office. The fiscal office conducts a comprehensive review of actual revenues/expenditures to strengthen fiscal management and correct any possible errors, and outcomes are reviewed and incorporated into the development of next year's budget with the respective departments ([III.D.10.1](#)).

As noted in section III.D.8 above, all auxiliary funds undergo an annual independent financial audit along with the College's general fund. In addition to the annual audit, most programs have rules, guidelines, reporting requirements, and separate audits specific to those programs ([III.D.10.2](#)).

Demonstrating compliance with Federal Title IV regulations and requirements, financial aid grants and operations are audited on at least an annual basis as part of District, state, federal, or Veterans Affairs audits. In addition, the Federal Student Aid Handbook is intended to provide guidance to those offices and individuals responsible for managing, keeping records of, accounting for, and reporting on the use of federal funds at institutions that participate in Title IV Federal Student Aid programs ([III.D.10.3](#)). There is a self-reporting requirement for the financial aid programs at year-end. More recently, the College's 2020-21 external audit resulted in a finding, which was implemented in the following year; no further findings for the College have been reported in the most recent external audit detailed in III.D.7 ([III.D.10.4](#)).

At the College level, all contracts are approved by the vice president for college

administrative services and any other applicable administrator. All contracts must be signed by the executive director of procurement, central services, and risk management, per Board Policy 6100, as described in section III.D.16.

Institutional grants are administered by the grants department within administrative services of the College, with oversight of District Services for fiscal reporting requirements. The state and federal granting agencies conduct periodic and ad hoc audits to ensure the funds are spent in compliance with the rules and regulations governing the grant ([III.D.10.5](#)). The internally developed grants manual and the College process are resources utilized to remain in compliance with restrictions while creating a consistent process within the District and colleges ([III.D.10.6](#)).

## Analysis and Evaluation

The College meets the Standard by practicing effective oversight of all finances through adherence and administration of board policies, utilization of funding agencies and internal manuals and guidelines, fiscal review of College finances, leveraging conducted audits and subsequent reports and any findings, and integrating the appropriate review and approvals in the contractual agreement process.

**III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

## Evidence of Meeting the Standard

The College's main expenses come in the form of salaries and benefits, which constitute around 90 percent of the College's unrestricted general fund budget, when excluding reserves and basic aid allocations. The College has possessed the financial resources to not only meet these current salaries and benefits obligations on an ongoing basis, but also to set reasonable expectations of the College's solvency in all regards, both in the short term and in the long term. As cited in III.D.1., the sufficiency of the College's financial resources can be seen through the College's ending balances. This level of financial resources provides a reserve when no growth funding is available to cover the step-and-column and other built-in mandatory cost increases. The College also built in the capacity to absorb the cost of paying the Early Retirement Incentive payment last fiscal year. Specifically, as the institution makes short-range financial plans, it considers its long-range financial projections. The budget projections are reviewed by the Budget Development and Resource Planning Council (BDRPC) on a regular basis. They are developed by the College's fiscal office, which utilizes various sources of information including the District Resource Allocation Committee (DRAC) model; cost-of-living and cost-of-doing-business

assumptions; and enrollment growth assumptions. The projections are utilized as a planning tool to maintain the financial health of the institution while realistically assessing the resources that would be available for institutional improvements. According to the Irvine Valley College (IVC) Comprehensive Budget Development Process ([III.D.11.1](#)), by the end of May, June, and as necessary, BDRPC develops and updates revenue expenditure projections for the following fiscal year and for a longer planning horizon to identify ongoing and one-time sources of funds that have not been committed and any restrictions on those funds.

The institution has plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, and building maintenance costs. As cited in III.D.1, the College follows the Board of Trustees Budget Development Guidelines ([III.D.11.2](#)), published annually as part of the District's final budget. Guideline #5 disallows deficit financing, defined as a budget in which projected expenditure exceeds projected revenue for the year. Furthermore, the institution remains committed to directing ongoing revenues to cover ongoing expenditures only, while committing one-time revenues to one-time expenditures. Unrestricted general fund revenues are identified through the DRAC model and primarily include the property taxes within the state apportionment formula and non-resident tuition fees. Nearly 90 percent of ongoing expenditures are personnel and fringe benefit costs. The College does not have any long-term debt instruments.

Liability insurance costs are covered as an assessment on college Full Time Equivalent Student (FTES) income through the DRAC model ([III.D.11.3](#)).

Building maintenance costs have been covered through a combination of state and local scheduled maintenance funds. The state provided colleges support in both 2021-22 and 2022-23 in the area of scheduled maintenance, which also includes instructional equipment support ([III.D.11.4](#)). In addition, the College is conducting ongoing improvements and upgrades to campus wide infrastructure based on prior assessment reports and parallel recommendations. This information is used in short-term and annual budgets and other fiscal planning. The College conducted a comprehensive Facility Condition Assessment in May 2016 as part of a district wide 20-year projection of facility needs including projected cost and revenue ([III.D.11.5](#)).

## **Analysis and Evaluation**

The College meets the Standard by providing a level of resources that elicits reasonable expectations of solvency through prudent and careful planning for both the short term and long term. In such planning, liabilities and any future obligations are also considered in the College's allocation of resources, providing further assurance of financial stability.

**III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

### **Evidence of Meeting the Standard**

As documented in section III.D.11, currently there are no long-term debts for the entire district. Resources are directed to actuarially developed plans for OPEB obligations and the OPEB liability has been fully funded through a trust fund ([III.D.12.1](#)).

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations for compensated absences and other employee-related obligations. Compensated absences are budgeted either as a separate line item in the budget (such as faculty-banked leaves), or the absence is absorbed within staff coverage within the department ([III.D.12.2](#)). The total amount of liabilities formed as a result of employee-compensated absences is fully funded based on the sufficiency of the College's ending balance, as noted in III.D.1 ([III.D.12.3](#)). State Teachers' Retirement System (STRS) and Public Employees' Retirement System (PERS) rates are projected to plateau over the next several years ([III.D.12.4](#)). The board has approved participation in a Pension Stabilization Fund to offset these increased costs ([III.D.12.5](#)).

### **Analysis and Evaluation**

The College meets the Standard, since it does not possess any long-term debts, while Other Post-Employment Benefits liability has been fully funded through a trust fund.

**III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

### **Evidence of Meeting the Standard**

As documented in sections III.D.11 and III.D.12, the College does not have any locally incurred debt instruments.

### **Analysis and Evaluation**

Since the College does not use nor possess any locally incurred debt instruments, this



Standard has been met.

**III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

### **Evidence of Meeting the Standard**

The College develops its budget based on funding sources available for operations. The unrestricted general funds are allocated for the main operations of the College, based on the District Resources Allocation Committee (DRAC) model, as noted in III.D.2. The restricted funds are allocated for specific purposes as defined by the corresponding granting or donor entities. The College demonstrates its use of these funds in accordance with their intended purposes, as evidenced in the external auditors' unmodified opinion for both federal and state awards ([III.D.14.1](#)). Throughout the course of the year, the directors or administrators of each department or project responsibly manage their respective budgets. Expenditure reports are provided by the fiscal office as needed, to assist these individuals with budget management ([III.D.14.2](#)). Any expenditure above budget is corrected within the department or by the fiscal office. The fiscal office conducts a comprehensive review of actual revenues/expenditures to strengthen fiscal management and correct any possible errors, and outcomes are incorporated into the development of next year's budget in conjunction with the respective departments ([III.D.14.3](#)).

In addition, each expenditure is reviewed and approved online by the corresponding manager, including all auxiliary operations and grants, to ensure the expense is used for its intended purpose ([III.D.14.4](#)). Grants, foundation expenditures, and auxiliary program expenditures are analyzed to ensure they are consistent with their intended purpose ([III.D.14.5](#), [III.D.14.6](#)). The expenditure is also reviewed by management at the District to ensure it is being used for the intended purpose ([III.D.14.7](#)).

### **Analysis and Evaluation**

The College meets the Standard, as evidenced through external audits, in addition to all uses of funds being monitored, reviewed, and approved at several different levels, ensuring integrity and transparency, while maintaining the intended purpose of the source of funds.

**III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

### **Evidence of Meeting the Standard**

The Department of Education has now gone to a three-year Cohort Default Rates (CDR) calculation, with 2018 being the most recent cohort ([III.D.15.1](#)). The official three-year CDR calculations for the three most recent years at IVC are as follows:

2016 Official = 8.3%

2017 Official = 10.6%

2018 Official = 9.3%

The default rate at IVC is within federal guidelines and is considered adequate for a community college based upon the demographics of the College's student population. Anything less than ten percent removes additional restrictions placed by the Department of Education on schools when disbursing student loan funds. Beginning in spring 2016, the Financial Aid Office began participation with the U.S. Department of Education in Experimental Site #6 - Limit Direct Unsubsidized Loan Over-borrowing. As a result, the College only offers Direct Unsubsidized Loans to students who have completed 24 units of college-level coursework and have a "satisfactory" academic progress status, as students in these populations have the lowest risk of defaulting on student loans. The College has also partnered with ECMC Solutions as a third-party servicer. It offers loan counseling for students who are delinquent, to avoid a default status ([III.D.15.2](#)). This partnership has helped reduce the default rate and assist with managing and maintaining the rate to remain within federal guidelines. Another monitoring tool that the financial aid grants and operations utilize are audits conducted at least on an annual basis as part of the District, state, federal, and/or veteran's affairs audits. In addition, the Federal Student Aid Handbook is intended to provide guidance to those offices and individuals responsible for managing, keeping records of, accounting for, and reporting on the use of federal funds at institutions that participate in the Title IV Federal Student Aid programs. ([III.D.15.3](#)). Financial aid programs have a self-reporting requirement at year-end.

### **Analysis and Evaluation**

The College meets the Standard through the monitoring and management of the student loan default rates by conforming to best practices, partnering with outside vendors, and utilizing these resources in a remediation plan to reduce the default rate.

**III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

### **Evidence of Meeting the Standard**

To ensure that contractual agreements with external entities are consistent with the mission and goals of the College, the District uses a contract management and approval platform called Jaggaer to ensure that all necessary reviews and approvals are in place prior to ratification or approval by the Board of Trustees. The approval process is locally routed to the department managers as well as the designated fiscal approver. It then proceeds to the designee for District Procurement, followed by a formal review by the Contracts department. Approvals are ultimately finalized by the executive director of contract services to close out the approval process ([III.D.16.1](#)). The College-level review and approval process incorporates an evaluation of all attached documents, which includes the contractual agreement, proposals or pricing details if any, certificate of insurance, and any other supporting documentation ([III.D.16.2](#)). The main contract template facilitates specific language that can be utilized to ensure adherence to the mission and goals of the college ([III.D.16.3](#)). With respect to policies and procedures regarding contractual agreements with external entities, highlighting provisions for maintaining institutional integrity and support for programs and services, per Board Policy (BP) 6100, the Board of Trustees has delegated to the chancellor, or designee, the authority to manage and supervise the general business procedures of the District to ensure the proper administration of property and contracts. BP 6100 further requires that no contract constitute an enforceable obligation against the District until it has been approved or ratified by the Board ([III.D.16.4](#), [III.D.16.5](#)).

The District has a comprehensive website with sample documents and helpful tips to guide the College in the contract process and requirements ([III.D.16.6](#)). In addition, the District has a comprehensive training program on contracts that is required for all end users of the Jaggaer platform ([III.D.16.7](#)).

Contracts have an early termination clause to ensure that external entities perform their contractual obligations to the satisfaction of the College, to ensure that the quality of its programs, services, and operations is maintained. The contracts also have an indemnification clause to protect the institution and maintain its integrity ([III.D.16.8](#)).

### **Analysis and Evaluation**

The College meets the Standard through adherence to institutional policies that are consistent with the missions and goals of the institution. Through a standardized process facilitated by the

application Jaggaer, the result is inclusivity of appropriate provisions throughout the process, ensuring quality, transparency, and integrity of the institution and its programs, services, and operations.

### **Conclusions on Standard III.D: Fiscal Resources**

The College meets all requirements for Standard III.D. Financial resources are sufficient to support student learning programs and services in a sustainable manner. Healthy reserves and steady cashflow within the College and District provide stability and opportunity for strategic innovations in the College's efforts to effectively administer and deliver student learning programs and services. These financial resources are aligned with its mission and goals and adhere to existing policies, procedures, and regulations. Short-term and long-term planning that accounts for future obligations and its impact on solvency is informed with accurate and credible data, and open participation is solicited from all constituents throughout this process. With audits consistently conducted and outcomes positive, it provides assurance of the College's integrity, accuracy, and appropriate oversight of its financial resources and harnesses the College with another tool to enhance and refine internal controls and business processes when needed to continue offering exceptional student learning programs and services.

### **Improvement Plans**

None

### **Evidence List**

- III.D.1.1: [6210-BP-AR Basic Aid Funds Allocation Process](#)
- III.D.1.2: [DRAC Financial Model - SCFF revenue incorporated](#)
- III.D.1.3: [2022-23 Adopted Budget - Beginning Balance](#)
- III.D.1.4: [2021-22 Adopted Budget - Beginning Balance](#)
- III.D.1.5: [2020-21 Adopted Budget - Beginning Balance](#)
- III.D.1.6: [Resource Request Process form - Description Requirement](#)
- III.D.1.7: [Resource Requests - Linked to Planning Documents](#)
- III.D.1.8: [Resource Requests - Rating and Review](#)
- III.D.1.9: [IVC Comprehensive Budget Development Process - Baseline Adj](#)
- III.D.1.10: [SOCCCD 2022 Audit Report](#)
- III.D.1.11: [Internal Audit Department](#)
- III.D.1.12: [Internal Audit Plan FY2021-22](#)
- III.D.1.13: [6200-BP-AR Budget Preparation](#)
- III.D.1.14: [6321-BP-AR Cash Management](#)
- III.D.1.15: [6340-BP-AR Purchasing, Contracts and Bids](#)
- III.D.1.16: [3050-BP-AR Institutional Code of Ethics](#)

III.D.1.17: [2710-BP-AR Conflict of Interest](#)  
III.D.1.18: [2712-BP-AR Conflict of Interest Code](#)  
III.D.1.19: [6200-BP-AR Budget Preparation 7.5% & 3.5%](#)  
III.D.1.20: [2022-23 Adopted Budget - 7.5% Contingency](#)  
III.D.1.21: [2021-22 Adopted Budget - 7.5% Contingency](#)  
III.D.1.22: [2020-21 Adopted Budget - 7.5% Contingency](#)  
III.D.1.23: [6210-BP-AR Basic Aid Funds Allocation Process 20%](#)  
III.D.1.24: [2022-23 Adopted Budget - 20% Contingency](#)  
III.D.1.25: [2021-22 Adopted Budget - 20% Contingency](#)  
III.D.1.26: [2020-21 Adopted Budget - 20% Contingency](#)  
III.D.1.27: [SOCCCD Basic Aid cash balance](#)  
III.D.9.3: [Budget & Accounting Manual](#)  
III.D.1.28: [BDRPC Minutes - DRAC proposal review](#)  
III.D.2.1: [DRAC Financial Model - SCFF revenue incorporated](#)  
III.D.2.2: [IVC Vision, Mission and Strategic Plan Goals](#)  
III.D.2.3: [CIC Recommendation FY 2022-23 to DRAC](#)  
III.D.2.4: [DTSMP IVC excerpt](#)  
III.D.2.5: [Resource Requests - Planning Documents](#)  
III.D.2.6: [IVC Vision, Mission and Strategic Plan Goals](#)  
III.D.2.7: [Resource Requests - Rating and Review](#)  
III.D.2.8: [Resource Requests Funded in FY2021-22](#)  
III.D.2.9: [College Council - Budget & Planning presentation](#)  
III.D.2.10: [6200-BP-AR Budget Preparation](#)  
III.D.2.11: [SOCCCD 2022 Audit Report](#)  
III.D.2.12: [DRAC - Committee Membership](#)  
III.D.2.13: [BDRPC Minutes - DRAC proposal review](#)  
III.D.2.14: [Resource Request notification communication](#)  
III.D.2.15: [Flex Week Spring 2022 Budget Update](#)  
III.D.2.16: [College Council Agenda - Resource Request Approval](#)  
III.D.2.17: [BDRPC Budget Projections](#)  
III.D.3.1: [Budget Development Calendar](#)  
III.D.3.2: [6250-BP-AR Budget Management](#)  
III.D.3.3: [Budget Amendment approval Process History](#)  
III.D.3.4: [IVC Comprehensive Budget Development Process](#)  
III.D.3.5: [Budget Amendment approval Process History](#)  
III.D.3.6: [Budget Entry Notification - email](#)  
III.D.3.7: [IVC Comprehensive Budget Development Process](#)  
III.D.3.8: [BDRPC Site Access to IVC Comprehensive Budget Development Process](#)  
III.D.3.9: [Resource Request Form - Access to Budget Timeline](#)  
III.D.3.10: [College Council Agenda - Resource Request Approval](#)

III.D.3.11: [DTC Minutes Resource Request Review](#)  
 III.D.3.12: [CIC Minutes Resource Request Review](#)  
 III.D.3.13: [DRAC Minutes Resource Request Review](#)  
 III.D.3.14: [BDRPC Minutes Resource Request Review](#)  
 III.D.3.15: [College Council Minutes Resource Request Review](#)  
 III.D.4.1: [2022-23 Adopted Budget - Basic Aid Receipts](#)  
 III.D.4.2: [BDRPC Budget Projections](#)  
 III.D.4.3: [College Council Agenda - Resource Request Approval](#)  
 III.D.4.4: [Position Control OCR](#)  
 III.D.4.5: [Reorganization Checklist](#)  
 III.D.4.6: [IVC Foundation BOT Annual Report 2020-21](#)  
 III.D.4.7: [BDRPC Membership](#)  
 III.D.4.8: [6303-BP-AR Institutional Memberships](#)  
 III.D.4.9: [6304-BP-AR Refreshments & Meals at District Functions](#)  
 III.D.4.10: [7400-BP-AR Employee Travel Program](#)  
 III.D.4.11: [FCMAT ASB Accounting Manual](#)  
 III.D.4.12: [College Council Membership](#)  
 III.D.4.13: [AUR with resource request submission - IVC Comprehensive Budget Development Process](#)  
 III.D.4.14: [Resource Requests - Rating and Review for prioritization](#)  
 III.D.5.1: [6321-BP-AR Cash Management](#)  
 III.D.5.2: [6340-BP-AR Purchasing, Contracts, and Bids](#)  
 III.D.5.3: [Internal Audit Plan FY2021-22 - Focal points](#)  
 III.D.5.4: [SOCCCD 2022 Audit Report](#)  
 III.D.5.5: [Audit Reported to subcommittee BOT](#)  
 III.D.5.6: [Fiscal Office Budget support](#)  
 III.D.5.7: [Internal Control Modification - Audit Response](#)  
 III.D.5.8: [BDRPC Minutes - RR Survey Results](#)  
 III.D.6.1: [SOCCCD 2022 Audit Report](#)  
 III.D.6.2: [SOCCCD Audit Reports Website](#)  
 III.D.6.3: [Resource Requests - Rating and Review](#)  
 III.D.6.4: [50 Percent Law - 2022 Audit Report](#)  
 III.D.6.5: [FON THRU 22-23 DRAC](#)  
 III.D.7.1: [SOCCCD 2022 Audit Report](#)  
 III.D.7.2: [District Audit Sub-Committee Mtg Agenda](#)  
 III.D.7.3: [Audit Accepted by BOT](#)  
 III.D.7.4: [SOCCCD 2022 Audit Report - Schedule of Findings-combined](#)  
 III.D.8.1: [SOCCCD 2022 Audit Report](#)  
 III.D.8.2: [SOCCCD Audit Reports Website](#)  
 III.D.8.3: [SOCCCD 2022 Audit Report - Schedule of Findings](#)

III.D.8.4: [Internal Audit Plan FY2021-22 - Focal points](#)  
 III.D.8.5: [SSARCC submission](#)  
 III.D.9.1: [6200-BP-AR Budget Preparation](#)  
 III.D.9.2: [6210-BP-AR Basic Aid Funds Allocation Process](#)  
 III.D.9.3: [Budget & Accounting Manual](#)  
 III.D.9.4: [Contract sample - Jaggaer](#)  
 III.D.10.1: [Budget review - Various Depts - TideMark - Supportive Services and workbook](#)  
 III.D.10.2: [IVC Foundation 2022 Audit Report](#)  
 III.D.10.3: [Federal Student Aid Handbook](#)  
 III.D.10.4: [SOCCCD 2022 Audit Report - Schedule of Findings-combined](#)  
 III.D.10.5: [RSCCD Subrecipient Monitoring](#)  
 III.D.10.6: [SOCCCD Grants Manual & College Process-combined](#)  
 III.D.11.1: [IVC Comprehensive Budget Development Process - BDRPC projection update](#)  
 III.D.11.2: [6200-BP-AR Budget Preparation](#)  
 III.D.11.3: [DRAC Financial Model - FTES](#)  
 III.D.11.4: [2022-23 PPIS Allocation Memo](#)  
 III.D.11.5: [Facilities Condition Assessment](#)  
 III.D.12.1: [Actuarial Valuation Report](#)  
 III.D.12.2: [Banked OSH - Ledger Account Balance](#)  
 III.D.12.3: [IVC Accrued Vacation Benefit Liability](#)  
 III.D.12.4: [PERS-STRS contribution rate trend](#)  
 III.D.12.5: [Pension Stabilization - Basic Aid Avail Funding 2022-23](#)  
 III.D.14.1: [Audit Report - Unmodified Opinion - Federal-State Compliance](#)  
 III.D.14.2: [Department-Program Budget Support sample](#)  
 III.D.14.3: [Budget review - Various Depts - TideMark - Supportive Services and workbook](#)  
 III.D.14.4: [Expense Review - Auxiliary - Fund 960](#)  
 III.D.14.5: [Title III - Part A AANAPISI Expenditure Report](#)  
 III.D.14.6: [Foundation Expenditure Report](#)  
 III.D.14.7: [Journal approval samples](#)  
 III.D.15.1: [College Default Rates](#)  
 III.D.15.2: [ECMC Services](#)  
 III.D.15.3: [Federal Student Aid Handbook](#)  
 III.D.16.1: [Contract Approvals - Jaggaer](#)  
 III.D.16.2: [Contracts - Attachment to Jaggaer](#)  
 III.D.16.3: [Contracts - CCAP - Dual Enrollment](#)  
 III.D.16.4: [6100-BP-AR Delegation of Authority Business and Fiscal Affairs](#)  
 III.D.16.5: [Sample Contract - CCAP - Board Item](#)  
 III.D.16.6: [Jaggaer contract guidance and forms](#)  
 III.D.16.7: [Jaggaer Training](#)  
 III.D.16.8: [Contract sample - Jaggaer](#)



## Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success; sustaining academic quality, integrity, fiscal stability; and for continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### IV.A DECISION-MAKING ROLES AND PROCESSES

**IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

#### Evidence of Meeting the Standard

The institutional leaders create and encourage innovation through clear lines of communication, as documented in the College's Planning and Decision-Making Manual (PDM). It states that to create an environment for empowerment, innovation, and institutional excellence, the decision-making model implemented at Irvine Valley College (IVC) is a participatory governance model (page 6). The manual further states that IVC councils and committees were created to oversee strategic planning, budget development, institutional effectiveness, student success, and communication for IVC (page 8). The PDM highlights that it is the duty of council and committee members to serve as communication liaisons to their constituencies (page 15). At the leadership level, the President's Executive Council and the President's Cabinet provide sounding boards for innovative ideas, and also promote better communication among all the college leadership (page 21). The College Council serves as the primary participatory governance council to facilitate communication and understanding among all administrators, managers, faculty, staff, and students (page 24). IVC's participatory governance decision-making process flowchart provides a visual representation of the College's lines of communication (pages 17-18) ([IV.A.1.1](#)).

One example of an improvement was brought forward by the College's Food and Beverage Committee (FBC), which sought to expand food offerings to students. This suggestion was made in lieu of waiting for a formal food services competitive procurement process ([IV.A.1.2](#)). Following an FBC discussion, the College not only expanded food services on campus but also negotiated a 25-percent discount for students, with the Food Resource Center (FRC) receiving all unsold food three times a day ([IV.A.1.3](#)). Furthermore, following an unprecedented increase in students experiencing food insecurity, coupled with the FRC's expanded free offerings, it became apparent that the existing FRC space was no longer sufficient to meet student demand. In November 2022, these space challenges were raised by FRC management ([IV.A.1.4](#)). After several discussions at both departmental and committee levels, the College expanded the FRC by connecting it with an adjacent classroom, thus creating a more functional space—not only for food, but also for clothing ([IV.A.1.5](#)).

Another innovative idea that was born at the grassroots level was IVC's Learn to Earn student laptop program. The program allows students to earn the laptop they have checked out after meeting minimum criteria. Initial discussions started at a smaller scale in April 2021 ([IV.A.1.6](#)), were shaping up by May 2021 ([IV.A.1.7](#)), then were discussed at the committee level. The program launched in September 2021 ([IV.A.1.8](#), [IV.A.1.9](#)). The success of the program was highlighted during the August 2022 Flex Week Presentation (slide 9), with 80 participating students earning a laptop or a Chromebook ([IV.A.1.10](#)).

## Analysis and Evaluation

The College meets this Standard by keeping clear lines of communication, both formally through the committee process as documented in the PDM and informally, allowing for innovative ideas to be generated and developed at the grassroots level and vetted through the participatory governance process.

**IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

## Evidence of Meeting the Standard

Board policies (BPs) and administrative regulations (ARs) describe the authority of the college president (and hence, the management team); the authority of the Academic Senate (and hence, faculty); participation in local decision making; and the roles of students and classified professionals in governance ([IV.A.2.1](#), [IV.A.2.2](#), [IV.A.2.3](#), [IV.A.2.4](#), [IV.A.2.5](#)). Furthermore, the College's Planning and Decision-Making Manual (PDM) outlines a participatory governance framework in which all constituent groups are represented at various committees on campus,

including the four Strategic Planning Councils (SPCs) and College Council, the highest-level participatory governance committee at the College ([IV.A.2.6](#), page 17). Major decisions are reached through a consensus model where all members can offer input and discuss concerns.

Any individual can bring forward ideas and proposals for consideration. They will be reviewed and discussed at the appropriate SPCs and forwarded to College Council for further discussion and approval, or to a lower-level committee or workgroup for further study and refinement ([IV.A.2.6](#), page 18).

Student participation and consideration of student views in all areas of policy and planning are of utmost importance at the College, and are ensured through the inclusion of student representatives as standing members of the four SPCs and College Council.

### **Analysis and Evaluation**

The College meets this Standard by authorizing and ensuring participation of administrators, faculty, staff, and students in the decision-making process through BPs and ARs. The College's PDM outlines a framework for decision making that ensures all constituent groups, including students, can participate and provide input.

**IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

### **Evidence of Meeting the Standard**

The governing board has adopted the following board policies to provide clear delineation of roles and responsibilities in College and District governance among the various constituency groups: Delegation of Authority to the Academic Senate, Role and Scope of Authority of the Academic Senates, Classified Employees Participation in Decision Making, and Student Participation in Governance ([IV.A.3.1](#)).

Since 2008, the College's Planning and Decision-Making Manual (PDM) has been the primary document that specifies the systematic processes by which individuals, representatives of constituent groups, and members of the administration work together to make decisions that support student learning programs and services, as well as institutional effectiveness ([IV.A.3.2](#)). The PDM was last updated in October 2021 and defines the College Council as the College's highest-level participatory governance body. The College Council makes final recommendations to the college president for all matters (e.g., institutional policies, strategic planning, and budget) other than academic and professional matters listed as "10+1," which are under the purview of the Academic Senate. The College Council has a defined membership consisting of faculty, classified staff, students, and administrators, and functions under a consensus model. The consensus model (described in [IV.A.3.2 pp.6-7](#)) is an important decision-making feature which

ensures that larger majorities cannot outvote a minority opinion. The consensus model essentially allows for a veto by any constituency group or member, which guarantees each group a substantial and meaningful right in the participatory governance structure at Irvine Valley College (IVC).

In addition, the College's participatory governance structure consists of four strategic planning councils (SPCs) with defined charges and broad membership: the Budget Development and Resource Planning Council (BDRPC), the Academic Planning and Technology Council (APTC), the Student Success and Equity Council (SSEC), and the Institutional Effectiveness Council (IEC). These four councils oversee the institutional policies, planning, and budget decisions of the College, with several additional committees reporting up to the councils ([IV.A.3.2 p.17](#)). The participatory governance structure and process outlined in the PDM ensures that all constituency groups have a voice in the decision-making process at multiple steps.

## **Analysis and Evaluation**

The College meets the Standard by having clearly defined board policies and a decision-making manual which outlines the roles, responsibilities, and rights of all major constituency groups (students, faculty, classified members, and administrators). Outside of the academic and professional matters which are under the sole purview of the Academic Senate, Irvine Valley College's Planning and Decision-Making Manual clearly defines the roles and procedures of each constituency group in its institutional governance structure. Each group is guaranteed a substantial voice in institutional policies, planning, and budget discussions and decisions through committees, councils, and representation at the College Council, the highest-level recommendation and decision-making body at the College.

**IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

## **Evidence of Meeting the Standard**

The roles and responsibilities of faculty, staff, and administrators in developing curriculum and enhancing student learning programs and services are defined in Board Policy 4020, Curriculum ([IV.A.4.1](#)); Board Policy 2511, Delegation of Authority to the Academic Senate ([IV.A.4.2](#)); and Board Policy 5050, Student Success and Support Programs ([IV.A.4.3](#)), as well as in the charges of the Curriculum Committee, Academic Senate, Academic Planning and Technology Committee (APTC), Institutional Effectiveness Committee (IEC), and Student Success and Equity Council (SSEC).

The Curriculum Committee is a committee of the Academic Senate and makes recommendations to the Senate regarding curriculum and related academic matters. The Senate makes recommendations regarding these items to the president, who makes recommendations to

the Board of Trustees.

The curriculum specialist, a classified staff member who works in the Office of Instruction, serves as an ex-officio, non-voting member of the Curriculum Committee. The vice president for instruction is also a member and has currently delegated this work to the dean of academic programs. The articulation officer serves as an ex-officio voting member. The committee membership includes one voting faculty member from each school. Assigning alternates who can serve in place of the member is encouraged. The Senate has encouraged schools to send new faculty members to the Curriculum Committee, Academic Affairs, or the Representative Council of the Academic Senate to become familiar with College practices and these core faculty roles. Curriculum Committee membership is usually a healthy mix of experienced and new faculty members, so the more experienced members provide continuity and help train newer ones.

The IVC local curriculum process is available on the Curriculum Committee website ([IV.A.4.4](#)). Curriculum is managed in CurrIQunet META, where writing, revising, and reviewing take place. Discipline experts in the relevant department vet new and revised curriculum, and the department chair forwards it to the Curriculum Committee. The deans are notified of new or revised curriculum moving forward so they can review it. If necessary, the dean may engage the author, department chair, department, or school in discussion if there is any concern about available resources (facilities, instructors, budgeted hours to offer the course, supplies, etc.) for the proposed course or program ([IV.A.4.5](#)).

The Curriculum Committee reviews new and revised curriculum and requests further revision as needed ([IV.A.4.6](#)). This review includes checking:

- that the California Community Colleges Chancellor's Office requirements are met;
- that student learning objectives are well described and reflected in the content, assignments, methods of evaluation, and all other components of the Course Outline of Record (COR);
- that the course proposal is integrated in certificates and/or programs; and
- that prerequisites are reasonable and other requirements including SLOs are met.

The Curriculum Committee reviews the COR and attempts to ensure the College does not introduce deleterious competition between departments or schools in areas where disciplines may intersect. Specifically, the Curriculum Committee is currently developing processes to minimize, if not prevent, such potential conflicts between or among the departments or schools, and to collegially resolve such conflicts if/when they occur. The Office of Instruction is represented in the committee, so the administration is kept abreast of any potential areas of concern during curriculum development. Once the Curriculum Committee recommends approval of new or revised curriculum to the Academic Senate, it is assumed acceptable to faculty, and College administration is willing and able to offer the course.

New and revised degrees and certificates follow the same process as described above, though the role of administration is greater in determining that resources are available to support the program and offer its components frequently enough for students to be able to complete it in a timely manner. For new degrees and certificates, the authoring faculty must complete a Letter of Intent ([IV.A.4.7](#)), which is presented to APTC ([IV.A.4.8](#)) and Instructional Council for transparency and discussion.

Board Policy 5050 and Administrative Regulation 5050 ([IV.A.4.9](#), [IV.A.4.10](#)) establish the framework for expectations that faculty, staff, and administrators work collaboratively to ensure the College provides students opportunity, utilizing a full range of support services, for “(1) accessible and equitable opportunities for a quality education, (2) support for completion of their educational pathway, and (3) attainment of their educational objectives,”, all of which acknowledge the requirements and intent of the Seymour Campbell Student Success Act of 2012.

Student services are diverse and numerous; Standard II describes these in great detail. Faculty, staff, managers, and administrators in student services participate broadly in all college committees for planning and decision making. Similarly, instructional faculty members participate in many committees that are traditionally part of student services. Thus, there is collaboration throughout the campus community, reducing friction and increasing productive use of time and resources.

The Student Success and Equity Council (SSEC) is the primary body that makes recommendations regarding student services to the College Council. SSEC is charged with the development, review, and oversight of programs, grants, and processes, including matriculation, outreach, student success mandates, tutoring, Student Equity and Achievement funds, and student equity efforts on campus, to name a few ([IV.A.4.11](#)).

The Institutional Effectiveness Council (IEC) provides oversight, review, and evaluation of Student Learning Outcomes, Administrative Unit Outcomes, and Student Services Outcomes ([IV.A.4.12](#)).

The program discontinuance policy, described in detail in section II.A.15, brings all stakeholders together to evaluate program vitality and provide revitalization or discontinuance recommendations for academic programs, as needed ([IV.A.4.13](#)).

## **Analysis and Evaluation**

The College meets the Standard of collaboratively making recommendations about curriculum and student learning programs and services. Through the Curriculum Committee, Academic Senate, APTC, SSEC, IEC, College Council, and other processes, faculty, staff, and administration have well defined roles: reviewing and making recommendations for courses, programs, degrees, and certificates (Curriculum Committee); programs and resource requirements, including personnel, facilities, and technology (APTC); student learning and support services (SSEC); and oversight, review, and evaluation of Student Learning Outcomes,



Administrative Unit Outcomes, and Student Services Outcomes (IEC). Working collaboratively, the faculty and administrators share the responsibility for shaping the courses, programs, and services that support student learning and achievement.

**IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

### **Evidence of Meeting the Standard**

The College's Planning and Decision-Making Manual (PDM) outlines the framework for how major decisions are made at the College, through participatory governance consisting of various constituency groups ([IV.A.5.1](#)). It includes the role of constituents in decision-making, the decision-making process, the charge for each committee, and membership in each committee.

As an example of the framework in action, the student services program review process has undergone a multi-year standardization revision under the oversight of the Institutional Effectiveness Council at the college. The consensus decision to adopt the revamped process was achieved and documented in the March 2022 meeting minutes ([IV.A.5.2](#)).

### **Analysis and Evaluation**

The College meets the Standard since major decisions are discussed in at least one of the College's four Strategic Planning Councils and College Council, whose membership includes faculty, staff, students, and administration. This ensures all relevant perspectives are considered, and that those with expertise and responsibility could provide the necessary input.

**IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

### **Evidence of Meeting the Standard**

The decision-making process of the College is documented in the College's Planning and Decision-Making Manual (PDM) ([IV.A.6.1](#)). Decisions of the Board of Trustees are documented by meeting minutes accessible by the public on the District website; meeting highlights are also available to widely communicate decisions to the public ([IV.A.6.2](#)). Decisions of the Academic Senate, the four Strategic Planning Councils, College Council, and other committees are documented in meeting minutes that are accessible by the college community on the College's intranet ([IV.A.6.3](#), [IV.A.6.4](#)).

As described in the PDM, each member of every committee has the responsibility to report back and solicit input from their constituents ([IV.A.6.1](#), page 15). As such, every committee



member helps communicate and disseminate decisions made to the rest of the College campus.

## Analysis and Evaluation

The College meets the Standard by adhering to the PDM, documenting decisions via meeting minutes, and relying on committee members to inform their constituents.

**IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

## Evidence of Meeting the Standard

At the beginning of every academic year, committee charges are reviewed by all members when College Council and the four Strategic Planning Councils (SPCs) begin to convene in the fall ([IV.A.7.1](#)). At the end of every academic year, each member of a council or committee completes a self-evaluation survey to provide feedback on the body's accomplishments and effectiveness in the past year ([IV.A.7.2](#)). In addition, every council and committee chair/co-chair completes a committee questionnaire to report on the chair's perspective of the body in the past year ([IV.A.7.3](#)). Through this questionnaire, the College can identify candidate committees for sunseting (e.g., due to a lack of attendance by members or duplicative responsibilities with other bodies) and which committees require modifications ([IV.A.7.4](#)). The results of these evaluations are shared and reviewed at the respective council or committee ([IV.A.7.5](#), [IV.A.7.6](#)). If members of a committee identify areas for improvement in governance or decision-making policies, procedures, and processes, they can forward their recommendations to the Institutional Effectiveness Council (IEC) for incorporation into the college's Planning and Decision-Making Manual (PDM), where final approval occurs at College Council ([IV.A.7.7](#)). In addition to these evaluations, IEC has oversight of the PDM and is charged with completing a full document review every three years ([IV.A.7.8](#)).

The last review by IEC in spring 2021 ([IV.A.7.9](#)) led to a more concise manual that simplified nomenclature of the governance structure and clarified the decision-making process within the participatory/shared governance structure ([IV.A.7.10](#)). It also modified the membership of the College Council (formerly named the Strategic Planning and Accreditation Council [SPAC]) to improve communication across campus by including those in key leadership positions, such as constituency group leaders, executive leaders, and all reporting council chairs ([IV.A.7.11](#), [IV.A.7.12](#)). Prior to the final approval, the campus and all constituency groups had time to review, discuss, and provide inputs ([IV.A.7.13](#)).

## Analysis and Evaluation

The College meets the Standard by having a robust reviewing process of its committees and

decision-making process and manual. This robust review has led to several changes that improved the communication and effectiveness of the College's decision-making policies, procedures, and processes.

### **Conclusions on Standard IV.A: Decision-Making Roles and Processes**

The College meets Standard IV.A, as board policies and administrative regulations clearly outline the scope of authority and the opportunity for all administrators, faculty, staff, and students to participate effectively in the governance and decision-making process of the College. Furthermore, the College's Planning and Decision-Making Manual provides a framework for decision making through a participatory governance structure by way of committees, their charges, their memberships, and a mechanism for making decisions on ideas and proposals through consensus, where members from all constituent groups can provide input. The effectiveness of the framework is evaluated annually at the committee level.

### **Improvement Plans**

None

### **Evidence List**

- IV.A.1.1: [Planning and Decision-Making Manual](#)
- IV.A.1.2: [Food and Beverage Committee Minutes - 9-12-22](#)
- IV.A.1.3: [Fooda Adding Breakfast & Dinner Services + 25% Student Discount](#)
- IV.A.1.4: [FRC Expansion](#)
- IV.A.1.5: [BDRPC Meeting Expansion of FRC](#)
- IV.A.1.6: [2021.4 - New Laptop Program Inception](#)
- IV.A.1.7: [2021.5 - Learn2Earn Program Development](#)
- IV.A.1.8: [2021.09 DTC Minutes](#)
- IV.A.1.9: [2021.9 - Learn to Earn Laptop Loan Program](#)
- IV.A.1.10: [2022.8 - Technology Update - Fall 2022 Flex Week](#)
- IV.A.2.1: [Administrative Regulation - Delegation of Authority to the College President](#)
- IV.A.2.2: [Board Policy - Delegation of Authority to the Academic Senate](#)
- IV.A.2.3: [Board Policy - Participation in Local Decision Making](#)
- IV.A.2.4: [Board Policy - Classified Professionals Participation in Decision Making](#)
- IV.A.2.5: [Board Policy - Student Participation in Governance](#)
- IV.A.2.6: [College Decision-Making Manual](#)
- IV.A.3.1: [2510-BP Participation in Local Decision Making 11.14.22](#)
- IV.A.3.2: [College Decision-Making Manual](#)
- IV.A.3.2 pp.6-7: [College Decision-Making Manual](#)
- IV.A.3.2 p.17: [College Decision-Making Manual](#)
- IV.A.4.1: [BP 4020 Curriculum](#)

IV.A.4.2: [BP 2511 Academic Senate](#)  
IV.A.4.3: [BP 5050 SSSP](#)  
IV.A.4.4: [Website Curriculum Process](#)  
IV.A.4.5: [New Program Approval Process](#)  
IV.A.4.6: [Curriculum Committee Charge](#)  
IV.A.4.7: [Award Letter of Intent](#)  
IV.A.4.8: [APTC Charge](#)  
IV.A.4.9: [BP 5050 SSSP](#)  
IV.A.4.10: [AR 5050 SSSP](#)  
IV.A.4.11: [SSEC Charge](#)  
IV.A.4.12: [IEC Charge](#)  
IV.A.4.13: [IVC Program Revitalization, Suspension, Discontinuance](#)  
IV.A.5.1: [College Decision-Making Manual](#)  
IV.A.5.2: [2022-03 IEC Minutes Approving New Student Services Program Review](#)  
IV.A.6.1: [Planning and Decision-Making Manual - 2022-11-10](#)  
IV.A.6.2: [Board Highlights - March 2023 0](#)  
IV.A.6.3: [IEC Minutes 2023-03-07 Final](#)  
IV.A.6.4: [Senate-Minutes-23-02-02 \(Feb 2 2023\)](#)  
IV.A.6.1: [Planning and Decision-Making Manual - 2022-11-10](#)  
IV.A.7.1: [IVC Governance Presentation](#)  
IV.A.7.2: [IVC Annual Committee and Council Survey](#)  
IV.A.7.3: [End-of-Academic-Year Questionnaire 2022-2023](#)  
IV.A.7.4: [End of Year Questionnaire 2020](#)  
IV.A.7.5: [IEC Agenda 2022-09-06](#)  
IV.A.7.6: [Agenda College Council 08 24 2022](#)  
IV.A.7.7: [PDMM Moving Proposal through decision-making process](#)  
IV.A.7.8: [PDMM IEC Charge Sheet](#)  
IV.A.7.9: [PDMM Work Plan to IEC 2021-01-19](#)  
IV.A.7.10: [Summary of Changes to PDMM Spring 2021](#)  
IV.A.7.11: [Summary of Changes to PDMM Spring 2021](#)  
IV.A.7.12: [SPAC Minutes 02 24 2021](#)  
IV.A.7.13: [Detailed description for proposed SPAC changes](#)

## **IV.B CHIEF EXECUTIVE OFFICER**

**IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### **Evidence of Meeting the Standard**

Administrative Regulation 2437 delegates authority to the college president as the chief executive officer for the institution ([IV.B.1.1](#)). The job description, announced to the public when the position is being recruited, outlines the responsibility of planning, budgeting, development of personnel, and ensuring assessment of institutional effectiveness to the president ([IV.B.1.2](#)). The president is responsible for implementing the college's Educational Master Plan ([IV.B.1.3](#)), Strategic Plan, and District policies and regulations. The president oversees the college Strategic Plan, which includes goals, action steps, metrics, and targets around institutional and student success ([IV.B.1.4](#)). The president communicates institutional values, goals, and other relevant information to the campus community through various modalities such as classified, faculty, and manager chats; the annual College Council retreat; and monthly management leadership meetings ([IV.B.1.5](#), [IV.B.1.6](#), [IV.B.1.7](#), [IV.B.1.8](#), [IV.B.1.9](#)).

### **Analysis and Evaluation**

The College meets the Standard, as the president provides leadership through the direction and action of his office. Strategic planning, institutional goals, budget development, personnel decisions, and institutional effectiveness are led by the president. The president communicates with all campus constituents and District personnel through regular communication and college committees.

**IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Evidence of Meeting the Standard**

The president is charged with planning, oversight, and evaluation of the administrative structure of the college, whose authority is delegated by the chancellor of the District ([IV.B.2.1](#), [IV.B.2.2](#)). The president is responsible for recommendation of positions for faculty, administrators, and classified staff in order to meet the operational needs of the campus through established hiring processes ([IV.B.2.3](#)). The president is actively involved in the planning and oversight of the three primary units at the College: College Administrative Services, Student

Services, and Instruction. The president delegates the operations of these units to the corresponding vice president ([IV.B.2.4](#)). Administrators and managers are delegated authority to act in line with the mission and strategic goals of the College, but the president is ultimately responsible for evaluating the individual and collective accomplishments from this delegated authority ([IV.B.2.5](#)).

## Analysis and Evaluation

The College meets the Standard, as the organizational structure reflects the leadership of the president to meet the College's mission for its size and complexity while meeting the District's mission and vision. The president effectively delegates administrative authority to the vice presidents and other administrators.

### **IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

## Evidence of Meeting the Standard

The president guides institutional improvement of teaching and learning through the structure of participatory governance, as described in the College's Planning and Decision-Making Manual (PDM) ([IV.B.3.1](#)). The ongoing process of institutional assessment and improvement is an ongoing process led and encouraged by the president, but is one that requires the participation and support of the entire college community. Values, goals, and priorities are set in the College's Strategic Plan ([IV.B.3.2](#)), which is written and approved via the college's participatory governance structure and process. The president leads an annual retreat to discuss the progress of the college's Strategic Plan, which is accompanied by metrics and targets, including performance standards for student achievement ([IV.B.3.3](#)). This ensures that evaluation and planning rely on high-quality research and analysis of external and internal conditions. The college resource allocation process ([IV.B.3.4](#)) utilizes program and administrative unit reviews to ensure funds are supporting student achievement and learning. The College regularly evaluates institutional planning and implementation efforts to achieve the mission of the institution, utilizing an annual committee and council survey ([IV.B.3.5](#), [IV.B.3.6](#)).

## Analysis and Evaluation

The College meets the Standard, as the president has established policies and procedures for improvement of institutional teaching and learning environments through their leadership of strategic planning, establishing goals and sharing out campus wide, development and implementation of resource allocation processes, and collaborative decision making through college wide participatory meetings.

**IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

## Evidence of Meeting the Standard

The president, through Administrative Regulation 2431 ([IV.B.4.1](#)), is responsible for the accreditation process and ensures the College meets Eligibility Requirements, Accreditation Standards, and omission policies as defined by the Accrediting Commission for Community and Junior Colleges (ACCJC). As described in the College's Planning and Decision-Making Manual ([IV.B.4.2](#)), the Accreditation Oversight Work Group (AOWG) carries out all work related to accreditation and reports to the College Council, which is co-chaired by the college president. AOWG membership includes faculty, staff, managers, and executive leaders of the college, as does College Council ([IV.B.4.3](#)). The accreditation liaison officer (ALO) provides regular updates on accreditation-related items at College Council ([IV.B.4.4](#)).

## Analysis and Evaluation

The College meets the Standard, as the president continues to lead and ensure that all accreditation issues are met to meet the Standards, Eligibility Requirements, and Commission policies.

**IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

## Evidence of Meeting the Standard

The college president ensures the implementation of statutes and regulations is consistent with its institutional mission and policies. As Irvine Valley College (IVC) is one of many colleges in the California Community Colleges system, statutes, regulations, and guidance for implementation are communicated by the system office via official memoranda, distributed broadly via email listservs, and are accessible on the system office's website ([IV.B.5.11.2](#),

[IV.B.5.2](#)). In addition, the president regularly attends Chancellor's Executive Council meetings to keep well-informed of District discussions, decisions, and implementations related to regulations, board policies, and institutional practices ([IV.B.5.3](#)). In addition, the president stays current with statutes and regulations through participation with professional associations and conferences ([IV.B.5.4](#)).

The implementation of statutes, regulations, and governing board policies is overseen by one of the four Strategic Planning Councils (depending on topic), the Academic Senate, or by the District Board Policy and Administrative Regulation Advisory Council (BPARC), as described by the governance structure in the College's Planning and Decision-Making Manual (PDM) ([IV.B.5.5](#), pages 26-29). All these committees and councils report up to the college president, who stays informed on the various decisions and institutional implementations.

Administrative Regulation 2437 delegates to the college president the responsibility of managing the College, including the college budget ([IV.B.5.6](#)). The College's resource allocation process is transparent and collaborative ([IV.B.5.7](#)). The college president makes funding decisions after recommendations have been reviewed and forwarded by the College Council.

## Analysis and Evaluation

The College meets the Standard. The president ensures implementation of statutes, regulations, and governing board policies.

### **IV.B.6 The CEO works and communicates effectively with the communities served by the institution.**

## Evidence of Meeting the Standard

The president regularly and effectively communicates with the communities served by the institution in a variety of ways. These include all key constituencies, including students; the public; business and industry partners; government leaders; K-12 districts; other community colleges; four-year institutions; philanthropic, civic, and community-based organizations; and groups seeking to work and affiliate with the College ([IV.B.6.1](#), [IV.B.6.2](#)). He also engages in and communicates through college memberships and sponsorships ([IV.B.6.3](#)).

The president informs the chancellor and the Governing Board with updates on the college every month via the President's Board Report ([IV.B.6.4](#), [IV.B.6.5](#), [IV.B.6.6](#)). The president regularly meets with constituency group leaders, including the Academic Senate president, faculty association president, Classified Senate officers, Classified School Employee Association representatives, and the student government president. The president prioritizes consultation and communication with the campus community and regularly schedules meet and greets, chats, and presentations to effectively communicate information about the College's programs and services, goals, and successes with educational and community leaders ([IV.B.6.7](#), [IV.B.6.8](#)). The president emails the college community, including students, faculty, staff, and administrators, to keep them



abreast of what's happening at the College. For example, COVID-19 pandemic updates were given periodically ([IV.B.6.9](#)). The president writes and reports through various campus wide communications that includes a twice-monthly faculty and staff newsletters ([IV.B.6.10](#), [IV.B.6.11](#)). A separate stand-alone student version is also produced ([IV.B.6.12](#), [IV.B.6.13](#)).

A focus on communication within the College's service area is critical. The president is actively involved in the local community, and also meets with local elected officials to keep them informed ([IV.B.6.14](#), [IV.B.6.15](#), [IV.B.6.16](#)). The president prioritizes communications opportunities with local high schools and the communities that the College serves ([IV.B.6.17](#)). For example, the College's Preview Night debuted in March 2021 as an event for prospective students and their families to come to IVC to learn about everything the campus has to offer ([IV.B.6.18](#)). This event was publicly and broadly advertised utilizing digital media, direct mail by the Marketing and Creative Services department, and many other forms of communication with the College's feeder high schools by IVC's Outreach Department.

## **Analysis and Evaluation**

The College meets the Standard by ensuring that the president provides frequent updates to all college stakeholders through various forms of communication.

## **Conclusions on Standard IV.B: Chief Executive Officer**

The College meets Standard IV.B. As evidenced by board policies, administrative regulations, and the job description used for the recruitment of the college president, the president has primary responsibility for the quality of instruction. The president oversees the administrative structure of the college, and delegates authority to administrators as needed; guides institutional improvement of the teaching and learning environment by established policies and procedures; has the primary leadership role for accreditation; ensures the implementation of statutes, regulations, and board policies; and communicates effectively to the college community.

## **Improvement Plans**

None

## **Evidence List**

IV.B.1.1: [Administration Regulation for College President](#)

IV.B.1.2: [President Job Description](#)

IV.B.1.3: [Education Master Plan](#)

IV.B.1.4: [Strategic Plan Progress Summary](#)

IV.B.1.5: [Classified Chat](#)

IV.B.1.6: [Faculty Chat with the President 4.7.2021](#)

IV.B.1.7: [Management Leadership Team Meeting 1.27.2023](#)

IV.B.1.8: [College Council Retreat Slides 2022](#)

IV.B.1.9: [College Council Retreat Minutes 2022-07](#)

IV.B.2.1: [Administrative Regulation for District Chancellor](#)

IV.B.2.2: [Delegation of Authority to the College President](#)

IV.B.2.3: [Recruitment Policies for Staff, Faculty, and Management](#)

IV.B.2.4: [College Organizational Chart](#)

IV.B.2.5: [College Decision Making Manual](#)

IV.B.3.1: [College Decision-Making Manual](#)

IV.B.3.2: [Strategic Plan Progress Summary](#)

IV.B.3.3: [Strategic Plan Progress and Targets](#)

IV.B.3.4: [Comprehensive Budget Development Process at IVC](#)

IV.B.3.5: [Annual Committee and Council Survey](#)

IV.B.3.6: [Review of Governance Evaluation at IEC Agenda 2022-09-06](#)

IV.B.4.1: [Delegation of Authority to the College President](#)

IV.B.4.2: [Decision Making Manual](#)

IV.B.4.3: [AOWG Minutes Showing Membership](#)

IV.B.4.4: [Accreditation Updates in College Council Minutes](#)

IV.B.5.1: [AB 705 Resources Website](#)

IV.B.5.2: [AB 705 Implementation Memo](#)

IV.B.5.3: [Examples of Updates to Policies](#)

IV.B.5.4: [President Hernandez Memberships and Community Involvement](#)

IV.B.5.5: [Decision Making Manual](#)

IV.B.5.6: [Administration Regulation for College President](#)

IV.B.5.7: [Comprehensive Budget Development Process](#)

IV.B.6.1: [City of Irvine Mayor Farrah N. Khan Launches Innovation Council City of Irvine](#)

IV.B.6.2: [Aspen Institue Post](#)

IV.B.6.3: [IV.B.6 President Hernandez Memberships and Community Involvement](#)

IV.B.6.4: [President's Board Reports](#)

IV.B.6.5: [President Board Report 2022-06](#)

IV.B.6.6: [President Board Report 2022-12](#)

IV.B.6.7: [Classified Chats with President Hernandez](#)

IV.B.6.8: [Faculty Chats with President Hernandez](#)

IV.B.6.9: [Covid Update Website Cataloging All Emails](#)

IV.B.6.10: [From the Desk of The President - First Generation](#)

IV.B.6.11: [From the Desk of the President - Land acknowledgement](#)

IV.B.6.12: [Laser Focus Setepmber 7 Student](#)

IV.B.6.13: [Laser Focus Setepmber 21 Student](#)

IV.B.6.14: [President Board Report 2021-11](#)

IV.B.6.15: [Dave Min Visit Photo](#)

IV.B.6.16: [Mayor Farrah N. Khan's Innovation Council Photo](#)

IV.B.6.17: [Preview Night Website 2023](#)

## IV.C GOVERNING BOARD

**IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

### Evidence of Meeting the Standard

Irvine Valley College (IVC) is one of two colleges in the South Orange County Community College District (SOCCCD). The SOCCCD Board of Trustees (BOT), with the assistance of the District chancellor, has authority over and responsibility for establishing policies to ensure the quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the District and its colleges. Board Policy (BP) 2200, Duties and Responsibilities of the Board of Trustees, outlines these responsibilities in accordance with the authority granted to the board by California Education Code Section 70902 ([IV.C.1.1](#)). As outlined in this policy, the BOT is committed to:

- Establishing the mission and vision of the District
- Ensuring the development and implementation of short-term and long-term educational, facilities, and technology plans
- Ensuring fiscal health and stability
- Monitoring institutional performance, effectiveness, and educational quality, including approving curriculum and programs
- Delegating authority to the chancellor/chief executive officer to effectively lead and manage the District
- Working respectfully with the chancellor and District/College faculty and staff
- Offering suggestions and referring concerns to the chancellor
- Working respectfully with other board members
- Hiring and evaluating the chancellor
- Advocating for and protecting the district
- Establishing policies that implement the colleges' and District's missions and goals, and setting prudent, ethical, and legal standards for college and district operations
- Representing the public interest
- Ensuring the board operates in an open, accessible, welcoming spirit, and denounces hate, racism, and discrimination in all forms
- Establishing policies that ensure the District operates in a non-discriminatory manner

All policies are readily available to district employees and the public on the District's website ([IV.C.1.2](#)). Policies are organized in numbered series by the following categories, making them easy to access:

- 1000 Series – The District
- 2000 Series – Board of Trustees
- 3000 Series – General Institution
- 4000 Series – Academic Affairs
- 5000 Series – Student Services
- 6000 Series – Business and Fiscal Affairs
- 7000 Series – Human Resources

Specific policies related to academic quality, integrity, and effectiveness of the District's academic programs and services are contained within the 4000 and 5000 series of policies. These include, but are not limited to:

- BP 4020, Curriculum, which maintains that the programs and curricula of the District be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency ([IV.C.1.3](#))
- BP 5050, Student Success and Support Program, which provides for the establishment of these services for the purpose of furthering equality of educational opportunity and academic success ([IV.C.1.4](#))
- BP 5110, Counseling, which mandates the existence of counseling programs at the College as an essential part of the educational mission of the District ([IV.C.1.5](#))
- BP 5300, Student Equity, which establishes the board's commitment to ensuring student equity in educational programs and college services ([IV.C.1.6](#))

Policies related to the financial health and stability of the District are contained within the 6000 series of policies and include, but are not limited to:

- BP 6200, Budget Preparation, which specifies that the BOT is responsible for the control of all funds of the District and accepts responsibility for the prudent use of those funds ([IV.C.1.7](#))
- BP 6300, Fiscal Management, which specifies that the regulations be established to ensure that the District maintains sound fiscal management through the responsible stewardship of its resources ([IV.C.1.8](#))

## **Analysis and Evaluation**

The College meets the Standard, as the BOT has full authority over and responsibility for policies to ensure the academic quality, integrity, and effectiveness of student learning programs

and services along with the financial stability of the District and its colleges. Various policies address the board's commitment to quality improvement and adherence to its mission and vision.

#### **IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

##### **Evidence of Meeting the Standard**

The Board of Trustees (BOT) is committed to high standards of ethical conduct for its members, as delineated in Board Policy (BP) 2715, Code of Ethics – Standards of Practice ([IV.C.2.1](#)). A central tenet of this policy is the recognition that the BOT acts as a whole and that the authority rests only with the BOT in official public meetings, not with individual members. Per the policy, once the BOT reaches a decision, board members are expected to act in support of the decision.

In practice, this expectation is evident in the behavior of all members of the BOT, who support the actions of the body irrespective of how they individually voted. While the board generally votes in a unanimous fashion, on the rare occasions when the vote has not been unanimous, the board acts collectively following the decision ([IV.C.2.2](#)).

##### **Analysis and Evaluation**

The College meets the Standard, as the BOT has demonstrated that they act as a collective entity. Once a decision is reached, all individual board members act in support of the decision.

#### **IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

##### **Evidence of Meeting the Standard**

The Board of Trustees (BOT) adheres to clearly defined policies for selecting and evaluating the chancellor of the District. These policies include Board Policy (BP) 2431, Recruitment: Chancellor ([IV.C.3.1](#)); BP 2432, Chancellor Succession ([IV.C.3.2](#)); and BP 2435, Evaluation of the Chancellor ([IV.C.3.3](#)). Taken together, these three BPs clearly delineate the rules and requirements for hiring and evaluating the chief executive officer (CEO) of the District.

BP 2432 establishes authority for the appointment of an acting or interim chancellor. In accordance with this policy, the current chancellor may appoint an acting chancellor to serve in their absence for short periods not to exceed 30 calendar days at a time. Appointments of an acting chancellor for periods exceeding 30 days must be made by the BOT. In the event of a vacancy, the BOT may appoint an interim chancellor until a regular appointment is made.

When a new chancellor is to be hired, the board endeavors to select the most highly qualified individual to fill the vacancy through adherence to the procedures outlined in BP 2431 and Administrative Regulation (AR) 2431, Recruitment: Chancellor ([IV.C.3.4](#)). These procedures

ensure that the board’s decision is carefully considered and informed by input from students, faculty, staff, management, and community members. The recruitment and selection processes are also accomplished in accordance with BP 7100, Commitment to Diversity, Equity, Inclusion, and Access ([IV.C.3.5](#)), and BP 3420, Equal Employment Opportunity ([IV.C.3.6](#)).

Adherence to these policies is demonstrated by the most recent chancellor search, carried out in 2022. As required by BP 2431, Recruitment: Chancellor, the BOT approved the job description, chancellor’s qualities and attributes, and the chancellor recruitment timeline at the December 13, 2021 BOT meeting ([IV.C.3.7](#)). They approved the position brochure and announcement, appointed a community member to the search committee, and appointed the BOT designee to oversee the recruitment process at the January 24, 2022 meeting ([IV.C.3.8](#)). The position announcement was advertised in a wide range of publications and listservs in an effort to garner diverse candidates. The appointment of the new chancellor, Dr. Julianna Barnes, was approved at the BOT meeting on June 28, 2022 ([IV.C.3.9](#)).

Once a chancellor is hired, the BOT conducts an annual evaluation of the chancellor in July or August, in consultation with the board president, as required by BP 2435. The criteria for the evaluation are based on board policy, the chancellor job description, and performance goals and objectives developed in accordance with BP 2430, Delegation of Authority to the Chancellor ([IV.C.3.10](#)), as well as progress towards achieving any previous goals. Per BP 2430, the chancellor “acts as the liaison between the colleges and the Board of Trustees” and is expected to “make available any information or give any report requested by the Board of Trustees as a whole.” This includes a report on institutional performance made during the annual board self-evaluation workshop ([IV.C.3.11](#)).

## Analysis and Evaluation

The College meets the Standard. As established by policy, the BOT is responsible for selecting and evaluating the chancellor of the District. As demonstrated by the most recent chancellor hiring process in 2022, the board assiduously adheres to the set procedures. The annual evaluation process of the chancellor is carried out in closed session, in accordance with policy. However, the CEO is expected to regularly report on institutional performance during open meetings, including during the annual board self-evaluation.

**IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

## Evidence of Meeting the Standard

The Board of Trustees (BOT) is an autonomous policy-making body that strives to reflect the public interest in the educational quality of the District. In so doing, the board advocates for and defends its colleges and protects the colleges from undue influence and political pressure.

The BOT is composed of seven members, each of whom is publicly elected to four-year terms by the voters within the Trustee Area in which they reside ([IV.C.4.1](#), [IV.C.4.2](#)). Prior to 2022, trustees were at-large and elected by all voters of south Orange County. On February 28, 2022, however, the board approved a resolution directing the chancellor to initiate a change from at-large elections to one in which each member of the board is elected by the registered voters of the trustee area in which the trustee resides ([IV.C.4.3](#)). The board also approved a redistricting plan to guarantee that trustee areas conform to nationally recognized criteria for adequate representation, including the maintenance of communities of interest ([IV.C.4.4](#), [IV.C.4.5](#)). Per BP 2015, Student Member of the Board of Trustees ([IV.C.4.6](#)), the board also contains one nonvoting/advisory student member who is elected to a one-year term by the students of Saddleback and Irvine Valley colleges. This membership composition and election process ensures that the board is of a sufficient size and diversity to achieve its duties and responsibilities on behalf of the residents of the District ([IV.C.4.7](#)).

In accordance with law and BP 2715, Code of Ethics – Standards of Practices ([IV.C.4.8](#)), board members are agents of the public entrusted with public funds, and they must protect, advance, and promote the interest of all citizens while also maintaining independent judgment unbiased by private interests or special interest groups. They must also hold the educational welfare and equality of opportunity of the students of the District as their primary concern. Board members must also conform to BP 2710, Conflict of Interest, which ensures that they have no financial interest in any purchase or contract made by the board ([IV.C.4.9](#)).

BP 2200, Duties and Responsibilities of the Board of Trustees ([IV.C.4.10](#)), lists advocating for and protecting the District and representing the public interest as two of the board’s primary responsibilities. Board members consistently advocate for the interests of both the public and the District through their interactions with the community, legislators, local organizations, and students. Furthermore, as discussed in BP 2345, Public Participation at Board Meetings ([IV.C.4.11](#)), the board encourages public participation at their meetings. There is time allotted to public comments at each meeting. Members of the public may also place items on the prepared agenda in accordance with BP 2340, Board Agendas ([IV.C.4.12](#)). To validate and support transparency in all its decision-making, the board conducts all District business in open public meetings, with the exception of closed-session items related to legal concerns, personnel, and collective bargaining ([IV.C.4.13](#)). The board provides public access to its documentation on the District website ([IV.C.4.14](#)). This includes BPs, meeting agendas and minutes, board self-evaluation documents, and other relevant information.

## **Analysis and Evaluation**

The College meets the Standard. The District’s policies and procedures ensure that the governing board follows the public interest in the educational quality of the District. The board is a publicly elected body of individuals whose size and diversity are sufficient to fulfill its duties and responsibilities. Through adherence to its own policies on ethics, the board advocates for and



defends its colleges and protects the colleges from undue influence as well as from political pressure.

**IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

### **Evidence of Meeting the Standard**

Per Board Policy (BP) 2200, Duties and Responsibilities of the of Trustees ([IV.C.5.1](#)), and the authority and duties defined in Education Code Section 70902, the Board of Trustees (BOT) is committed to establishing policies that implement the colleges' and District's missions; monitoring institutional performance, effectiveness, and educational quality; setting prudent, ethical, and legal standards for College and District operations; and ensuring the fiscal health and stability of the District and its colleges.

Examples of relevant policies include:

- BP 3250, Institutional Planning ([IV.C.5.2](#)), which ensures that the District and colleges maintain broad-based, comprehensive, systematic, and integrated systems of planning, supported by institutional effectiveness research.
- BP 4020, Curriculum ([IV.C.5.3](#)), which addresses the establishment of programs and curricula that are of high quality and relevant to community and student needs, and which are evaluated regularly to ensure quality and currency.
- BP 5050, Student Success and Support Program ([IV.C.5.4](#)), which directs the colleges to provide students with accessible and equitable opportunities for a quality education, support for completion of their educational pathway, and attainment of their educational objectives, utilizing a full range of support services.
- BP 6200, Budget Preparation ([IV.C.5.5](#)), in which the board accepts responsibility to direct the use of District funds in a prudent manner and in support of college and district planning, including educational planning.

To monitor the quality, integrity, and effectiveness of the District's student learning programs, an annual presentation of institutional performance is made during the BOT self-evaluation meeting, conducted each spring semester. During this presentation, the chancellor provides a report of progress on the key performance indicators (KPIs) developed to monitor progress on the District wide strategic plan ([IV.C.5.6](#), [IV.C.5.7](#)).

## Analysis and Evaluation

The College meets the Standard. The BOT has established a variety of policies to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

### **IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

## Evidence of Meeting the Standard

The Board of Trustees (BOT) strives for transparency in its operations and decision-making. Towards this end, all board policies (BPs) and Administrative Regulations (ARs) related to the functioning of the board are contained within the 2000 series of policies and are published on the SOCCCD website ([IV.C.6.1](#)). Taken together, these policies, and accompanying regulations, constitute the bylaws of the BOT and address such items as board size, election rules, duties, responsibilities, structure, and operating procedures.

The specific policies which delineate the structural and operational matters pertaining to the board are:

- BP 2010, Board Membership, which specifies board membership and size ([IV.C.6.2](#))
- BP 2015, Student Member of the Board of Trustees, which specifies the role of the student trustee ([IV.C.6.3](#))
- BP 2100, Board Elections, which specifies the term of office for board members and the trustee geographical areas ([IV.C.6.4](#))
- BP 2105, Election of Student Trustee, which specifies the process for the election, recall, and replacement of the student trustee ([IV.C.6.5](#))
- BP 2110, Vacancies on the Board, which specifies how and when vacancies outside of the normal election cycle can be filled ([IV.C.6.6](#))
- BP 2200, Duties and Responsibilities of the Board of Trustees, which lists the basic responsibilities of the board ([IV.C.6.7](#))
- BP 2210, Officers, which lists the officers of the board and the duties of each office ([IV.C.6.8](#))
- BP 2220, Committees of the Board, which addresses the process for the creation of board committees and lists the current committees ([IV.C.6.9](#))
- BP 2305, Annual Organizational Meeting, which describes the annual organizational meeting during which board officers are elected ([IV.C.6.10](#))
- BP 2310, Regular Meetings of the Board, which specifies the location of regular board meetings ([IV.C.6.11](#))

- BP 2315, Closed Sessions, which specifies the items that can be considered in closed sessions ([IV.C.6.12](#))
- BP 2320, Special and Emergency Meetings, which defines the conditions for the scheduling of special and emergency meetings ([IV.C.6.13](#))
- BP 2330, Meeting Procedures, Quorum, and Voting, which specifies the rules by which board meetings are conducted ([IV.C.6.14](#))
- BP 2340, Board Agendas, which outlines the rules for the development and posting of board agendas ([IV.C.6.15](#))
- BP 2345, Public Participation at Board Meetings, which describes the ways in which the public can bring matters to the attention of the board ([IV.C.6.16](#))
- BP 2350, Public Speakers at Board Meetings, which specifies the rules for public comments at board meetings ([IV.C.6.17](#))
- BP 2355, Decorum, which specifies rules of decorum at board meetings and the conditions for removal of participants by the presiding officer ([IV.C.6.18](#))
- BP 2360, Minutes of the Board of Trustees Meetings, which mandates that minutes be taken at all meetings and made available to the public ([IV.C.6.19](#))
- BP 2365, Recording of the Board of Trustees Meetings, which specifies the rules for the recording of meetings and the distribution of those recordings ([IV.C.6.20](#))
- BP 2720, Communications Among Board Members, which prohibits the use of serial communications among members of the board outside of official meetings ([IV.C.6.21](#))
- BP 2740, Board Education, which outlines the board's commitment to ongoing board training and professional development ([IV.C.6.22](#))
- BP 2745, Board Self-Evaluation, which details the process for regular self-evaluation in order to improve board performance ([IV.C.6.23](#))
- BP 2750, Board Member Absence from the State, which specifies the allowable conditions for a board member's absence from the state for a period exceeding 60 days ([IV.C.6.24](#))

## Analysis and Evaluation

The College meets the Standard. The bylaws of the BOT contained within the various policies related to board size, duties, responsibilities, structure, and operating procedures are comprehensive and publicly available on the District website.

**IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

## Evidence of Meeting the Standard

The Board of Trustees (BOT) performs its duties and fulfills its responsibilities in a manner

consistent with its policies and bylaws, and abides by Board Policy (BP) 2200, Duties and Responsibilities of the Board of Trustees ([IV.C.7.1](#)). One of these duties is the regular assessment of its policies for their effectiveness in fulfilling the mission of the District and its colleges. On a regular basis, recommended policy changes are presented to the board for review and study at one meeting ([IV.C.7.2](#)) and then for approval at a subsequent meeting ([IV.C.7.3](#)).

Prior to being presented for study and approval by the full board, BPs, and their related Administrative Regulations (ARs), are periodically reviewed by the BOT through their Board Policy Subcommittee ([IV.C.7.4](#)) and by the District wide Board Policy and Administrative Regulation Advisory Council (BPARC), a shared governance committee responsible for regularly reviewing and drafting recommended changes to BPs and ARs ([IV.C.7.5](#)). BPARC reviews all BPs on a five-year cycle, with approximately 20 percent of the District's policies reviewed each year ([IV.C.7.6](#)). Policies can also be reviewed off cycle as needed due to regulatory or legislative changes, Community College League of California (CCLC) recommendations, or through the request of the board, the chancellor, a District employee, or a member of the public.

As described in BP and AR 2410, Board Policies and Administrative Regulations, BP change recommendations are forwarded by BPARC to the chancellor, Chancellor's Council, and the board for review and approval. AR change recommendations require approval by Chancellor's Cabinet only and do not require board approval ([IV.C.7.7](#), [IV.C.7.8](#)), as they simply outline the means by which policy is implemented.

Once approved, revised BPs and ARs are posted on the District website for public view ([IV.C.7.9](#)). The agendas and minutes of board meetings documenting these revisions are also posted on the District website ([IV.C.7.10](#)). Additionally, agendas, minutes, and evidential documents from BPARC and Chancellor's Council meetings are made available to all employees through the District's SharePoint site under District wide Committees ([IV.C.7.11](#)).

## Analysis and Evaluation

The College meets the Standard. As is evident in the posted agendas and minutes of their board meetings, the BOT acts in accordance with its established policies and bylaws, such as by fulfilling its obligation to assess its policies for their effectiveness. BPs are regularly reviewed and revised as needed through a participatory governance process and approved by the BOT.

**IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

## Evidence of Meeting the Standard

The Board of Trustees (BOT) is updated annually on research related to student success metrics during its self-evaluation workshop ([IV.C.8.1](#)). During the most recent workshop,

progress on Key Performance Indicators (KPIs) defined by the current Strategic Plan was presented and discussed, especially as it related to progress in closing equity gaps at the colleges ([IV.C.8.2](#)). The KPIs presented included degree and certificate completion rates, annual transfer rates, Career Education (CE) post-certificate employment rates, achievement gaps in identified disproportionately impacted groups, and enrollments, among others. The BOT uses this information in the establishment of board goals for the coming year ([IV.C.8.3](#)).

Other presentations on institutional effectiveness include, but are not limited to, the Student Equity Plans developed by each college ([IV.C.8.4](#), [IV.C.8.5](#)) and biennial CTE Board Report, Ed Code 78016 ([IV.C.8.6](#), [IV.C.8.7](#)), which ensures compliance of the District's CE programs with Education Code 78016, which requires that all programs ([IV.C.8.8](#)):

1. Meet a documented labor market demand.
2. Does not represent unnecessary duplication of other training programs in the area.
3. Are of demonstrated effectiveness, as measured by the employment and completion success of their students.

## Analysis and Evaluation

The College meets the Standard, as the BOT regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. Presentations take place at the annual board self-evaluation and at open board meetings, followed by dialogue about plans to improve outcomes through mechanisms that address academic quality.

**IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

## Evidence of Meeting the Standard

As documented in Board Policy (BP) 2740, Board Education ([IV.C.9.1](#)), the BOT is committed to its ongoing development as a board and to an individual trustee education program related to educational governance, policies, legislation, best practices, employee relations, leadership, and accreditation policies, Eligibility Requirements, and Standards.

The board has a comprehensive new board member orientation program that includes attendance at the Community College League of California's (CCLC) Excellence in Trusteeship Program ([IV.C.9.2](#), [IV.C.9.3](#)). Locally, new trustees are given an orientation by the chancellor and the District director, chancellor and board operations. They also meet with the vice chancellor of business services, the vice chancellor of human resources, and the vice chancellor of educational and technology services, as well as several other department managers within district services.

The board recognizes that ongoing training and professional development is key to an

effective board. Therefore, board education is included at every annual board self-evaluation workshop. Recent training has included the Brown Act in 2022 ([IV.C.9.4](#)) and accreditation requirements and processes in 2023 ([IV.C.9.5](#)). Each individual member of the board is also encouraged to attend one conference per year that provides professional development on trustee-related knowledge and skills. These conferences include the CCLC's Effective Trusteeship Workshop, which is held annually in January, as well as various other conferences hosted by the CCLC, the American Association of Community Colleges, and the Association of Community College Trustees. This commitment to trustee professional development is evidenced by budget allocations allowing each trustee to participate in regional, state, and national meetings and workshops ([IV.C.9.6](#)). Following attendance at conferences, workshops, and meetings, trustees regularly share a written and oral report with the other trustees and the public at open board meetings ([IV.C.9.7](#)).

The BOT is composed of seven members, each of whom is publicly elected to four-year terms by the voters within the Trustee Area in which they reside. As a mechanism for providing continuity, the terms of the seven board members are staggered, with elections being held every two years in connection with the state of California general election, as described in BP 2100, Board Elections ([IV.C.9.8](#)). In the event of an unexpected vacancy, the board has adopted BP 2110, Vacancies on the Board, which outlines the procedures to fill the vacancy either by election or provisional appointment in accordance with Education Code 5090 and Government Code 1770 ([IV.C.9.9](#)).

## Analysis and Evaluation

The College meets the Standard. The BOT has access to an ongoing training program for the development of its members. New board members are given a comprehensive and robust orientation, and all board members are encouraged to continue their professional development through attendance at trustee-related meetings, workshops, and conferences. Additionally, the District has mechanisms in place to provide continuity of board membership that includes staggered terms of office and procedures in the event of a vacancy.

**IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

## Evidence of Meeting the Standard

As indicated in Board Policy (BP) 2745, Board Self Evaluation, the South Orange County Community College District (SOCCCD) Board of Trustees (BOT) is committed to assessing its own performance as a board to identify its strengths and areas for improvement ([IV.C.10.1](#)). A

self-evaluation workshop is conducted annually in a special meeting that is publicized in accordance with the Brown Act and open to the public ([IV.C.10.2](#)).

Prior to the workshop, surveys are completed by board members and district employees, and the results are compiled ([IV.C.10.3](#), [IV.C.10.4](#)). Questions on the board self-evaluation survey focus on the fulfillment of their duties and responsibilities, including their participation in board training and professional development ([IV.C.10.5](#)). The results are then discussed during the workshop, and board goals are established based on these results and on progress towards achieving the prior year's goals ([IV.C.10.6](#)). Goals are then approved at the next full meeting of the BOT ([IV.C.10.7](#)). For full transparency, all documents from the self-evaluation workshop, as well as from previous workshops, are maintained on the District website ([IV.C.10.8](#)).

Board goals are used to improve their performance as a board as well as to improve the institutional effectiveness of the District and the quality of its academic programs. As an example, the board goals established in 2023 include ([IV.C.10.9](#)):

#### **Goals for Institutional Effectiveness**

1. Ensure the organizational and fiscal health of the SOCCCD
  - Continue to develop ATEP (Advanced Technology Education Park)
  - Support student housing
  - Ensure long-term fiscal health
  - Enhance safety and sustainability
  - Support EEO plan and priorities
2. Maintain and improve the educational quality of the SOCCCD
  - Monitor Strategic Plan Progress
  - Support instructional program development
  - Support college Guided Pathways efforts to include pipeline from the K-12 to transfer institutions
  - Support workforce development initiatives
3. Support equitable student access and success
  - Set a strong direction for college and district DEIA (Diversity, Equity, Inclusion, and Accessibility) efforts
  - Monitor College Student Equity Plans
  - Hold board study sessions on equitable student access and success
  - Support removal of system and policy barriers to improve equitable outcomes
4. Support enhanced district marketing and communications and external engagement
  - Enhance District marketing of the SOCCCD brand
  - Redesign the district logo with stakeholder feedback



- Support the chancellor in establishing annual State of the District event

### **Goals for Board Effectiveness**

5. Strengthen engagement with internal and external stakeholders
  - Participate in campus and community events and activities
  - Create opportunities for Board engagement with college constituencies (e.g. Coffee with the Board)
  - Ensure appropriate consultation with college constituent groups
  - Explore alternative sites for board meetings
  - Provide trustees with communication materials (e.g., a one-page fact sheet on district/college points of pride, legislative priorities, etc.)
  - Explore opportunities for trustees to advocate for SOCCCD and engage with the community (e.g., local newspaper column, speaking engagements, etc.)
6. Advance board governance and CEO relations
  - Continue to build capacity for effective board governance
  - Enhance the board's professional learning on key topics
  - Fulfill the board's fiduciary responsibilities
  - Advocate for the district at the local, state, and national levels
  - Maintain a strong board/CEO partnership
7. Establish policies to ensure quality, integrity, and effectiveness
  - Consider key trends and issues in policy decisions
  - Periodically review, evaluate, and update policies

### **Analysis and Evaluation**

The College meets the Standard. The BOT is committed to ongoing self-evaluation for the purposes of improving its functions as a board and the institutional effectiveness of the District and its colleges, as established in policy. The self-evaluation procedures are clear and include a focus on data gathering and goal setting. The results of its self-evaluation are shared with the public.

**IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

### **Evidence of Meeting the Standard**

The Board of Trustees (BOT) holds its members to a high code of ethics and to a clear conflict of interest policy. The behavior of board members is governed by Board Policy (BP) 2715, Code of Ethics – Standards of Practice ([IV.C.11.1](#)), which includes both detailed standards of practice all board members must adhere to as well as clear and thorough guidelines for enforcing these standards of practice. The policy mandates standards of practice related to conflict of interest in financial dealings and nepotism, board decision-making, confidentiality, the protection of public funds, nondiscrimination, the primacy of the educational welfare and equality of opportunity for students, respect for student accomplishments, meeting participation and preparation, professional development, the promotion and maintenance of good relations with fellow board members, the promotion of an effective working relationship with the chancellor and district staff, and the use of public resources for personal use. Violations of this policy can result in reprimand, possible exclusion from closed sessions, public censure, referral to the district attorney for criminal prosecution, or other action as determined by the board.

In alignment with California Assembly Bill (AB) 1234 and as part of the board's effort to support the BP governing ethical behavior, every board member completes ethics training within six months of being seated and once during each subsequent two-year period. Upon completion of the training, trustees receive a certificate of completion that are kept on file in the Office of the Chancellor ([IV.C.11.2](#)). Evidence of ethnics training is also disclosed biennially at the September board meeting ([IV.C.11.3](#)).

As outlined in BP and Administrative Regulation (AR) 2710, Conflict of Interest ([IV.C.11.4](#), [IV.C 11.5](#)), in order to avoid a conflict of interest, board members are required to not:

1. Engage in any employment or activity that is inconsistent with, incompatible with, in conflict with, or inimical to their duties as an officer of the District.
2. Have a financial interest in any purchase or contract made by the board or by their capacity as a board member. Board members must disclose any connections to personal or financial interests that may conflict with their responsibilities as a public steward, and in such instances, they must recuse themselves from any debate or decision-making related to such interests and have the disclosure noted in the official minutes of the

meeting.

3. Be an employee of the District.
4. Accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law.
5. Act as an agent or attorney for, or otherwise represent for compensation, any person appearing before the board for a period of one -year after leaving their position.
6. Participate in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent conflict of interest. Such a conflict would arise when the board member, any member of their immediate family, their partner, or an organization that employs or is about to employ any of the parties indicated herein, has a financial or other interest in, or a tangible personal benefit from a firm considered for a contract.
7. Buy property of the District that is declared surplus.

Within 30 days of assuming office, and annually thereafter, each board member must file a Statement of Economic Interests Form (Form 700) using the electronic filing system used by the Orange County Board of Supervisors ([IV.C.11.6](#)). Failure to comply in a timely manner with this policy can result in criminal and civil penalties including, but not limited to, late fines.

### **Analysis and Evaluation**

The College meets the Standard. The BOT has clear code of ethics and conflict of interest policies. These policies establish the expected standards of practice for all members of the board, as well as processes for sanctioning behavior that violates these policies. Board members are fully aware of these standards, and, to date, there have been no reported instances of violation by any board member or any sanctions discussed or imposed. Board members are required to file an annual Statement of Economic Interests Form with the Orange County Board of Supervisors.

**IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

### **Evidence of Meeting the Standard**

As outlined in Board Policy (BP) 2200, Duties and Responsibilities of the Board of Trustees, one of the board's key responsibilities is to delegate authority to the chancellor to effectively lead and manage the District ([IV.C.12.1](#)). To this end, BP 2430, Delegation of Authority to the Chancellor, establishes the chancellor as the CEO of the District with responsibility for "implementing the District Education Master and Strategic Plan, Facilities Master Plan,

Technology Strategic Master Plan, and board policies; establishing administrative regulations; providing primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district; and ensuring support for the effective operation of the colleges” ([IV.C.12.2](#)). Therefore, while the board has the ultimate responsibility for establishing policies to ensure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution, it delegates full responsibility to the chancellor to implement, interpret, and administer board policies and conduct the business of the District and educational programs without interference from the board, and holds the chancellor accountable for the operation of the District.

The board requires the chancellor to regularly report on the District’s institutional performance to ensure that it is fulfilling its responsibility for educational quality, legal matters, and financial integrity. These reports are given during open board meetings, the annual board self-evaluation workshop, and during the chancellor’s evaluation. The chancellor also makes available any additional information requested by the board as a whole. Examples include an SOCCCD enrollment analysis presentation made on October 17, 2022 ([IV.C.12.3](#)) and a student housing feasibility study presentation made on August 29, 2022 ([IV.C.12.4](#)).

### **Analysis and Evaluation**

The College meets the Standard. The BOT delegates full responsibility to the chancellor to implement and administer board policies without board interference, while at the same time holding the chancellor accountable for the operation of the District.

**IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

### **Evidence of Meeting the Standard**

The Board of Trustees (BOT) is kept informed of Eligibility Requirements, Accreditation Standards, Commission policies, the accreditation processes, and the College’s accreditation status through ongoing reports from the chancellor and College president in open board meetings ([IV.C.13.1](#)). Board Policy (BP) 3200, Accreditation, requires the chancellor to keep the board informed of the accreditation process, to ensure that the board is involved in the process, and to provide the board with copies of accreditation reports and actions taken by the Commission ([IV.C.13.2](#)). Administrative Regulation (AR) 3200, Accreditation, also requires that institutional self-evaluation reports be reviewed and accepted by the board prior to submission to the Accrediting Commission ([IV.C.13.3](#)).

During the writing of the self-evaluation report, board members are given drafts by the

chancellor and have the opportunity to provide input. In addition, training on Eligibility Requirements and Accreditation Standards is an ongoing part of the board education program, as specified in BP 2740, Board Education ([IV.C.13.4](#)). In 2023, the chancellor presented on accreditation requirements and processes during the board self-evaluation workshop ([IV.C.13.5](#)).

## **Analysis and Evaluation**

The College meets the Standard. Through professional development, presentations, and regular updates during the accrediting process, the BOT is informed about Eligibility Requirements, the Accreditation Standards, Commission policies, the accreditation process, and the College's accreditation status. The BOT supports the efforts of the College to improve and excel through engagement in processes related to the College's accreditation efforts.

## **Conclusions on Standard IV.C: Governing Board**

The College meets the Standard. As defined in policy and adhered to in action, the Board of Trustees (BOT) provides guidance to facilitate decisions that support student learning programs and services and ensure the financial stability of the District. The governing board functions independently to ensure policy making that reflects the public's interest in the educational quality of the District's colleges, free of undue influence or political pressure. Policies are consistent with the mission of the District and its colleges and are substantiated through the regular review of student success and achievement indicators. The governing board engages in ongoing professional development and evaluation processes to ensure improvement in board performance and in the District's academic quality and institutional effectiveness.

## **Improvement Plans**

None

## **Evidence List**

IV.C.1.1: [IV.C.01-01 BP2200 Duties and Responsibilities of the Board of Trustees](#)

IV.C.1.2: [IV.C.01-02 - Board Policies SOCCCD website](#)

IV.C.1.3: [IV.C.01-03 BP 4020 Curriculum](#)

IV.C.1.4: [IV.C.01-04 BP 5050 Student Success and Support Program](#)

IV.C.1.5: [IV.C.01-05 BP 5110 Counseling](#)

IV.C.1.6: [IV.C.01-06 BP 5300 Student Equity](#)

IV.C.1.7: [IV.C.01-07 BP 6200-Budget Preparation](#)

IV.C.1.8: [IV.C.01-08 BP 6300 Fiscal Management](#)

IV.C.2.1: [IV.C.02-01 BP 2715, Code of Ethics Standards of Practice](#)

IV.C.2.2: [IV.C.02-02 Item without unanimous vote](#)

IV.C.3.1: [IV.C.03-01 BP 2431 Recruitment Chancellor](#)

IV.C.3.2: [IV.C.03-02 BP 2432 Chancellor Succession](#)

IV.C.3.3: [IV.C.03-03 BP 2435 Evaluation of the Chancellor](#)

IV.C.3.4: [IV.C.03-04 AR 2431 Recruitment Chancellor](#)

IV.C.3.5: [IV.C.03-05 BP 7100 Commitment to Diversity, Equity, Inclusion, and Access](#)

IV.C.3.6: [IV.C.03-06 BP 3420 Equal Employment Opportunity](#)

IV.C.3.7: [IV.C.03-07 Agenda Item 7.2 Chancellor Search BOT Mtg December 13 2021](#)

IV.C.3.8: [IV.C.03-08 Agenda Item 7.2 Chancellors Search Process BOT Meeting January 24 2022](#)

IV.C.3.9: [IV.C.03-09 Agenda Item 11.2 Emplymt Agrmt Dr. Julianna Barnes-BOT Mtg June 28 2022](#)

IV.C.3.10: [IV.C.03-10 BP 2430 Delegation of Authority to the Chancellor](#)

IV.C.3.11: [IV.C.03-11 Annual Board of Trustees Self-Evaluation Agenda Feb 3 2022](#)

IV.C.4.1: [IV.C.04-01 SOCCCD Trustee Area Map](#)

IV.C.4.2: [IV.C.04-02 BP 2100 Board Elections](#)

IV.C.4.3: [IV.C.04-03 Resolution Initiating Process of Establishing Trustee Areas and Elections by Trustee Areas](#)

IV.C.4.4: [IV.C.04-04 Redistricting Data and Draft Maps](#)

IV.C.4.5: [IV.C.04-05 Minutes from the BOT Meeting, February 28 2022](#)

IV.C.4.6: [IV.C.04-06 BP 2015 Student Member of the Board of Trustees](#)

IV.C.4.7: [IV.C.04-07 BP 2200 Duties and Responsibilities of the Board of Trustees](#)

IV.C.4.8: [IV.C.04-08 BP 2715 Code of Ethics Standards of Practices](#)

IV.C.4.9: [IV.C.04-09 BP 2710 Conflict of Interest](#)

IV.C.4.10: [IV.C.04-10 BP 2200 Duties and Responsibilities of the Board of Trustees](#)

IV.C.4.11: [IV.C.04-11 BP 2345 Public Participation at Board Meetings](#)

IV.C.4.12: [IV.C.04-12 BP 2340 Board Agendas](#)

IV.C.4.13: [IV.C.04-13 BP 2315 Closed Sessions](#)

IV.C.4.14: [IV.C.04-14 Screenshot of SOCCCD Website Board of Trustees Page](#)

IV.C.5.1: [IV.C.05-01 BP 2200 Duties and Responsibilities of the Board of Trustees](#)

IV.C.5.2: [IV.C.05-02 BP 3250, Institutional Planning](#)

IV.C.5.3: [IV.C.05-03 BP 4020, Curriculum](#)

IV.C.5.4: [IV.C.05-04 BP 5050, Student Success and Support Program](#)

IV.C.5.5: [IV.C.05-05 BP 6200, Budget Preparation](#)

IV.C.5.6: [IV.C.05-06 Annual Board of Trustees Self Eval Agenda-Feb 3 2022](#)

IV.C.5.7: [IV.C.05-07 Strat Plan KPI Report](#)

IV.C.6.1: [IV.C.06-01 Screenshot of SOCCCD Website - Board Policies Page](#)

IV.C.6.2: [IV.C.06-02 BP 2010, Board Membership](#)

IV.C.6.3: [IV.C.06-03 BP 2015, Student Member of the Board of Trustees](#)

IV.C.6.4: [IV.C.06-04 BP 2100, Board Elections](#)

IV.C.6.5: [IV.C.06-05 BP 2105, Election of Student Trustee](#)

IV.C.6.6: [IV.C.06-06 BP 2110, Vacancies on the Board](#)

IV.C.6.7: [IV.C.06-07 BP 2200, Duties and Responsibilities of the Board of Trustees](#)



IV.C.6.8: [IV.C.06-08 BP 2210, Officers](#)

IV.C.6.9: [IV.C.06-09 BP 2220, Committees of the Board](#)

IV.C.6.10: [IV.C.06-10 BP 2305, Annual Organizational Meeting](#)

IV.C.6.11: [IV.C.06-11 BP 2310, Regular Meetings of the Board](#)

IV.C.6.12: [IV.C.06-12 BP 2315, Closed Sessions](#)

IV.C.6.13: [IV.C.06-13 BP 2320, Special and Emergency Meetings](#)

IV.C.6.14: [IV.C.06-14 BP 2330, Meeting Procedures, Quorum, and Voting](#)

IV.C.6.15: [IV.C.06-15 BP 2340, Board Agendas](#)

IV.C.6.16: [IV.C.06-16 BP 2345, Public Participation at Board Meetings](#)

IV.C.6.17: [IV.C.06-17 BP 2350, Public Speakers at Board Meetings](#)

IV.C.6.18: [IV.C.06-18 BP 2355, Decorum](#)

IV.C.6.19: [IV.C.06-19 BP 2360, Minutes of the Board of Trustees Meetings](#)

IV.C.6.20: [IV.C.06-20 BP 2365, Recording of the Board of Trustees Meetings](#)

IV.C.6.21: [IV.C.06-21 BP 2720, Communications Among Board Members](#)

IV.C.6.22: [IV.C.06-22 BP 2740, Board Education](#)

IV.C.6.23: [IV.C.06-23 BP 2745, Board Self Evaluation](#)

IV.C.6.24: [IV.C.06-24 BP 2750, Board Member Absence from the State](#)

IV.C.7.1: [IV.C.07-01 BP 2200, Duties and Responsibilities of the Board of Trustees](#)

IV.C.7.2: [IV.C.07-02 BOT Mtg Agenda Item Board Policies for Review Study Oct 17 2022](#)

IV.C.7.3: [IV.C.07-03 BOT Mtg Agenda Item Board Policies for Approval Nov 14 2022](#)

IV.C.7.4: [IV.C.07-04 BP 2220, Committees of the Board](#)

IV.C.7.5: [IV.C.07-05 Board Policy and Administrative Regulation Advisory Committee \(BPARC\) Composition and Purpose Sheet](#)

IV.C.7.6: [IV.C.07-06 Board Policy and Administrative Regulations Review Cycle Report](#)

IV.C.7.7: [IV.C.07-07 BP 2410, Board Policies and Administrative Regulations](#)

IV.C.7.8: [IV.C.07-08 AR 2410, Board Policies and Administrative Regulations](#)

IV.C.7.9: [IV.C.07-09 - Board Policies SOCCCD website](#)

IV.C.7.10: [IV.C.07-10 - Board of Trustees Meetings webpage](#)

IV.C.7.11: [IV.C.07-11 Screenshot of SOCCCD SharePoint Site District-wide Committees Page](#)

IV.C.8.1: [IV.C.08-01 Annual Board of Trustees Self-Evaluation Minutes, February 13, 2023](#)

IV.C.8.2: [IV.C.08-02 Strat Plan KPIs Data Packet](#)

IV.C.8.3: [IV.C.08-03 Board of Trustees Goals, 2023](#)

IV.C.8.4: [IV.C.08-04 BOT Meeting Agenda Item SOCCCD Student Equity Plan Report-Nov 14 2022](#)

IV.C.8.5: [IV.C.08-05 Irvine Valley College Student Equity and Achievement Program 22-25 Student Equity Plan \(1\)](#)

IV.C.8.6: [IV.C.08-06 Career Technical Education \(CTE\) Board Report Ed Code 78016](#)

IV.C.8.7: [IV.C.08-07 Minutes with CTE Report](#)

IV.C.8.8: [IV.C.08-08 AR 4020 Instructional Program Review](#)



IV.C.9.1: [IV.C.09-01 BP 2740 Board Education](#)

IV.C.9.2: [IV.C.09-02 CCLC Excellence in Trusteeship Certificate of Completion, Carolyn Inmon](#)

IV.C.9.3: [IV.C.09-03 CCLC Excellence in Trusteeship Program Certificate of Completion, Marcia Milchiker](#)

IV.C.9.4: [IV.C.09-04 Annual Board of Trustees Self-Evaluation Agenda February 3 2022](#)

IV.C.9.5: [IV.C.09-05 Annual Board of Trustees Self-Evaluation Minutes February 13 2023](#)

IV.C.9.6: [IV.C.09-06 Expenses for Board Members and Chancellor September 1 2021 through August 31 2022](#)

IV.C.9.7: [IV.C.09-07 Minutes with Conference Report Out](#)

IV.C.9.8: [IV.C.09-08 BP 2100 Board Elections](#)

IV.C.9.9: [IV.C.09-09 BP 2110 Vacancies on the Board](#)

IV.C.10.1: [IV.C.10-01 BP 2745 Board Self Evaluation](#)

IV.C.10.2: [IV.C.10-02 Notice of Special Meeting, February 13 2023pdf](#)

IV.C.10.3: [IV.C.10-03 SOCCCD Board of Trustees Self-Evaluation Survey 2023](#)

IV.C.10.4: [IV.C.10-04 SOCCCD Board of Trustees Evaluation Employee Survey 2023](#)

IV.C.10.5: [IV.C.10-05 SOCCCD Board of Trustees Self-Evaluation Survey Instrument](#)

IV.C.10.6: [IV.C.10-06 Annual Board of Trustees Self-Evaluation Minutes, February 13 2023](#)

IV.C.10.7: [IV.C.10-07 Minutes of Board Meeting approving goals March 23](#)

IV.C.10.8: [IV.C.10-08 Screenshot of SOCCCD Website 2023 Board Evaluation Page](#)

IV.C.10.9: [IV.C.10-09 Board of Trustees Goals, 2023](#)

IV.C.11.1: [IV.C.11-01 BP 2715 Code of Ethics Standards of Practice](#)

IV.C.11.2: [IV.C.11-02 Public Service Ethics Eductn Online Proof of Prtceptn Cert Ryan Dack, February 25 2023](#)

IV.C.11.3: [IV.C.11-03 - BOT Biannual Ethics Training](#)

IV.C.11.4: [IV.C.11-04 BP 2710 Conflict of Interest](#)

IV.C.11.5: [IV.C.11-05 AR 2710 Conflict of Interest](#)

IV.C.11.6: [IV.C.11-06 BP 2712 Conflict of Interest Code](#)

IV.C.12.1: [IV.C.12-01 BP 2200 Duties and Responsibilities of the Board of Trustees](#)

IV.C.12.2: [IV.C.12-02 BP 2430 Delegation of Authority to the Chancellor](#)

IV.C.12.3: [IV.C.12-03 BOT Mtg Agenda Item 8.2 SOCCCD Enrollment Analysis Prsntn October 17 2022](#)

IV.C.12.4: [IV.C.12-04 BOT Mtg Agenda Item 8.1 student Housing Presentation Financial Model Review-August 29 2022pdf](#)

IV.C.13.1: [IV.C.13.01-Board report accreditation](#)

IV.C.13.2: [IV.C.13-02 AR 3200 AccreditationN](#)

IV.C.13.3: [IV.C.13-03 BP 2740 Board Education](#)

IV.C.13.4: [IV.C.13-04 Annual Board of Trustees Self-Eval Agenda Feb 13 2023](#)

IV.C.13.5: [IV.C.13-05 Board self-evaluation workshop Agenda 2-13-23](#)

## IV.D MULTI-COLLEGE DISTRICTS OR SYSTEMS

**IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

### Evidence of Meeting the Standard

The South Orange County Community College District (SOCCCD) is a multi-college district whose chancellor, as the CEO of the District, has the delegated authority to ensure effective operation of the colleges and District. The chancellor is charged with providing leadership in setting and communicating expectations of educational excellence and integrity throughout the District for the effective operation of its two colleges, Irvine Valley College and Saddleback College. The primary means of communication between the District and the colleges is through regular meetings with the leadership teams at the colleges. The chancellor meets biweekly with the Chancellor's Executive Council (CEC), a body that includes the three vice chancellors and chief communications officer of the District and the two college presidents. The chancellor also meets monthly with District wide leadership at Chancellor's Council ([IV.D.1.1](#)), a participatory governance council charged with facilitating information exchange and dialogue on District wide issues and decisions, including governance, and with setting the agenda for board meetings. The chancellor also meets quarterly with all District wide administrators and managers at the District Administrators/Managers Meeting (DAM) ([IV.D.1.2](#)).

Expectations of educational excellence and integrity are also communicated to all district employees through various means, such as chancellor presentations during Professional Development Week, held the week prior to each semester in accordance with the flexible calendar program. These means also include the Horizons newsletter, published by the office of the chancellor and distributed via email to all District employees. The spring 2021 issue, for example, conveyed information about returning to work following COVID-19 and the expectations for continued high-quality instruction and services ([IV.D.1.3](#)). An archive of all communications can be found on the district website ([IV.D.1.4](#)).

The District has developed documents that outline and clearly define the roles, authorities, and responsibilities between the colleges and the District. The two most pertinent are BP 2430, Delegation of Authority to the Chancellor ([IV.D.1.5](#)), and AR 2437, Delegation of Authority to the College President ([IV.D.1.6](#)). The chancellor has also overseen the development of additional documents to clarify roles and responsibilities in the District. These documents include the District-wide Planning and Decision-Making Manual ([IV.D.1.7](#)) and the District-wide Function Map ([IV.D.1.8](#)), both of which were developed through the District-wide Planning Council

(DWPC), a participatory governance council with membership from all constituent groups within the District ([IV.D.1.9](#)). The planning manual and function map are reviewed annually, revised as needed, and approved by the DWPC ([IV.D.1.10](#)).

## Analysis and Evaluation

The College meets the Standard. SOCCCD is a multi-college district that includes Irvine Valley College and Saddleback College. Through the authority granted by the Board of Trustees, the chancellor, as CEO of the District, is charged with providing leadership in setting and communicating expectations of educational excellence and integrity throughout the District. This is accomplished through the support of an effective participatory governance structure, which assists the chancellor in establishing clearly defined roles, authority, and responsibility between the colleges and the District.

**IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

## Evidence of Meeting the Standard

As established in a variety of Board Policies (BPs) and Administrative Regulations (ARs), there is a clear delineation between the functions and responsibilities of District services and those of the colleges, as well as of specific constituent groups. These policies include:

- BP 2200, Duties and Responsibilities of the Board of Trustees ([IV.D.2.1](#))
- BP 2430, Delegation of Authority to the Chancellor ([IV.D.2.2](#))
- AR 2437, Delegation of Authority to the College President ([IV.D.2.3](#))
- BP 2510, Participation in Local Decision Making ([IV.D.2.4](#))
- BP 2511, Delegation of Authority to the Academic Senate ([IV.D.2.5](#))
- AR 2511, Delegation of Authority to the Academic Senate ([IV.D.2.6](#))
- BP 2513, Classified Professionals Participation in Decision Making ([IV.D.2.7](#))
- BP 2514, Student Participation in Decision-Making ([IV.D.2.8](#))
- BP 5400, Associated Students' Organization ([IV.D.2.9](#))
- AR 5400, Associated Students' Organization ([IV.D.2.10](#))
- BP 6100, Delegation of Authority, Business and Fiscal Affairs ([IV.D.2.11](#))
- BP 7110, Authorization for Employment/Delegation of Authority for Employment ([IV.D.2.12](#))

- BP 7217, Duties and Responsibilities of the Faculty ([IV.D.2.13](#))
- BP 7218, Duties and Responsibilities of the Department/Academic Chair ([IV.D.2.14](#))

These policies and regulations are regularly reviewed and revised as needed by the Board Policy and Administrative Regulation Advisory Committee (BPARC), a participatory governance group with representatives of each constituency group ([IV.D.2.15](#)), prior to being forwarded to the chancellor, Chancellor's Council, and the Board of Trustees (BOT) for review and approval. Therefore, these policies are regularly communicated to and discussed within the various constituency groups at both colleges, including college leadership/organizational committees, collective bargaining organizations, academic senates, classified senates, and student organizations. All BPs and ARs are also posted on the District website for access by all District employees ([IV.D.2.16](#)).

The delineation of functional responsibilities between the district and the colleges is also outlined in the District-wide Function Map ([IV.D.2.17](#)), which is reviewed annually by the DWPC and revised as needed. The function map is a particularly relevant document as it illustrates how the functional areas of district services (office of the chancellor, human resources, business services, and educational and technology services) describe their roles and responsibilities in coordination with the colleges' roles and responsibilities.

Additionally, governance, fiscal, and operational responsibilities are often clarified and refined in the District wide participatory governance committees and councils, including the:

- Board Policy and Administrative Regulation Advisory Council ([IV.D.2.18](#))
- Business Continuity Planning Committee ([IV.D.2.19](#))
- Capital Improvement Committee ([IV.D.2.20](#))
- Chancellor's Council ([IV.D.2.21](#))
- District Online Education Committee ([IV.D.2.22](#))
- District Resource Allocation Council ([IV.D.2.23](#))
- District-wide Planning Council ([IV.D.2.24](#))
- District-wide Technology Committee ([IV.D.2.25](#))
- Learning Services Coordinating Committee ([IV.D.2.26](#))

The chancellor ensures that the colleges receive effective and adequate support in achieving their missions through facilitation of the centralized operational structure of district services. These centralized functions include the office of the chancellor, human resources, business services, and educational and technology services.

The Office of the Chancellor ([IV.D.2.27](#)) oversees all chancellor functions and trustee services. Office responsibilities also include coordination of all regular and special Board of

Trustees meetings, including notification, preparation, and distribution of agendas and minutes; dissemination of information District wide; coordination of District wide events; and coordination of District wide committee meetings, including the Chancellor's Executive Council (CEC), Chancellor's Council, and District Administrators/Managers Meeting (DAM). Public Affairs ([IV.D.2.28](#)), a department within the Office of the Chancellor, is responsible for coordinating marketing; government, community, and public relations; and media relations.

Human Resources ([IV.D.2.29](#)) provides oversight for all human resources functions including hiring and recruitment, employee relations, labor relations and collective bargaining, mandated training and professional development, and compliance with state and federal laws and regulations. The vice chancellor of human resources collaborates with both colleges in the recruitment, selection, and orientation of new employees and in facilitating the performance evaluation processes for all employee groups.

Business Services ([IV.D.2.30](#)) provides oversight of all business departments, including fiscal services, facilities planning, purchasing, accounting, payroll, employee benefits, and risk management. The vice chancellor of business services collaborates with both colleges to prepare the tentative and final district budgets and to provide support and expertise to District wide resources committees. The business services office also provides oversight for the annual audit, new construction and facilities renovation, master plan development, and warehouse/mailroom services.

Educational and Technology Services ([IV.D.2.31](#)) coordinates educational programs, technology services, and District wide research. The vice chancellor of educational and technology services also provides leadership in enrollment management, online education, workforce development programs, network infrastructure, information security, computer operations and telecommunications, the maintenance of MIS data and reporting tools, and the maintenance of the information technology systems.

The services provided to the colleges by district services are evaluated through discussions in the participatory governance committees, annual committee evaluations (e.g. [IV.D.2.32](#)), and the biennial District-wide Climate Survey. In the 2021 Climate Survey, 82 percent of respondents felt that they were informed about what was happening in their own operational unit, but only 37 percent felt they were informed of what was happening in district services. This indicates that while the delineations of roles and responsibilities has been documented in policy and the function map, more needs to be done to broadly communicate information about the specific functions of the various district services departments with all employees districtwide ([IV.D.2.33](#)).

## **Analysis and Evaluation**

The College meets the Standard. The chancellor has facilitated the creation of an operational structure in district services and a District wide committee structure that ensures the colleges receive effective and adequate services to support them in achieving their missions. Through

documentation, the operational responsibilities and functions of the District and colleges are clearly delineated. However, as evidenced by the most recent climate survey results, this delineation is still not fully understood by all employees. In order to rectify this situation, the District is increasing communications about the roles and responsibilities of each of its offices, such as more widespread dissemination of the function map.

**IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.**

### **Evidence of Meeting the Standard**

District resources are allocated to the colleges in accordance with Board Policy (BP) 6200, Budget Preparation ([IV.D.3.1](#)); BP 6210, Basic Aid Funds Allocation Process ([IV.D.3.2](#)); BP 6250, Budget Management ([IV.D.3.3](#)); BP 6300, Fiscal Management ([IV.D.3.4](#)); and the Budget Development Guidelines ([IV.D.3.5](#)) adopted by the Board of Trustees (BOT) ([IV.D.3.6](#)) and contained within each proposed annual budget. The guidelines are developed in alignment with the board philosophy of ensuring wise and prudent use of public resources, promoting financial strength and stability, and maximizing educational opportunities for students in accordance with the District's mission statement.

The guiding principles related to college allocations include:

- The following reserves shall be established to meet the total reserve levels of two months of regular unrestricted general fund operating expenditures, as recommended by both the California Community Colleges Chancellor's Office and the Government Finance Officers Association:
  - The general fund reserve for economic uncertainties shall be no less than 7.5 percent of the projected unrestricted revenue.
  - A basic aid reserve shall be of no less than 20 percent, in accordance with BP 6210, Basic Aid Funds Allocation Process.
  - Each college and district services shall maintain a general fund reserve for economic uncertainties of no less than 3.5 percent of the projected unrestricted expenditures.
- The expenditure budgets for each college shall not exceed the projected resource allocations.
- The expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
- Excess revenue above apportionment shall be allocated at the College or District for one-time purposes, such as to cover some of the unfunded obligations for the retiree benefit plans.



- Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
- Excess revenue above apportionment shall not be used for any purposes that will jeopardize the District's future financial stability.
- BP and AR 6210, Basic Aid Funds Allocation Process, will be followed when allocating basic aid funds, unless the board authorizes a departure from the policy.

The District has established effective regulations and mechanisms to ensure that the District effectively controls expenditures and maintains sound fiscal management through the responsible stewardship of available resources, in accordance with BP 6300, Fiscal Management ([IV.D.3.7](#)). College and District financial statuses are regularly reported to, and reviewed by, the board; these reports include the presentation of monthly financial status reports ([IV.D.3.8](#)), quarterly basic aid reports, and adopted annual budgets ([IV.D.3.9](#)). The District also commissions an annual audit report designed to provide reasonable assurance that the financial statements are free of material misstatement (EVI). The annual audit considers the District's internal controls over financial reporting in order to plan the audit, but does not give an opinion on those controls. In addition, the District's participatory governance committees, such as the District Resources Allocation Council (DRAC) ([IV.D.3.10](#)), and collective bargaining groups also provide comprehensive budget and financial oversight, including reviews of the District's CCFS-320 filings and full-time faculty obligation number (FON).

## Analysis and Evaluation

The College meets the Standard, as the District has established resource allocation policies and procedures that support the effective operations and sustainability of the colleges and district services. Under the leadership of the chancellor, college and district services personnel work together to ensure effective control of expenditures and the financial stability of the District.

**IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

## Evidence of Meeting the Standard

According to Board Policy (BP) 2430, Delegation of Authority to the Chancellor, the chancellor, who is responsible for hiring and evaluating the college presidents, is also expected to delegate "full responsibility and authority to the presidents to administer the colleges without interference and holds the presidents accountable for the operation of the colleges" ([IV.D.4.1](#)).

Per Administrative Regulation (AR) 2347, Delegation of Authority to the College Presidents, the president is designated the CEO of the college ([IV.D.4.2](#)). As such, the president, who reports to and supports the chancellor, is considered the final authority at the college level, with



responsibility for implementing the College's educational plan, the College's strategic plan, and District policies and regulations.

In alignment with this regulation, the chancellor delegates authority to the college president specifically for the following function:

1. Provide leadership and coordinate with college constituent groups and district services in the development and implementation of college master plans and integrated strategic plans.
2. Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.
3. Provide leadership in the development and implementation of career education to meet the needs of the community.
4. Provide leadership in the development and implementation of a comprehensive enrollment management plan.
5. Develop and monitor the college budget and assume fiscal responsibility.
6. Provide leadership in the accreditation process and ensure that the College at all times meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission Policies as defined by the Accrediting Commission of Community and Junior Colleges (ACCJC) and other program specific accreditors.
7. Provide college employees with the opportunity to successfully achieve high standards in their work by fostering a culture of teamwork and professional and leadership development.
8. Propose strategies for selecting and retaining diverse, high-quality full-time faculty, staff, and administrators.
9. Select and inform Human Resources of recommended offers of employment for faculty, administrators, and classified positions for the College.
10. Provide leadership and empower the administrative team.
11. Provide leadership focusing on accountability and professional and ethical conduct.
12. Assume a highly visible leadership role in the community and build strategic partnerships with corporate, educational, and community-based organizations.
13. Develop and implement emergency preparedness plans.
14. Provide a participatory governance process.
15. Promote cooperation and collegiality among both colleges and district services.

This authority is recognized by the District, as evidenced in the adopted District-wide Function Map ([IV.D.4.3](#)), which delineates the distinction between the authority of the chancellor and that of the president. Through the performance evaluation process, the chancellor holds the college presidents accountable for the colleges' performance.

## Analysis and Evaluation

The College meets the Standard, as the chancellor delegates full responsibility and authority to the college president to implement district policies without interference. The college president serves as the CEO of the College. As such, they are responsible for the quality and integrity of programs and services; for adherence to Accreditation Standards; and for the fiscal stability of the College.

### **IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

## Evidence of Meeting the Standard

The South Orange County Community College District (SOCCCD) District-wide Planning and Decision-Making Manual ([IV.D.5.1](#)) outlines an integrated model for the planning and evaluation of institutional effectiveness adopted by the District. This integrated model ensures that the District and its colleges engage in planning through the use of a shared set of definitions and priorities. The manual describes this shared philosophy and the integrated planning procedures. It also demonstrates the connections among the District wide councils and committees, the chancellor, the Board of Trustees (BOT), the colleges, and district services.

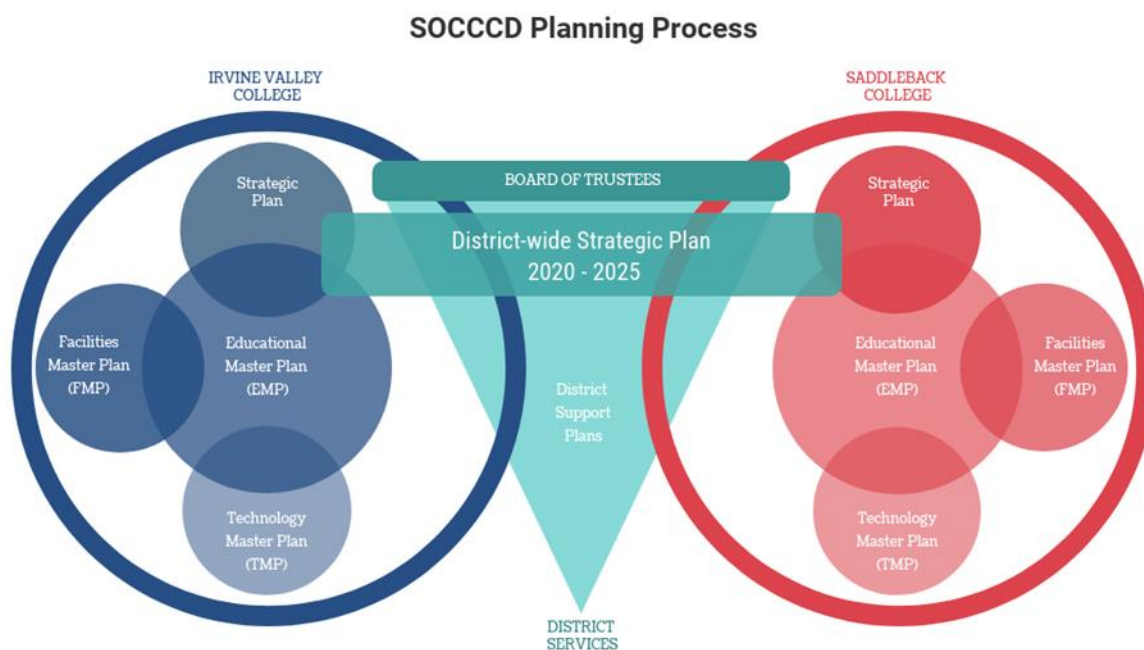
The District-wide Planning Council (DWPC) is the primary planning body in the District and is responsible for coordinating all District wide planning. DWPC is co-chaired by the chancellor and the district director of research, planning, and data management, and includes representatives from all constituent groups at both colleges and from district services ([IV.D.5.2](#)). DWPC meets three times a semester and holds an annual retreat to oversee District planning processes and monitor and evaluate progress on the District wide strategic plan. Regular monitoring of the District's planning occurs through the District-wide Integrated Planning Committee (DWIPC), which is chaired by the District director of research, planning, and data management and is charged with carrying out the action items developed at DWPC meetings, assessing the effectiveness of the planning processes, and making procedural recommendations for the consideration of DWPC ([IV.D.5.3](#)). DWIPC also was responsible for developing the tools for monitoring the key performance indicators (KPIs) identified in the District's plans, such as the Strategic Plan Dashboard ([IV.D.5.4](#)).

As evidence of the integrated nature of the District's planning, the SOCCCD District-wide Strategic Plan 2020-2025 ([IV.D.5.5](#)) was developed concurrently with the education master plans of both Irvine Valley College and Saddleback College. Input collected from students, faculty, employees, and the community was applied to develop District wide priorities. Collaboration and review of the data was reviewed by DWPC, which in turn developed the major goals and supporting objectives in the District wide strategic plan. The collaboratively agreed-upon District wide goals and objectives were then used as the framework for the College-level strategic plans, and guided the development of specific strategies and action steps for the achievement of these

goals and objectives. They also provide an overarching framework for other major planning documents, including the education master ([IV.D.5.6](#)), facilities master ([IV.D.5.7](#)), and technology master plans ([IV.D.5.8](#)).

The connections between the plans and the different entities with the District are illustrated in the following diagram from the planning and decision-making manual:

*Figure 26 – SOCCCD Planning Process and Family of Plans*



Planning is then integrated into the District wide resource allocation processes, as described in the planning and decision-making manual ([IV.D.5.9](#)). Within each Facilities Master Plan (FMP), the colleges prioritized capital projects based upon planning needs, enrollment projections, and programmatic needs. A cash flow analysis was then developed from the project prioritization, which serves as the starting point for resource allocation of basic aid funds within the Capital Improvement Committee (CIC) each budget cycle. Each year, CIC analyzes whether the prioritization is still accurate and/or if changes are needed, with each college having the ability to add in new projects. For example, in 2022-23, the colleges added four projects (two per institution). Saddleback College added a greenhouse biology/horticulture project as well as a baseball turf and scoreboard replacement, and IVC added Parking Lot 7 sidewalk updates and a Fine Arts Promenade landscape/hardscape/coffee structure as a result of the colleges' planning needs ([IV.D.5.10](#)). Ultimately, the recommended listing for CIC projects is presented to the District Resource Allocation Committee (DRAC) for review and approval before being added

into the budget for the following fiscal year.

Evaluation of the District's planning efforts in terms of improving student learning and achievement and institutional effectiveness primarily takes place during the DWPC annual retreat. Throughout the year, district and college research teams meet regularly and collaboratively develop, monitor, and assess the key performance indicator metrics aligned to each of the District wide strategic plan's objectives. Goal 1, Ensure Student Equity in Access and Achievement, and Goal 2, Transform Lives Through Learning and Achievements, were directly aligned and prioritized with the state's Vision for Success goals to improve equity, access, and outcomes in student learning. The data on these key performance indicators are updated annually, and are reviewed collectively with the college community and during the annual DWPC retreat.

### **Analysis and Evaluation**

The College meets the Standard. The District engages in an integrated planning process aimed towards improving student learning and achievement, as well as institutional effectiveness. This process is outlined in the SOCCCD Planning and Decision-Making Manual, and the effectiveness of the process is monitored by the District wide planning body, DWPC.

**IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

### **Evidence of Meeting the Standard**

The organizational management structure of the District ensures timely, accurate, and complete communication for the effective operation of the colleges. The chancellor meets biweekly with the college presidents and the vice chancellors in Chancellor's Executive Council (CEC) to discuss executive issues related to operational policies and procedures, and to maintain a high level of communication and collaboration. Chancellor's Council, a participatory government council with representatives from both colleges and district services, meets monthly to discuss District wide topics. During these meetings, council members provide updates from the colleges and are responsible for communicating information back to their constituencies in a timely manner ([IV.D.6.1](#)).

Moreover, the other District wide operational councils and committees listed in IV.D.2 above provide opportunities for representatives from each college and district services to communicate about key operational areas and to make recommendations for more effective practices. These representatives are also responsible for reporting back to their constituencies, ensuring that information is communicated in a timely manner. Agendas, minutes, and handouts for all committees are maintained on the District's SharePoint site, enabling individuals to access these documents to verify the accuracy and completeness of information provided ([IV.D.6.2](#);

[IV.D.6.3](#)).

The chancellor has also established methods to regularly communicate important operations information to all employees in the district. This includes announcements and press releases sent via email to employees ([IV.D.6.4](#)) by the chancellor and the chief communications officer, as well as the chancellor's quarterly newsletter, Horizons ([IV.D.6.5](#)).

## Analysis and Evaluation

The College meets the Standard. Through such means as the Chancellor's Executive Council, Chancellor's Council, District wide participatory governance committees, newsletters, and email updates, SOCCCD ensures the timely, accurate, and complete communication of information, which serves to enable the effective operation of the colleges. The District's participatory governance structure also allows for comprehensive and timely communication between District leadership and all constituent groups at the colleges, which informs and facilitates effective decision making.

**IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

## Evidence of Meeting the Standard

The chancellor uses a variety of methods to regularly evaluate the role delineations, governance, and decision-making processes of the District to ensure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The District-wide Planning Council (DWPC) is the body responsible for regularly reviewing and revising the planning and decision-making processes of the District. To aid in their assessment, a biennial District climate survey is sent to all employees to assess employee perspectives on the relationships between the District and the colleges ([IV.D.7.1](#)). The results from this survey are then presented to DWPC during their annual retreat and analyzed ([IV.D.7.2](#)). Based on this analysis, as well as an overall review of decision-making structures and procedures, changes may be recommended for the District wide planning and decision-making manual or the District wide function map, both of which are reviewed annually. Results of the climate survey are also posted on the council's SharePoint site so that it can be accessed by all employees.

All District wide committees conduct annual self-evaluations, which include questions pertaining to their effective functioning ([IV.D.7.3](#)). The results of these surveys are analyzed, and any recommended changes are enacted within the committee. If larger structural or procedural recommendations are necessary, they are forwarded to DWPC for action.

## Analysis and Evaluation

The College meets the Standard. The District uses a variety of methods to assess its role delineations, governance, and decision-making processes to ensure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. This primarily occurs in the District wide planning body, utilizing employee surveys as a key source of data. The results of these assessment methods are widely communicated through presentations in participatory governance committees and through the District SharePoint site.

## Conclusions on Standard IV.D: Multi-College Districts or Systems

The College meets the Standard. As a multi-college district, the SOCCCD, including the chancellor and district services, are cognizant of the necessity of working collaboratively with the District's colleges, Irvine Valley College and Saddleback College, to ensure the colleges' educational excellence, integrity, and effective operation. The SOCCCD has numerous policies and procedures in place to promote student success, sustain academic quality and integrity, maintain financial stability, and ensure continuous improvement of the District and its colleges. Through policies, procedures, and the participatory governance committee structure, SOCCCD recognizes and uses the contributions of all constituent groups to promote student success and completion. This is achieved, in part, through a clear delineation of roles and functions between district services and the colleges. At the same time, district services and the colleges work together using an integrated planning model to ensure that the District works collaboratively for the benefit of its students.

## Improvement Plans

None

## Evidence List

- IV.D.1.1: [IV.D.01-01 Chancellors Council Composition and Charge Sheet](#)
- IV.D.1.2: [IV.D.01-02 District Administrators Mgrs Mtg Agenda Dec 9 2022](#)
- IV.D.1.3: [IV.D.01-03 Horizon Newsletter, Spring 2021 Issue No. 6](#)
- IV.D.1.4: [IV.D.01-04 Screenshot of SOCCCD Website Communications -Public Affairs Page](#)
- IV.D.1.5: [IV.D.01-05 BP 2437 Delegation of Authority to the College President](#)
- IV.D.1.6: [IV.D.01-06 AR 2437 Delegation of Authority to the College President](#)
- IV.D.1.7: [IV.D.01-07 District-wide Planning and Decision-Making Manual](#)
- IV.D.1.8: [IV.D.01-08 District-wide Function Map](#)
- IV.D.1.9: [IV.D.01-09 District-Wide Planning Council Composition and Charge Sheet](#)
- IV.D.1.10: [IV.D.01-10 DWPC Minutes, February 5 2021 get undated version in 2023](#)
- IV.D.2.1: [IV.D.02-01 BP 2200 Duties and Responsibilities of the Board of Trustees](#)
- IV.D.2.2: [IV.D.02-02 BP 2430 Delegation of Authority to the Chancellor](#)
- IV.D.2.3: [IV.D.02-03 AR 2437 Delegation of Authority to the College President](#)



- IV.D.2.4: [IV.D.02-04 BP 2510 Participation in Local Decision Making](#)
- IV.D.2.5: [IV.D.02-05 BP 2511 Delegation of Authority to the Academic Senate](#)
- IV.D.2.6: [IV.D.02-06 AR 2511 Delegation of Authority to the Academic Senates](#)
- IV.D.2.7: [IV.D.02-07 BP 2513 Classified Professionals Participation in Decision Making](#)
- IV.D.2.8: [IV.D.02-08 BP 2514 Student Participation in Decision-Making](#)
- IV.D.2.9: [IV.D.02-09 BP 5400 Associated Students Organization](#)
- IV.D.2.10: [IV.D.02-10 AR 5400 Associated Students' Organization](#)
- IV.D.2.11: [IV.D.02-11 BP 6100 Delegation of Authority, Business and Fiscal Affairs](#)
- IV.D.2.12: [IV.D.02-12 BP 7110 Authorization for Employment Delegation of Authority for Employment](#)
- IV.D.2.13: [IV.D.02-13 BP 7217 Duties and Responsibilities of the Faculty](#)
- IV.D.2.14: [IV.D.02-14 BP 7218 Duties and Responsibilities-Department Academic Chair](#)
- IV.D.2.15: [IV.D.02-15 Board Policy and Admin Regs Advisory Cmte Charge and Purpose](#)
- IV.D.2.16: [IV.D.02-16 Screenshot of SOCCCD Website Board Policies Page](#)
- IV.D.2.17: [IV.D.02-17 District-wide Function Map](#)
- IV.D.2.18: [IV.D.02-18 Board Policy and Administrative Regulation Advisory Council Composition and Charge Sheet](#)
- IV.D.2.19: [IV.D.02-19 Business Continuity Planning Committee](#)
- IV.D.2.20: [IV.D.02-20 Capital Improvement Committee](#)
- IV.D.2.21: [IV.D.02-21 Chancellors Council](#)
- IV.D.2.22: [IV.D.02-22 District Online Education Committee](#)
- IV.D.2.23: [IV.D.02-23 District Resource Allocation Committee](#)
- IV.D.2.24: [IV.D.02-24 District-wide Planning Council](#)
- IV.D.2.25: [IV.D.02-25 District-wide Technology Committee](#)
- IV.D.2.26: [IV.D.02-26 Learning Services Coordinating Committee](#)
- IV.D.2.27: [IV.D.02-27 Screenshot of SOCCCD Website Office of the Chancellor Page](#)
- IV.D.2.28: [IV.D.02-28 Public Affairs 2023](#)
- IV.D.2.29: [IV.D.02-29 Screenshot of SOCCCD Website Human Resources Page](#)
- IV.D.2.30: [IV.D.02-30 Screenshot of SOCCCD Website Business Services Page](#)
- IV.D.2.31: [IV.D.02-31 Screenshot of SOCCCD Website Educational and Technology Services Page](#)
- IV.D.2.32: [IV.D.02-32 BPARC Self Assessment Survey](#)
- IV.D.2.33: [IV.D.02-33 SOCCCD Climate Survey -2021Results](#)
- IV.D.3.1: [IV.D.03-01 BP 6200 Budget Preparation](#)
- IV.D.3.2: [IV.D.03-02 BP 6210 Basic Aid Funds Allocation Process](#)
- IV.D.3.3: [IV.D.03-03 BP 6250 Budget Management](#)
- IV.D.3.4: [IV.D.03-04 BP 6300 Fiscal Management](#)
- IV.D.3.5: [IV.D.03-05 Budget Development Guidelines, Approved by the BOT, January 24, 2022](#)
- IV.D.3.6: [IV.D.03-06 Board Agenda Item Adoption of Budget Guidelines January 24 2022](#)



- IV.D.3.7: [IV.D.03-07 BP 6300 Fiscal Management](#)
- IV.D.3.8: [IV.D.03-08 Board Monthly Financial Status Report 4.24.23](#)
- IV.D.3.9: [IV.D.03-09 Tentative Budget 2022-23 Adopted by BOT June 28 2022](#)
- IV.D.3.10: [IV.D.03-10 District Resource Allocation Committee \(DRAC\) Composition and Purpose Sheet](#)
- IV.D.4.1: [IV.D.04-01 BP 2430 Delegation of Authority to the Chancellor](#)
- IV.D.4.2: [IV.D.04-02 AR 2347 Delegation of Authority to the College Presidents](#)
- IV.D.4.3: [IV.D.04-03 District-wide Function Map](#)
- IV.D.5.1: [IV.D.05-01 SOCCCD District-wide Planning and Decision-Making Manual](#)
- IV.D.5.2: [IV.D.05-02 District-wide Planning Council Composition and Purpose Sheet](#)
- IV.D.5.3: [IV.D.05-03 District-wide Integrated Planning Committee](#)
- IV.D.5.4: [IV.D.05-04 Strategic Planning Dashboard Page 5](#)
- IV.D.5.5: [IV.D.05-05 SOCCCD District-wide Strategic Plan 2020-2025](#)
- IV.D.5.6: [IV.D.05-06 SOCCCD District-wide Planning and Decision-Making Manual](#)
- IV.D.5.7: [IV.D.05-07 SOCCCD District-wide Planning and Decision-Making Manual](#)
- IV.D.5.8: [IV.D.05-08 Capital Improvement and Scheduled Maintenance Related Recommendations for Basic Aid Funds Allocations for 2022-23](#)
- IV.D.6.1: [IV.D.06-01 Chancellors Council Composition and Purpose Sheets](#)
- IV.D.6.2: [IV.D.06-02 Screenshot of SOCCCD SharePoint Site District-wide Committees Page](#)
- IV.D.6.3: [IV.D.06-03 Screenshot of SOCCCD SharePoint Site District-wide Planning Council Meeting Materials Page](#)
- IV.D.6.4: [IV.D.06-04 SOCCCD Press Release - CASBO Recognizes District Services Rosie Aguilar with Regional Award - March 17 2023](#)
- IV.D.6.5: [IV.D.06-05 Horizon Newsletter July 2022 Issue 7](#)
- IV.D.7.1: [IV.D.07-01 SOCCCD Climate Survey Instrument](#)
- IV.D.7.2: [IV.D.07-02 DWPC Minutes](#)
- IV.D.7.3: [IV.D.07-03 Districtwide Committee Evaluation Instrument](#)

A low-angle photograph of graduates in blue gowns and stoles, reaching their hands up towards the sky. Several blue graduation caps are captured mid-air, having just been tossed. The scene is set against a clear, bright blue sky. The entire image is overlaid with a semi-transparent blue filter. A white rectangular frame is positioned in the center, enclosing the main group of graduates and one of the floating caps. The text 'QUALITY FOCUS ESSAY' is written in white, bold, sans-serif capital letters on the right side of the image, partially overlapping the blue overlay and the white frame.

# QUALITY FOCUS ESSAY

## H. QUALITY FOCUS ESSAY

### Introduction

Through the accreditation self-evaluation process, the Irvine Valley College (IVC) College Council selected the Guided Pathways equity framework as an area where the institution may implement innovative ideas and projects designed to impact student learning and achievement over a multi-year period. The College Council and the Accreditation Oversight Workgroup delegated the drafting of the Quality Focus Essay (QFE) to the Guided Pathways Oversight Workgroup, hereinafter referred to as GPOWG. The QFE provided GPOWG an opportunity to intentionally reflect on the College's Guided Pathways accomplishments to determine future steps toward progress. This essay will describe the rationale and selection of two action projects:

1. Institutionalize and integrate the Guided Pathways framework for sustainability and continuous improvement in student learning, and
2. Continue to engage in transformational change to be a student-ready campus.

Because IVC recognizes that Guided Pathways and equity are intrinsically entwined, the implementation steps for the QFE action projects were aligned with the components of Guided Pathways integration (defined in Table 17) and Student Equity Plan metrics. The action project plan also includes the intended observable outcomes, responsible parties, and projected timeline.

### Rationale: Data Review

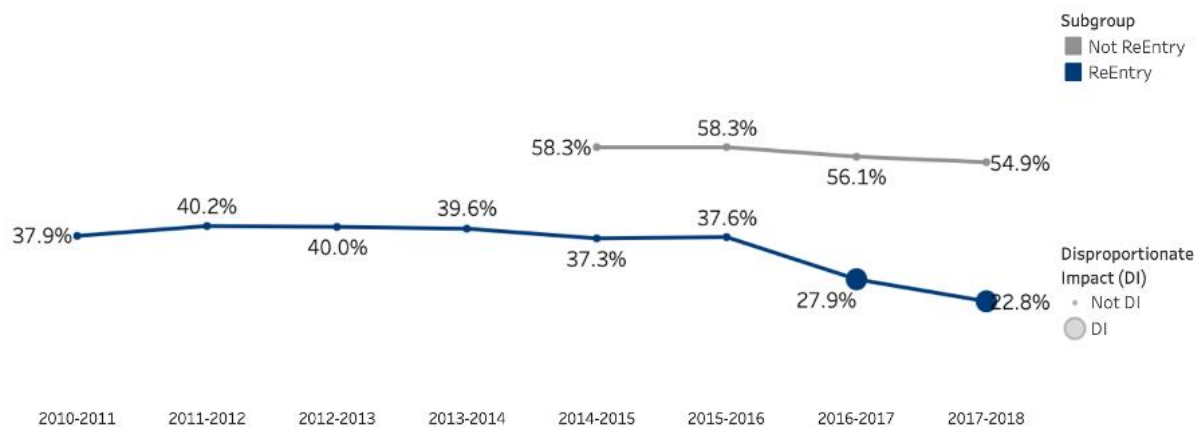
To determine long-term actions, GPOWG reviewed quantitative and qualitative data, including student success and achievement data in Section B and institutional priorities in the Strategic Plan, Mission Statement, and Student Equity Plan. To incorporate student voices into the action projects, GPOWG reviewed data from various surveys, including Student Satisfaction, Revealing Institutional Strengths and Challenges, and the HEDS Diversity and Equity Survey. The essay authors also revisited qualitative information from past Guided Pathways Summits. The qualitative review highlighted two areas of concern:

1. Campus signage and building names continue to present a communication barrier, and
2. Students want targeted communications relevant to their academic journey.

GPOWG reviewed disaggregated data to ensure the action projects align with institutional opportunities to address equity gaps. Specifically, GPOWG revisited disaggregated data for the Student Progress and Achievement Rate (see Figure 26 and 27). That data showed racially minoritized, first-generation, and re-entry students present an opportunity to improve student achievement outcomes, which is consistent with Guided Pathways Completion Team data-informed action projects focused on the same student groups. The Student Progress and Achievement Rate data also aligns with the College's new Student Equity and Achievement

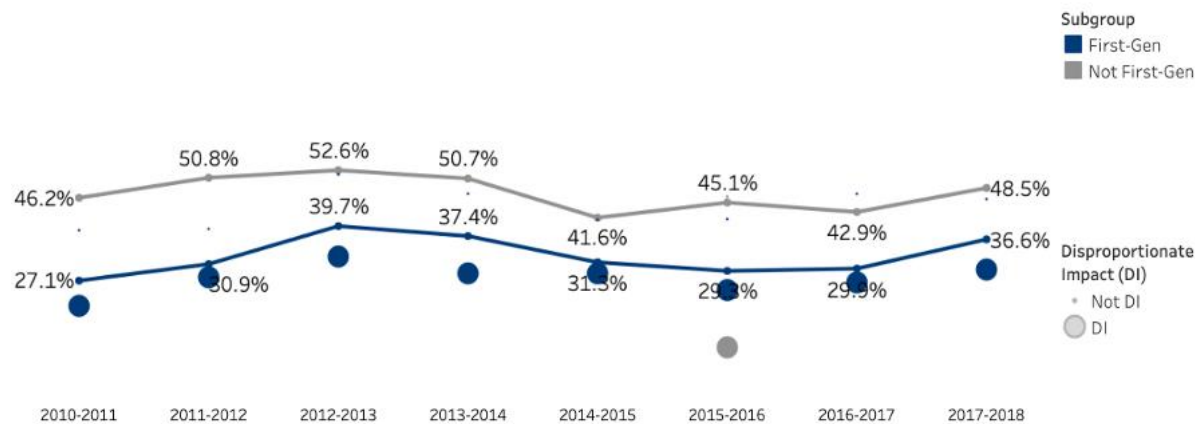
Plan, which is focused on Hispanic/Latinx and first-generation college students.

*Figure 26 - Student Progress and Achievement Rate: Re-Entry*



Source: IVC Office of Research, Planning and Accreditation. Percentage of re-entry students persisting over a one-year period.

*Figure 27 - Student Progress and Achievement Rate: First Generation*



Source: IVC Office of Research, Planning, and Accreditation. Percentage of first-generation students persisting over a one-year period.

## Rationale: Guided Pathways Accomplishments

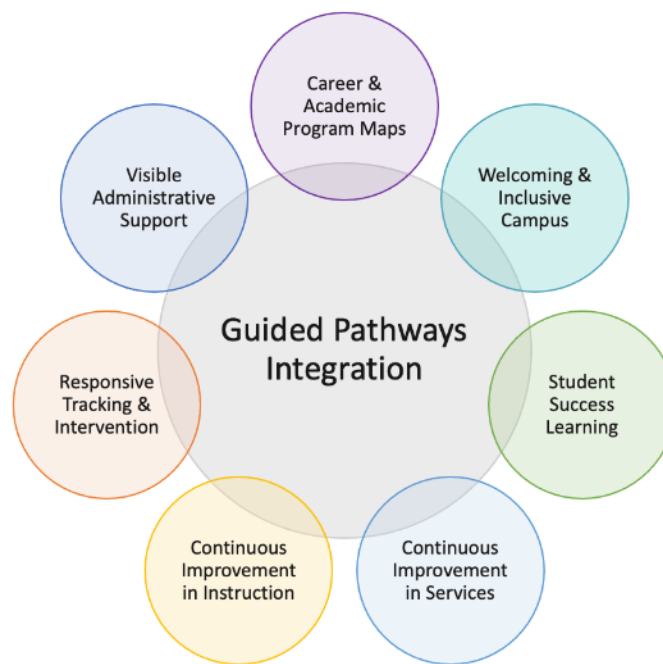
IVC recognizes that Guided Pathways is an equity framework that facilitates student-centered decisions by administration, faculty, and staff to remove systemic obstacles that impede students' ability to complete their academic goals efficiently. The Guided Pathways philosophy helps to center the student experience throughout the provision of services so they may efficiently achieve learning goals. The institution reaffirms its commitment to the following activities:

1. Encouraging students to discover their career and academic interests,

2. Providing sample learning pathways to a future career or academic goal,
3. Providing support services that help students remain on their learning pathway, and
4. Engaging in innovative instruction that facilitates classroom learning.

Selecting action projects required the group to critically examine the college Guided Pathways initiative's prior accomplishments. During these reflection activities, the group identified seven authentic Guided Pathways integration components adopted from the [Continuous Learning Institute](#) and the book [Becoming a Student Ready College](#). These components are Career and Academic Program Maps, Welcoming and Inclusive Campus, Student Success Learning, Continuous Improvement in Services, Continuous Improvement in Instruction, Responsive Tracking and Intervention, and Visible Administrative Support. The group's use of the integration framework clarified accomplishments and illuminated opportunities for improvement.

*Figure 28 - Components of Guided Pathways Integration*



Guided Pathways integration involves specific strategies to support student success and enhance learning experiences. A key strategy is using career and academic program maps that provide students with a clear path toward their educational goals. Subject faculty and counselors collaborated to produce sample maps for degrees, certificates, and transfer patterns. To ensure the continued usefulness of the maps, the College assigned a faculty member as a roadmaps coordinator to maintain them. Also, the College subscribed to a career exploration service that provides current career information on its [website](#). The website also features a skills and interests assessment to help potential and current students connect with related [interest areas](#).

Because a welcoming and inclusive campus is essential to Guided Pathways integration, the College funded specialized training for classified professionals, who are often the first people students encounter on their learning journey. The Caring Campus Initiative facilitates a welcoming environment by nurturing a culture of warm handoffs and direct, one-on-one assistance so all students—especially those from under-represented groups—feel a sense of belonging. Guided Pathways also provides academic support outside the classroom and campus to keep students engaged and on track. The College produced videos raising awareness of support center services, created a “passport” to incentivize students to visit student support centers, and launched several awareness campaigns to heighten student knowledge of available support services.

Student services are activities that support students outside the classroom, such as the Veterans Services Center, Admissions and Records, Financial Aid, and Student Life. The College created in-person and online welcome centers, launched a new website designed to be student-centered, and established a Classified Completion Team focused on supporting first-generation students. Guided Pathways integration also involves continuous improvement in instruction. Our instructional Completion Team used an inquiry-to-action process to develop equity-based solutions to improve student retention and persistence. Some example projects include equitable syllabi training, open education resources, development of just-in-time education, new counselor aids, and new non-credit certificates.

Finally, visible administrative support structures include designated executive leadership, faculty leadership, and staff leadership, with clear pathways for reporting and accountability. The College established the Guided Pathways Oversight Workgroup (GPOWG) to oversee Guided Pathways projects and spending, assigned an academic administrator to facilitate the implementation of Guided Pathways practices on campus.

## Action Project Plan

Reflecting upon the available data and work already accomplished, the College developed action projects that reflect a commitment to transformative and authentic institutional alignment with the Guided Pathways philosophy, a highly structured, comprehensive approach to improving students’ attainment of skills, credentials, and socioeconomic mobility. Those action projects are:

1. Institutionalize and integrate the Guided Pathways framework for sustainability and continuous improvement in student learning, and
2. Continue to engage in transformational change to be a student-ready campus.

The action projects align with Strategic Plan Goal 2: Transforming Lives Through Learning and Achievements, Accreditation Standard B: Assuring Academic Quality and Institutional Effectiveness, and the [California Community Colleges Vision for Success](#) goals.



## Integrated Approach to Action Project Planning

During the action project planning process, GPOWG discovered that creating independent project plans was counterintuitive to an integrative philosophy. The College aims to support students with strategies that engage faculty, incorporate classroom-based equity efforts, and promote efficient completion of students' academic goals, but these strategies do not occur in a vacuum. Every aspect of the student's journey may contribute to or detract from their learning success. Therefore, implementation steps for the action projects are best understood as they align with the Guided Pathways integration components seen in Figure 28 and described in Table 17. Furthermore, the action projects may be correlated to longitudinal persistence data and the Student Progress and Achievement Rate (SPAR).

For the College to fully understand how the action projects might impact its progress in removing success barriers over the next accreditation cycle, additional measures and observable outcomes were identified and are described in Table 17. Timelines are approximate semesters in which the work might be completed, with an understanding that some activities, like installing new campus signage, might take longer due to unanticipated delays. Lastly, the following acronyms are used for responsible parties:

- GP: Guided Pathways
- GPOWG: Guided Pathways Oversight Workgroup
- CSWG: Campus Signage Workgroup
- IT: Information Technology
- ORPA: Office of Research, Planning and Accreditation
- PAC-DEIA: President's Advisory Council on Diversity, Equity, Inclusion & Accessibility
- SSEC: Student Success and Equity Council
- VPAS: Vice President for College Administrative Services
- VPI: Vice President for Instruction
- VPSS: Vice President for Student Services



Table 17 - Plan for Action Project Implementation

<b>Guided Pathways Integration: Career and Academic Program Maps</b> Career and academic program maps are sample lists of courses students might take to reach a particular learning goal, such as an AA degree in English.		
Action Steps, Activities, and Impact	Responsible	Timeline
<b><i>Connect Students with Career and Academic Programs Early and Often</i></b> <ul style="list-style-type: none"> <li>• Create Interest Area materials that connect courses to careers and majors.</li> <li>• Refresh the Guided Pathways logo to visibly connect to the concept of Find Your Path.</li> <li>• Purchase marketing and other materials to facilitate a physical Guided Pathways presence at events and campus activities.</li> <li>• Integrate and align activities with the Career Center to maximize students' potential to select an interest area early.</li> <li>• Develop first-semester and/or first-year academic plans for undecided students.</li> <li>• Work with stakeholders to integrate first-semester and/or first-year academic plans for undecided students into the matriculation process.</li> </ul>	GPOWG  Marketing & GPOWG GPOWG  GPOWG & Career Center  GPOWG & Counselors  GPOWG, VPSS, VPI	Fall 2023  Fall 2023  Fall 2023  Spring 2024  Spring 2024  Fall 2024
<b><i>Keep the academic and career sample road maps relevant and accurate.</i></b> <ul style="list-style-type: none"> <li>• Create a plan to monitor curriculum changes and align changes to public-facing maps.</li> <li>• Solicit faculty input to improve the sample maps for accuracy and career relevancy.</li> </ul>	GPOWG & Marketing  GPOWG & Faculty	Spring 2024  Spring 2024
<b><i>Intended observable impact:</i></b> Reduce the total number of units accumulated to expedite completion of the student's learning goals. <b><i>Intended observable impact:</i></b> Increase the number of degrees and certificates awarded. <b><i>Student Equity Plan metric:</i></b> Successful enrollment in the College at 48 percent by 2025.		
<b>Guided Pathways Integration: Welcoming and Inclusive Campus</b> A welcoming and inclusive campus includes explicit and implicit activities and environments that facilitate a sense of belonging on campus.		
Action Steps, Activities, and Impact	Responsible	Timeline
<b><i>Radically improve campus signage to be student-ready and accessible.</i></b> <ul style="list-style-type: none"> <li>• Create a group of cross-campus stakeholders to begin planning for a signage update and</li> </ul>	VPAS & CSWG	Spring & Fall 2023

<p>consult experts to ensure accessibility and ease of use.</p> <ul style="list-style-type: none"> <li>• Select appropriate software and products for digital displays.</li> <li>• Determine a uniform building naming system so students, visitors, and local law enforcement can easily understand campus locations.</li> <li>• Select options for exterior building names and wayfinding to maximize ease of use and inclusion.</li> <li>• Installation of exterior signage will occur in phases to align with building projects on campus.</li> </ul>		<p>Fall 2023</p> <p>Spring 2024</p> <p>Fall 2024</p> <p>TBD</p>
<p><b><i>Create a permanent, well-integrated physical welcome center as the campus builds its Facilities Master Plan.</i></b></p> <ul style="list-style-type: none"> <li>• Determine the required stakeholders needed to complete the project.</li> <li>• Create a design, staffing, and funding plan for a permanent welcome center incorporating student voices.</li> <li>• Build out welcome center as part of new student services center building.</li> <li>• Open permanent welcome center.</li> </ul>	VPSS & SSEC	<p>Spring 2023</p> <p>Spring 2023</p> <p>Spring 2025</p> <p>Spring 2027</p>
<p><b><i>Review campus interiors for inclusive imagery and visual design.</i></b></p> <ul style="list-style-type: none"> <li>• Create a team of campus stakeholders to review interiors for inclusive design and imagery.</li> <li>• Consider visual aspects and creators that reflect the rich diversity of the College and community, including its history rooted in tribal lands.</li> <li>• Create a plan to add visual interior aspects that facilitate aesthetic appeal and a welcoming environment.</li> <li>• Select and install visual pieces (art, sculpture, mural, ephemera, etc.) as appropriate.</li> </ul>	PAC-DEIA & VPAS	<p>Fall 2023-Spring 24</p> <p>Fall 2024-Spring 25</p> <p>Fall 2025-Spring 26</p> <p>Fall 2026-Spring 27</p>
<p><b><i>Intended observable impact:</i></b> Improve student satisfaction and campus climate ratings.</p> <p><b><i>Intended observable impact:</i></b> Improve digital accessibility, including ease of use on mobile devices.</p> <p><b><i>Intended observable impact:</i></b> Alignment to ADA requirements and ease of local law enforcement.</p>		

<b>Guided Pathways Integration: Student Success Learning</b> “Student success learning” refers to academic support outside the classroom that might keep the student engaged and on the learning pathway.		
Action Steps, Activities, and Impact	Responsible	Timeline
<b><i>Research and develop College Success Learning modules for all new students.</i></b> <ul style="list-style-type: none"> <li>• Leverage broad stakeholder support to create multi-faceted learning opportunities that reflect the holistic student experience.</li> <li>• Design modules to guide students from starting school through their first semester of college.</li> <li>• Incorporate student voices to ensure learning topics are relevant to needs.</li> <li>• Determine if the learning modules should be customized for special student populations.</li> <li>• Launch learning modules in Canvas.</li> </ul>	GPOWG  GPOWG  GPOWG  GPOWG  GPOWG	Fall 2023  Spring 2024  Spring 2024 Spring 2024  Fall 2024
<b><i>Facilitate equitable College Success Learning through the provision of adaptive software for college writing.</i></b> <ul style="list-style-type: none"> <li>• Investigate options for an online tool, like Grammarly Pro, that uses adaptive software to support student improvement in college writing.</li> <li>• Investigate cost and funding options.</li> <li>• Select and implement software in collaboration with the Writing Center and other faculty.</li> </ul>	GPOWG  GPOWG GPOWG, VPI, VPAS	Fall 2023  Fall 2023 Fall 2024
<b><i>Intended observable impact:</i></b> Improve overall student retention and persistence from the first semester to the second semester. <b><i>Student Equity Plan metric:</i></b> Retention from the first to the second semester for Hispanic/Latinx Students at 80 percent by 2025. <b><i>Student Equity Plan metric:</i></b> Retention from the first to the second semester for First-Generation Students at 80 percent by 2025.		
<b>Guided Pathways Integration: Continuous Improvement in Student Services</b> “Student services” refers to activities that support students outside the classroom, such as the Veterans Services Center, Admissions and Records, Financial Aid, and Student Activities.		
Action Steps, Activities, and Impact	Responsible	Timeline
<b><i>Normalize the Learn to Earn laptop program to remove access to a computer as a barrier to student success and incentivize persistence.</i></b> <ul style="list-style-type: none"> <li>• Articulate how establishing Learn-to-Earn as a</li> </ul>	VPAS & IT	Fall 2023

<p>long-term program will benefit students.</p> <ul style="list-style-type: none"> <li>• Articulate logistics and funding for normalizing the Learn to Earn laptop program.</li> <li>• Revisit student eligibility requirements to ensure equitable program access to part-time and minoritized students.</li> <li>• Revisit how students earn and retain their laptops to ensure the process is empowering students' ownership of their learning aspirations.</li> </ul>	<p>VPAS, VPSS &amp; IT</p> <p>VPAS, VPSS &amp; IT</p> <p>VPAS, VPSS &amp; IT</p>	<p>Fall 2023</p> <p>Spring 2024</p> <p>Spring 2024</p>
<p><b><i>Transform services perspective from an “opt-in” campus to an “opt-out” campus.</i></b></p> <ul style="list-style-type: none"> <li>• Issue a bus pass to every new student.</li> <li>• Issue student identification as part of orientation.</li> <li>• Enroll eligible students in programs rather than expecting them to find and enroll in services (tutoring, Writing Center, EOPS, etc.).</li> <li>• Enroll all students in free Student Success Learning modules.</li> <li>• Revisit the definition of “first-generation college student” to ensure it is the most inclusive definition possible for programs and clubs.</li> <li>• Be intentional in discovering services, student supports, and learning communities that could be immediately offered to students.</li> <li>• Connect students with career and academic interest areas, including the chair of their selected program.</li> </ul>	<p>VPAS &amp; VPSS</p> <p>VPAS &amp; VPSS</p> <p>VPI, VPSS, &amp; VPAS</p> <p>VPI &amp; GPOWG College Council</p> <p>VPI, VPSS</p> <p>GPOWG</p>	<p>Fall 2024</p> <p>Fall 2024</p> <p>Fall 2024</p> <p>Fall 2024</p> <p>Fall 2023</p> <p>Spring 2024</p> <p>Fall 2023</p>
<p><b><i>Remove hunger as a barrier to student learning.</i></b></p> <ul style="list-style-type: none"> <li>• Create a team to assess food insecurity issues on campus and define what “affordable” means.</li> <li>• Develop a sustainability plan to retain and expand the Food Resource Center.</li> <li>• Ensure healthy and affordable food options are readily available on campus.</li> </ul>	<p>VPAS</p> <p>VPAS</p> <p>VPAS</p>	<p>Fall 2023</p> <p>Fall 2024</p> <p>Fall 2025</p>
<p><b><i>Explore incentivizing student retention with perks like free parking permits, book vouchers, gas cards, etc.</i></b></p> <ul style="list-style-type: none"> <li>• Explore the viability of a student retention incentive program that rewards students for persistence with perks like free parking</li> </ul>	<p>VPI, VPSS, &amp; VPAS</p>	<p>Fall 2023</p>

<ul style="list-style-type: none"> <li>permits, book vouchers, gas cards, etc.</li> <li>If viable, articulate an implementation plan that includes minimum qualifications, budget impact assessment, and logistics.</li> </ul>	VPI, VPSS, & VPAS	Fall 2024
<p><b>Intended observable impact:</b> Remove access to a computer as a barrier to student learning.</p> <p><b>Intended observable impact:</b> Improve overall student retention and persistence from the first semester to the second semester.</p> <p><b>Student Equity Plan metric:</b> Retention from the first to the second semester for Hispanic/Latinx Students at 80 percent by 2025.</p> <p><b>Student Equity Plan metric:</b> Retention from the first to the second semester for First-Generation Students at 80 percent by 2025.</p>		
<p><b>Guided Pathways Integration: Continuous Improvement in Instruction</b></p> <p>“Instruction” refers to classroom activities such as curriculum, grading, and textbooks.</p>		
Action Steps, Activities, and Impact	Responsible	Timeline
<p><b>Normalize Guided Pathways Completion Teams activities and practices.</b></p> <ul style="list-style-type: none"> <li>Develop a highly accessible Completion Team resource center with an orientation and best practices guide.</li> <li>Define and communicate the expectations for Completion Team lead(s), including setting agendas, running meetings, and accountability of action items.</li> <li>Facilitate future participation by part-time faculty in Completion Team activities through payment or a professional development credit.</li> <li>Establish Completion Teams as an opportunity to earn professional development credit per faculty contract.</li> <li>Continue dean support for faculty to use Completion Team participation as their college service credit per the faculty contract.</li> <li>Explore how Completion Teams may leverage the new Banner system for instructional interventions.</li> </ul>	<p>GP Coordinator</p> <p>GPOWG</p> <p>VPI &amp; GPOWG</p> <p>GPOWG &amp; Academic Senate</p> <p>GP Dean &amp; VPI</p> <p>GPOWG</p>	<p>Fall 2023</p> <p>Spring 2023</p> <p>Fall 2023</p> <p>Fall 2023</p> <p>Fall 2023</p> <p>Spring-Fall 2024</p>
<p><b>Leverage Guided Pathways Completion Teams for continuous improvement in the classroom.</b></p> <ul style="list-style-type: none"> <li>Support Completion Team activities that target student learning, such as embedded tutors.</li> <li>Support Completion Team activities that provide equity-based professional development opportunities, especially those emphasizing classroom equity.</li> <li>Support Completion Team activities that</li> </ul>	<p>VPI &amp; GPOWG</p> <p>VPI &amp; GPOWG</p> <p>VPI &amp;</p>	<p>Fall 2023 - ongoing</p> <p>Fall 2023 - ongoing</p> <p>Fall 2023 -</p>

support students remaining on their learning pathway. <ul style="list-style-type: none"> <li>Develop a method for capturing Completion Team activities and communicating progress to campus leadership.</li> </ul>	GPOWG  VPI & GPOWG	ongoing  Fall 2023 - ongoing
<b><i>Increase ZTC/OER course offerings to address textbook costs as a barrier to student success.</i></b> <ul style="list-style-type: none"> <li>Engage faculty in developing or adopting ZTC/OER for their respective courses.</li> <li>Pursue external funding opportunities for OER/ZTC.</li> <li>Increase the use and accuracy of OER/ZTC designation in the class schedule.</li> <li>Study the diversity of enrollments for high-cost textbook courses.</li> <li>Continue to update the Course Reserves collection in the library with priority on courses that do not have OER available.</li> </ul>	VPI & OER Committee  Grant Writer OER Committee OER Committee Library	Ongoing  Fall 2023 Ongoing  Fall 2023  Ongoing
<p><b><i>Intended observable impact:</i></b> Ensure the long-term viability of the Guided Pathways Completion Teams and continuous improvement in instruction.</p> <p><b><i>Intended observable impact:</i></b> Improve overall longitudinal student achievement measures such as GPA and SPAR.</p> <p><b><i>Intended observable impact:</i></b> Increase ZTC course offerings by 30 percent by 2027.</p> <p><b><i>Student Equity Plan metric:</i></b> Completion (including degrees and certificates) for Hispanic/Latinx students at 21 percent by 2025.</p> <p><b><i>Student Equity Plan metric:</i></b> Completion (including degrees and certificates) for first-generation students at 22 percent by 2025.</p>		
<p><b>Guided Pathways Integration: Responsive Tracking and Intervention</b></p> <p>Responsive tracking and intervention are systematized communications to students based on their individual needs, learning outcomes, and interests.</p>		
<b>Action Steps, Activities, and Impact</b>	<b>Responsible</b>	<b>Timeline</b>
<b><i>Enact transformative change that supports targeted student messaging and meaningful interventions.</i></b> <ul style="list-style-type: none"> <li>Prepare for the transition to Banner by mapping student milestone markers, student services input points, and the matriculation process.</li> <li>Prepare for the transition to Banner by mapping predictive instruction triggers, like missing assignments or lack of attendance.</li> <li>Prepare for the transition to Banner by mapping student activities and events.</li> <li>Prepare for the transition to Banner by mapping milestones for counselor interventions.</li> </ul>	SSEC  GPOWG  VPSS  Counseling Services	Spring 2023-24  Spring 2023-24  Spring 2023-24 Spring 2023-24

<ul style="list-style-type: none"> <li>Consider case management options to keep students on their learning pathway.</li> <li>Implement early alerts and interventions in Banner with targets and measures to understand the new system's impact.</li> </ul>	VPI, VPSS & ORPA	Spring 2023-24
	VPI & VPSS	Fall 2025
<p><b>Intended observable impact:</b> Improve overall student retention, persistence, and completion.</p> <p><b>Intended observable impact:</b> Increase the overall number of degrees and certificates awarded.</p> <p><b>Student Equity Plan metric:</b> Retention from the first to the second semester for Hispanic/Latinx students at 80 percent by 2025.</p> <p><b>Student Equity Plan Metric:</b> Retention from the first to the second semester for first-generation students at 80 percent by 2025.</p> <p><b>Student Equity Plan metric:</b> Completion (including degrees and certificates) for Hispanic/Latinx students at 21 percent by 2025.</p> <p><b>Student Equity Plan metric:</b> Completion (including degrees and certificates) for first-generation students at 22 percent by 2025.</p> <p><b>Student Equity Plan metric:</b> Transfer rate for Hispanic/Latinx students at 37 percent by 2025.</p> <p><b>Student Equity Plan metric:</b> Transfer rate for first-generation students at 40 percent by 2025.</p>		
<p><b>Guided Pathways Integration: Visible Administrative Support</b></p> <p>Visible administrative support structures include designated executive leadership, faculty leadership, and staff leadership, with clear pathways for reporting and accountability.</p>		
<b>Action Steps, Activities, and Impact</b>	<b>Responsible</b>	<b>Timeline</b>
<p><b>Transition Guided Pathways from an initiative to a framework infused throughout the college.</b></p> <ul style="list-style-type: none"> <li>Develop permanent administrative and faculty positions to represent Guided Pathways and student interests at strategic meetings.</li> <li>Support the transition of the Guided Pathways Oversight Workgroup to a committee structure.</li> <li>Establish clear pathways for reporting that facilitate cross-campus communication without duplicating efforts.</li> <li>Model a student-centered philosophy through administrative representation at campus events.</li> </ul>	College Council	Spring 2024
	College Council & GPOWG	Spring 2024
	College Council & GPOWG	Spring 2024
	College Council	Spring 2023 & ongoing
<p><b>Intended observable impact:</b> Full integration and alignment of the Guided Pathways framework will be self-evident in institutional activities and structures.</p>		



## Summary

The Quality Focus Essay allowed the College to reflect on its progress in Guided Pathways, an equity framework designed to help students achieve their academic goals efficiently. GPOWG constructed a framework for understanding Guided Pathways integration around seven components. Those components are Career and Academic Program Maps, Welcoming and Inclusive Campus, Student Success Learning, Continuous Improvement in Services, Continuous Improvement in Instruction, Responsive Tracking and Intervention, and Visible Administrative Support. Reflecting on the College's Guided Pathways accomplishments illuminated two areas for targeted action: 1) Institutionalize and integrate the Guided Pathways framework for continuous improvement in student learning, and 2) Continue to engage in transformational change to be a student-ready campus. As seen in Table 17, each action project is supported by strategies aligned to an integration component with a list of descriptive action steps. IVC leadership will facilitate and monitor the implementation of each action project using the intended outcomes, responsible parties, and projected timelines.

## LIST OF ACRONYMS

Acronym	Description
<b>ABA</b>	American Bar Association
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>ACS</b>	American Community Survey
<b>AESL</b>	Adult English as a Second Language
<b>ALO</b>	Accreditation Liaison Officer
<b>AOWG</b>	Accreditation Oversight Work Group
<b>APTC</b>	Academic Planning and Technology Council
<b>AR</b>	Administrative Regulation
<b>ARs</b>	Administrative Regulations
<b>ASCCC</b>	Academic Senate for California Community Colleges
<b>ASG</b>	Associate Student Government
<b>ASIVC</b>	Associated Students of Irvine Valley College
<b>ATEP</b>	Advanced Technology and Education Park
<b>AUR</b>	Administrative Unit Review
<b>BDRPC</b>	Budget Development and Resource Planning Council
<b>BP</b>	Board Policies
<b>BPARC</b>	Board Policy and Administrative Regulation Council
<b>CALP</b>	Cognitive Academic Learning Proficiency
<b>CC</b>	College Council (formerly SPAC) or Community College
<b>CCAP</b>	College and Career Access Pathways
<b>CCC</b>	California Conservation Corps or California Community Colleges
<b>CCL</b>	Council of Chief Librarians
<b>CE</b>	Career Education
<b>CEO</b>	Chief Executive Officer
<b>CLEP</b>	College Level Examination Program
<b>COR</b>	Course Outline of Record
<b>CPA</b>	Certified Public Accountant
<b>CSU</b>	California State University
<b>CSUF</b>	California State University, Fullerton
<b>CTE</b>	Career Technical Education
<b>DEIA</b>	Diversity, Equity, Inclusion and Accessibility
<b>DRAC</b>	District Resources Allocation Committee
<b>DSPS</b>	Disability Support Programs for Students
<b>DTC</b>	District wide Technology Committee
<b>EEO</b>	Equal Employment Opportunity
<b>ELC</b>	English Language Center
<b>EOPS</b>	Extended Opportunity Programs and Services
<b>ERP</b>	Enterprise Resource Planning
<b>ESL</b>	English as a Second Language
<b>FBC</b>	Food and Beverage Committee
<b>FERPA</b>	Family Educational Rights and Privacy Act

<b>Acronym</b>	<b>Description</b>
<b>FMO</b>	Facilities Maintenance and Operations
<b>FON</b>	Faculty Obligation Number
<b>FRC</b>	Food Resource Center
<b>FTEF</b>	Full Time Equivalent Faculty
<b>FTES</b>	Full Time Equivalent Students
<b>GAP</b>	Guaranteed Accounting Program (also GAP 4+1)
<b>GPA</b>	Grade Point Average
<b>GSP</b>	Guided Self Placement
<b>HR</b>	Human Resources
<b>IB</b>	International Baccalaureate
<b>ICC</b>	Inter Club Council
<b>IDEA</b>	Integrated Design, Engineering and Automation
<b>IEC</b>	Institutional Effectiveness Council
<b>ISER</b>	Institutional Self Evaluation Report
<b>ISLO</b>	Institutional student learning outcomes
<b>ISLOs</b>	Institutional student learning outcomes
<b>ISS</b>	Institutional Set Standard
<b>IT</b>	Information Technology
<b>IVC</b>	Irvine Valley College
<b>LAOCRC</b>	Los Angeles, Orange County, and Riverside County (now OCRC)
<b>LRCs</b>	Learning Resource Centers
<b>OCRC</b>	Orange County Regional Consortium
<b>OER</b>	Open Education Resources
<b>OEWS</b>	Occupational Employment and Wage Statistics
<b>OMCS</b>	Office of Marketing and Creative Services
<b>OOI</b>	Office of Instruction
<b>OPEB</b>	Other Post Employment Benefits
<b>ORPA</b>	Office of Research, Planning and Accreditation
<b>PCAH</b>	Program Course Approval Handbook
<b>PETF</b>	Program Evaluation Task Force
<b>PP</b>	Percentage Points
<b>PSLO</b>	Program level Student Learning Outcomes
<b>QFE</b>	Quality Focused Essay
<b>SAO</b>	Service Area Outcomes
<b>SEA</b>	Student Equity and Achievement
<b>SLO</b>	Student Learning Outcomes
<b>SLOC</b>	Student Learning Outcomes Committee
<b>SLOs</b>	Student Learning Outcomes
<b>SOC CCD</b>	South Orange County Community College District
<b>SPAC</b>	Strategic Planning and Accreditation Council (renamed to College Council)
<b>SSC</b>	Student Services Center
<b>SSEC</b>	Student Success and Equity Council
<b>SSO</b>	Student Services Outcomes
<b>SSOs</b>	Student Services Outcomes

<b>Acronym</b>	<b>Description</b>
<b>TLE</b>	Transfer Level English
<b>UC</b>	University of California
<b>VP</b>	Vice President
<b>WASC</b>	Western Association of Schools and Colleges
<b>ZTC</b>	Zero Textbook Cost





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